Closing the Distance
Preparation for Reopening of City Schools

DRAFT PLAN
July 28, 2020
Outline

1. Introduction, Context, and Stakeholder Engagement
2. The Plan for Returning to School
   - Academics and Instruction
   - Operations, Health, and Safety
   - Employee Management and Experience
3. Engaging with our Families, Communities, Students, and Partners
4. Looking Ahead: What’s Next?
5. Appendix
PART 1:
Introduction, Context, and Stakeholder Engagement
Core Principles

We ground ourselves in the following guiding principles as we prepare for the reopening of schools in the fall.

**Health & Safety:** Maintain health and safety for all by ensuring proper safeguards

**High-Quality Student Learning:** Accelerate student learning and thriving

**Equity:** Provide the best learning environment to meet the needs of ALL students

**Stakeholder Engagement:** Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality

**Fluidity and Continuous Improvement:** Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances
3 Phase Framework

Given the fluidity of the pandemic situation, our education recovery planning incorporates strategies that align with the 3 phases below. We anticipate shifting between the phases during the 2020-21 school year based on health and safety conditions and virus progression.

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>PHASE II</th>
<th>PHASE III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual learning</strong></td>
<td><strong>Hybrid model</strong></td>
<td><strong>A new normal</strong></td>
</tr>
<tr>
<td>◦ 100% virtual learning</td>
<td>◦ Medium-term recovery phase</td>
<td>◦ Long-term planning</td>
</tr>
<tr>
<td>◦ May include small groups of students in-person as conditions permit (following health and safety measures per local and national guidance)</td>
<td>◦ Mix of in-person and virtual learning occurs</td>
<td>◦ Majority in-person learning with some virtual components</td>
</tr>
<tr>
<td></td>
<td>◦ Option to continue 100% virtual learning available</td>
<td>◦ Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II</td>
</tr>
</tbody>
</table>
Approach & Organizational Structure

Our planning efforts were led by **16 workgroups** that worked collaboratively and included cross-functional staff from across the organization, in addition to teachers, principals, and BTU-identified representatives. **Two core components** that grounded the workgroups were **Academics and Instruction** and **Health and Safety**.

- **Meal & Food Distribution**
- **Enrollment, Choice, and Transfer**
- **Safe, Secure, and Healthy Schools**
- **Healthy, Equitable, and Safe Communities**
- **Strategic Budgeting**
  - Transportation
  - Employee Management & Experience, includes:
    - Staffing
    - Professional Learning
    - Employee Experience
  - Whole Child Engagement & Support: includes:
    - Wholeness
    - Attendance
    - Extracurriculars
  - Family & Community Engagement
- **Academics & Instruction**
  - Assessments & Use of Data
  - Distance Learning Infrastructure
  - Post-Secondary, includes:
    - College Readiness
    - Career Readiness
    - Post-Secondary Transition
- **Partnership Strategy**
- **Stakeholder Engagement & Feedback**
Prioritizing Equity for All

Aligned with Baltimore City Public Schools’ Equity Policy (Policy ADA-Equity Policy), our planning efforts aim to ensure educational and racial equity for all. We’ve taken the steps and measures below to bring an equity lens throughout the planning process and regularly referenced our equity guiding questions (see appendix).

- **Policy & Program Analysis**: Identify what groups may be affected by a particular policy, program, practice, decision, or action and what the potential impacts are on these groups.

- **Mitigate Disparities**: Gather data on existing disparities and understand if the proposed item worsens existing disparities or results in other unintended consequences. Identify measures that can be taken to mitigate these effects.

- **Stakeholder Engagement**: Connect and gain input from a diverse group of individuals, ensuring all voices are represented and have the opportunity to share feedback to inform the policy or recommendation.

*Note: The draft plan document will reference alignment between specific plan components and Policy Standards from Policy ADA—Equity Policy.*
High Level Timeline to Date: April – July 2020

- **April 15**: Education recovery planning begins
- **May 22 onward**: Collected and synthesized teacher input on virtual learning and reopening
- **May 26**: Stood up 16 workstreams to formalize planning process
- **May 28**: Hosted principal meeting to share planning approach, progress, and gather feedback
- **May 28 onward**: Conducted virtual family listening tours, focus groups, surveys, and quick polls with school leaders, staff, families, partners, and students
- **June 9**: Communicated recovery planning updates and stakeholder engagement approach at Board meeting
- **July 7**: Kicked off weekly staff and family virtual townhalls to share updates and collect input
- **July 20**: Communication on all virtual start to school year
- **July 28**: Present draft education recovery plan and proposed calendar at Board meeting
Stakeholder Engagement: Overview

Throughout the spring and summer, we engaged with a diverse set of stakeholders through multiple channels to inform our planning (e.g. surveys, town halls, focus groups, small-group meetings). A high-level description of who we engaged is below. Additional details, including a breakdown of stakeholder engagement by event type, can be found in the appendix.

- 310+ school leaders
- 1,850+ students
- 16,800+ families
- 4,900+ teachers and staff
- 55+ partner organizations*

Held regular touchpoints with union leadership, the Board, and Elected Officials

Created Public Health Advisory Committee with medical and public health representatives to inform health and safety planning

*see appendix for full list of partners
Stakeholder Engagement: Key Takeaways (1 of 2)

Stakeholders advocated for families having choice in how they return, but responses are mixed both within and across groups on comfort with returning to work and school in-person.

Comfort with Returning to School / Work In-Person

**Families**
Source: Possip Poll  
N=7,457 responses

- Not comfortable (67%)
- Comfortable or mostly comfortable (33%)

**School Staff**
Source: Quick Poll  
N=1,369 responses

- Not comfortable (64%)
- Comfortable (36%)

**Students**
Source: Student Survey  
N=1,852 responses

- Not comfortable (48%)
- Comfortable (43%)

- Don’t know or not returning to City Schools (9%)

**School Leaders**
Source: Quick Poll  
N=70 responses

- Not comfortable (34%)
- Comfortable (66%)
Stakeholder Engagement: Key Takeaways (2 of 2)

Responses varied again both within and across stakeholder groups on the preferred model for school reopening.

Preferences for All-Virtual, Hybrid, or All In-Person Models

Families
Source: Possip Poll
N=5,156 responses

School Staff
Source: Quick Poll
N = 1,430 responses

School Leaders
Source: Quick Poll
N = 70 responses

Additional stakeholder engagement details are in the appendix.
Part 2: The Plan for Returning to School

- Academics and Instruction
- Operations, Health, and Safety
- Employee Management and Experience
Fall Reopening Plan

Starting all Virtual

All schools in the district will open the 2020-2021 school year virtually.

We will assess the need to prioritize certain small groups of students for in-person instruction during the virtual learning period and for the addition of the hybrid model later in the fall.

Adding the Hybrid Model

We will reassess our ability to add the hybrid model as conditions allow later in the fall. Transition to hybrid learning may look like:

- Ensuring our most struggling students come back first (e.g., students who have not engaged well in the virtual space; students far behind in reading and math; English Learners; and/or students with IEPs)
- Particular grades may come back first, such as PK, K, 1st, 6th, and 9th (transition grades and youngest learners)
- All students come back in an AA / BB schedule format

Virtual instruction option continues:

Virtual instruction will continue to be offered to all families who do not feel comfortable returning their students to school in-person.

Transition to add the Hybrid Model

Families will have the option to transition to hybrid model or continue with a virtual learning model.

We will provide time to transition to hybrid in-person learning and opportunities to train and orient staff, families, and students to what the experience will be like for those who choose that option.
Assessing Model Transitions

City Schools is currently developing a **COVID Dashboard**, in partnership with the City Health Department, our public health advisory committee, and informed by guidance from the state health department. By tracking **4 key metrics**, district leadership can make informed decisions on **opening** and **closing schools**, and **transitioning** between virtual and hybrid models.

### POSITIVITY
- **Description**: 7-day measure of % of positive tests
- **Goal**: < 5% positive
- **Needs attention if**: 10% positive
- **Data source**: https://coronavirus.baltimorecity.gov

### NEW CASES
- **Description**: 3-day average by test date
- **Goal**: 7 day drop in new cases
- **Needs attention if**: 7 day increase in new cases
- **Data source**: https://coronavirus.baltimorecity.gov

### HOTSPOTS
- **Description**: BCHD-identified areas with high risk
- **Goal**: NA
- **Needs attention if**: 20%+ positivity
- **Data source**: https://coronavirus.baltimorecity.gov

### ABSENTEEISM
- **Description**: % of schools with increased absenteeism
- **Goal**: Flat / decreasing
- **Needs attention if**: Marked increase
- **Data source**: City Schools attendance data

**Additional Notes**
- ‘Goal’ and ‘Needs attention’ metrics are indicators; draft metrics to be finalized and subject to change as we continue to learn more about the virus
- The Hotspots metric enables City Schools to track individuals neighborhoods to determine if a different response is warranted
- Continuing to work with health department partners to determine school-level data to inform school-specific decision making
Virtual Learning Instructional Model: Definitions

**Synchronous instruction** means the teacher is teaching to a group of students live. Synchronous learning occurs when teacher and students are working together at the same time. In other words, the instruction by the teacher and the learning by the student occur simultaneously.

**Asynchronous instruction** is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. Asynchronous instruction can be in the form of pre-recorded webinars, discussion boards, assignments in google classroom, a paper and pencil assignment, videos to watch, or personalized learning. In other words, the instruction by the teacher and the learning by the student do not occur at the same time.
Instructional Model: Definitions

Office Hours

Especially in the virtual learning schedules, you will see time for office hours. Office hours are times for families and students to speak with teachers regarding their assignments and progress in the class. This can also be a time for teachers to call families to check-in with them on the progress of their child, discuss any engagement issues or anything related to the child, the class, and virtual learning. A school leader may direct a teacher to call on students that are struggling with virtual learning, or work towards outreach to all students over a given amount of time.
Virtual Learning Model
Virtual Learning Model: Pre-K

Important Components

- Pre-K students will have no more than 110 minutes per day in online instruction
- Expectation is that an additional 90 minutes per day is reserved for hands-on, experiential learning, purposeful play, and physical development at home
- Related Arts / Resource will be delivered asynchronously on a rotating schedule
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- Sample student and teacher schedules are in the appendix

<table>
<thead>
<tr>
<th>Time</th>
<th>Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Synchronous Morning Meeting / SEL Check-In</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous Math (embedded Science) &amp; ELA (embedded Social Studies) Instruction</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous Small Group Instruction (ELA &amp; Math) *Heggerty</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Asynchronous Math / ELA / Science / Social Studies / Related Arts / Resource Instruction</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Hands On Learning</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Purposeful Play</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Optimistic Closure / SEL</td>
</tr>
</tbody>
</table>
Virtual Learning Model: Kindergarten

Important Components

- Kindergarten students will have no more than 160 minutes per day in synchronous online instruction.
- The time for Related Arts/Resource could be spread throughout the day as breaks between ELA and Math as opposed to a distinct time.
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule.
- Sample student and teacher schedules are in the appendix.

<table>
<thead>
<tr>
<th>Time</th>
<th>Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Synchronous Morning Meeting / SEL Check-In</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous ELA Instruction including foundational literacy skills</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Synchronous ELA Small Group Instruction or Amplify Reading</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Synchronous Math Small Group Instruction or iReady</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Synchronous Related Arts / Resource</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Synchronous Science / Social Studies</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Optimistic Closure / SEL</td>
</tr>
<tr>
<td>75 minutes</td>
<td>Asynchronous work at home</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Grades 1-5

### Important Components

- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- 230 total minutes of synchronous screen time

### Each Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Synchronous Morning Meeting / SEL Check-In</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous ELA Instruction including foundational literacy skills</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous Science/Social Studies Instruction</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Synchronous/Asynchronous Related Arts/Resource Classes</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Synchronous ELA &amp; Math Small Groups (15 minutes each)</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Optimistic Closure / SEL</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Grades 1-5

### Sample Student Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday through Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:10 am</td>
<td>Synchronous Morning Meeting/SEL</td>
</tr>
<tr>
<td>9:10 to 10:10 am</td>
<td>Synchronous ELA Instruction including foundational literacy skills</td>
</tr>
<tr>
<td></td>
<td>45 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>15 minutes breakout/small group</td>
</tr>
<tr>
<td></td>
<td>(breaks between classes determined by the school)</td>
</tr>
<tr>
<td>10:10 to 10:55 am</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td></td>
<td>30 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>15 minutes breakout/small group</td>
</tr>
<tr>
<td>10:55 to 11:25 am</td>
<td>Synchronous Science/Social Studies Instruction</td>
</tr>
<tr>
<td>11:25 am to 12:10 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:10 to 12:55 pm</td>
<td>Synchronous/Asynchronous Related Arts/Resource Classes</td>
</tr>
<tr>
<td>12:55 to 1:25 pm</td>
<td>Synchronous ELA/Math Small Groups</td>
</tr>
<tr>
<td>1:25 to 1:35 pm</td>
<td>Optimistic Closure/SEL</td>
</tr>
<tr>
<td>1:35 to 3:05 pm</td>
<td>Asynchronous time for students and additional related services, ESOL, or SPED services</td>
</tr>
<tr>
<td></td>
<td>Office Hours with teachers as needed</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Grades 1-5
### Sample Teacher Schedule

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

Important Components

- Each lesson will have a minimum of 45 minutes synchronous (live), whole group instruction by the teacher, with a combination of small group, personalized learning and asynchronous (independent) work to equal the 60 minutes shown here
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- 315 minutes of synchronous screen time
- Sample student and teacher schedules are in the appendix

<table>
<thead>
<tr>
<th>Time</th>
<th>5 Periods Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Synchronous Opening Ritual &amp; SEL</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous ELA Instruction</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous Science Instruction</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous Social Studies Instruction</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Synchronous Related Arts/Resource Classes: PE, health, art, music, second language, etc.</td>
</tr>
</tbody>
</table>
Virtual Learning Model: High School
Sample Schedule (5 Period Day)

Important Components

• Students will attend the same classes that they would in their traditional schedule
• Most schools utilize a 5 period schedule, which is shown here
• Each lesson will have a minimum of 45 minutes synchronous (live), whole group instruction by the teacher, with a combination of small group, personalized learning and asynchronous (independent) work to equal the 65 minutes shown here
• Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
• 325 minutes of synchronous screen time
• The appendix provides a 4x4, A/B day schedule for schools that have more than 5 periods

<table>
<thead>
<tr>
<th>Time</th>
<th>5 Periods Monday, Tuesday, Thursday, Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 minutes</td>
<td>Period 1</td>
</tr>
<tr>
<td>65 minutes</td>
<td>Period 2</td>
</tr>
<tr>
<td>65 minutes</td>
<td>Period 3</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Lunch</td>
</tr>
<tr>
<td>65 minutes</td>
<td>Period 4</td>
</tr>
<tr>
<td>65 minutes</td>
<td>Period 5</td>
</tr>
</tbody>
</table>
Virtual Learning Model: High School

Wednesday Lab Day Schedule

Teachers use the **mornings** for **professional development** (9-10:45 am)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:45 am</td>
<td>Intervention Team Meetings – Data Review, Student Data Conversations, Considering Target Populations (SPED, At-Promise, ELL), OTG Teacher Team Meetings, Grade Level, SST</td>
<td><strong>Intervention Block I</strong></td>
</tr>
<tr>
<td>9:45 – 10:45 am</td>
<td>Cycles of Virtual Engagement (Considering Virtual Components, Tools, Engagement, Feedback, Grading)</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>11:00 am – 12:00 pm</td>
<td><strong>Intervention Block II</strong></td>
<td><strong>Intervention Block II</strong></td>
</tr>
<tr>
<td>12:00 – 12:45 pm</td>
<td><strong>Intervention Block III</strong></td>
<td><strong>Intervention Block III</strong></td>
</tr>
<tr>
<td>1:45 – 2:45 pm</td>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td>2:45 – 4:05 pm</td>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
</tr>
</tbody>
</table>

* Please see appendix for details on the Intervention Blocks
Hybrid Learning Model
Hybrid Model: Elementary In-Person Sample Schedule

### Important Notes

- **AA/BB model**: Students are in-school with their teacher 2 consecutive days per week & work virtually for 3 days per week.
- **Times will change based on grade levels**.
- **Sample middle grades and high school hybrid in-person schedules are in the appendix**.
- **At home, students will work on asynchronous assignments aligned to in-person instruction, personalized learning programs, and any applicable instructional videos**.
- **Goal is to move to a model where students can access the teacher’s instruction while at home**.

<table>
<thead>
<tr>
<th>Time</th>
<th>Cohort A – Mon, Tues in person Cohort B – at home</th>
<th>Wednesday All students at home*</th>
<th>Cohort B – Thurs, Fri in person Cohort A – at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 mins</td>
<td>Foundational Literacy</td>
<td>Professional Development</td>
<td>Foundational Literacy</td>
</tr>
<tr>
<td>60 mins</td>
<td>ELA – Wit and Wisdom</td>
<td>Academic / Collaborative Planning</td>
<td>ELA – Wit and Wisdom</td>
</tr>
<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td></td>
<td>Health and Safety Protocols</td>
</tr>
<tr>
<td>45 mins</td>
<td>Lunch &amp; Recess</td>
<td></td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td>Virtual - Small group and individualized student check-ins</td>
<td>Health and Safety Protocols</td>
</tr>
<tr>
<td>45 mins</td>
<td>Related Arts/Resource: PE, health, art, music, etc</td>
<td></td>
<td>Related Arts/Resource: PE, health, art, music, etc</td>
</tr>
<tr>
<td>75 mins</td>
<td>Math – Eureka</td>
<td></td>
<td>Math – Eureka</td>
</tr>
<tr>
<td>60 mins</td>
<td>Science/Social Studies</td>
<td></td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>10 mins</td>
<td>Dismissal and Prep for Home</td>
<td></td>
<td>Dismissal and Prep for Home</td>
</tr>
</tbody>
</table>

*Potentially bringing in our most struggling students for a half-day.*
Accelerating Student Learning

We will focus on core grade-level content and accelerate student learning through the following strategies:

**Core-Grade Level Content**
Engage with core grade level content starting at the beginning of the year; scope and sequence pacing guides adapted to prioritize grade-appropriate content.

**Targeted Instruction**
Put in place appropriate scaffolds to make the work accessible and support “just in time”, unfinished learning needed for success to master grade level standards.

**Targeted Recovery**
Support identified gaps in foundational skills and knowledge through differentiated instruction.

**Personalized Learning**
Leverage digital learning platform for students to engage independently in a personalized learning path to recover, refresh, and extend learning.

We will also launch an Academic Mentorship Program to serve a group of rising 9th graders who were disengaged during virtual learning. 9th graders will work with college student mentors from Maryland universities to strengthen ELA and Math skills and build relationships to support transition to high school.
Assessment Strategy & Approach

We plan to utilize 3 types of assessments to diagnose student understanding, identify gaps in foundational skills, and develop a plan to overcome those gaps. A robust data cycle will complement assessment administration to analyze and apply data-driven insights; see appendix for details.

Assessment Types

• **Diagnostic assessments** in ELA and Math administered 3 times a year for growth monitoring

• 10-15 minute **short-cycle, formative assessments** in ELA and Math to assess student knowledge, scope and sequence pacing, and instructional scaffolding

• 30-40 minute, quarterly **summative assessments** in all content areas at the end of units to assess student knowledge and pacing

Virtual and Hybrid Considerations

• All assessment types can be completed online during virtual learning, synchronously or asynchronously

• In a **hybrid model**, diagnostic assessments are best given in-school; formative and summative assessments can be in-person or online
Supports for English Learners

We will provide the following academic supports for our English Learners:

- **Targeted language instruction** for ELs at multiple proficiency levels
  - With additional newcomer / beginner supports, including planned YouTube lessons and instructional packets
- **Framework for oral language instruction** for newcomers / beginners
  - Through interactive virtual opportunities utilizing headsets for students
  - Potential in-person activities for newcomers / beginners
- **Instructional scaffolds and differentiation** for grade level content instruction
  - Through virtually developed EL plans
- Newly created **oral screener** to identify potential English Learners and proficiency levels

We recognize the importance of working with our families to help them support their students in school. To that end, we will provide the following:

- **Adjustment of ESOL bilingual staff assignments** to better support families during distance learning
- **Additional access and awareness on tools** currently available to support interpretation and translation (via Language Link, TransAct)
- Updated **enrollment protocols** to support virtual and targeted in-person student enrollment
- **Virtual workshops** to help families understand and support distance learning
Supports for Students with Disabilities

We will provide the following supports for our students with disabilities:

- Provide targeted one-on-one-support by learning from successful models like Home and Hospital
- Provide technology to special education instructional paraprofessionals
- Access to grade appropriate content and individualized services
- Device and assistive technology distribution
- Amended or revised 504 Plans and IEPs for distance learning or hybrid model
- Virtual assessments as appropriate or at in-person centralized assessment centers
- Virtual and telephonic 504 and IEP Team meetings
- Mental and behavioral supports
- Synchronous and asynchronous instruction

Supports for Families

We recognize the importance of working with our families to help them support their students in school. To that end, we will provide the following:

- Monthly Newsletter with key updates and resources
- Virtual Workshops and SECAC meetings
- Special Education Parent Response Unit
- Parent Resources documents

Students with disabilities will be one of the student groups prioritized for return to in-person learning as conditions allow.
Technology: Accomplishments & Strategy

City Schools has and will continue to ensure our students have access to the necessary devices and internet connectivity to succeed in virtual and hybrid learning environments.

Devices

- More than 20,000 Chromebooks distributed to date
- Summer distribution process currently underway at North Avenue
- Will shift back to school-based distribution of devices later in the summer
- Ordered an additional 25,000 Chromebooks in preparation for virtual start of schools
- Prepared to procure additional devices as needed
- Targeted outreach to families/students who may need a device

Connectivity

- Encouraging families to sign-up for Comcast Internet Essentials for broadband access
- Purchased 10,000 hotspots for distribution to traditional school families not signed up with Comcast Internet Essentials
- Mesh network proof of concept underway in 4 neighborhoods to test viability of broadcasting internet in communities
- Pursuing short and long-term infrastructure opportunities and initiatives to improve in-school Wi-Fi
CTE Instruction

Virtual setting:
• The hands-on component of CTE programs will be challenging in the virtual setting

In both virtual and hybrid settings:
• Prioritize content in revised scopes and sequences to ensure students are prepared for certification and skills needed for employment
• Prioritize additional laptop purchases for students who require computers with greater processing requirements for their CTE courses
• Offer curricular resources and regular professional learning communities to support teachers in virtual CTE instruction

Hybrid setting:
• Flipped classroom model: Theory instruction provided during virtual days and in-person class time used for hands-on labs and practice
• Equipment should be sanitized between each class
• Additional equipment will be purchased when possible to minimize sharing of equipment
• Students from the Class of 2020 will have until December 31, 2020, to complete certification exams (to be arranged with a teacher outside of school time)
Student Advising

• School counselors will remain focused on academic, social-emotional, and college and career readiness; they will receive ongoing support for how to transition successfully to a virtual format

• Postsecondary advising will continue for seniors virtually

• Individualized student plans will be implemented in a digital format

• Our On Track to Graduate 9th grade initiative will continue with supports for transitioning to a virtual format
The district will return to a variation of our pre-pandemic grading policy, though some adjustments to the weights of different components (formative and summative assessments, participation, homework, and classwork) are being considered for this time.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>Total Weight (%)</th>
<th>Virtual &amp; Hybrid Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td><strong>Formative Assessments</strong>: These are built into the curriculum, are more frequent, and are used to monitor a student’s mastery based on the scope and sequence of curriculum and individualized learning.</td>
<td>70%</td>
<td>Proportion of formative vs. summative is currently being reviewed</td>
</tr>
<tr>
<td></td>
<td><strong>Summative Assessments</strong>: These assess mastery of the complete set of grade-level standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classwork, Participation,</td>
<td><strong>Classwork</strong>: The written or oral work done in a classroom by a student (distinguished from homework).</td>
<td>30%</td>
<td>The evaluation of this component can be determined in both asynchronous and synchronous learning environment.</td>
</tr>
<tr>
<td>and Homework</td>
<td><strong>Participation</strong>: The active engagement of students expressing their ideas in a way that others can understand, their understanding of a topic.</td>
<td></td>
<td>Differentiation of formative assessment and classwork is to be determined.</td>
</tr>
<tr>
<td></td>
<td><strong>Homework</strong>: An assignment given to a student to be completed outside the regular class period.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wholeness, Culture, and Climate Approach

**Staff**
- Opportunities to **process experiences and emotions** (e.g., restorative circles, adult SEL)
- **Virtual professional development** to help staff support students, such as:
  - Social and Emotional Learning
  - Restorative Practices
  - Trauma-Informed Practice
  - Positive behavior supports

**Students**
- **Virtual back-to-school activities** to support emotional well-being and relationship / community building
- **Space** for students to **reflect on and discuss** the **racial issues** in our **country**
- **Daily wholeness activities** for each grade-band, adaptable for virtual and in-person learning (e.g., SEL, mindfulness, restorative circles, movement)
- **Videos** highlighting **SEL strategies** to help students navigate their emotions and school

**Families**
- **On-site and virtual welcome sessions** for families to build culture and set expectations for new year
- **Virtual gatherings** and messages throughout the year to provide strategies and support for nurturing SEL and well-being
Mental Health and Wraparound Services

**Mental Health Supports**

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

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

- **Push-in** by **clinicians** to **observe students** in physical/virtual classroom, when needed

- **Strengthened coordination** among **mental health teams** in each school and support for clinicians

**Wraparound Supports**

- **Intensive effort** to identify, connect with, and provide coordinated supports to students and families experiencing **homelessness**

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

- Increased outreach to and individualized support by Home and Hospital and other staff for **medically fragile students** and **newcomers**

- **Centralized online resource** list for families

- Significant **coordination** with **community-based partners** for wrap-around supports
Attendance

- Attendance will be expected and documented for each day of the week

- Teachers will enter attendance into Infinite Campus
  - Based on participation in virtual platforms, submission of assignments, other evidence of engagement in learning on virtual days
  - Based on presence in class on in-person days during hybrid learning

- Students who are not present will be marked absent and every effort will be made to find, support, and re-engage them

- There will be a campaign to promote daily attendance through communications and community outreach
Extracurricular and Enrichment Opportunities

• **District-level resource page** to be made available to support students and families to identify / access enriching opportunities

• Provide **guidance for schools and partners** on planning, implementing, and assessing virtual and in-person extracurricular and enrichment activities
Athletics

- All planning is in **accordance with guidance** from the Maryland Public Schools State Athletic Association (MPSSAA) and may change accordingly, as new decisions are released.

- **Voluntary conditioning** activities may be implemented by schools/teams beginning September 8th, with prior training on and commitment to the following district requirements:
  - After-school
  - Outside only
  - Following strict social distancing, health, and safety measures

- **Academic support** for athletes to support academic success and future eligibility.

- Focused **supports** and **advising** for seniors pursuing **collegiate careers**.

- **Fall sports** will be **postponed**.
Operations, Health, and Safety
Health and Safety Measures (1 of 2)

We are currently employing the following health and safety measures during summer school and aim to implement similar practices when reopening schools based on what we learn.

<table>
<thead>
<tr>
<th>Maintain <strong>6 feet physical distancing</strong> at all times</th>
<th>Face coverings <strong>required</strong> for students and staff and checked for upon arrival</th>
<th>Students stay in <strong>cohorts</strong>, small groups of approximately 10-12, during the day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face shields to supplement</strong> as needed (e.g. students with medical condition; to see face/mouth movements)</td>
<td>Encourage outdoor activity, with cleaning between cohorts, and <strong>outdoor mask breaks</strong> (at least 6 feet apart)</td>
<td>One-way, distanced traffic flow with signage and physical markings</td>
</tr>
<tr>
<td><strong>Regular cleaning and disinfecting</strong> of all surfaces, classrooms, and buildings using EPA approved disinfectants</td>
<td><strong>Regular hand washing</strong>, including upon arrival and dismissal</td>
<td><strong>Desks</strong> face the same direction and are at least 6 feet apart</td>
</tr>
</tbody>
</table>

**Encourage outdoor activity**, with cleaning between cohorts, and **outdoor mask breaks** (at least 6 feet apart)
Health and Safety Measures (2 of 2)

We are currently employing the following health and safety measures during summer school and aim to implement similar practices when reopening schools based on what we learn.

Limit building access to staff and students as much as possible; restrict visitors.

No sharing of supplies (between students and adults).

Remove classroom items with soft porous surfaces (e.g., classroom activity rugs).

Limit adult to adult in-person interaction (encourage virtual meetings, close faculty lounges, etc.).

Stagger bathroom breaks.

Training and simulation opportunities to practice behaviors.

Host all pick-ups and drop offs outside.

Screening and temperature checks.

Upgraded air filters to MERV13 and set ventilation to ASHRAE standards.
Space Planning Overview

Each school will be required to complete space plans at the classroom level to identify seat locations.

We will provide guidance and video tutorials on the process and work with each school to develop, review, and finalize classroom and individualized school plans before bringing students back into school buildings.
Transportation

We will follow these strategies to ensure students are safely transported to and from school. Given social distancing guidelines, modified bus scheduling will be required.

- **Face masks / shields** required for staff and students on bus; optional face shields for bus staff
- **Regular and intensified** cleaning protocols
- **Training** for students and staff on importance of health and safety practices when commuting
- **One student per** seat, with every other seat when possible. 2 students a seat only if they are living in the same household.

**Additional Notes**

- Students will be picked up and dropped off from their residential address only. Curb-to-curb service will be reduced, including for homeless students.
- Seats will be offered first to students with special needs, with an IEP, and the medically fragile.
- We will ensure that transportation is provided if it’s required as part of a student’s IEP or the McKinney-Vento Homeless Assistance Act. We will work to prioritize individuals and set criteria by which students attend A or B day in the hybrid model.
- Siblings that do not qualify for transportation will not be approved to ride with siblings.
- It will be extremely challenging for our students to travel to and from school on MTA if current operations continue.
Meals & Food Distribution: Plan for the Fall

We will use measures and practices to minimize COVID and food safety public health risks related to meal service.

**Common Measures**
- Heightened cleaning and safety procedures
- Reconfiguration of preparation & distribution areas to allow for ample spacing
- Limit interaction of students, families, and staff when in-person (also no food sharing)

**Virtual Model**
- Grab N Go meal service available at 50% of school buildings; locations based on key criteria and offer after hours pick-up
- Food Truck mobile meal routes to support high density neighborhoods
- Home box delivery to families who are sick or quarantined

**Hybrid Model**
- Students rotate through the cafeteria at staggered times, social distancing when they can; eat meals in classrooms; or outdoors as weather permits
- Food Truck mobile routes continue to serve students and families
- Students take meals home when leaving school and schools are open for virtual learners to pick-up meals
Employee Management and Experience
Announcement made by Dr. Salmon, the Maryland State Superintendent of Schools, on July 22 that all districts will follow outlined guidance from the Maryland Department of Health (MDH). The district will adjust should the guidance from MDH change.
Staffing Approach and Overview

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

- **Hire 650+ new teachers** as we’ve done in recent years
  - As of July 14, we had 500+ new district-committed teachers for SY20-21

- **Hire 50+ surplus teachers for Day One** to fill vacancies that arise

- **Centrally fund and hire 30+ additional full-time custodial workers** to allocate across all traditional schools & additional support

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

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

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

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

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

**Technology tools and resources**
(eg. continue to offer a hotline for technology support; training; technology platform access and device distribution)

The **Bridge to Be Well campaign** will include a monthly calendar of events available to all employees to improve **individual and collective health** in **4 focus areas**: mental health, social-emotional health, physical health, and wellness.
PART 3: Engaging with our Families, Communities, Students, and Partners
Enrollment Process & Protocols

We have shifted key enrollment and registration processes from the current, paper-intensive format to an online format to enable families to complete end-to-end processes in a full, virtual environment. District supports will be available to families to navigate and complete necessary processes.

New and existing families should use the **Online Registration** process, powered by Infinite Campus, for the following items:

- **New Student Enrollment (1-12)**
- **Out of Zone Requests**
- **PreK/K Enrollment**
- **Transfer Requests**
- **Address Changes**
- **Surveying Families**

- Families will **retain the option** of enrolling / transferring using the **paper-based** (traditional) process
- District staff are available to follow-up and provide **support** to families via **telephone, virtual conference**, or by **appointment**
- **Middle and high school choice**: The Annual Choice Fair will be virtual
Family & Community Engagement

Our family and community engagement efforts are focused on providing trainings, support, and resources for our staff, families, students, and stakeholders to succeed in the fall and new school reopening.

**Family University** for parents, teachers, principals, and staff in English and Spanish on best practices in virtual learning.

**Virtual** and outdoor district-wide back-to-school family learning opportunities.

**District Level Initiatives**

**Training & Learning Opportunities**

- **Family University** for parents, teachers, principals, and staff in English and Spanish on best practices in virtual learning.

- **Virtual** and outdoor district-wide back-to-school family learning opportunities.

**School Level Initiatives**

**Orientations and Training**

- School-based, back-to-school orientations and training to prepare for the school year.

**Supports**

- Continue offering a hotline for technology support.

- Digital media cards with tips and guidance distributed at meal sites and via in-person home visits.

**Ours** Community Schools initiative responds to identified needs by supporting and providing direct food access, distribution, and training. It will involve check-in calls and home-visits, both virtual and in-person, to support with student engagement, attendance, and update parent / guardian information.
Partnership Strategy

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

**For Partners**

Orient and train partners on systems, structures, and best practices for facilitating strong school-community partnerships.

Set up the **Partners in Education (PIE) Portal**, a web-based software solution that allows us to combine our communications and community engagement work with partners, volunteers, and donors within a single application, making it easier for us to access and manage data across different lists or databases.

**For Volunteers**

Launch **online registration** process to minimize the time required on-site for volunteers to be screened for service eligibility.

Recruit volunteers to support school readiness and in-person and virtual staffing support activities.
Part 4: Looking Ahead: What’s Next?
Looking Ahead

We will continue planning in the coming weeks and months to ensure we’re prepared for a successful reopening of schools for the 2020-21 school year.

Staying Engaged:

July 29-Aug 7:

• Host listening sessions to gather feedback on the proposed plan
• Continue weekly town halls with staff and families to share updates
• Field questions and concerns from staff, families, students, and partners who can email reopening@bcps.k12.md.us
• Keep City Schools Reopening Hub up-to-date with critical updates and information

By Aug 14:

• Post reopening plan to City Schools webpage as required by MSDE

Planning Timeline:

- We will circle back with staff and families on what the transition to the hybrid model will look like, more details on the hybrid models, and next steps to share preferences
- We will continue working with the city and community partners to explore child care programs and resource centers available to parents and staff

Aug

- FOCUSED planning for virtual learning

Sept

- Begin implementation of virtual learning

Fall 2020

- Provide update on next steps with hybrid model (By Oct 16)
Proposed School Calendar (SY 2020-21)

We propose the following amended school calendar for the SY 2020-21 to support our reopening plan.

- **Aug 26**
  - Teachers and 10-month staff return to work to prepare for the new school year

- **Aug 26 – Sept 4**
  - Training and PD for staff on virtual learning

- **Sept 8**
  - Proposed first day of school for students
  - Start orientation and training for students and families
  - Virtual learning period begins

- **Fall 2020**
  - Training and PD for staff and families on hybrid model (Date TBD)

Details are subject to change.

Baltimore City Public Schools
Baltimore City Public Schools

Senior Management Team

Dr. Sonja Brookins Santelises, Chief Executive Officer
Alison Perkins-Cohen, Chief of Staff
Joshua I. Civin, Chief Legal Officer
Christopher Doherty, Chief Financial Officer
John L. Davis, Jr., Interim Chief Academic Officer
John L. Davis, Jr., Chief of Schools
Jeremy Grant-Skinner, Chief Human Capital Officer
Tina Hike-Hubbard, Chief of Communications, Engagement, and Enrollment
Theresa Jones, Chief Achievement and Accountability Officer
Dr. Lynette Washington, Chief Operating Officer

Board of School Commissioners

Linda M. Chinnia, Chair
Johnette A. Richardson, Vice-Chair
Dr. Michelle Harris Bondima
Dr. Durryle Brooks
Andrew “Andy” Frank
Dr. Martha James-Hassan
Ronald S. McFadden
Vernon A. Reid
Shantell L. Roberts
Joshua Lynn, Student Commissioner
Christian Gant, Esq., Board Executive Officer
We consulted a wide variety of resources throughout the planning process, including the following. This list is not exhaustive, but indicative of the types of information used to inform our planning.

- MSDE Recovery Plan for Education
- CDC Considerations for Schools
- AAP COVID-19 Planning Considerations: Guidance for School Re-entry
- TNTP Learning Acceleration Guide
- NWEA COVID-19 Slide
- Transcend Education Report: Responding, Recovering, Reinventing
- The Return: How Should Education Leaders Prepare for Reentry and Beyond? by Chiefs for Change
- Johns Hopkins Center for Health Security National Research Needs about Reopening
- AAP Screentime Guidance
- Urgency and Challenge of Opening K-12 Schools in the Fall of 2020 (JAMA)
- Developing COVID Comeback Models for Fall 2020 (ERS)
- Advanced in Physiology Education
- AEI Blueprint for Back to School
- Education Next: Blueprint for Back to School
- NPR: How to Reopen Closed Schools amidst Coronavirus
- Forbes “Make Remote Learning More Effective”
- Opportunity Labs Roadmap to Return
- McKinsey Considerations for Reopening Schools
- Equitable Learning Recovery Toolkit by Pivot Learning and UnboundEd
- Facilities Task Force: Council of Great City Schools
Equity Lens: Guiding Questions

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

- What is the question/issue?
- Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
- What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
- How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders’ (internal and external) feedback inform the policy, program, practice, decision, or action?
- What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?
MSDE Requirements (1 of 2)

The Maryland State Board of Education (MSDE) outlines 13 requirements to include in school systems’ reopening plans. The table below outlines how our plan addresses each of the requirements, in addition to content found in the appendix.

<table>
<thead>
<tr>
<th>MSDE Requirement</th>
<th>Associated Section(s) of “Closing the Distance” Plan</th>
</tr>
</thead>
</table>
| 1. Complete and post plan to website by August 14                                | • Introduction, Context, and Stakeholder Engagement  
• Engaging with our Families, Communities, Students, and Partners                                  |
| 2. Address equity throughout the plan                                            | • Introduction, Context, and Stakeholder Engagement                                                                   |
| 3. Establish a recovery plan stakeholder group that’s representative of schools and the community. | • Introduction, Context, and Stakeholder Engagement  
• Appendix                                                                                   |
| 4. Assess where students are instructionally, identify learning gaps, and chart a path forward. | • Academics and Instruction  
• Appendix                                                                                   |
| 5. Adhere to MD PreK-12 college and career ready standards and state frameworks in all content areas | • Academics and Instruction                                                                                           |
| 6. Adhere to IDEA, Section 504, and ADA regulations                              | • Academics and Instruction  
• Operations, Health, and Safety                                                                                     |
| 7. Follow MSDE, MD Dept of Health, and CDC guidance when an individual tests positive for COVID-19 | • Operations, Health, and Safety                                                                                     |
MSDE Requirements (2 of 2)

The Maryland State Board of Education (MSDE) outlines 13 requirements to include in school systems’ reopening plans. The table below outlines how our plan addresses each of the requirements, in addition to content found in the appendix.

<table>
<thead>
<tr>
<th>MSDE Requirement</th>
<th>Associated Section(s) of “Closing the Distance” Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Follow safety, cleaning, facilities, and nutrition protocols as</td>
<td>• Operations, Health, and Safety</td>
</tr>
<tr>
<td>established by MSDE, MD Department of Health, and CDC</td>
<td></td>
</tr>
<tr>
<td>9. Follow protocols for safely transporting students to and from school</td>
<td>• Operations, Health, and Safety</td>
</tr>
<tr>
<td>10. Develop a system for attendance tracking during distance learning</td>
<td>• Academics and Instruction</td>
</tr>
<tr>
<td>11. Develop a communications plan</td>
<td>• Introduction, Context, and Stakeholder Engagement</td>
</tr>
<tr>
<td></td>
<td>• Engaging with our Families, Communities, Students, and Partners</td>
</tr>
<tr>
<td></td>
<td>• Appendix</td>
</tr>
<tr>
<td>12. Utilize the COVID-19 Checklist in plan development</td>
<td>• Introduction, Context, and Stakeholder Engagement</td>
</tr>
<tr>
<td></td>
<td>• Academics &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>• Employee Management and Experience</td>
</tr>
<tr>
<td></td>
<td>• Engaging with our Families, Communities, Students, and Partners</td>
</tr>
<tr>
<td></td>
<td>• Appendix</td>
</tr>
<tr>
<td>13. Align athletics recommendations with MPSSAA Roadmap</td>
<td>• Academics &amp; Instruction</td>
</tr>
</tbody>
</table>

DRAFT PLAN
Stakeholder Engagement
Participants by Event Type

We sought feedback from our students, families, school leaders, and staff through a variety of methods, including focus groups, surveys, and quick polls on spring distance learning and fall reopening. Below is a detailed description of how many individuals we engaged with in what capacity.

<table>
<thead>
<tr>
<th># of participants or respondents</th>
<th>Surveys</th>
<th>Focus Groups (across 2 rounds)</th>
<th>Virtual Family Listening Tour</th>
<th>Quick Poll from Town Hall</th>
<th>Possip Poll</th>
<th>Virtual Town Halls (3 events for staff and family each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1,852 students</td>
<td>49 students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Families</td>
<td>16,888 families across 164 schools</td>
<td>94 families representing 49 school communities</td>
<td>162 families representing 64 school communities</td>
<td>-</td>
<td>8,388 parents</td>
<td>1,800 people watched live each week on average. 19,000 people total watched each event on average, both live and after town halls were posted to social media.</td>
</tr>
<tr>
<td>School Staff</td>
<td>4,918 school-based staff</td>
<td>122 teachers</td>
<td>-</td>
<td>1,430+ school-based staff</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>School Leaders</td>
<td>317 school leaders</td>
<td>184 school leaders (principals, assistant principals, etc.) on average, representing all grade bands</td>
<td>N/A</td>
<td>70+ school leaders</td>
<td>-</td>
<td>836 staff members joined each town hall on average</td>
</tr>
</tbody>
</table>
Perspectives on Hybrid and Schedule Options

We sought feedback from our students, families, school leaders, and staff through a variety of methods about fall reopening, which was used to inform our planning. Stakeholders varied in terms of preference for various hybrid and schedule options.

### Families
Source: Possip Poll  
N=5,522 responses

- AA/BB schedule (18%)
- AB/AB schedule (34%)
- All PK-6 in person, 7-12 as a mix (28%)
- Virtual learning (11%)
- None or other (8%)

### School Staff
Source: Quick Poll  
N=1,290 responses

- AA/BB schedule (62%)
- AB/AB schedule (25%)
- All PK-6 in person, 7-12 as a mix (13%)

### Students
Source: Student Survey  
% supporting proposed option  
N=1,852 responses

- Younger grades (PK-2) in person everyday (18%)
- In-person at least 1 day a week (35%)
- Alternating weeks in-person (40%)
- A/B day schedule (48%)

### School Leaders
Source: Quick Poll  
N=71 responses

- AA/BB schedule (28%)
- AB/AB schedule (61%)
- All PK-6 in person, 7-12 as a mix (11%)
Perspectives on Operations, Health, and Safety

We sought feedback from our students, families, school staff, and leaders on their perspective of various health and safety measures in line with CDC, state, and local reopening guidance. The results below outline how important various stakeholders believed different measures to be.

<table>
<thead>
<tr>
<th>% who believe measure is important</th>
<th>Students</th>
<th>Families</th>
<th>School Staff</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature checks</td>
<td>85%</td>
<td>89%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Washing hands</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>All students wearing face masks</td>
<td>87%</td>
<td>94%</td>
<td>82%</td>
<td>89%</td>
</tr>
<tr>
<td>All staff wearing face masks</td>
<td>90%</td>
<td>96%</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>All students and staff wearing face masks</td>
<td>87%</td>
<td>95%</td>
<td>82%</td>
<td>89%</td>
</tr>
<tr>
<td>Eating meals in the classroom instead of the cafeteria</td>
<td>57%</td>
<td>88%</td>
<td>46%</td>
<td>61%</td>
</tr>
<tr>
<td>Limiting the size of groups (keeping them small)</td>
<td>80%</td>
<td>95%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Source, N, and Additional Notes

- Student survey: N = 1,852 responses; % who felt measure was important or very important
- Family survey: N = 16,485 responses; % who felt measure was moderately or very important
- Staff survey: N = 4,916 responses
- Staff survey: N = 317 responses
- % who felt measure was very or extremely important
Perspectives on Virtual Learning

In our stakeholder engagement efforts, we sought feedback on the spring virtual learning experience. We plan to use these key takeaways and lessons learned to improve the virtual learning experience as we continue to plan for and reopen this fall.

1. Varied Experiences with Virtual Learning

   Students, families, and staff had **mixed feelings** on the efficacy of virtual learning
   - Students and families felt supported by teachers in distance learning; however, **only 33% of students** reported **daily or more than once a day contact**
   - Some families felt distance learning was **ineffective** and **time consuming**, others believed there should be even more distance learning; they appreciated the **daily video lessons** from teachers and **greater amount** of live small group instruction
   - Staff found that virtual learning “**can work well** for many of our students” and saw successes in **new ways of working**

2. Need for Additional Training and PD

   Students, families, and staff all called for the need for additional training and professional development on how to effectively use **digital platforms**, **virtual instruction best practices**, and how to **best support students** in a virtual model.

3. Lack of Clarity on Guidance and Expectations

   All stakeholders expressed the need for clearer expectations for **students and staff** around a variety of topics – including schedules, grading, engagement requirements – to provide **clarity** and **consistency** and “guarantee **top-tier instruction** is taking place whether in school or at home”.

Baltimore City Public Schools
Stakeholder Engagement: Principal Feedback

Below are top themes from additional input received from principals during principal meetings and focus groups, which we incorporated into our recovery planning.

**CONSIDER THE DISTANCE LEARNING EXPERIENCE**

Some students have **thrived** during spring distance learning, while others have had **poor engagement**. This varies by **grade level** and highlights the need for **improved tracking** and **log-ins** during learning sessions.

**FACTOR IN PROGRAM AND SCHOOL-WIDE NEEDS**

Certain types of schools or programs, such as CTE, alternative, and public day schools, may have specific needs based on student populations. Elements such as **city-wide programs**, **transportation**, and **zoning** must also be factored in.

**COMMUNICATE CLEARLY & PROVIDE TRAINING**

Building a **virtual community** and providing **strong, consistent communication** will be critical to supporting the **wellness** and **mental health** of our students and families. A **digital learning curve** also highlights the need for **training** for both **families and teachers**.

**MANAGE CHOICE & SET CLEAR EXPECTATIONS**

We will need to **balance the need** for families, educators, and schools to have **choice** while setting **clear expectations and accountability**, particularly for teachers and students.

**INCLUDE DIVERSE STAKEHOLDER NEEDS**

Students’ academic achievement, social-emotional, and home environment factors, in addition to the needs of **siblings**, **teachers**, and **working families**, all must be considered in any reopening model.
Stakeholder Engagement: Teacher Feedback

In addition to the structured surveys and focus groups, teachers were excited to share reflections and general input as we plan for the fall. **Key themes** identified from their feedback are described below.

**COMPLIANCE WITH SOCIAL DISTANCING**
Students’ ability to effectively social distance varies, especially for younger students and those with special needs.

**CHOICE AND FEEDBACK**
Teachers recommend seeking input from teachers, students, and parents when developing reopening strategies and providing them with choice given varied preferences and desires.

**HYGIENE, PPE, AND SANITATION**
Additional cleaning protocols, clear responsibility for new measures, and special PPE are needed to support specific student populations.

**CREATING COMMUNITY THROUGH RELATIONSHIPS**
Connecting with and training our families on systems and tools will be critical to making the new school year a success and continue to feel like school.

**SCHOOL SCHEDULES & INSTRUCTION**
Opinions vary on schedules for the fall. Common considerations include having shifts of students, shorter periods, dedicated planning time, and a balance of core and non-core subject content. Consistency across schools and prioritizing student needs are critical to success.

**DISTANCE LEARNING**
Use the spring distance learning experience to provide an improved, consistent, and engaging experience for our students, including providing teachers with the necessary resources (e.g. computers) and training.
Our Partners

We engaged 55+ partners in focus groups to gain their insights and perspectives. A list of partners are below.

- Abell Foundation
- ACLU-MD
- Advocates for Children and Youth
- Annie E. Casey Foundation
- Baltimore Algebra Project
- Baltimore City Health Department
- Baltimore Community Foundation
- Baltimore’s Promise
- Brazen Consults
- Business Volunteers MD
- Caplis Family Fund
- Child First Authority
- City Harbor Church
- CollegeBound Foundation
- Disability Rights Maryland
- Dream BIG
- Dream Big Baltimore
- Enoch Pratt Free Library
- Family League of Baltimore
- France-Merrick Foundation
- Freedom Temple A.M.E. Zion Church
- Fund for Educational Excellence
- Goldsiker Foundation
- Gospel Tabernacle Baptist Church
- Hillman PR
- Hinkey-Benson Family Fund
- Jacob and Hilda Blaustein Foundation
- Jean and Sidney Silber Foundation
- Johns Hopkins University
- Joseph and Harvey Meyerhoff Family Charitable Funds
- Live Baltimore
- Maryland Philanthropy Network
- MD-Strategic
- MOST Network
- No Boundaries Coalition
- North Bay Adventure
- Open Society Institute-Baltimore
- Parent and Community Advisory Board (PCAB)
- Philanthropy Tank
- Promise Heights
- Richman Family Foundation, Inc.
- SECAC
- Shelter Grp
- South Baltimore Gateway Partnership
- T. Rowe Price Foundation
- Teachers Democracy Project
- The Alvin and Fanny B. Thalheimer Foundation, Inc.
- The Annie E. Casey Foundation
- The Fund for Educational Excellence
- The Harry and Jeanette Weinberg Foundation
- The Movement Team
- The Shelter Foundation
- The Y in Central Maryland
- United Way of Central Maryland
- Warnock Foundation
- Weller Development Corporation
- Wright Family Foundation
Community Engagement

Our community engagement efforts for reopening focus on building community connections and community schools to develop and sustain partnerships that support student achievement and family wholeness.

Our initiatives to build community connections include:

- Launch a Community Ambassador program to build trust and awareness of district and school level priorities, activate volunteers, and establish roundtable / advisory
- Host targeted CEO Community Conversations, with grassroots organizations and neighborhood groups to share district priorities
- Facilitate regular community outreach and collaboration with neighborhood associations, city agencies, target groups, etc. for district decision-making
Communication

We have used, and will continue to use, multiple modes of communication to stay connected with our employees, students, families, and other diverse stakeholders.

How we’ll communicate with **employees:**
- Bi-weekly “Inside Scoop” employee newsletter
- Regular updates to “Inside Scoop” employee webpage
- Regular posts to Employee Facebook group
- Automated phone calls and employee emails

How we’ll communicate with **students and families:**
- Weekly automated phone calls and emails to families
- Daily updates to City School Webpage
- Regular updates to the Mobile Application
- Weekly virtual events on Facebook, Twitter, and YouTube (eg. staff and family virtual town halls, CEO conversations)

How we’ll communicate with **our stakeholders:**
- Weekly Community Update newsletters to vital stakeholder groups
- Daily updates to the City Schools Webpage
- Regular media pitching of positive coverage and informational opportunities
- Weekly publication of student-generated video and social media content
Academics and Instruction:
Virtual Learning Model – Sample Schedules
# Virtual Learning Model: Pre-K

## Sample Student Schedule

**Monday through Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:10 am</td>
<td>Synchronous Morning Meeting/SEL</td>
</tr>
<tr>
<td>9:10 to 9:40 am</td>
<td>Synchronous Learning&lt;br&gt;- ELA (embedded Social Studies), Fundations (1 letter/week), Math (embedded Science)</td>
</tr>
<tr>
<td>9:40 to 10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 to 10:30 am</td>
<td>Synchronous / Small Group Time (2 groups x 15 minutes each with teacher and para)&lt;br&gt;- Heggerty (phonemic awareness) &amp; Math</td>
</tr>
<tr>
<td>10:30 to 10:40 am</td>
<td>Synchronous Optimistic Closure/SEL</td>
</tr>
<tr>
<td>10:40 to 11:10 am</td>
<td>Asynchronous Lesson&lt;br&gt;- ELA/Math /Science/Social Studies&lt;br&gt;- Related Arts/Resource lessons</td>
</tr>
<tr>
<td>11:10 to 11:55 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 am to 12:55 pm</td>
<td>Hands-on Learning at home&lt;br&gt;- Aligned standards-based activities, Projects &amp; Family-based activities</td>
</tr>
<tr>
<td>12:55 to 1:25 pm</td>
<td>Purposeful Play at home</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Pre-K

### Sample Teacher Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:10 am</td>
<td>Synchronous Morning Meeting/SEL</td>
</tr>
<tr>
<td>9:10 to 9:40 am</td>
<td>Synchronous Learning&lt;br&gt;- ELA (embedded Social Studies), Fundations (1 letter/week), Math (embedded Science)</td>
</tr>
<tr>
<td>9:40 to 10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 to 10:30 am</td>
<td>Synchronous / Small Group Time (2 groups x 15 minutes each with teacher and para)&lt;br&gt;- Heggerty (phonemic awareness) &amp; Math</td>
</tr>
<tr>
<td>10:30 to 10:40 am</td>
<td>Synchronous Optimistic Closure/SEL</td>
</tr>
<tr>
<td>10:40 to 11:40 am</td>
<td>Office Hours</td>
</tr>
<tr>
<td>11:40 am to 12:25 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25 to 1:25 pm</td>
<td>Parent 1:1 Meetings</td>
</tr>
<tr>
<td>1:25 to 2:10 pm</td>
<td>Individual Teacher Planning (3x per week, can be combined with academic/collaborative time on the two additional days)</td>
</tr>
<tr>
<td>2:10 to 4:05 pm</td>
<td>Academic/Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings&lt;br&gt;Time could also be used in small groups with other grades</td>
</tr>
</tbody>
</table>
Virtual Learning Model: Kindergarten
Sample Student Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:10 am</td>
<td>Synchronous Morning Meeting/SEL</td>
</tr>
<tr>
<td>9:10 to 9:40 am</td>
<td>Synchronous ELA Instruction including foundational literacy skills</td>
</tr>
<tr>
<td>9:40 to 10:00 am</td>
<td>Synchronous ELA Small Group Instruction or Amplify Reading</td>
</tr>
<tr>
<td>10:00 to 10:20 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:20 to 10:50 am</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td>10:50 to 11:10 am</td>
<td>Synchronous Math Small Group Instruction or iReady</td>
</tr>
<tr>
<td>11:10 to 11:55 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 am to 12:15 pm</td>
<td>Synchronous Related Arts/Resource</td>
</tr>
<tr>
<td>12:15 to 12:35 pm</td>
<td>Synchronous Science/Social Studies</td>
</tr>
<tr>
<td>12:35 to 12:45 pm</td>
<td>Optimistic Closure / SEL</td>
</tr>
<tr>
<td>12:45 to 2:00 pm</td>
<td>Asynchronous time for students as well as additional related services, ESOL, or SPED services Additional time with teachers as needed</td>
</tr>
</tbody>
</table>
**Virtual Learning Model: Kindergarten**

**Sample Teacher Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:10 am</td>
<td>Synchronous Morning Meeting/SEL</td>
</tr>
<tr>
<td>9:10 to 9:40 am</td>
<td>Synchronous ELA Instruction including foundational literacy skills</td>
</tr>
<tr>
<td>9:40 to 10:00 am</td>
<td>Synchronous ELA Small Group Instruction or Amplify Reading</td>
</tr>
<tr>
<td>10:00 to 10:20 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:20 to 10:50 am</td>
<td>Synchronous Math Instruction</td>
</tr>
<tr>
<td>10:50 to 11:10 am</td>
<td>Synchronous Math Small Group Instruction or iReady</td>
</tr>
<tr>
<td>11:10 to 11:55 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 am to 12:15 pm</td>
<td>Synchronous Related Arts/Resource</td>
</tr>
<tr>
<td>12:15 to 12:35 pm</td>
<td>Synchronous Science/Social Studies</td>
</tr>
<tr>
<td>12:35 to 12:45 pm</td>
<td>Optimistic Closure / SEL</td>
</tr>
<tr>
<td>12:45 to 1:30 pm</td>
<td>Individual Teacher Planning (3x per week, can be combined with academic/collaborative time on the two additional days)</td>
</tr>
<tr>
<td>1:30 to 2:15 pm</td>
<td>Parent 1:1 Meetings</td>
</tr>
<tr>
<td>2:15 to 4:05 pm</td>
<td>Academic/Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings Time could also be used in small groups with other grades</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Grades 6-8

**Sample Student Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:15 am</td>
<td>Synchronous Opening Ritual/SEL</td>
</tr>
</tbody>
</table>
| 9:15 to 10:15 am | **1st Period**  
|                  | Synchronous ELA Instruction  
|                  | 45 minutes whole group  
|                  | 15 minutes breakout/small group  
|                  | (breaks between classes determined by the school) |
| 10:15 to 11:15 am| Synchronous Math Instruction  
|                  | 45 minutes whole group  
|                  | 15 minutes breakout/small group |
| 11:15 am to 12:00 pm | Lunch                   |
| 12:00 to 1:00 pm | **3rd Period**  
|                  | Synchronous Science Instruction  
|                  | 45 minutes whole group  
|                  | 15 minutes breakout/small group |
| 1:00 to 2:00 pm  | **4th Period**  
|                  | Synchronous Social Studies Instruction  
|                  | 45 minutes whole group  
|                  | 15 minutes breakout/small group |
| 2:00 to 3:00 pm  | **5th Period**  
|                  | Synchronous Related Arts/Resource Classes  |
| 3:00 pm to as needed | Office Hours with teachers as needed and Asynchronous assignments |
### Virtual Learning Model: Grades 6-8

#### Sample Teacher Schedule (ELA / English Teacher)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday through Friday</td>
<td></td>
</tr>
<tr>
<td>9:00 to 9:15 am</td>
<td>Synchronous Opening Ritual / SEL</td>
</tr>
<tr>
<td>9:15 to 10:15 am</td>
<td>Synchronous ELA Instruction      45 minutes whole group 15 minutes breakout/small group</td>
</tr>
<tr>
<td>10:15 to 11:15 am</td>
<td>Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout/small group</td>
</tr>
<tr>
<td>11:15 am to 12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 to 1:00 pm</td>
<td>Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout/small group</td>
</tr>
<tr>
<td>1:00 to 2:00 pm</td>
<td>Synchronous ELA Instruction 45 minutes whole group 15 minutes breakout/small group</td>
</tr>
<tr>
<td>2:00 to 3:00 pm</td>
<td>Individual Planning (3x per week, can be combined with academic/collaborative time on the two additional days)</td>
</tr>
<tr>
<td>3:00 – 3:30 pm</td>
<td>Office Hours</td>
</tr>
<tr>
<td>3:30 – 4:05 pm</td>
<td>Academic/Collaborative Planning, 504 Meetings, IEP Meetings, Teacher Professional Development/PLC, SST Meetings, School counseling sessions</td>
</tr>
</tbody>
</table>
## Virtual Learning Model: Additional Instructional Details (Math)

<table>
<thead>
<tr>
<th>60 mins</th>
<th>Period 2</th>
<th>Math</th>
</tr>
</thead>
</table>
| Synchronous (live with your teacher) | Eureka Math New Learning:  
- Review the student outcome to set the purpose  
- Direct Instruction (Lesson components depend on the lesson type.)  
  - Problem Set- Classwork Exercises  
  - Socratic- Classwork Exercises  
  - Exploratory-Exploratory challenge  
  - Modeling- Math Modelling Exercise  
- Closing & Exit Ticket |
| Asynchronous (on your own) | Opportunities could include:  
- Independent practice (20-30 minutes) from new learning using problem sets.  
- Preview upcoming new learning using Eureka Math In Sync videos (15-20 minutes). |
| Asynchronous (on your own) AND Synchronous (live with your teacher) *depending on rotation | Math suggested rotation of small groups:  
- Just-in-time foundational learning (teacher created using sources from Eureka).  
- Re-engagement (reteaching of content in a different way)  
- Practice with specific skills based on data.  
- Enrichment  
- Practice fluency (grades 6-8)  
- Independent practice from new learning using problem sets. |
| Asynchronous Learning:  
- Personalized learning program  
- Assess foundational learning using Eureka Equip pre-module assessments (10-20 minutes).  
- Assessment of Learning through topic assessments (15-45 minutes) or middle/end of module assessments using the Great Minds Affirm platform (10-45 minutes). |
### Virtual Learning Model: Grades 9-12

**Sample Student Schedule (5 period day)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Tuesday, Thursday, Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 10:05 am</td>
<td>Synchronous English 9&lt;br&gt;(breaks between classes determined by the school)</td>
</tr>
<tr>
<td>1st Period</td>
<td></td>
</tr>
<tr>
<td>10:05 to 11:10 am</td>
<td>Synchronous Algebra</td>
</tr>
<tr>
<td>2nd Period</td>
<td></td>
</tr>
<tr>
<td>11:10 to 11:55 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 am to 1:00 pm</td>
<td>Synchronous Social Studies – World History as an example</td>
</tr>
<tr>
<td>3rd Period</td>
<td></td>
</tr>
<tr>
<td>1:00 to 2:05 pm</td>
<td>Synchronous Science – Biology as an example</td>
</tr>
<tr>
<td>4th Period</td>
<td></td>
</tr>
<tr>
<td>2:05 to 3:10 pm</td>
<td>Synchronous Spanish I</td>
</tr>
<tr>
<td>5th Period</td>
<td></td>
</tr>
<tr>
<td>3:10 pm – as needed</td>
<td>Office Hours with teachers as needed</td>
</tr>
</tbody>
</table>
### Virtual Learning Model: Grades 9-12

#### Sample Teacher Schedule (ELA / English Teacher)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Tuesday, Thursday, Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 10:05 am</td>
<td>Synchronous ELA Instruction</td>
</tr>
<tr>
<td>1st Period</td>
<td>45 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>20 minutes breakout/small group</td>
</tr>
<tr>
<td>10:05 to 11:10 am</td>
<td>Synchronous ELA Instruction</td>
</tr>
<tr>
<td>2nd Period</td>
<td>45 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>20 minutes breakout/small group</td>
</tr>
<tr>
<td>11:10 to 11:55 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 am to 1:00 pm</td>
<td>Synchronous ELA Instruction</td>
</tr>
<tr>
<td>3rd Period</td>
<td>45 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>20 minutes breakout/small group</td>
</tr>
<tr>
<td>1:00 to 2:05 pm</td>
<td>Synchronous ELA Instruction</td>
</tr>
<tr>
<td>4th Period</td>
<td>45 minutes whole group</td>
</tr>
<tr>
<td></td>
<td>20 minutes breakout/small group</td>
</tr>
<tr>
<td>2:05 to 3:10 pm</td>
<td>Individual Planning (3x per week, can be combined with academic/collaborative time on the two additional days)</td>
</tr>
<tr>
<td>5th Period</td>
<td></td>
</tr>
<tr>
<td>3:10 –4:05 pm</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>
**Virtual Learning Model: High School Sample Schedule (4x4 Period Day)**

**Important Notes**
- Students will attend the same classes that they would in their traditional schedule
- For schools that utilize a 6, 7 or 8 period schedule, a 4x4 A/B structure could be used where students attend a particular class every other day
- Each lesson will have a minimum of 45 minutes synchronous (live), whole group instruction by the teacher with a combination of small group, personalized learning, and asynchronous (independent) work to equal the 65 minutes shown here
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- 320 minutes of synchronous screen-time

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Thursday (A day)</th>
<th>Tuesday, Friday (B day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 minutes</td>
<td>Period 1</td>
<td>Period 5</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 2</td>
<td>Period 6</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 3</td>
<td>Period 7</td>
</tr>
<tr>
<td>80 minutes</td>
<td>Period 4</td>
<td>Period 8</td>
</tr>
</tbody>
</table>
Wednesday Lab Day: Additional Details

Intervention Guidance and Recommendations: Intervention is formative practice to improve student skills, close gaps, reteach standards, and promote learning growth. Intervention is not catching up on missed assignments and completing previously assigned work, it should be prescriptive and targeted based on student’s performance data in the courses.

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

Before Intervention: Identify student specific skills and gaps; plan instruction to meet needs of learners and small groups; not a one-size-fits-all approach

During Intervention: Explicit teaching, checking progress and providing feedback; meaningful, targeted exercises and engagement with identified standards; answer clarifying questions, etc.

After Intervention: Review data and student progress; regroup and plan for students; students will produce an artifact or deliverable that is scored and graded in the associated content area (formative assessment).
Wednesday Lab Day: Additional Details (Continued)

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

**AP Acceleration Structure:** AP Students will engage in study groups (Humanities AP- Session 1/ Science and Math-Session 2). These sessions will function as small study group spaces for students to use the AP Tutorial model ([https://north.mpls.k12.mn.us/uploads/10_steps_to_tutorial_process.pdf](https://north.mpls.k12.mn.us/uploads/10_steps_to_tutorial_process.pdf)), where students come prepared to engage with questions, texts, and a deeper inquiry process.

*Note:* Recommendation that cross-school collaboration can be used to leverage best practices and content experts.

**CCR Intervention and Support Structure:** This space allows for CTE hours, projects, and coursework support. Dual enrollment check-ins and support will be provided. Additional options include work around: OTG, college visits, school counseling sessions, small and large groups sessions, career and guest speakers, career and college fairs, work-based learning check-ins, etc.

*Note:* Other content teachers can be used during this time to provide support.
Academics and Instruction: Hybrid Learning Model – Sample Schedules
Hybrid Model: Middle Grades Sample Schedule

### Important Notes

- AA/BB model where students are in-school with their teacher 2 consecutive days per week & work virtually for 3 days per week

- At home, students will work on asynchronous assignments aligned to in-person instruction, personalized learning programs, and any applicable instructional videos

- For schools with a 5-period schedule for middle grades, the times of each subject will be reduced, while social studies and science will occur daily

<table>
<thead>
<tr>
<th>Time</th>
<th>Cohort A – Monday &amp; Tuesday in person</th>
<th>Cohort B – at home</th>
<th>Wednesday All students at home*</th>
<th>Cohort B – Thursday &amp; Friday in person</th>
<th>Cohort A – at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 mins</td>
<td>SEL &amp; Health and Safety Protocols</td>
<td></td>
<td>Deep Cleaning</td>
<td>SEL &amp; Health and Safety Protocols</td>
<td></td>
</tr>
<tr>
<td>80 mins</td>
<td>Math - Eureka</td>
<td></td>
<td>Professional Development</td>
<td>Foundational Literacy</td>
<td></td>
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<tr>
<td>80 mins</td>
<td>ELA – Wit and Wisdom</td>
<td></td>
<td>Academic / Collaborative Planning</td>
<td>ELA – Wit and Wisdom</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td></td>
<td>Virtual - Small group and individualized student check-ins</td>
<td>Health and Safety Protocols</td>
<td></td>
</tr>
<tr>
<td>45 mins</td>
<td>Lunch</td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
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<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td></td>
<td></td>
<td>Health and Safety Protocols</td>
<td></td>
</tr>
<tr>
<td>80 mins</td>
<td>Related Arts/Resource: PE, health, art, music, etc</td>
<td></td>
<td>*Potentially bringing in our most struggling students for a ½ day</td>
<td>Related Arts/Resource: PE, health, art, music, etc</td>
<td></td>
</tr>
<tr>
<td>80 mins</td>
<td>Science/Social Studies</td>
<td></td>
<td></td>
<td>Science/Social Studies</td>
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</tbody>
</table>
Hybrid Model: High School Sample Schedule

Important Notes

• AA/BB model where students are in-school with their teacher 2 consecutive days per week & work virtually for 3 days per week

• At home, students will work on asynchronous assignments aligned to in-person instruction, personalized learning programs and any applicable instructional videos

• Most schools use a 5-period schedule, as shown

• For schools with more than 5-periods, each period will be reduced in time

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<th>Wednesday All students at home*</th>
<th>Cohort B – Thursday &amp; Friday in person</th>
</tr>
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<tbody>
<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td>Deep Cleaning</td>
<td>Health and Safety Protocols</td>
</tr>
<tr>
<td>65 mins</td>
<td>Period 1</td>
<td>Professional Development</td>
<td>Period 1</td>
</tr>
<tr>
<td>65 mins</td>
<td>Period 2</td>
<td>Academic / Collaborative Planning</td>
<td>Period 2</td>
</tr>
<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
<td>Virtual - Small group and individualized student check-ins</td>
<td>Health and Safety Protocols</td>
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<tr>
<td>45 mins</td>
<td>Lunch</td>
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<td>Lunch</td>
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<tr>
<td>10 mins</td>
<td>Health and Safety Protocols</td>
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<td>Health and Safety Protocols</td>
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<tr>
<td>65 mins</td>
<td>Period 3</td>
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<td>Period 3</td>
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<td>65 mins</td>
<td>Period 4</td>
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<td>Period 4</td>
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<tr>
<td>65 mins</td>
<td>Period 5</td>
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Academics and Instruction
Assessment Strategy: Data Cycle

A robust data use cycle will complement assessment administration to analyze and apply data-driven insights.

1. Assess
Administer assessments to diagnose and understand student learning

2. Analyze
Staff have dedicated time, tools, and reports to collaboratively identify key insights and takeaways from assessments

3. Apply & Communicate
Staff adjust instruction and provide feedback and recommended supports to families based on assessment results and student progress

4. Instruct & Learn
Staff deliver instruction and receive ongoing training and PD on assessment administration, use, and analysis best practices and student support
Work-Based Learning

- Work-based learning opportunities will be approved based on alignment with the city’s reopening phases and our district’s health and safety protocols

- All interested employers will be encouraged to have a remote working plan established, and priority will be given to employers with a remote working option

- The district’s new work-based learning team will develop guidance that will be shared with schools, students, and employers related to expectations, protocols, and changes in work-based learning status
Operations, Health, and Safety
Meals & Food Distribution: Engagement Insights

We developed our strategy based on lessons learned from the spring and family engagement efforts including an online public survey from March to May with telephone based robocalls, targeted school-based outreach to families without internet access, and a family survey administered in July. Key takeaways are highlighted below.

- **52%** of families indicated they need food support
- **English Learners** reported the greatest need for food support (69%), followed by students in economic disadvantage (61%)
- **Hispanic/Latinx** respondents reported over twice as much need (63%) as white students (27%)
- Families need options in terms of the type of food picked up and pick-up time and location
Meal & Food Distribution: Considerations for Fall 2020 Meal Site Selection

- Proximity within/adjacent to area designated as **Baltimore City 2018 Health Food Priority Areas**, where:
  - The average Healthy Food Availability Index (HFAI) score is in the lowest tier
  - The median household income is at or below 185% of the Federal Poverty Level
  - Over 30% of households do not have a vehicle available
  - The distance to a supermarket is more than ¼ mile

- Proximity to neighborhoods with high concentrations of:
  - Students eligible for FARMS in the previous five years (2014-2019)
  - Students with English Learner status
  - Students who indicated the “Need Food Support” on the Food and Tech Survey
  - Households participating in SNAP

- Building where cafeteria is easily accessed within the school

- **Facilities**: 21st Century sites or buildings with no significant facilities issues (No A/C or Heat issues; equipped with generators and/or new or upgraded construction)

- Schools with School Based Health Center or those offering Immunization Clinics

- Schools or communities that have expressed interest in supporting food distribution efforts

- Proximity to other meal sites (to maximize citywide coverage)
Employee Management and Experience
Employee Engagement: Professional Development (1 of 3)

We are looking into developing and offering professional development on the following topic areas, leveraging expertise and collaboration by and across department offices.

**HEALTH & SAFETY – Operations, Labor, Employee Effectiveness**

- For all staff (including substitute teachers)
  - Safety screens, temperature checks procedures
  - Personal reinforcement: hygiene, hand washing, clothing, PPE, etc.
  - Enforced social distance measures: sanitation, food, spacing, etc.

- For supervisors

  One training to incorporate the following:

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

**ACADEMIC INSTRUCTION – T&L, OSE, Wholeness, CCR**

- For teachers
  - New methodologies and tips in virtual, technology-enhanced instruction
  - Blending online and in-person learning, AA/BB scheduling
  - Strategies to support student emotional health and affirm student voice (student-directed learning, restorative circles, performance-based, non-test-based assessments, culturally responsive-sustaining pedagogy, etc.)
  - Focusing on teaching language and content simultaneously for English Learners
  - Humanity in teaching, integrate SEL activities, and trauma-informed practices to increase educator empathy
  - Strategies to support students with disabilities: understanding specially designed instruction

- For principals, coaches, mentors, etc.

  - Understanding and providing prioritized instructional models focused on acceleration and recovery
  - Strategies and technical aspects of mentoring/coaching in virtual context rooted in racial consciousness, empathy, HQ curriculum implementation
  - Technology-enhanced learning and trauma-informed care best practices
Employee Engagement: Professional Development (2 of 3)

We are looking into developing and offering professional development on the following topic areas, leveraging expertise and collaboration by and across department offices.

**ASSESSMENT ADMINISTRATION & DATA USE – OAA**
- For principals, teachers, and school test coordinators
  - Testing Integrity
  - Assessment Administration Platform Competency (Equip, Amplify, Data Link, etc.)
  - Assessment Completion Monitoring
- For principals, teachers, ILTs, coaches, and mentors
  - Dashboards, Assessment Reports & Tools
  - Data inquiry protocols focused on translating assessment data into specific classroom moves and individualized student supports

**DIGITAL LITERACY & TECHNOLOGY – ITD**
- For all staff
  - Digital Safety & Other Device Training (where applicable)
  - Technology & Platform Competency (Zoom, Teams, Hangout, etc.)
  - Ongoing, on-demand tech support
- For new teachers and paraprofessionals
  - New Device Fundamentals & Safety (Chromebook)
  - Teaching Platforms and Tools (Blackboard Collaborate, Google Classroom, Equit, Data Link, etc.)

**STUDENT WHOLENESS – Wholeness**
- For teachers & principals
  - Wholeness in the Virtual Space
  - Foundations of SEL & Restorative Practices
  - Implementing the Code of Conduct
  - Attendance Expectations & Documentation
- For teachers, principals & support staff
  - Support for Students Experiencing Homelessness
  - Immunizations A-Z

**WORKPLACE – Legal**
- For instructional staff
  - Equal opportunity in the workplace, including sexual harassment
  - Recognizing & reporting child abuse & neglect
  - Student bullying, harassment & intimidation
  - Suicide prevention
Employee Engagement: Professional Development (3 of 3)

We are looking into developing and offering professional development on a broad set of topics, leveraging expertise and collaboration by and across department offices.

TALENT & ORGANIZATIONAL DEVELOPMENT
• Serve in a coordinating role / function to organize training and development
• Co-design, provide minimal facilitation, and train-the-trainer delivery support
• Build capacity on adult learning principles
• Partner with OAA to track, monitor and minimally assess impact

COORDINATING CONTENT OFFICES
• Potential to be involved in professional development design, consultation, and delivery
• Health & Safety: Employee Effectiveness, Labor, Legal, Operations, Schools
• Academic Instruction: Equity, Schools, Special Education, Teaching & Learning, Wholeness
• Assessment Administration & Data Use: OAA
• Digital Literacy & Technology: College Career Readiness, Information Technology
• Mental & Emotional Wellbeing: College Career Readiness, Equity, Employee Engagement, Wholeness
• Wholeness: Wholeness
• Workplace: Legal