

**The Baltimore  
Academy  
Reopening Plan  
2020 – 2021**

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## Executive Summary

As a result of the COVID-19 pandemic and state of emergency declared by Governor Larry Hogan, Maryland schools were closed on March 16, 2020, and remained closed through the end of the 2019/2020 school year. As the coronavirus pandemic continues to limit education, work and daily life throughout our state, nation and world, The Baltimore Academy is preparing to ensure students have access to a robust instructional program that, as closely as possible, resembles the traditional models of rigorous instruction. All fall planning for the 2020-2021 academic year is guided by primary priorities: safety and well-being of our students and staff members; high-quality instruction for all students, resource availability, and funding.

All stakeholder concerns and priorities have been carefully considered in all fall planning decisions. Students, parents/guardians and staff members were invited to provide input via email and direct phone contact. The 7-member Recovery Plan group—represented a diverse cross-section of stakeholders, including local school systems and health organizations—carefully assessed all input and other relevant data as a guide in making decisions.

On August 14, 2020, The Baltimore Academy made the decision that the fall 2020/2021 semester will be a totally virtual instructional model, which will be significantly more rigorous than the spring and summer Continuity of Learning programs. Students at all levels will engage in four days of teacher-led synchronous (live) instruction each week, and will complete asynchronous assignments throughout the week. Dedicated times will be included in the daily schedule when students may receive additional support, IEP services, and access meal distribution sites (provided by the local school systems).

Removing technology barriers that interfere with learning will help advance student learning outcomes. To ensure all students and teachers have access to technology for remote learning, additional Chrome books and tablets have been purchased and will be distributed to support a more robust program of instruction than was possible in the spring and summer. Within the first two weeks of the school year, TBA will provide a Chrome book or tablet (depending on method of instruction) to every student enrolled. As additional students are enrolled, Chrome books and tablets will be ordered accordingly. TBA will continue to work with families to resolve connectivity issues.

Teacher preparation is the most critical factor to a successful learning program. Teachers will receive intensive professional learning to ensure they are well prepared to effectively deliver virtual, synchronous instruction. Staff, students and families will develop skills that will transcend the challenges of the pandemic and improve the long term delivery of instruction.

A comprehensive communications program ensures parents/guardians; staff and students are fully informed about fall instruction. The TBA website serves as a one-stop hub for

complete information and updates, mass email, and selective in-person outreach, as well as communications support from school administrators. While TBA is focused on implementing the best virtual solution possible for the start of the 2020/2021 school year, we are simultaneously preparing for an eventual transition to a hybrid model that will combine distance learning with in-person instruction. The decision regarding transition will take into account the prevalence of the pandemic; preferences and experiences of students, staff and parents/guardians; and Centers for Disease Control and Prevention (CDC) and Baltimore City Health Department (BCHD) guidance. During the initial period of virtual instruction, the focus will be on preparing the school building; providing professional learning to staff in best practices and pedagogy for a digital learning environment; training staff, students and families in safety measures; and communicating plans with families. By building a strong foundation of trust, we can ensure that all stakeholders feel safe for an eventual return to the school building.

**Guiding Principles for Reopening**

**TBA Reopening Priorities**

- Safety and well-being of our students and staff members
- Equitable access to high-quality instruction for all students
- Resource availability, including funding

**MSDE Reopening Requirements**

In the Maryland Together: Maryland’s Recovery Plan for Education, MSDE established requirements for local school systems as they work to develop their plans for the 2020/2021 school year:

<b>MSDE Reopening Requirement</b>	<b>Evidence</b>
1. Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.	Thebaltimoreacademy.com
2. The local school system’s equity plan must be reflected throughout the local recovery plan.	Additional Supports
3. Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.	Appendix B
4. Early in the school year, schools must determine	Assessing Instructional

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where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.	Level
5. All local school systems must ensure that Maryland College and Career Ready Standards, pre-kindergarten through grade 12, are taught in all content areas and the state frameworks are followed throughout content.	Virtual Instructional Model
6. Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).	Implementation of IEP
7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.	Maintaining Health & Safety
8. Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance.	Appendix D Appendix G Appendix H
9. Local school systems must follow protocols for the safe transportation of students to and from school.	Appendix G
10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.	Attendance & Grading
11. Each local school system must develop its own plan for communication.	Appendix I
12. The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.	Appendix A
13. The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based	N/A (TBA currently does not offer any Athletic Activities)

athletics and activities to resume during Stage One and Stage Two of the Governor’s Maryland Strong: Roadmap to Recovery.	
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As evidenced in the chart above, TBA has addressed the MSDE reopening requirements.

## **Continuity of Learning**

Beginning with the March 13<sup>th</sup> school closures, TBA developed and implemented a Continuity of Learning plan, aligned with Local School Systems to finish the 2019-2020 school year. The plan attended to technology distribution, professional development and distance learning activities for TBA staff and students. As the Continuity of Learning period ended, TBA offered online summer programming and Recovery of Learning packets to support student academic needs.

All TBA 2020 summer programming (Academic Intervention, Special Education, and Counseling Services) were offered virtually, in compliance with state and local guidelines for the safe recovery of operations. Virtual programs had a modified schedule that incorporated both live sessions and digital content accessed online. The Academic Intervention, provided support to students who were completing TBA Recovery of Learning packets.

## **Stakeholder Input**

Stakeholder concerns and priorities have been carefully considered in all fall planning decisions. To obtain feedback from stakeholders on the 2020/2021 reopening plan, TBA organized three primary channels: (a) email, (b) the TBA Recovery Plan Stakeholder Group and (c) Distance Learning and Fall Planning input from students, staff, and parents/guardians via phone conversation.

Students, parents/guardians, and staff members were invited to provide input via email and direct phone contact. The 7-member Recovery Plan Stakeholder group, which represented a diverse cross-section of stakeholders including Local School Systems and health organizations, carefully assessed all input and other relevant data to guide decision making. A full list of Recovery Plan Stakeholder group participants can be found in Appendix B.

All feedback pointed to three major themes that guided the planning for fall reopening:

1. Ensure the safety of staff and students
2. Provide high-quality instruction for all students
3. Support the well-being of staff and students

TBA will continue to seek input throughout the implementation of virtual instruction and as part of the planning for hybrid instruction.

## **TBA Virtual Instructional Model**

Based on stakeholder feedback, The Baltimore Academy will be implementing a fully virtual first semester for the 2020/2021 school year. The school calendar is scheduled to begin on Monday, August 31, and the semester will end on Friday, January 29, 2021. During the semester of virtual instruction, TBA staff will develop a hybrid instructional model and the criteria for transitioning to that model after the first semester.

### **Engaging in Virtual Instruction**

The 2020/2021 virtual instruction model provides students with, on average, 3 hours of synchronous learning with their teachers four days each week. The remaining instructional time is designated for students to complete asynchronous learning activities and assignments. Students also have daily opportunities to access additional synchronous supports. Systematic professional learning is being provided to assist teachers with understanding how to effectively provide robust synchronous instruction and to strategically determine which learning activities are appropriate for synchronous vs. asynchronous work in order to maximize learning. Teachers will have the option to use classroom/school spaces to deliver virtual instruction. All protocols outlined in the Maintaining Health and Safety section of this document must be followed to use the school facilities.

### **High School and Middle School Students**

High school and middle school students are enrolled in 6 class periods in the fall semester and 6 class periods in the spring semester. In the fall virtual instruction model, for each course, high school and middle school students will engage in six 30-minute synchronous lessons via Google Meet each week and will engage in asynchronous learning activities and assignments using the Edgenuity learning system. Teachers will post weekly activities and assignments by Monday at 8:00 a.m., if required for the synchronous lesson. Asynchronous assignments should take students 2-3 hours per course weekly to complete, and are due by 8 am the following Monday. Within the weekly set of asynchronous assignments, teachers may designate one assignment each class period to be due by the start of the next class to ensure continuity of learning and preparation for class discussion. This daily assignment should take no more than 30 minutes to complete, and students will have the option to work on remaining asynchronous assignments flexibly throughout the week. All posted materials and external resources will be ADA-compliant and accessible. For each synchronous lesson, students are expected to engage in the lesson, respond to questions and participate in class activities.

Within the student and teacher schedule, there are also designated synchronous sessions for students to receive additional support for weekly assignments. Students receiving additional supports or related services during the year will receive services during times that do not conflict with class sessions.

**Sample High School and Middle School Student Schedule**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
History Instruction (S)	Science Instruction (S)	English Instruction (S)	Mathematics Instruction (S)	Student Work Time/Supports (A)
Student Work Time/Supports (A)	Student Work Time/Supports (A)			
Lunch	Lunch	Lunch	Lunch	Lunch
Support Session/ Intervention (S)	Student Work Time/Supports (A)			
Elective Instruction (S)	Elective Instruction (S)	Elective Instruction (S)	Elective Instruction (S)	Student Work Time/Supports (A)

(S) = Synchronous, teacher-led instruction or supports. (A) = Asynchronous, independent student work.

Detailed teacher and student schedules are included in Appendix C.

**Assessing Instructional Level**

With an extended school building closure, students may experience learning gaps and/or learning loss. Assessing instructional level will serve as a critical data point to provide students with appropriate supports during instruction to mitigate these learning gaps. Multiple measures will be used by teachers to determine instructional levels and supports.

**Mathematics**

Teachers will administer pre- and end-of-unit assessments to students in mathematics courses, Mathematics 6 through Algebra II. At the start of each unit is a pre-unit diagnostic assessment, designed to address prerequisite concepts and skills for the unit. Teachers can use these problems to identify students with particular below-grade needs or topics to carefully address during the unit. These assessments may include problems that assess what students already know of the upcoming unit's key ideas, which teachers can use to pace or tune instruction. In certain cases, this may signal the opportunity to move more quickly through a topic to optimize instructional time. Teachers address below-grade skills while continuing to work through the on-grade tasks and concepts of each unit, instead of abandoning the current work in favor of material that only addresses below-grade skills. Completing each unit is the end-of-unit assessment. These assessments have a specific length and breadth, with problem types that are intended to gauge students' understanding of the key concepts of the unit while also preparing students for state-mandated, end-of-course assessments. Problem types include multiple-choice, multiple response, short answer, restricted constructed response and extended response. Problems vary in difficulty and depth of knowledge.

Teachers also will collect and use formative assessment information through synchronous instruction, including standards-based exit tickets and weekly progress checks.

### **Language Arts**

Language Arts instructional levels will be determined by using diagnostic samples for reading and writing at each grade level. The progress of all secondary students will be measured using common assessments at each grade. Teachers will use these diagnostic samples to address learning needs within instruction.

Teachers will also review formative and summative assessments aligned to reading instruction to determine students' progress toward grade-level expectations.

### **Digital Tools**

TBA's digital platforms and resources for virtual instruction are rooted in three core principles: providing high quality instruction, ensuring accessibility and protecting student data privacy. While TBA deployed various essential digital tools during the Continuity of Learning period, we are creating a more robust instructional experience for the upcoming semester of virtual instruction, which will include clearly communicated teacher expectations for using Edgenuity, consistent templates for synchronous assignments, and support resources for students and families to communicate how to use the digital tools.

Our digital ecosystem contains two core platforms:

- Edgenuity: learning management system
- G Suite for Education: collaborative digital tools

In addition, we are deploying a suite of curricular digital tools, including, but not limited to:

- Scholastic: digital resources and databases
- Kahoot: educational games

### **Attendance and Grading**

Student attendance for Monday, Tuesday, Wednesday, and Thursday instruction will occur as follows:

- At the middle and high school level, each teacher will take period (class) attendance, noting whether students were present online for synchronous instruction.
- Daily attendance will be based on teacher-recorded attendance (utilizing Edgenuity) for the entire school day.
- if there is technical difficulty, a student may submit asynchronous work for a particular day to receive credit for attendance.

Student attendance for Friday instruction will occur as follows:

- A student will be counted as present if they do one or more of the following:
  - Submit an assignment to one of their teachers
  - Engage in synchronous instruction or tutoring with a teacher
  - Meet online with a teacher or service provider
  - Complete work in the Edgenuity learning management system

Student grading will follow traditional grading practices outlined in TBA Policy: Grading and Reporting. TBA Staff are currently determining policy adjustments that may be needed for virtual instruction.

### **TRANSITION & WORK BASED LEARNING EXPERIENCES**

The Career, Research & Development (CRD) courses are year long courses, which will be offered as year long courses and/or semester courses. The students enrolled in CRD courses may be provided supplies and tools, so that hands-on activities may continue safely at home. In addition, CRD teachers may choose to teach classes from the classrooms located in the school building, so that use of required equipment may be demonstrated during the synchronous classes.

CRD teachers will contact employer partners to identify opportunities for students to participate in work-based learning experiences, industry-mentored projects, or service learning projects either virtually or onsite. When virtual experiences are not practical, social distancing guidelines must be followed. Work-based learning experiences that are associated with the CRD class as a group may begin once students are able to physically return to the classroom.

In addition, the Transition Coordinator will need to review and if needed, address any Career plans, secondary transition plans, and IEP requirements for students that may need to be modified for virtual instruction.

### **Implementation of Special Education Services**

Special education services will be provided to all students. Current Individualized Education Programs (IEPs) for students will guide the specially designed instruction and related and support services to be provided during virtual schooling and other opportunities for learning during the first semester.

As stated in the U.S. Department of Education - Office of Special Education and Rehabilitative Services guidance, schools must ensure that “to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP (Individualized Education Program) developed under IDEA (Individuals with Disabilities Education Act), or a plan developed under Section 504.”

Parents/guardians will collaborate with school staff and the IEP team to determine how their child will receive special education services. To the greatest extent possible, services and support will be individualized and flexible for all learners. These important discussions and decisions will occur during IEP team meetings or during conferences (if requested) agreed upon between the parents/guardians and essential members of the student’s school team in order to document the services.

The following services and supports are being provided:

### **Academic Services**

All students will participate in daily synchronous lessons and complete weekly asynchronous assignments that are accommodated and/or modified according to goals and objectives from the student’s IEP. They have virtual check-in opportunities as part of the weekly class schedule with the special educator for additional services or support in alignment with the student’s IEP. Special educators may also provide additional live or online support to students to address individualized needs during the designated additional support times. To address IEP transition goals and activities, daily lessons and activities will be developed and provided by special educators, social workers, and transition teachers. School staff will communicate with parents/guardians regularly to determine specific barriers to participation and assess ways to provide additional support to families and students, including through the use of face-to-face support to students.

### **Related Services**

Related Services, will be provided in a direct teletherapy platform. Individualized services may be provided in a coaching model, in small groups, or individually depending on the needs of the learners and the individual goals and objectives being addressed. Every week, school social workers will participate in telehealth sessions with all students. These sessions will focus on mental health and special education needs, issues surrounding trauma responses both prior to the pandemic and during this current context, and academic check-ins. As an extension of these sessions, those staff will act as liaisons between students, teachers and families to ensure basic, academic and mental health needs are aligned and met. School social workers may also provide opportunities for weekly therapy/counseling groups for identified students. These groups will focus on

social skills, safe relationships and substance abuse. All providers will collaborate with their special education teachers in order to support learners on their caseloads.

### **Maintaining Health and Safety**

During virtual instruction there will be opportunities for staff to utilize school buildings. All staff entering the school are expected to follow health protocols as indicated by the CDC, Maryland Department of Health (MDH), and the BCHD. As guidelines are updated by these organizations, the protocols for staff in the building will also be updated. Signage will be placed at the entry and throughout the building to alert staff of the need to wear face coverings; maintain social distancing; perform proper, frequent hand washing and hand sanitizer usage; to return home if experiencing symptoms; and alert school administrators of symptoms.

### **Building Preparation:**

Physical and operational changes to support safe and healthy learning environments for the education of TBA students are currently being implemented. As school resumes in a virtual format, the school's Custodial Team are committed to adhering to all necessary cleaning protocols and precautionary guidelines outlined by the Maryland Department of Health and CDC. The virtual instruction for students and limited access by staff will allow time for custodial teams to thoroughly clean and disinfect the building on a daily basis. Custodial Teams were provided with written direction and training on safely storing cleaning materials, a cleaning schedule for implementation, and an outline of daily expectations for increased routine cleaning and disinfection. The instructions will include processes for high-touch areas in classrooms, offices, restrooms, public areas, health suites and other areas. The school building will be cleaned and disinfected every evening with a special emphasis on surfaces frequently touched throughout the day. Frequently touched surfaces include, but are not limited to, desks, door handles, water fountains, sink fixtures, and toilets.

The detailed building modifications and cleaning protocols are outlined in Appendix D.

### **Prior to Entry:**

Staff must complete the online professional development training module for COVID-19, which will include training on many topics including proper use of face coverings, hand washing, social distancing and symptoms of COVID-19. Staff will be asked to complete a health status questionnaire (similar to the CDC version) to assess their symptoms related to COVID-19 and their general health status.

If a staff member has any symptoms, they are to stay home, except to get medical care, and avoid any public areas. They are to remain home until cleared to return:

- By their primary care physician or contact tracer,
- At least 10 days since symptoms first appeared AND until no fever for at least 24 hours without medication AND improvement of other symptoms, or
- If they received a negative COVID-19 test and are free from symptoms.

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Parents/Guardians will be given information to share with their children regarding hand washing, face coverings and social distancing. Once students access the building, they will be educated on those same aspects again. Parents/guardians will assess their children for symptoms of COVID-19 illness and refrain from sending/transporting them to school until after they have been symptom-free at least 10 days after the onset of symptoms, have no fever for at least 24 hours without the aid of fever-reducing medication, and have continued improvement of symptoms and/or medical consult with their primary care physician

### **Upon Entry:**

The Maryland State Department of Education (MSDE) and the Maryland Department of Health (MDH) developed a guidance document regarding the use of face coverings in the school setting entitled Guidance for Use of Cloth Face Coverings in Schools - Appendix G. Face coverings are not considered personal protective equipment (PPE), however the face covering does offer protection to others from expelled, viral droplets. To prevent the spread of the COVID-19 virus, the CDC recommends the use of cloth face coverings in schools

TBA Staff will wear a cloth face covering, over their nose and mouth while approaching and inside the school building. Face coverings may be removed while an employee is alone in an enclosed office or classroom. Surfaces exposed while not wearing a face covering must be disinfected. Face covering must immediately be put back on whenever another individual enters the space. Face covering should not be worn if a person is experiencing difficulty breathing. Staff that is unable to wear a mask will need to cover their coughs and sneezes. Staff will maintain social distancing of at least 6 feet and not congregate in the building. When close interactions are required or when working with students who are unable to wear a face covering, additional staff PPE will be required. For example, it may be necessary for a staff member to wear eye protection or gloves.

ALL TBA Students will wear face coverings while receiving services in the building. Some students will be unable to wear face coverings due to psychological or medical complications. In these cases we will emphasize social distancing between individuals. All students will be reminded of proper hand washing techniques and social distancing practices from other students and staff members.

Health Services staff will be available in the building to assess students and staff as needed and will be provided appropriate PPE for evaluating ill students and staff members and will follow isolation protocols per the CDC, MDH and BCHD. MSDE has provided guidance for assessing students and staff with symptoms within the document labeled Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps - Appendix E.

### **Coordination with Health Department Including Notifications/Contact Tracing**

BCHD performs contact tracings on all Baltimore City residents who test positive for COVID-19. Any staff member who resides outside Baltimore City will have contact

tracing through their local health department. TBA will be notified of a positive case if there is a public health risk to the school community through the contact tracing process. A Health Department Investigator will call a patient to help them remember everyone they had close contact with during the time they may have been infectious. The investigator will call each of the contacts. (To protect patient privacy, contacts are not told the identity of the patient who may have exposed them.) All information is kept confidential. Contacts are provided with education about the infection and key information and support to understand their risk, monitor their symptoms and health, and to prevent the spread of the infection in their households, workplaces and community by staying home and maintaining social distance or wearing appropriate personal protection.

When a TBA staff member becomes ill and alerts an administrator, the administrator will contact the company's head of infection control. Head of infection control will discuss with the administrator to follow necessary protocols for alerting close contacts and necessary medical follow-up and give direction to send the employee home.

When a student develops symptoms, the staff member will alert the school administrator of a sick student. The administrator will assess the student and contact the parent/guardian to pick-up and/or arrange transportation of the student for testing.

### **Small Group Face-to-Face Instructional Activities**

Although TBA is providing a fully virtual instructional model for the first semester, it is a goal to explore every available opportunity to engage small numbers of students in face-to-face instructional and well-being support. As a result, the TBA Recovery Plan Stakeholder group is charged with developing a roadmap that guides the design and implementation of this model in anticipation of the spring semester. Among the considerations is the health and safety of students and staff, the identification of students and staff participating in this model, transportation models, operational logistics, and communication.

### **Health and Safety**

Health and safety remain the primary drivers for decision making as TBA considers how to bring small numbers of students into school for instruction in the spring. Protocols for the utilization of school buses have been established to ensure appropriate social distancing of students and the use of PPE and face coverings during the bus run, and clear directions for cleaning will be implemented after the bus run. Directional and informational signs are being installed to ensure that students understand expectations for social distancing, as well as for loading and unloading the school bus. These expectations will be communicated in writing prior to the first bus run to participating students and their families. School administrators will develop expectations for the safe movement of students from the bus to their instructional spaces with respect to social distancing guidelines.

Prior to students entering the school, school administrators will designate instructional and non-instructional space for use, ensuring that the arrangement of learning spaces complies with social distancing guidelines. Directional and informational signs will be

installed to direct student movement and ensure that students understand protocols for safety and social distancing. School administrators will ensure approved PPE and face coverings are available. These expectations will be communicated, in writing, to students and their families. Prior to students entering the building, school administrators will ensure that the school is staffed with teachers, support staff, nurse, custodial staff and related service providers. In this communication, school administrators will share with staff and students the health screening to self assess for COVID-19 symptoms and to refrain from entering the school building if exhibiting symptoms

Once face-to-face instruction resumes in some capacity, administrators, or their designee, will monitor the implementation of support to ensure that students and staff are adhering to health and safety guidelines, as well as to gather feedback to inform the implementation of the program. The TBA Recovery Plan Stakeholder group will seek feedback from administrators throughout the semester to make adjustments as needed.

After each time students leave the building, TBA will ensure that instructional and non-instructional spaces are cleaned in accordance with BCHD and CDC guidelines. Classrooms and materials will be sanitized and prepared for the following day.

### **Student and Staff Participation**

TBA will determine the best approach for phasing in students to participate in small group face-to-face instructional activities. Considerations must be given to the scope of support service, staffing, capacity, and other factors. Student groups are not currently identified and could include students who require educational testing, students who are disengaged from the virtual learning process, and/or students who are demonstrating significant regression through the virtual learning model.

Once student needs and participation capacity have been determined, TBA will communicate with students and their families to share program goals, explain health and safety protocols, explain logistics, and ascertain whether or not the student will participate in this opportunity. It is understood that some families may opt not to engage in this support model due to health and safety concerns.

TBA, having prioritized health and safety, understands that some staff may not be able to provide onsite face-to-face support to small numbers of students. Staff requiring an accommodation under the Americans with Disabilities Act or wishing to access leave under the Families First Coronavirus Response Act will be provided information for those processes. Staff assigned to be on-site will be provided appropriate PPE and trained on health and safety protocols prior to engaging with students

Health Services staff will be on hand in the buildings to assist in monitoring health protocols including the usage of face coverings and PPE, social distancing, and assessing any symptomatic students and/or staff.

### **Transportation**

The local school systems Office of Transportation will design a strategy for transporting students safely to and from school once students are confirmed participants in returning to instruction in the school building. The current plan for health and safety protocols on bus companies contracted through local school systems transportation department are outlined the local school systems recovery plan on their website. It is understood that some families may not elect to use transportation due to health, safety or other concerns.

### **Communication**

TBA has established a communications plan focused on relaying important information to families. TBA has launched a website that provides detailed information as well as important announcements. TBA will also send emails to all families when appropriate as well as directly contact families via telephone.

To communicate effectively with our staff, TBA will provide professional development as well as utilize our current communications plan to inform staff of critical updates to clearly explain the introduction of face-to-face instruction of small numbers of students; and the safety measures in place as well as protocols to be followed.

## **Additional Supports**

### **Tiered System of Supports for Mathematics and Language Arts**

#### **Mathematics**

A system of tiered supports for mathematics will be provided synchronously and asynchronously. Data from the tools mentioned in the Digital Tools section will be used to identify student entrance and exit from these interventions. First instruction (Tier I) will feature standards based, grade-level tasks taught synchronously by classroom teachers.

In addition to utilizing the Tier I curriculum support materials from Edgenuity, mathematics teachers will use Khan Academy (Tier I) and iExcel online programs, to give students immediate support and compile data to help inform and improve instructional support. Staff will use Edgenuity curriculum resources (including teacher guides and consumable and non-consumable materials) to support Tier I mathematics instruction and for small group/individual support (Tier II and III), as needed. Students needing Tier III support will be provided with print versions of student texts.

Additionally, mathematics staff will provide small group tutoring (Tier III support) for students enrolled in Mathematics 6 through Algebra 2. Each week, students will engage

in one to two, 30-minute tutoring sessions. Sessions will focus on essential skills and concepts for the grade/course level.

### **Language Arts**

A system of tiered supports for language arts will be provided synchronously and asynchronously. First instruction (Tier I) will feature standards-based, grade-level reading and writing experiences taught synchronously by classroom teachers.

Students who are enrolled in a scheduled period for reading; interventions for comprehension or decoding will have direct instruction, weekly check-ins and learning assignments with their reading teacher. ELA teachers will continue to consider reading needs of their learners as they plan instruction in this distance learning model. Students who are enrolled in the reading course are provided with targeted support to address their specific needs in the areas of decoding, fluency and comprehension. The reading course focus is on eliminating achievement gaps by accelerating student growth. It provides explicit and systematic instruction in critical foundational skills using a multi-sensory approach using a blended learning model. Instruction focuses on phonological automaticity, reading fluency, comprehension, vocabulary and writing. Additionally, instruction focuses on developing the comprehensive skills and strategies of vocabulary, fluency, independent reading and writing techniques.

### **Students with Academic and Behavior Needs**

TBA strives to address a variety of student learning needs. TBA recognizes that there cannot be a “one size fits all” approach to address learning gaps and academic needs, so a variety of approaches were employed to support students during the spring Continuity of Learning.

TBA will utilize a tiered support system to clearly define the instructional materials, data and tools available at each level of need. This system begins with quality first instruction that includes strategies and tools for teachers to differentiate and meet the needs of all of their students. Tier two supports may be provided in a small group format to students with similar areas of need. Tier three supports are more individualized and will be provided by a special educator.

TBA support staff (School Social Workers, Behavior Specialist, Special Educators, and Administrators) will work to support student academic and behavioral growth, while ensuring access to needed resources. Support staff will provide a structured process for identifying students’ mental health, academic and/or behavioral needs and connect students/families with appropriate resources. Support staff will continue to work with teachers to improve student outcomes using a structured problem-solving model. During distance learning, the focus will be on supporting teachers to meet the needs of their students through engaging first instruction that builds on student strengths, while creating opportunities for additional instruction and/or practice as needed.

## **Supporting Student and Staff Well-Being**

### **Mental Health Screening and Services**

TBA will continue to strive to identify students who may be experiencing increased emotional and/or mental health concerns. Understanding the added challenges of evaluating student behavior and mental health in a distance learning context, supports will be designed to be flexible to allow use during synchronous online instruction.

Teachers will then report to Social Workers, students about whom they have concerns to, who will connect students to in-school and community resources, as appropriate, to address their emotional and/or mental health needs. These supports may include counseling services provided through TBA, Health Quest, or other community resources as appropriate.

### **Classroom Supports**

A workgroup (Student/Family Support) consisting of diverse stakeholders, including school social workers, classroom teachers and behavior specialists, is developing classroom supports. This group is developing a yearlong plan to address student well-being; specifically social-emotional learning (SEL) supports that will be put in place to ease transitions, increase positive relationships and a feeling of belonging in classroom communities, and help to alleviate and/or provide tools for dealing with stress, anxiety and/or trauma.

The plan includes opportunities for direct instruction and relationship building that are being built into the middle and high school schedules. During these blocks of time, teachers and/or social workers will utilize provided resources that will assist them with delivering lessons and facilitating weekly class meetings. These lessons and class meetings will focus on a cohesive scope and sequence of skills/topics that are developmentally appropriate and based on the five core competencies of SEL as defined by CASEL.

Additionally, resources will be provided to all teachers to support them with building a classroom community and integrating SEL skills into their specific content area curriculum. Professional learning opportunities will be provided for all staff before students return to school and will continue throughout the year.

### **Student Supports**

The Student/Family Support workgroup is identifying resources for staff members to fortify their skills in response to student and staff mental health amidst the ongoing pandemic. The resources and (possible) professional learning will include secondary trauma, collective trauma and racial trauma to better inform student services on supporting their schools.

### **Family Supports**

The Student/Family workgroup will develop resources to assist families with encouraging positive mental health and well-being of their children and within their family during the

pandemic and social unrest. This workgroup is creating professional learning opportunities for school staff to engage and support families as needed. The team will develop front-loaded supports in the first weeks and transition to providing regular, gradual supports throughout the coming weeks, months and next two years as needed for families.

### **Staff Supports**

A workgroup—consisting of school social workers, behavior specialists, and administrators, is cultivating resources for mental health and well-being for staff to utilize during the return to school, whether virtual or in-person, in the midst of the COVID-19 pandemic and racial/social unrest.

Planned initiatives include:

- Robust support for school staff members
- The formation of facilitated small-group “safe space” discussions for staff to share concerns, worries, triumphs, etc.

This workgroup will continue to meet and work together throughout the year to adapt and adjust to needs of staff to best support their mental, emotional and social well-being. Members will determine those changing needs through feedback from staff and discussions with administrators.

To address COVID-19 related medical and personal circumstances, employees are afforded a number of options for using leave and requesting extended leaves of absence. New COVID-19 related leave categories were introduced to address the Family First Coronavirus Response Act. The Emergency Paid Sick Leave Act (EPSLA) produced the COVID-19 Employee and COVID-19 Sick Plan Care of Others, made available in March. Additionally, the Americans with Disabilities Act (ADA) may be utilized for disabilities that are related/exacerbated by COVID-19, and the Family Medical Leave Act (FMLA) may be utilized for the care of family members who have been identified in high risk groups as outlined by the CDC. Lastly, employees will be afforded use of accrued leave.

### **Technology Supports for Virtual Instruction**

TBA is working towards a 1:1 student-to-device ratio in grades 6 to 12. Within the first two weeks of school, TBA will provide a Chrome book or tablet (depending on method of instruction) to every student enrolled. As new students enroll, additional Chrome books or tablets will be purchased to maintain a 1:1 student-to-device ratio. This approach provides the foundation for a robust, collaborative and safe virtual instruction environment that is consistent and reliable, and financially viable.

Chrome book and tablet distributions will be scheduled via administrator and parent/guardian. School administrators will be in contact with families as the school year approaches with more information.

**Technology Support:**

TBA staff and students will continue to have access to technology support during the virtual fall reopening. Students will utilize support contacts (teachers) to troubleshoot technical issues and elevate complex issues to IT staff. Furthermore, support pages and guides are available for student devices, and instructional applications. Students will also have access to an online orientation course and video resources for using Chrome books and tablets and essential digital tools.

**Internet Connectivity:**

Internet connectivity will be available for students based on needs as identified by families, support staff and school administrators.

**Technology Communications:**

TBA will communicate with families regarding the 1:1 device deployment, including information on the device and internet distribution models. Further communication will be sent regarding how to receive devices and assessing the ability for families to access the internet. All families will receive information regarding technology support protocols and how to access technology support guides.

**Food and Nutrition Program**

School meals are critical to student health and well-being, especially for low-income students, and it is essential that they have access to the nutrition they need to learn, whether physically in school or virtually. TBA encourages families to visit their local school systems website for information regarding Grab-and-Go meals distributed at the local schools. (Note: FARMS applications may be required).

**Professional Learning**

TBA is committed to continuing to enhance the ability of staff to skillfully instruct students in these ever-changing conditions and environments. As a result, a full complement of models and opportunities will be implemented during the 2020/2021 school year:

<b>Staff</b>	<b>Professional Learning</b>
Teachers	-Teaching and Learning in a Digital Environment (expectations, best practices to maximize learning, formative and summative assessment in the digital environment) -Content-specific professional learning on assessing instructional needs and addressing learning gaps -Teacher Toolbox -Special education team meetings (training, collaboration, scheduling, instruction, data-based decision-making) -Specially designed instruction (data,

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	<p>design, delivery)</p> <ul style="list-style-type: none"> <li>-Social-emotional learning: transitioning into new school year, creating community/building relationships/establishing trust and rapport</li> <li>-Procedural safeguards for special educator and providers</li> <li>-Progress monitoring in the IEP</li> </ul>
Social Workers	<ul style="list-style-type: none"> <li>-Social-emotional learning: transitioning into new school year, creating community/building relationships/establishing trust and rapport</li> <li>-Procedural safeguards for special educator and providers</li> <li>-Teletherapy and coaching/consultation practices</li> <li>-Progress monitoring in the IEP</li> </ul>
Administrator	<ul style="list-style-type: none"> <li>-Weekly principal and assistant principal meetings</li> </ul>
Families	<ul style="list-style-type: none"> <li>-Providing professional learning for parents regarding how to navigate our digital ecosystem for virtual instruction: Edgenuity, G Suite and other essential digital tools.</li> <li>-Webinars: <ul style="list-style-type: none"> <li>● Edgenuity, Google Suite</li> <li>● Social-emotional strategies during distance learning</li> <li>● Academic strategies and support for students during distance learning</li> </ul> </li> <li>-Reflective coaching sessions with families to discuss and support concerns which may or may not be included on an IEP</li> </ul>

## Expectations & Responsibilities

### **Teachers of Record/Special Educators**

Teachers are responsible for planning and providing synchronous lessons and asynchronous learning experiences and assignments each week. Teachers will utilize curriculum within the Edgenuity learning management system for asynchronous work. Teachers will use Google Meet to deliver synchronous lessons during the assigned class times. (See Appendix C for teacher schedules.) Approved digital tools will be used to ensure that all materials shared are accessible and ADA-compliant. Participation in ongoing professional learning will enhance their repertoire for teaching in a virtual instruction environment. Teachers will also be responsible for fulfilling the duties of their job role, including but not limited to managing their caseload responsibilities, scheduling and/or leading small group and/or individualized supports or services for students based on identified needs, and providing in-class supports or services during synchronous lessons.

### **Other School Staff**

Other school staff will be responsible for fulfilling the duties of their role.

### **School Administrators**

School administrators will be responsible for leading, supervising, observing and evaluating staff during the virtual instruction. A primary focus of their work is communicating clear, explicit and supportive information to students, staff, and families as well as being responsive to stakeholder needs. Administrators work closely with staff to implement professional development and ensure it is responsive to staff needs during virtual instruction. Additionally, administrators will be responsible for ensuring continuity of operations, appropriately allocating human and physical resources, and for clearly communicating with a variety of stakeholders.

## Transition to Hybrid

Preparing for the uncertainty of fall reopening required that the TBA commit to virtual instruction for the first semester. We acknowledge the challenges that virtual instruction presents for students, staff and families. Ongoing planning will take place to prepare for a hybrid format during the second semester. Hybrid formats will allow for dividing students into smaller groups for re-entry into the building. Based on stakeholder feedback, planning will also take place to determine options for students who prefer to remain virtual during the second semester. Safety is at the forefront of this planning process. The stage of state reopening and updates from the CDC/Health Department will determine the feasibility of a hybrid model.

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As the first semester progresses virtually, TBA will develop:

- Criteria for a hybrid reopening, including but not limited to:
  - Guidelines from the CDC and Health Department
  - Virus transmission rates for Baltimore City
  - Training for staff and students on social distancing
  - Facilities preparation: purchasing air purifiers, classroom capacity planning and cleaning protocols
  - Availability of masks, PPE and other facilities health enhancements
  - Substitute availability
  - Transportation logistics
  - Contact tracing protocols
  - Quarantine protocols
- Fully developed hybrid model, including:
  - Schedules by level
  - Logistics for transportation, facilities and food services
  - Assignment of students to groups
  - Virtual option for students who prefer to remain virtual

Timeline for Hybrid Decision Making

- 11/23: Present full criteria for reopening to TBA governing body
- 12/14: Present hybrid model to TBA governing body
- 1/4: Apply criteria and determine feasibility of hybrid return to schools
  - 1/4-1/22: Student scheduling for hybrid or virtual options

### Ongoing Evaluation

Throughout 2020/2021, TBA staff will engage in ongoing data reviews to monitor practices and make any necessary adjustments to support teaching and learning.

The initial work from the spring 2020 Continuity of Learning Plan has informed the design of 2020/2021 learning models. Also taking into account stakeholder feedback, programming for the 2020/2021 school year is grounded in three primary priorities:

1. Safety and well-being for students and staff
2. Equitable access to high-quality instruction for all students
3. Resource availability, including funding

These priorities guided the development of this evaluation plan, which will take the form of ongoing data reviews. TBA will use the following model to engage in continuous monitoring and evaluation.

Data Review Steps

1. Ask, assess and analyze: Determine guiding questions, identify relevant qualitative and quantitative data, and identify patterns in the data.
2. Interpret and connect: Engage in root-cause analysis to make connections between data patterns and the local context that led to those patterns.
3. Plan and strategize: Identify strategies and plan next steps based on analysis.
4. Act and monitor: Act on the data and monitor progress through continued relevant data collection, and re-engage in the data review cycle.

## Appendices

Appendix A: Checklist for MSDE Planning

Appendix B: Recovery Stakeholder Group

Appendix C: Detailed Teacher/Student Schedules

Appendix D: Facilities Preparation

Appendix E: Guidance for Use of Cloth Face Coverings in Schools

Appendix F: Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19 like Illness in Schools, Child Care Programs, and Youth Camps

Appendix G: Transportation Planning/Protocols

Appendix H: Food and Nutrition Planning/Protocols

Appendix I: Communication Plan

## Appendix A: Checklist for MSDE Planning

### COVID-19 Checklist

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

- Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations. ...
- Make a list of responsibilities and assign individuals to those tasks ...
- Determine what the most essential needs are and resolve those issues first. ...
- Determine resources on hand and resources that will be needed to successfully transition back to school. ...
- Determine professional development, as well as, processes and procedures that will be needed to address concerns created by the pandemic. ...
- Develop predetermined responses to questions and concerns that may be asked by community members. ...
- Communicate with your constituents and brainstorm effective means of reopening school with them. ...
- Explore and determine digital and social media platforms that can utilize to share information. ...
- Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance. ...
- Maintain regular contact with leaders and policy-makers at the State and local levels. ...
- Remain open and receptive to ideas and suggestions. ...
- Take action when necessary and utilize the crisis team for reflection and determination of next steps.

**Appendix B: Recovery Stakeholder Group**

Name (Last, First)	Organization	Role
Brawner, Jasmyne	The Baltimore Academy	Administrative Assistant
Cole, Darren	The Baltimore Academy	Lead Behavior Specialist
Groves, Barbara	Maryland Treatment Center	Administrator
Ice, Charles	The Baltimore Academy	Lead Special Educator
Kyritsopoulos, Stacie	The Baltimore Academy	Assistant Principal
Robinson, Carol	Maryland Treatment Center	Infection Control
Scott, Catrina	Maryland Treatment Center	Director of Environmental Services
White, Mundrae	The Baltimore Academy	Director of Education
Wilson, Joshua	The Baltimore Academy	Lead Social Worker

## Appendix C: Detailed Teacher/Student Schedules

### Grade 6 – 8 Sample Student Schedule

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Social Studies Synchronous Support 9 – 10	Science Synchronous Support 9 – 10	ELA Synchronous Support 9 – 10	Mathematics Synchronous Support 9 – 10	Asynchronous Work time/ Student Supports 9 – 2:45
Social Studies Synchronous Class 10 – 10:30	Science Synchronous Class 10 – 10:30	ELA Synchronous Class 10 – 10:30	Mathematics Synchronous Class 10 – 10:30	Asynchronous Work time/ Student Supports 9 – 2:45
Asynchronous Work time/ Student Supports 10:30 – 12	Asynchronous Work time/ Student Supports 9 – 2:45			
Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1
ELA Synchronous Support 1 – 2:45	Reading Synchronous Class 1:30 – 2	Social Studies Synchronous Support 1 – 2:45	Art Synchronous Class 1:30 – 2	Asynchronous Work time/ Student Supports 9 – 2:45
	Mathematics Synchronous Support 2 – 2:45		Science Synchronous Support 2 – 2:45	Asynchronous Work time/ Student Supports 9 – 2:45

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**Grade 9 – 12 Sample Student Schedule**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Period 1 Synchronous Support 9 – 10	Period 2 Synchronous Support 9 – 10	Period 3 Synchronous Support 9 – 10	Period 4 Synchronous Support 9 – 10	Asynchronous Work time/ Student Supports 9 – 2:45
Period 1 Synchronous Class 10 – 10:30	Period 2 Synchronous Class 10 – 10:30	Period 3 Synchronous Class 10 – 10:30	Period 4 Synchronous Class 10 – 10:30	Asynchronous Work time/ Student Supports 9 – 2:45
Asynchronous Work time/ Student Supports 10:30 – 12	Asynchronous Work time/ Student Supports 9 – 2:45			
Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1	Lunch/Break 12 – 1
Period 3 Synchronous Support 1 – 2	Period 5 Synchronous Class 1:30 – 2	Period 1 Synchronous Support 1 – 2:45	Period 6 Synchronous Class 1:30 – 2	Asynchronous Work time/ Student Supports 9 – 2:45
Period 5 Synchronous Support 2 – 2:45	Period 4 Synchronous Support 2 – 2:45	Period 6 Synchronous Support 2 – 2:45	Period 2 Synchronous Support 2 – 2:45	Asynchronous Work time/ Student Supports 9 – 2:45

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**Consolidated Secondary Teacher Virtual Model Student**

Virtual school day 9:00 – 2:45

Teacher Virtual Workday 8 – 3

- During the Synchronous Class period a teacher is assigned a class for virtual live instruction
- During the Additional Synchronous Support period a teacher is not assigned a class, this is individualized/small group instruction per student request

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Teacher Preparation 8 – 9	Teacher professional learning, planning, and review of student work 8 – 10			
Period 1 Synchronous Support 9 – 10	Period 2 Synchronous Support 9 – 10	Period 3 Synchronous Support 9 – 10	Period 4 Synchronous Support 9 – 10	
Period 1 Synchronous Class 10 – 10:30	Period 2 Synchronous Class 10 – 10:30	Period 3 Synchronous Class 10 – 10:30	Period 4 Synchronous Class 10 – 10:30	Staff Meeting 10 – 11
Student Supports 10:30 – 12	Teacher professional learning, planning, and review of student work 11 – 12			
Lunch/Break 12 – 1				
Period 3 Synchronous Support 1 – 2	Period 5 Synchronous Class 1:30 – 2	Period 1 Synchronous Support 1 – 2:45	Period 6 Synchronous Class 1:30 – 2	Teacher professional learning, planning, and review of student work 1 – 3
Period 5 Synchronous Support 2 – 2:45	Period 4 Synchronous Support 2 – 2:45	Period 6 Synchronous Support 2 – 2:45	Period 2 Synchronous Support 2 – 2:45	

## **Appendix D: Building Modifications & Cleaning Protocols**

### **Planning Assumptions:**

1. These recommendations are based on a start date for VIRTUAL classes of Monday August 31, 2020 and for HYBRID classes of Monday, January 29/February 1, 2021.
2. This information may change based on updates/changes to Center for Disease Control (CDC) and Maryland State Department of Education (MSDE) guidance. Changes will require detailed review by the Division of Operations to adjust procedures, estimated costs and timelines for implementations accordingly
3. This information assumes both a Virtual and a hybrid model for portions of the 2020-2021 school year.
4. Are based on internal need for the school to follow federal, state, and local guidance on reopening; as well as the American Society of Heating Refrigerating and Air-Conditioning Engineers (ASHRAE) and the Occupational Safety and Health Administration (OSHA).

### **Facility Alterations and Modifications**

Physical and operational changes will be made as needed to support safe and healthy learning environments for the education of the students of TBA.

#### **Physical Barriers**

Entry to TBA will be restricted to outside visitors.

#### **Signage**

Signage is recommended to be highly-visible and posted/placed throughout the school to remind and reinforce social distancing, the wearing of face coverings, and hand sanitizing (washing with soap and water or the use of hand sanitizing stations). Signage will comply with the CDC's recommendations and standards pertaining to reopening of schools.

#### **Personal Protective Equipment (PPE)**

All students and staff will be required to wear face coverings (masks). Stock supplies will be provided for those students who may not have their own face coverings. School staff will have access to more specialized PPE, such as face shields, gloves, etc.

### **Building Flow of Staff and Students**

Building flow will be determined by administrative staff. Signage will be provided to reinforce building flow patterns.

### **Classrooms**

Each classroom will be configured to maximize social distancing that can be maintained in support of the Maryland Recovery Plan for Education and the CDC's Considerations for Schools. Classroom configurations will not be consistent with one another due to varying square footage and room layouts. School administrative staff will identify areas to store the excess chairs, desks and tables.

### **Bathroom Usage**

To promote social distancing in bathrooms, classroom schedules will be developed for bathroom use.

### **HVAC and Plumbing Systems**

TBA will be purchasing medical grade air purifiers for the classrooms and offices to ensure proper ventilation as well as increase circulation of conditioned outdoor air as much as possible. However, staff is cautioned and reminded to not open windows or doors due to safety/health risks, introduces pests/allergens, and can elevate indoor relative humidity; Increasing the potential for mold growth.

To minimize the risk of Legionnaires disease and other diseases associated with water, Building Maintenance staff will take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown. However, the drinking fountain will be turned off to minimize the potential spread of COVID-19.

Additional steps to be taken:

1. Flush the domestic hot and cold water systems in all school buildings prior to the return of students.
2. Ensure cooling towers are clean and well-maintained.
3. Students should be encouraged to bring their own water bottles.
4. Signage will be placed at water fountain indicating not to use.

### **Custodial Cleaning**

The safety of all students and staff are of the highest priority for the upcoming school year. For the Fall 2020 Virtual Learning (first semester), TBA Custodial Services is committed to adhering to all necessary cleaning protocols and precautionary guidelines outlined by the Maryland Department of Health and CDC. The physical absence of full-day instruction for students and limited access by staff will allow time for Custodial Team's to thoroughly clean and disinfect the building on a daily basis.

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

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include, but not limited to, high-touch areas in classrooms, offices, restrooms, public areas, and health suites. The school building will be cleaned and disinfected every evening with a special emphasis on frequently touched surfaces throughout the day. Frequently touched surfaces include, but not limited to, desks, door handles, water fountains, sink fixtures, and toilets. Custodial Services will ensure adequate provision and distribution of Personal Protective Equipment for Custodial staff, and Environmental Protection Agency (EPA) approved and Green-Seal certified cleaning supplies.

Lastly, CDC's Considerations for Schools recommends cleaning and disinfecting of frequently touched surfaces within the school daily or between uses as much as possible. Cleaning provisions for instructional staff will be available to allow for access to approved cleaning products quickly, if needed. In addition, hand sanitizing stations will be strategically placed in high traffic areas, (front entrance, hallway, bathrooms, etc.), of the school building for use by all students and staff. When instructional schedules are finalized, the cleaning protocols and staffing will be evaluated and implemented.

Below is an example of the daily responsibilities of the custodial team cleaning protocols:

- Monitor, stock items, and clean/disinfect touch points in restrooms periodically (the frequency of cleaning restrooms will depend on the daily activity for staff and students, capacity)
- Clean and disinfect classrooms after students and staff leave for the day
- Disinfectant wipes and a bottle of disinfectant will be made available to staff for when needed
- Clean/disinfect all desktops, touch points, and floors, in classrooms, offices, and restrooms occupied by staff and students
- Clean/disinfect high traffic areas such as front entrance and entryways
- Remove trash from areas occupied by staff and students

## Appendix E: Guidance for Use of Cloth Face Coverings In Schools



DEPARTMENT OF HEALTH

*Robert R. Neall, Secretary*

STATE DEPARTMENT OF EDUCATION

*Dr. Karen Salmon, State Superintendent of Schools*

### Guidance for Use of Cloth Face Coverings in Schools July 21, 2020

This guidance is being provided by the Maryland Department of Health (MDH) and Maryland State Department of Education (MSDE) to assist schools to develop and implement policy regarding the use of cloth face coverings in the school setting. The use of cloth face coverings is not a substitute for other SARS-CoV-2 mitigation strategies such as physical distancing, frequent hand washing, and cleaning of frequently touched surfaces within the school setting.

Cloth face coverings protect others if the wearer is infected with SARS CoV-2, the virus that causes COVID-19, and is not aware. Cloth face coverings may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. To prevent the spread of the COVID-19 virus, the CDC recommends the use of cloth face coverings in schools when feasible.

### Use of Cloth Face Coverings in Staff and Students

- School staff must wear cloth face coverings while in the school building, on school grounds when not contraindicated due to a medical condition, intellectual or developmental disabilities, or other conditions or safety concerns;
- All students, school staff, and bus drivers must wear a cloth face covering while on school bus when not contraindicated due to a medical condition or developmental or safety considerations;
- Other adults must wear cloth face coverings when they must enter the school building or grounds for essential functions;
- Students, especially students in middle and high school, must wear cloth face coverings in the school building and on school grounds as much as possible when not contraindicated due to a medical condition or developmental or safety considerations;
- The use of cloth face coverings is most important at times when physical distancing measures cannot be effectively implemented especially when indoors;



- Local education agencies should examine the structure and schedule of the education program to identify when physical distancing may be a challenge;
- Cloth face coverings should not be worn by children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.

### **Communication**

- School systems should provide resources to families regarding the importance and expectation for the use of cloth face covering in school;
- Information should be provided to staff, students and students' families regarding the school system expectation of parents to provide cloth face covering or whether the school will provide them;
- School staff and families should teach and reinforce proper use and removal of cloth face coverings, including the use of behavioral strategies as necessary to assist students with becoming comfortable wearing cloth face coverings; and
- Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

## Appendix F: Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps



DEPARTMENT OF HEALTH  
*Robert R. Neall, Secretary*

STATE DEPARTMENT OF EDUCATION  
*Dr. Karen Salmon, State Superintendent of Schools*

### Response to a Laboratory Confirmed Case of COVID-19 and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps

Updated July 21, 2020

**This guidance accompanies the “Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps.”**

This guidance applies to persons with a laboratory **confirmed case of COVID-19, regardless of whether they have symptoms**, and persons with COVID-19-like illness. Exclusion, quarantine and return to school for a person with laboratory confirmed COVID-19 or persons with symptoms of COVID-19-like illness is based on CDC and Maryland Department of Health/Maryland State Department of Education guidance and is to be implemented by local school systems in collaboration with the local health department.

For the purposes of this guidance, symptoms of COVID-19-like illness include those that meet:

1. New onset cough or shortness of breath; **OR**
2. **At least 2 of the following:** fever of 100.4o or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, or gastrointestinal symptoms (nausea, vomiting or diarrhea).

**NOTE: This definition was adapted from the clinical criteria in the CDC case definition of a probable case of COVID-19.**

The guidance below is meant to supplement, where necessary, current communicable disease outbreak investigation processes, current school health services illness management processes, and current local health department COVID-19 response processes. The guidance below is designed to expedite notification, isolation, and quarantine of school staff and/or students, as indicated, when a person notifies the school they/their child has a laboratory confirmed case of COVID-19, regardless of whether the person has symptoms, or exhibits symptoms of COVID-19- like illness. The specific processes to implement this guidance within each school system are to be developed and carried out in collaboration with the local school system and the local health department.

## **1. Communication**

- a. School systems should develop processes to inform staff and parents that they are expected to notify the school as soon as they are made aware that they/their child has tested positive for the virus that causes COVID-19 or that they/their child has been exposed to a person who is confirmed to have COVID-19;
- b. School systems should communicate to parents the expectation that ill students **MUST** be picked up within a specified period of time;
- c. The school should have a plan for how parents are to notify the school of a positive test result or exposure to ensure confidentiality;
- d. Schools should have a plan to collaborate and coordinate with the local health department regarding school contact tracing procedures including determining the role of the school nurse, the school administrator, and the local health department; and
- e. The school system should develop communication templates for notification of contacts of persons who are confirmed to have COVID-19.

## **2. Notification of contacts who must quarantine**

- a. The local health department should lead the process of contact tracing;
- b. The school should work with the local health department to identify persons who may have had close contact with the person testing positive for COVID-19;
- c. Schools should provide written notification to all identified contacts. The notification should include the following:
  - i. When to seek medical care
  - ii. How to monitor for symptoms
  - iii. Who to contact and how to contact them if they develop symptoms of COVID-19 while under quarantine
  - iv. The projected length of quarantine if remain asymptomatic
  - v. Plan for maintaining remote learning for those who remain well enough to engage in learning while under quarantine
  - vi. Information about local COVID-19 testing sites

## **3. Isolation, Exclusion, Quarantine, and Return to School**

- a. If a student or school staff member develops symptoms of COVID-19-like illness during the school day, the school should:
  - i. Safely isolate the person in the designated isolation area and place a surgical mask on the person if they are not wearing a cloth face covering as appropriate;
  - ii. The SHS staff member should don the appropriate PPE and conduct the appropriate determination of the student's condition based on presenting symptoms;
  - iii. Begin the process for the person to vacate the school as soon as possible;

- b. When a school is informed of a laboratory confirmed case of COVID-19 in a student or school staff member, regardless of whether the person had symptoms, the school should begin the process for identifying close contacts and begin the notification process in collaboration with the local health department;
- c. The school should follow the “Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps” (see attachment) for persons with a positive test for COVID-19 or have COVID-19 like illness, regardless if they have been tested, and those who had close contact with the person with COVID-19-like illness;
- d. The school should follow the instructions from the local health department for all matters regarding quarantine, exclusion and return to school for persons with a positive test for COVID-19 and those who had close contact with the with COVID-like illness; and
- e. If the number of laboratory confirmed cases of COVID-19 or persons with Covid-19- like illness meets the definition of an outbreak, the response decisions, including possible school closure, will be made by the local health department.

**For the purposes of this decision aid, COVID-19-like illness is defined as:** New onset cough or shortness of breath **OR** At least **2** of the following: fever of 100.4° or higher, chills, shivering, muscle pain, sore throat, headache, loss of sense of taste or smell, and gastrointestinal symptoms (nausea, vomiting or diarrhea). **NOTE:** This definition was adapted from the clinical criteria in the [CDC case definition of a probable case of COVID-19](#).

Person (child, care provider, educator, other staff) with **ONE NEW** symptom not meeting the definition of COVID-19-like illness.

Exclude person and allow return when symptoms have improved and criteria in the [Communicable Diseases Summary](#) have been met as applicable. If person develops symptoms of COVID-19-like illness, follow processes below for person with COVID-like illness.

An **asymptomatic person** (child, care provider, educator, other staff) tests positive for COVID-19.

The ill person should stay home at least 10 days since symptoms first appeared **AND** until no fever for at least **24 hours** without medication **AND** improvement of other symptoms.

**Close contacts** should stay home for 14 days from the date of last exposure **even if they have no symptoms or they have a negative COVID-19 test done during quarantine.**

**Person (child, care provider, educator, other staff) with COVID-19-like illness.**

- Exclude person and recommend that they talk to their health care provider about testing for COVID-19 or whether there is another specific diagnosis.
- **The person must isolate pending test results or evaluation by their health care provider.**
- **Close contacts of the ill person should quarantine per [CDC guidelines](#).**

Person has positive test for COVID-19.

Person does not receive a laboratory test or another specific alternative diagnosis by their health care provider.

Person has negative test for COVID-19.

Health care provider documents that the person has a specific alternative diagnosis (e.g. influenza, strep throat, otitis) or health care provider documents that symptoms are related to a pre-existing condition.

The asymptomatic person must stay home for 10 days from positive test.

The person should stay home until symptoms have improved and criteria in the [Communicable Diseases Summary](#) have been met as applicable.

Person should consider being tested/retested for COVID-19 if symptoms do not improve.

**Close contacts DO NOT need to remain at home** as long as they remain asymptomatic.

## **Appendix I: Transportation Planning/Protocols**

### **Transportation of Students**

The Maryland Recovery Plan for Education and the CDC recommend that buses should be limited to one student per seat, keeping the seat directly behind the driver open, for a total of 21 students per bus. All students will have assigned seats and if possible, the seat will be based on the route, so students are loading in the rear and working forward, and vice versa on the return trip. While waiting to exit the bus, students will remain seated and not congregate in the aisle. The adult in charge will dismiss the student's one row at a time.

The adults on the bus will wear a face covering the entire time they are on board with passengers. The mask may be removed when no passengers are on board. Proper hand cleaning should be performed when putting on and removing the mask. Medical documentation will be required if unable to wear a mask. Students must always wear a face covering when able (medically fragile or sensory-sensitive students may not be able to tolerate wearing a face covering).

Circulation of air through the bus is paramount; therefore all driver and passenger windows and the roof hatches will be fully open, weather permitting, on buses not equipped with air conditioning. On buses equipped with air conditioning, the driver's window and at least three passenger windows on both sides of the aisle and the roof hatches must be opened slightly. If weather is an issue, the driver's window and at least three windows on each side of the aisle must be opened slightly on all buses. The roof hatches may be opened to the extent possible on all buses. To reduce cross contamination, students shall not operate the windows. Only the driver or bus attendant shall operate the windows.

### **Loading and Unloading**

Buses will use a "drop and go" approach to unload students at the school. This will alleviate any idle time in the bus loop and get the students off the bus quickly and safely. This will also assist in getting the buses to their next location sooner to account for the changes in schedule and unloading procedures.

### **Routing and Planning**

TBA will be calling parents/guardians to identify which students are "opting in" for bus transportation. The information will be used in planning and routing to properly balance the bus loads to incorporate social distancing protocols. Although the ultimate goal is to stay within the 50% capacity guidelines on the bus, absolutely no students will be denied service and left at a bus stop if the capacity is reached or surpassed.

### **Bus Cleaning**

The Maryland Recovery Plan for Education requires increased cleaning and disinfection for buses. For each bus, the school will provide one spray bottle of cleaning solution for use on high touch areas (if needed). Further description of the cleaning process outlined below:

After each morning and/or afternoon route:

· The driver will clean high touch areas of the bus, following the manufacturer's instructions for the cleaning product being used. These include:

- Bench seats occupied by student
- The backs and tops of seatbacks in front of each occupied seat
- Side walls next to occupied seats
- Handles on all emergency exits and emergency windows if a student is seated next to one.
- Windows, window frames and ledges of occupied seats (again, only driver or bus attendant will open or close)
- Handrails in step well

### **Specialized Transportation**

As part of a student's Individualized Education Plan (IEP), transportation may be a service required to be provided under Free and Appropriate Public Education (FAPE). Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Additional recommendations include:

- Students will be allowed one per seat on the bus.
- Masks/face shields are required for staff and students. However, the health needs of students may prevent some students from wearing them.
- Transportation staff must strictly adhere to cleaning and sanitizing protocols. Buses should be disinfected between routes.
- Drivers and Attendants will receive instruction about Personal Protective Equipment (PPE) requirements such as face masks, face shields and gloves.
- Face shields may be required for some bus staff (attendants) when supporting the transportation of students with highly vulnerable medical or behavioral needs.
- School-based personnel, in collaboration with the Bus Company, will identify students that require training and will educate them on social distancing and safe health practices when riding the school bus.
- Some students benefit from a toy, a book, or another object to make the bus ride more pleasant. To reduce cross contamination, these objects cannot be kept on board the bus. These objects must go into the school each morning upon arrival and they must go home with the student each afternoon upon drop-off.
- Wheel chairs need to be clean and sanitary before being admitted on to the bus at stops or at schools.
- Wheelchairs are not to be left on the bus to allow for proper disinfecting

- of the bus.
- On buses with a bus attendant, he or she will clean high touch areas of the bus, following the manufacturer's instructions for the cleaning product being used. These include:
  - Occupied seats, seat backs and tops, integrated booster seats, safety vests, seatbelts and ends,
  - Wheelchair tie downs which were utilized,
  - any part of the lift gate which was touched, including the controller ü any other equipment/item touched by students or the bus attendant
- On buses with a bus attendant, he or she will clean their own seat, seatback, and wall.

### **Response to COVID-19 Infections**

Contractors, drivers, attendants, support staff, and school staff will ask themselves the following questions prior to working each day and respond accordingly. The fourth statement applies to everyone, once already at work.

· Have you or anyone you are in contact with been sick with dry cough, shortness of breath, chills, fever, muscle or body aches, sore throat, or loss of sense of taste or smell in the last 14 days? (If no, then report to work. If yes, then you should not report to work.)

· Have you or anyone you have been in contact with been exposed to COVID-19 and asked to isolate for 14 days? If yes who was directed to isolate and what date did the isolation to start? (Ensure isolation time is up and no symptoms were present during the 14-day isolation time.)

· Have you or anyone you have been in contact with tested positive for COVID-19? If yes, who and when? If you were in contact with the positive person that was asymptomatic within 2 days of the testing the guidance is to quarantine (If not having symptoms an adult can report to work and a student can report for testing or services if 10 days have passed since positive test.)

· If you become ill while working you must stop immediately, notify the contractor and promptly cease working. The contractor will then notify the school and other required persons immediately.

“Contact tracing” is required to identify persons who may have been near anyone with COVID-19 in case someone contracts or has transmitted COVID-19. Therefore,

· The contractor will ensure compliance by the driver for completing daily attendance on each run of the day. The daily attendance sheet will be provided by the local school system for each route bus. The daily attendance sheet shall remain on each bus.

· If a route bus goes out of service, it is the contractor’s responsibility to move the list of riders on to a spare bus.

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- All assistance on moving safety vests, booster seats and other specialized equipment from the route bus on to a spare bus is appreciated.

If a student or staff member who was on a bus has experienced symptoms, the bus should be immediately taken out of service for cleaning and disinfecting prior to being placed back into service.

## Appendix H: Food & Nutrition Planning/Protocols

### Overview

“Maryland Together: Maryland’s Recovery Plan for Education” established requirements for local school systems as they work to develop their plans for the 2020/2021 school year. These requirements include Requirement #8: Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance. The Food and Nutrition Service plan for the 2020/2021 school year will follow Requirement #8 in regard to nutrition, in addition to consideration of the following factors contained in Appendix B: School System Food and Nutrition Services:

- Evaluation of school food service preparation facilities and structures available to continue operations of student meals programs, including factors for safe food handling, federal guidelines for student meals, food supply chain availability, staff safety, etc.
- Operations and logistics models to use for delivery and transportation of food for student meal service (e.g., meals in the classroom, spacing for student seating if meals served in school cafeteria).
- Which model to employ for student meal service to accommodate students on campus, in addition to students continuing with distance learning off campus.
- Which USDA Child Nutrition Program regulations and waivers apply to student meal service at the local level during the phased reopening process for schools.
- What new procedures are needed for enhanced sanitation measures, health and safety of School Nutrition Staff, and operations of School Nutrition Programs during the phased reopening of schools.

### Summary

It is TBA’s Food and Nutrition Service moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening. School meals are critical to student health and well-being, especially for low-income students and it is essential that they have access to the nutrition they need to learn, whether physically in school or virtually. During virtual learning, TBA encourages families to visit their local school systems website for information regarding Grab-and-Go meals distributed at the local schools. (Note: FARMS applications may be required).

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As the transition is made to the Hybrid Instructional Model, Food and Nutrition Service will adhere to the Maryland Recovery Plan for Education, which recommends that students bring their own meals as feasible, or that TBA serves individually plated meals to be consumed in classrooms instead of in a communal cafeteria.

In the Hybrid Instruction Model, Food and Nutrition Service will comply with all food safety, employee safety, and social distancing guidelines, including using disposable food service items and cleaning and sanitizing tables/surfaces between each meal service, pursuant to the recommended protocols. Food and Nutrition Service will also fully accommodate specific food service requirements, including food allergies. Menu options/choices will be streamlined to facilitate the serving of meals during different stages of the recovery plan. In addition, share tables will not be permitted until completion of stage three of the Maryland Recovery Plan for Education

### **Introduction**

A number of federal waivers were granted to states to facilitate the provision of school meals during the COVID-19 pandemic. For the 2020/2021 school year, the following USDA national waivers have been extended:

- **Meal Service Times:** Under this waiver, Program operators may establish meal service times that support streamlined access to nutritious meals. The waiver removes duration and elapsed time requirements, but meal times must still be established.
- **Non-congregate Feeding:** Under this waiver, Program operators may provide non-congregate meals during COVID-19-related operations throughout the school year. Meals do not need to be served in a congregate setting.
- **Meal Pattern Flexibility:** Under this waiver, Program operators may serve meals that do not meet the meal pattern requirements during the school year although they are strongly encouraged to do so.

### **Virtual Instructional Model (First Semester)**

When schools were closed in March 2020, free meals were provided to any/all students regardless of their eligibility status (free, reduced-price or paid) and at any location that was considered viable through the local school systems. This was possible because of the USDA Area Eligibility Waiver that allowed school systems to operate food service programs under the Summer Food Service Program (SFSP). This waiver will expire on August 31, 2020 and all school systems will then be required to operate under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) when school opens for the 2020/2021 school year.

Therefore, for the 2020/2021 school year, all meals must be provided and claimed as either free, reduced-price, or paid. Even when TBA implements a possible hybrid learning model in the second semester, where some students are on-site and others

participate in virtual/distance learning, meals will still be required to be claimed by student eligibility under the NSLP and the SBP.

**Hybrid Instructional Model (Second Semester or Later)**

The preliminary food services plan for the second semester or later will assume a transition from the Virtual Instructional Model to a Hybrid Instructional Model, with both in person and online learning. Most of the areas under the Virtual Instructional Model will be applicable in the Hybrid Instructional Model, except for the following:

- For breakfast, prepackaged Grab-and-Go meals will be provided in classrooms for all students in attendance each school day.
- All lunches will be Grab-and-Go; prepared and boxed in advance and delivered to each classroom. Students will eat their lunches in the classrooms. Social distancing will be enforced as students are eating their meals.

## Attachment 1

### Food Services Safety and Social Distancing Guidelines

- Adhering to hand washing standard operating procedures.
- Minimizing/avoiding one-on-one contact with individuals.
- Wearing single-use gloves when handling or delivering foods.
- Avoiding touching eyes, nose, or mouth.
- Using spacing strategies to create a six-foot distance between staff.
- Adhering to employee health, safety, and hygiene standard operating procedures.
- Maintaining social distancing during meal service or meal delivery.
- Limiting social interactions to speed up service and minimize contact time.
- Placing meals for quick on-site pick-up on a table or counter.
- Routinely cleaning and disinfecting high-touch nonfood-contact surfaces (door handles, light switches, phones, keyboards, tray slides, etc.).
- Following standard operating procedures for cleaning and sanitizing food contact surfaces before and after each use.
- Handling food waste properly.
- Allowing only food service, custodial staff, and authorized persons to enter kitchen and food serving areas.
- Limiting the number of employees allowed in break rooms or storage areas at the same time.
- If physical distancing is impossible in small spaces, minimizing the amount of time space is shared with others. Ensuring all staff in tight spaces are wearing face masks/coverings and that they are being worn properly, covering both the mouth and the nose.
- Using appropriate signage, tape and/or cones, to ensure students and/or staff stay separate while waiting to be served.
- Ensuring meals served comply with relevant requirements, including documented accommodation requests for children with special dietary needs (e.g. food allergies).
- Implementing all other food safety and Health Department HACCP requirements.
- Purchasing and keeping on hand sufficient quantities of PPE, chemicals, disinfectants, single-use food gloves, disposable service ware, shelf-stable foods, face coverings/masks.
- Complying with all policies for reporting illnesses to administrative personnel and/or public health departments.
- At a minimum, following CDC guidelines, the Health Department guidelines, and district policies/procedures.

## Appendix I: Communication Plan

### **PURPOSE**

This detailed communication and engagement strategy sets clear expectations for cultivating awareness, understanding, support, and confidence in the planning and implementation efforts of the school to develop an instructional plan for the 2020-2021 school year in a transparent and comprehensive manner.

### **OUTCOMES**

- TBA will develop a comprehensive instructional plan for the 2020/2021 school year that considers the academic and social-emotional needs of all students and staff
- TBA will engage all stakeholders to inform and participate in the development of the 2020/2021 instructional plan
- TBA stakeholders will understand and trust the process and have the information and resources to support TBA students in their return to instruction

### **OVERVIEW**

TBA will lead efforts for providing accessible information and regular updates to share information with students, staff, parents/guardians, and local school systems. Staff collaboration is key to develop messaging. Because of the virtual environment in which we continue to operate, TBA is leveraging all available platforms to amplify messaging and engagement.

It was critical that all stakeholders were able to provide feedback on the Continuity of Learning Plan that was developed and implemented following the closing of school due to COVID-19 on March 16, 2020 and add input on the solutions being considered for the 2020/2021 school year. Stakeholders received updates throughout the summer as new information was learned and plans were finalized. TBA will make great efforts to use established channels of communication to ensure students, staff, families and the local school systems are informed through the duration of the plan.

The Recovery Team created a COVID-19 Positive Case Communication Plan to outline how TBA will respond in anticipation for responding to a positive case involving a student, staff member or visitor while maintaining the privacy of all individuals affected. If and when this occurs, all positive test results of persons suspected of having COVID-19 are sent to the Baltimore City Health Department (BCHD). Each case is then investigated through a thorough contact tracing process. The Health Department will contact individuals that may have been exposed according to the tracing criteria. BCHD determines whether the school should be notified due to public health and safety. When the school is notified, TBA will follow the guidance of the health department with regards to safety protocols. This includes an approved disinfection and cleaning process and the notification of staff and families.

## KEY AUDIENCES

**Families:** Parents/Guardians and families want to be informed, have genuine opportunities for input, and trust the process. Family members are a valued partner in this process and will be provided with information as it becomes available and clear parameters around input opportunities.

**Students:** No other stakeholder is impacted as much by this process as students. They will be actively informed of opportunities to provide insights and feedback and educated on the purpose and outcomes of the process.

**Teachers and Staff:** Teachers and staff will be informed of opportunities to lend their voice to the development of a plan and articulate their needs throughout the development and implementation process.

**School Administrators:** Much of the information distributed to the local school systems will come from School Administrators. They will be provided with messaging, an editorial calendar, information and resources to be able to respond to questions and provide information to the students they serve.

## ROLES & RESPONSIBILITIES

### Public Information

- Creates messaging to regularly update all stakeholders
- Addresses inquiries from parents and the general public

### Multimedia Communications

- Developed and maintains a robust website to share information, updates and engagement opportunities
- Supports school staff to update the school website with new information

### Print Services

- Provides printed materials for students and families with limited access to online resources
- Provides adapted print materials that fulfill the needs of students receiving special education services
- Coordinates additional print projects to provide instructional materials to students as needed by instructional staff
- Develops signage for the school in anticipation of an eventual return to school buildings

**Recovery Team:** TBA convened an internal team of staff to begin developing plans for summer and fall programming. They have lead efforts related to developing the fall schedule, implementing a timeline, engaging stakeholders and developing solutions for financial considerations. The team works collaboratively to align work across all areas and publicly share information developed through the recovery team work.

## KEY RISK & POTENTIAL ISSUES

**Trust Through Transparency:** Community mistrust about the process or decisions is the primary risk to success. While not all stakeholders will be pleased with the decisions, it is inexcusable if transparency isn't maintained and information made easily accessible to stakeholders.

**Limiting Misinformation:** While widespread misinformation will eventually be corrected, the best way to prevent misinformation is to ensure that accurate, timely, and consistent information is being provided.

**Information for All Stakeholders:** With so many considerations to plan for, it will be important that the needs and interests of every stakeholder are included in planning and messaging.

**Clarity of Process:** Stakeholders must understand the process being followed and why decisions are being made. Clarity around the process, timeline, and opportunities for input will help ensure trust.

**Equity in Process:** One way to lose the trust of stakeholders is to elevate the interests of one above others. All stakeholders will have the same opportunities to provide input to the process and feedback on the plan.

**Managing Unknowns:** Many of the considerations for developing a plan are driven and decided by health organizations and other external entities. It is critical to communicate what we know and the processes for learning what we need to make well informed decisions that prioritize health and safety.

**Changes in Health Realities:** The ability for staff to return to the school this fall could be influenced at any point based on the virus' evolving trajectory and impact.

## KEY MESSAGING

### Healthy & Safety

- All students, educators, staff and visitors should feel comfortable and safe in their school environments
- Continuous reminders about the efforts TBA takes to clean and disinfect buildings regularly
- Student and staff emotional well-being: Need to address trauma of current pandemic experience while folding in the social injustice/racism
- Aligning efforts and decisions to guidance from the Centers for Disease Control and Howard County Health Department

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### **Instruction**

- Student engagement and learning is paramount
- A more robust learning environment for the 2020-2021 school year from the spring Continuity of Learning plan
- TBA is considering the impact on families
- Teachers and staff receive training and support to implement the virtual instructional solution
- Students receiving special education and other vital supports continue to receive them during virtual instruction
- All students continue to receive the individualized supports that staff have always provided

### **Reflection**

- Community stakeholders were provided opportunities to communicate their understanding of their recent experiences with distance learning to inform the recovery planning and decision making
- Provide opportunities for ongoing engagement of stakeholders to get feedback

### **Inclusive & Equitable**

- Overcoming barriers to learning for all students (technology, special needs, etc.)
- Strive to provide equitable access to instruction for all students
- This is not a one-size fits all approach

### **Support & Understanding**

- Compassion towards others
- Support students and colleagues
- Patience as we adapt to dynamic situation

### **Adapt & Evolve**

- Be flexible and adapt as needs arise and as the pandemic situation changes
- Evolve together as one system

## **COMMUNICATION & ENGAGEMENT INITIATIVES/CHANNELS**

**Community Update Emails:** Regular updates and information are sent to families and local school systems regularly by email.

**Staff Update Emails:** Staff are provided with regular updates and information by emails from Administrators.

**TBA Website:** The TBA website is the primary hub for information and a page has been developed specifically for the virtual fall instructional plan.

### **GATHERING PUBLIC INPUT**

**Email & Web site**

Stakeholders may provide unstructured input and feedback by sending an email to [mwhite@baltimoreacademy.org](mailto:mwhite@baltimoreacademy.org) or [skyritsopoulos.tba@gmail.com](mailto:skyritsopoulos.tba@gmail.com) throughout the summer and fall. Information can be found on the TBA website at [www.thebaltimoreacademy.com](http://www.thebaltimoreacademy.com) and access the section dedicated to planning for the 2020-2021 school year from the home page. This page provides information related to fall planning and will be continually updated as we progress through the process.