MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: August 24, 2020

SUBJECT: *Maryland Together: Maryland's Recovery Plan for Education* Update
Local School System Recovery Plans Implementation and Evaluation

PURPOSE:

To review an update on the *Maryland Together: Maryland's Recovery Plan for Education* and to share plans for the *Local School System Recovery Plans Implementation and Evaluation*.

BACKGROUND/HISTORICAL PERSPECTIVE:

Given the COVID-19 pandemic, the closure of schools from March 16, 2020, through the remainder of the 2019-2020 school year, the Maryland State Department of Education (MSDE), the State Board, and the Local School Systems have been planning for the opening of schools for the 2020-2021 school year.

EXECUTIVE SUMMARY:

Information on the first day of school for each local school system, instructional plans/models for the opening of schools, student engagement in the learning process, social emotional learning, grading, attendance, and connectivity will be shared. The process for the *Local School System Recovery Plans Implementation and Evaluation* will also be shared.

ACTION:

Information for discussion

ATTACHMENTS:

Maryland Together: Maryland's Recovery Plan for Education Update PowerPoint
Local School System Recovery Plans Implementation and Evaluation PowerPoint
Local School System Recovery Plans Implementation and Evaluation Draft Plan
Opening Models Attachments A and B
Student Engagement Attachment C

Maryland Together:
Maryland's Recovery Plan for Education

State Board Update
August 24, 2020

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

First Day of School for Local School Systems

School systems are opening schools (first day) between August 31 and September 8:

August 31
(8 school systems – Charles, Frederick, Montgomery, Prince Georges, Queen Anne's, St. Mary's, Washington)

September 1
(2 school systems – Calvert, Cecil)

September 8
(14 school systems – Allegany, Anne Arundel, Baltimore City, Baltimore County, Caroline, Carroll, Dorchester, Garrett, Harford, Howard, Kent, Somerset, Talbot, Wicomico, Worcester)

Opening Models

- Ten school systems have announced that they are beginning virtually and will continue virtually through the end of first semester (end of January). (Anne Arundel, Baltimore County, Calvert, Frederick, Harford, Howard, Montgomery, Prince George's, Queen Anne's, Wicomico).

- Fourteen local school systems have announced that they are opening virtually but will be transitioning to start bringing groups of students into the buildings for instruction – the timing for bringing groups of students into the building differs by school system.

Opening Models (continued)

- **Allegany** - will start virtually with no timeline as to how long it will be virtual.
- **Anne Arundel** – virtual through first semester; will look to bring students back if conditions permit
- **Baltimore City** – will start virtually with a goal of moving to hybrid option later in the fall semester, if feasible. The **decision will be made by October 16 at the latest**; **end of September small groups in selected schools**
- **Baltimore –** virtual through first semester; no plans to bring in small groups earlier than first virtual phase of reopening
- **Calvert** – virtual through first semester; intends to bring in **targeted groups for in person instruction starting as early as September 21**
- **Caroline** – will start virtual and will transition; **small groups starting September 8**
- **Carroll** – will be fully virtual with the goal of moving to hybrid later in the fall semester (if feasible); will provide small group in person instruction for a short period prior to start of the school year to special education students and CTE. **Decision will be made by October 14** Local Board meeting.
- **Cecil** – will be fully virtual for first week, before **moving to provide face-to-face instruction for small groups of students (starting September 8)** in each school based on the needs of students. Will evaluate the success of the model after 30 days to determine if the model can be expanded.
- **Charles, Dorchester** – will initially be fully virtual with no firm plan or timeline to bring in small groups of students during the first phase of reopening.
- **Frederick** – virtual through first semester; Begin with **small groups on September 14**.

Opening Models (continued)

- **Garrett** – **will be fully virtual for at least the first nine week of the semester** with the goal of transitioning to a hybrid model (will reassess situation during course of first semester); **Selected students in each school starting September 14**
- **Harford** - Second semester, though LSS **will open a limited number of learning support centers in the fall** where students, under the supervision of school district employees, will have access to the internet to engage in virtual learning, along with other services.
- **Howard** - Second semester, though LSS plans to **phase in small group face-to-face instructional and well-being support starting in October**
  - **Kent** – **Will move to hybrid model starting Nov 11 for grades preK-8; starting Jan 29 for grades 9-12**
  - **Montgomery** - Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester by the **end of November**
  - **Prince George's** - Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester in **December**
  - **Queen Anne's** – Second semester, though plan lays out a phased-in return for special education/IEP students to be completed by the winter 2021; superintendent's back-to-school letter states LSS's intention to bring back students for small group, face-to-face instruction based on prioritized needs within a few weeks of **the start of the school year starting September 14.**

Opening Models (continued)

- **Somerset** – Will begin staggered phase-in to a face-to-face instructional model **4 weeks after start of the fall semester (beginning Oct 5)** that prioritizes the most vulnerable students, with the **goal of bringing all students back for in-person instruction by Nov 2**
- **St. Mary's** – Will begin staggered phase-in transition to hybrid model **starting in the 2nd quarter of the fall semester**
- **Talbot** – The reopening announcement indicated that the LSS would be **fully virtual for the first week of the fall semester (starting Sept 8), before bringing in small groups starting week of September 15**
- **Washington** - No firm date(s)/timeline set; once LSS determines that it is safe to return to schools, intends to transition students in small groups back to in-person instruction on a staggered/phased-in basis, focusing on the most vulnerable and those who are not thriving in a virtual environment, until all students are able to return
- **Wicomico** - Second semester, though LSS intends to bring back **small groups of students for in-person instruction, if conditions permit, beginning on or before October 1**
- **Worcester** – Superintendent's message, will **begin face-to-face instruction for small groups of students requiring Tier 2 and 3 support starting 9/28 (the final plan says early/mid-Sept)**

(Reference Attachments A and B)

Opening Models (summary)

- There are two Consortiums in the planning stage:
    - Nine-county Eastern Shore Consortium Blended Virtual Program (CBVP) which is under design. Parents can opt for this program, whereby students will use a shared (non-local school system) distance learning platform with classes taught by teachers within the school system or utilizing certified teachers from outside the local school system. School systems include Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico, and Worcester.
    - Three county Southern Maryland Consortium including Calvert, Charles, and St. Mary's considering a blended virtual program for second semester. First semester, each of the school systems is using a blended virtual teaching and learning model using their own educators.
- Multiple school systems state the parents can opt out of the particular hybrid model and select to remain virtual for the entire school year.

Student Engagement

Synchronous learning – remote learning that happens in real-time with the interaction between the teacher and students that occurs in a face to face environment or in a virtual classroom setting, i.e. access from home via web conferencing.

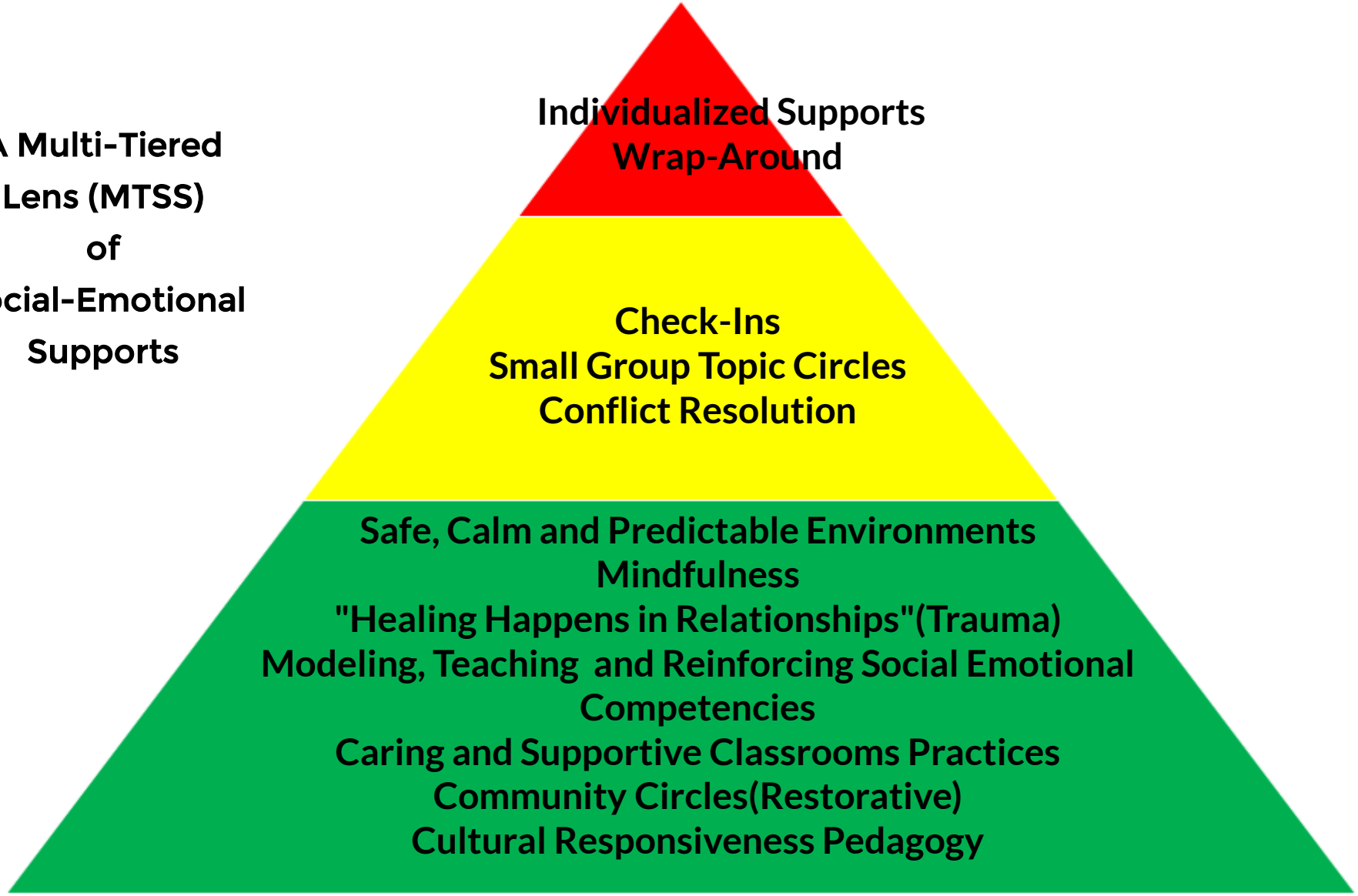
Asynchronous learning – learning that occurs online without real-time interaction or instruction by an educator. Examples may include but not limited to pre-recorded video lessons, resource videos, assigned readings, and posted assignments.

(Reference Attachment C)

Social Emotional Learning (SEL)

Included in the local school system recovery plans are descriptions of how each school system will support the **social emotional needs** of their students and staff. Ninety-two percent of local school systems (22) have explicitly stated in their recovery plans that providing **social emotional supports** is a priority within their local school system. The remaining school systems address SEL in other documents.

A Multi-Tiered Lens (MTSS) of Social-Emotional Supports



How school systems are addressing the social-emotional needs of students

- Adjusting schedules to provide time for social emotional learning (morning meetings)
- Evidence based programs such as Second Step, Adverse Childhood Experiences (ACE's), Youth Mental Health First Aid
- Evidence based practices such as mindfulness, restorative practices, trauma sensitive schools, and mental health connections with students and families.
- Professional learning for educators
- Out-reach to families
- Targeted interventions for students in need of more intensive supports.
- School counseling interventions and check-ins.

SEL – In Summary

All local school systems are implementing SEL in their schools (as referenced in Recovery Plans or additional documents)

- Five school systems specifically mention implementing restorative approaches, which includes Positive Behavioral Interventions and Support (PBIS), trauma-informed care, restorative conferences, peer mediation, conflict resolution, social emotional learning, and rehabilitation.
- Four systems mention the use of the Second Step program to promote social emotional development, safety, and well-being from early learning through Grade 8.
- Four systems mention implementing Handle With Care, a trauma-informed approach to SEL that raises awareness about trauma that students face away from school.
- All school systems are implementing SEL lessons in Grades K-8.
- Three systems mention implementing Social Emotional Foundations for Early Learning (SEFEL) for students from birth through 5 years of age.

Delivery of SEL

Local school systems are delivering SEL in a variety of ways:

- Lessons delivered by classroom teachers, school counselors, school social workers, and other student support services staff.
- 30 – 60 minutes of daily instruction at all grade levels.
- Emotional recovery/crisis teams to provide SEL resources to student and families as needed.
- Using on non-instructional day per week to provide SEL lessons. Professional learning opportunities will be offered to school staff to help them provide social and emotional supports virtually.
- Virtual check-Ins with students and families
- Virtual crisis counseling as needed.
- Opportunities for virtual circles.
- Time during virtual instruction to offer SEL lessons and opportunities to demonstrate social emotional competencies.

Grading

All local school systems will return to traditional/normal grading procedures with the start of the 2020-2021 school year.

Attendance

Daily attendance will be taken by all local school systems in virtual and/or hybrid environment.

Models for taking attendance include:

- Local School Systems are using a variety of platforms for capturing and/or recording attendance
- Examples of noting attendance include:
    - (for virtual days) participation in virtual platforms, submission of assignments, learning packet by the assigned due date, other evidence of engagement in learning.
        - Class attendance in the virtual platform can be taken in multiple ways. An assignment question, a Google Form, or the Google Meet attendance extension can be used to take virtual attendance. The latter two options also provide a Google Sheet that is time-stamped and can be easily filtered and organized."
    - (for in-person class days in hybrid model) presence in class.
- School systems note that every effort will be made to find, support, and re-engage students who are not present.
    - There will be a campaign to promote daily attendance through communications and community outreach.
    - School support teams will be used
- School systems acknowledge within the same family will be scheduled to attend school for face-to-face instruction on the same days under the hybrid model.
- Will use the system platform to document student login history and use for attendance purposes; however, it is recognized that the platform should not be the only tool used to track attendance in order to ensure equity for all students, as many students will not be able to login consistently due to a variety of family constraints.

Connectivity

Broadband Access *

- Reported as of June 2020 (reliable access - numbers were an estimate)
  - Seven LSSs report: 80- 100%
  - Eight LSSs report: 60-80%
  - Seven LSSs report: 40-60%
  - Two LSSs report: 20-40%
- Some LSSs reported trying to use hotspots this spring and summer and they were not functional in some geographic areas- finding alternate ways to meet student needs
  - Opening rooms in schools
  - Busses parked outside of schools
  - Workgroup addressing rural broadband
    - Broadband Initiative: $25,000,000 ($15,000,000 GEER; $10,000,000 of Coronavirus Relief Funds to local school systems)

Devices Across Maryland

Device Inventory - June 2020

- Student devices needed: 342,825
  - Replacements needed 101,200
  - Total 444,025

- Staff devices needed: 33,962
  - Replacements 3,150
  - Total 37,112

- Funding provided:

Elementary and Secondary School Emergency Relief Fund (ESSER Funds)	$187,050,652
Governor's Emergency Education Relief Fund (GEER Funds)	$10,000,000
Coronavirus Relief Funds (CRF-Technology)	$100,000,000

- Multiple LSSs report that devices are ordered but shipments will be delayed until October or November - finding alternate ways to meet student needs

- LSS are working diligently to comply with the Children's Internet Protection Act (CIPA)
  (Reference Attachment D)

Virtual Initiatives

LMS Usage

- Schoology- 11 LSS
  - Three LSSs will implement next year
- Blackboard- Three LSSs
- Its Learning- One LSS
- Canvas - Three LSSs
- Frog- One LSS
- Moodle- Two LSSs

Vendor Programs Being Explored

- APEX Learning
- Edmentum/ Calvert
- Florida Virtual
- Edgenuity
- Pearson (Connections Learning)
- Odysseyware
- Proximity

Sharing Innovative Strategies

- Backpacks K-5
- Addressing childcare, meals, access, and safety
- Using buses to solve WiFi issues - school and remote locations
- Configuring hot spots and devices - CIPA
- Teachers and Families at school

MSDE Professional Learning Opportunities and Participation

Professional Learning for Remote Teaching- unable to collect data as this is a public site

4 MSDE statewide sections of Online Teaching in Maryland (OTM)
80 participants from LSSs throughout Maryland

11 LSS sections of OTM
292 total participants

Total Online Teaching in Maryland educators - 372

Educators participating in Summer Shadow Experiences - 21

International Society for Technology Education (ISTE) Summer Program - 370 Maryland Educators

Friday's Institute Remote Teaching Course - 638 Maryland Educators
(Reference Attachment E)

Local School Systems Recovery Plans Implementation and Evaluation

State Board Update
August 24, 2020

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

LOCAL SCHOOL SYSTEMS RECOVERY PLANS IMPLEMENTATION AND EVALUATION

- ***Maryland Together: Maryland's Recovery Plan for Education*** **was released May 2020 followed by the release of an update June 2020**
- **Local School Systems were required to post their local Recovery Plans addressing 13 requirements identified in Maryland's Recovery Plan**
- **Local Plans were posted on local websites by August 14, 2020**
- **A checklist of completion was required to accompany the Local Plan**

Implementation and Evaluation

Each local school system will undergo a review of its plan to ensure it has planned for the safe return of students to their educational program whether in a remote, hybrid, or on-site environment.

- 13 requirements were established that ensure systems have examined all critical aspects of their return to the 2020-2021 school year and are accountable for the processes and outcomes they reflect in their recovery plans.
- The 13 requirements will be carefully reviewed in Part One.
- The Implementation of the requirements will be studied in greater depth in Part Two.

Requirements (13)

Local school system Recovery Plans will include:

1. Posting the plan online
2. Incorporating equity as a key component
3. Establishing local education recovery stakeholder groups
4. Identifying learning gaps and preparing a path for instructional success
5. Following and maintaining curricular frameworks and the MD College and Career Ready Standards
6. Adhering to components of IDEA, Section 504, and ADA
7. Developing protocols for individuals who test positive for COVID 19

Requirements (13) continued

8. Adopting and following health procedures outlined by the MSDE, the Maryland Department of Health, and the Center for Disease Control
9. Ensuring safe transportation for students
10. Developing a system for tracking attendance
11. Developing a plan for communication
12. Utilizing the COVID-19 checklist
13. Following the Maryland Public Secondary Schools Athletic Association guidance for interscholastic athletics and activities.

Timeline

August 2020 – Initiate reviews of Local School System Plans (Part One)

September 2020 – Share results of reviews with State Board

August/September 2020 – Train local school systems on studying the implementation and outcomes of Local Recovery Plans (Part Two)

October 2020 – Report on status of school openings

November 2020 – Provide first-marking period data to MSDE (local school systems)

December 2020/January 2021 – Present first marking period results to State Board

January 2021 – Present 2020-2021 fall enrollment data (including re-enrollment data and comparison of totals to other prior years) and 2020-2021 staffing data (including comparison to prior years) data to the State Board (posted on the Maryland Report Card)

February 2021 – Present 2019-2020 graduation data and 2019-2020 attendance data to State Board

Summer 2021 – Presentation of final *Implementation and Evaluation* reports to State Board

Part One – Background Information

- All 24 Maryland school systems, the SEED school, and the Maryland School for the Deaf were required to develop a Recovery Plan that addressed school reopening for the 2020-2021 year.
- A rubric was developed by the MSDE to review each local Recovery Plan. The rubric evaluates the level of completeness and the degree to which content met the stated requirement.

Part One – Rating Guidelines

Teams of trained MSDE reviewers from various Offices and Divisions will rate each required plan component. Reviewers will provide descriptive feedback justifying a rating as:

Comprehensive- Evidence exceeded component requirements. The component contains a high level of specificity.

Acceptable- Evidence met component requirements. The component was clear and specific.

Developing- Evidence did not meet component requirements. Component is vague or incomplete.

Unable to Be Rated - Component was not included in the submitted plan.

Rating Guidelines (continued)

Initial Review

Each school system submitted a recovery plan to the MSDE for initial review in August 2020. The initial review of the Recovery Plans is conducted by a panel of MSDE reviewers. All reviewers participated in training to identify evidence that is both objective and accurate and to calibrate reviews. Reviewers form a consensus on the rating of the Recovery Plan. Training of reviewers was conducted the week of August 17.

Second Review:

A second review will only be conducted on items rated as *Developing* or *Unable to Be Rated*. A school system must submit revisions to the MSDE within two weeks of receiving the initial rating. The MSDE is available to provide support to the school system to address feedback provided in the rubric. Submitted revisions will be reviewed and rubrics will be updated to reflect a revised rating. Reviews are planned to be completed the week of August 31.

Requirement 2: Educational equity is reflected through the Recovery Plan.	Component is Included in the Plan Yes | No	Areas of Promise Include Evidence Examples: Links and/or page number(s) from plan	Reviewers' Consensus Rating: ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan demonstrates that all students have equitable access to educational rigor, resources, and support designed to maximize academic success and social/emotional well-being.			
Recovery Plan describes procedures and practices to ensure that there are no obstacles to accessing educational opportunities for any student.			
Recovery Plan prioritizes the study of data and focuses on students who face obstacles in engagement in the learning process.			

Part Two: Studying the Implementation and Outcomes of Recovery Plans

- During Part Two, local school systems will monitor the implementation of their plans.
- MSDE will provide systems with training at the start of the school year, and ongoing technical support as needed throughout the term.
- At the close of the first marking period, local school systems will report to MSDE on a set of implementation measures based on data collected over the term.
- In addition, local school systems will be expected to report to MSDE at the end of the year on end-of-year implementation measures and recovery plan outcomes.

Sample Questions

How many instructional days has fully online distance learning been available to students?
How many instructional days has in-person instruction been available to students?
For what percent of enrolled students have attempts at contact been unsuccessful? (In other words, what percent of enrolled students have never attended class and have not responded to any other form of contact?)
What percent of eligible students were given a start-of-year diagnostic to determine current student learning (including student readiness for new content and/or learning gaps or unfinished learning)?

Sample Questions (continued)

By the end of the first marking period, what percent of students had access to all required instructional materials (technology, Internet access, and/or paper packets as applicable)?

What percent of teachers and principals have received training on effective distance learning practices?

What percent of non-teacher/principal instructional staff have received training on effective distance learning practices?

Sample Questions (continued)

Has the school system followed safety protocols for maintaining healthy environments with respect to cleaning and disinfection (including schools and offices where adults may be working in-person even if students are not present)?

Has the school system followed safety protocols for maintaining healthy environments with respect to shared objects (including schools and offices where adults may be working in-person even if students are not present)?

Has the school system followed safety protocols for maintaining healthy environments with respect to frequently touched surfaces (including schools and offices where adults may be working in-person even if students are not present)?

MARYLAND TOGETHER:

LOCAL SCHOOL SYSTEMS RECOVERY PLANS IMPLEMENTATION AND EVALUATION

COVID-19 Response and the Path Forward

Maryland State Department of Education
August 2020

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  - What do we measure?
  - What is the means of collection?
  - Identification of performance measures, outcomes, goals
- Evaluation of Local Recovery Plan Results
  - Training for Evaluation
  - MSDE Technical Assistance

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MESSAGE FROM THE STATE SUPERINTENDENT OF SCHOOLS

As we transition into the 2020-2021 academic year, one fact remains abundantly clear: education as we experienced it in the past will no longer be the norm for any school system in Maryland, or across the nation. We must re-envision education, which will require transformational leadership at the State and local levels. This is a time when educational leaders must be forward thinking, creative, and innovative, while embracing the realization that students learn in different ways and thrive when learning is adapted and personalized to meet their preferences and needs.

The reopening of schools during the 2020-2021 school year presents many unique opportunities to embrace change, rethink educational delivery models, create new ways to foster student engagement, enhance stakeholder involvement, and address equity issues head-on without pause, hesitation, or indecisiveness. We can no longer view the challenges we collectively face as excuses to maintain the status quo; instead we must interpret them only as opportunities to succeed and change the lives of students most in need. The drum beat of our national consciousness is loud and clear, and I personally have built upon the efforts in local school systems in Maryland to guide the necessity of consistent inclusiveness long before the COVID pandemic. Educational equity and educational justice have always been the cornerstones of my administration. As educational leaders we can, and must, never again allow anything, including a pandemic, to deter us from the ideal that we value most: providing every child, everywhere, with a quality education grounded in equity and excellence.

As we remain resolute in our mission, we must continue to prioritize the safety and well-being of students and staff. We want to get our students back to school as soon as possible in the safest way possible. Reimagining our schools this fall, we remain committed to building a system that will deliver education safely and effectively. The Maryland State Department of Education (MSDE) will continue to lead the way and support local school systems by issuing guidance, providing resources, leading initiatives, and implementing processes needed to address various approaches to opening schools.

On May 6, 2020, I announced that schools would be closed through the remainder of the 2019-2020 school year. Immediately after, the MSDE began meeting with stakeholder groups to gain feedback in the development of guidance for the eventual reopening of schools. Three weeks later, the *Maryland Together: Maryland's Recovery Plan for Education* was released which provided a wealth of information that local school systems used as a point of reference in developing individual plans based on the uniqueness of each system.

The *Maryland Recovery Plan* includes 13 requirements for local systems including: posting the plan online, incorporating equity as a key component, establishing local education recovery stakeholder groups, identifying learning gaps and preparing a path for instructional success, following and maintaining curricular frameworks and the MD College and Career Ready Standards, adhering to components of IDEA, Section 504, and ADA, developing protocols for

individuals who test positive for COVID 19, adopting and following health procedures outlined by the MSDE, the Maryland Department of Health, and the Center for Disease Control, ensuring safe transportation for students, developing a system for tracking attendance, developing a plan for communication, utilizing the COVID-19 checklist, and following the Maryland Public Secondary Schools Athletic Association guidance for interscholastic athletics and activities.

The Recovery Plan for Education was designed and developed to be fluid, continually evolving based upon the dynamic effects of the pandemic on our State and nation. The next rendition of the Recovery Plan, *Local School Systems Recovery Plans Implementation and Evaluation*, will reinforce expectations and required components through two distinct parts.

Part One will be a check to ensure that each local system fulfills the 13 requirements noted in the *Maryland Recovery Plan for Education*. The responsibility check will include a review of the entire plan specific citations in each plan, along with the identification of links and pages within the document that provide the evidence of how each requirement was addressed. This documentation will allow the public and the MSDE to see how the school system approached the requirements. In Part Two, local school systems will study the implementation and outcomes of their Recovery Plans, and regularly report results to the MSDE. This process will ensure local system accountability for the 13 requirements. In the *Local School Systems Recovery Plans Implementation and Evaluation*, the MSDE will work with local school systems to provide needed training, resources, and technical assistance.

Now more than ever, we must rely on every available resource to ensure that Maryland's children have full access to the quality, effective, and safe education they deserve. The task of educating every child in Maryland is as complex as the world they will face. It requires the combined efforts of parents, students, teachers, administrators, government, businesses, and stakeholders. We must remain steadfast in our commitment to work together through continued partnership and collaboration. Together we are stronger; together we are better.

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INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Larry Hogan, Maryland schools were closed March 16, 2020, and remained closed through the end of the school year in June 2020. Following the decision to close schools, the Maryland State Department of Education (MSDE) immediately shifted to assisting local school systems in the development and implementation of Continuity of Learning plans. The closure of schools necessitated Continuity of Learning plans due to the shift in the educational structure to distance learning which required modifications of instructional practices and grading policies.

Continuity of Learning plans provided staff, students, parents, and community members with vital information about how each system would address distance learning. These plans provided school communities and educational constituents with information relating to how distance or remote learning would be provided in each school system. Each plan was required to have seven components, including but not limited to: an overall description of the system's plan to deliver continuity of learning to all students; a description of the roles and responsibilities of students, staff, parents, and administrators; a sample student and teacher day; a plan for accountability and monitoring student performance; a description of the school system's strategies to address equity; a professional development plan for staff; and a description of resources available for students. Information was posted on each school system's website, as well as the MSDE website, and in many cases, the entire plan was available online which made it easily accessible to parents and the community.

Dr. Karen Salmon, State Superintendent also directed MSDE staff to begin discussion and planning regarding the eventual reopening of schools and prioritized collaboration with educational leaders and stakeholders throughout the State. As a result, the *Maryland Together: Maryland's Recovery Plan for Education* was published and became one of the first comprehensive educational recovery plans in the country. Since the initial release of the plan, MSDE staff and stakeholder groups have continually refined, modified, and restructured information within the document based upon the ever-changing nature of the pandemic. Initially, the plan was designed to provide school systems with a wealth of information that should be considered and utilized in the development of their own reopening plans for the 2020-2021 school year.

Since the original release of the *Maryland Together: Maryland's Recovery Plan for Education,* focus must now shift to evaluating individual school plans and continued instructional and technical assistance to local school systems by the MSDE. The *Local School Systems Recovery Plans Implementation and Evaluation* document is designed to provide that oversight and assistance.

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EXPECTATIONS MOVING FORWARD FOR THE 2020-2021 SCHOOL YEAR/TIMELINE

Each local school system will undergo a review of its plan to ensure it has planned for the safe return of students to their educational program whether in a remote, hybrid, or on-site environment. Thirteen requirements were established that ensure systems have examined all critical aspects of their return to school in the 2020-2021 school year and are accountable for the processes and outcomes they reflect in their recovery plans.

Following is a draft timeline reflecting various points of implementation and notes when information and data will be available for review.

August 2020 – Initiate reviews of Local School System Plans (Part One)

September 2020 – Share results of reviews with State Board

August/September 2020 – Train local school systems on studying the implementation and outcomes of Local Recovery Plans (Part Two)

October 2020 – Report on status of school openings

November 2020 – Provide first-marking period data to MSDE (local school systems)

December 2020/January 2021 – Present first marking period results to State Board

January 2021–Present 2020-2021 fall enrollment data (including re-enrollment data and comparison of totals to other prior years) and 2020-2021 staffing data (including comparison to prior years) data to the State Board and post on the Maryland Report Card

February 2021– Present 2019-2020 graduation data and 2019-2020 attendance data to State Board

Summer 2021– Presentation of final *Implementation and Evaluation* reports to State Board

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PART ONE
REVIEW OF REQUIREMENTS FOR OPENING SCHOOLS

During Part One, school system Recovery Plans will be reviewed by a trained team of educators regarding their level of addressing each of the 13 requirements identified in the Maryland State Department's Recovery Plan for Education guidance. Following is a description of that review process and the rubric that will be used to review the local school system plans.

Background information

All 24 Maryland school systems, the SEED school, and the Maryland School for the Deaf are required to develop a Recovery Plan that address school reopening for the 2020-2021 year. The Maryland Together: Maryland's Recovery Plan for Education defines the requirements that must be included in the Recovery Plan from local school systems. A rubric was developed by the MSDE to review each local Recovery Plan. The rubric evaluates the level of completeness and the degree to which content met the stated requirement.

Rating Guidelines:

Teams of trained MSDE reviewers from various Offices and Divisions rated each required plan component. Reviewers will provide descriptive feedback justifying a rating as:

Comprehensive- Evidence exceeded component requirements. The component contains a high level of specificity.

Acceptable- Evidence met component requirements. The component was clear and specific.

Developing- Evidence did not meet component requirements. Component is vague or incomplete.

Unable to Be Rated - Component was not included in the submitted plan.

Components rated as *Developing* or *Unable to Be Rated* must be revised and submitted to the MSDE for a second review.

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Initial Review

Each school system submitted a recovery plan to the MSDE for initial review in August 2020. The initial review of the Recovery Plans is conducted by a panel of MSDE reviewers. All reviewers participated in training to identify evidence that is both objective and accurate and to calibrate reviews. Reviewers will form a consensus on the rating of the Recovery Plan.

Second Review:

A second review will only be conducted on items rated as *Developing* or *Unable to Be Rated*. A school system must submit revisions to the MSDE within two weeks of receiving the initial rating. The MSDE is available to provide support to the school system to address feedback provided in the rubric. Submitted revisions will be reviewed and rubrics will be updated to reflect a revised rating.

Requirement 1:

Local school systems have completed Recovery Plans posted them on the local school system's website by August 14, 2020.

The Recovery Plan shows evidence that all requirements are fully addressed as described in the Maryland Together: Maryland's Recovery Plan for Education. School systems have made Recovery Plans easily available to the public on the school system website.

Requirement 1: All requirements are fully addressed and evidenced throughout the Plan.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan incorporates all requirements as indicated in the *Maryland Together: Maryland's Recovery Plan for Education.*			
Recovery Plan is posted to the school system website.			

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Recovery Plan is easy to locate, read, and view details.			

Overall Areas for Improvement and Recommendations-

Requirement 2:

The local school system's equity plan is reflected throughout the Recovery Plan.
Local school systems must prioritize equity throughout the plan. Local school systems can use the Equity and Excellence: The Guide to Educational Equity in Maryland, as a resource to develop equity goals and strategies.

Requirement 2: Educational equity is reflected through the Recovery Plan.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan demonstrates that all students have equitable access to educational rigor, resources, and support designed to maximize academic success and social/emotional well-being.			

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Recovery Plan describes procedures and practices to ensure that there are no obstacles to accessing educational opportunities for any student.			
Recovery Plan prioritizes the study of data and focuses on students who face obstacles in engagement in the learning process.			

Requirement 2 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 3:

Local school systems establish a Recovery Plan stakeholder group that is representative of their schools and community.

Reopening schools require collaboration and support of a diverse stakeholder group. The stakeholder group must be aware of the school system's student population, strengths, and challenges. Additionally, the stakeholder group must collaborate on the development of the plan.

Requirement 3: A successful reopening plan must include the input and collaboration of diverse stakeholders.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan identifies a diverse stakeholder group representative of schools and communities			

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(parents, teachers, students, educators, and community members).			
The stakeholder group assists in the development of the Recovery Plan.			

Requirement 3 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 4:

Local school systems determine student instructional readiness and learning loss early in the school year and plan for student success.
School systems must identify methods and metrics for gathering evidence of students' readiness for new learning. Plans incorporate data-informed decision making to enable students to recover learning losses and/or accelerate learning to experience success.

Requirement 4: Collect and use baseline data to develop systems to recover learning loss and support student success.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan includes methods or metrics for determining student readiness for new content.			
Recovery Plan includes a process to identify learning gaps or unfinished learning, by grade level and course, early in the school year.			

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Recovery Plan includes a process to accelerate learning and/or provide support in recovering learning loss.			

Requirement 4 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 5:

Local school systems ensure the Maryland College and Career Ready Standards are taught in all content areas and the state frameworks are followed for each content.

The Maryland College and Career Ready Standards (MCCRS) are essential to ensuring that PreK-12 students have a strong command of the essential skills and knowledge expected with each subject and course.

Requirement 5: MCCRS are taught in all content areas.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan sets the expectation that PreK-12 MCCRS must be taught in all content areas.			
Recovery Plan sets the expectation for and establishes guidance on the use and integration of the PreK-12			

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MCCRS Curriculum Framework for all content areas across schools.			

Requirement 5 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 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).

This requirement makes clear that federal guidance is upheld at all levels of the school system. The rights of students with disabilities to a Free and Appropriate Public Education (FAPE) and equal opportunity to educational services are not abridged during a national health crisis or any extended school closure.

Requirement 6: Educational services for students are protected under IDEA, Section 504, and ADA federal programs guaranteeing services continue during any extended school closure.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan provides guidance on ensuring schools comply with IDEA, 504, and Title II.			
Recovery Plan provides clear direction on compliance with local, state, and federal guidelines for the development, or changes, and implementation of a student's special education program within the context of distance learning.			

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Recovery Plan suggests considerations for school operations, teaching, learning, technology, and the social-emotional needs of students.			

Requirement 6 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 7:

Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health with guidance from the Centers for Disease Control and Prevention (CDC) for individuals who test positive for COVID-19.

Vigilantly following safety protocols established by state, local, and federal agencies is a key way to minimize the spread of the virus. Therefore, local school systems and schools must make preparations for when an individual tests positive. Preparations include the roles, services, strategies, and necessary communication in mitigating further spread.

Requirement 7: Preparations for when someone displays symptoms of, tests positive for, or was potentially exposed to COVID-19.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan documents procedures when an individual displays symptoms of, tests positive for, or was potentially exposed to COVID-19.			
Recovery Plan provides home			

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isolation criteria.			
Recovery Plan provides guidance on steps for isolating and transporting those who are sick.			
Recovery Plan provides guidance on cleaning and disinfecting areas used by a sick person.			
Recovery Plan identifies a process to notify health officials and close contacts.			

Requirement 7 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 8: **Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition established by MSDE in collaboration with the Maryland Health Department and the CDC Guidance.**

For students who will return to school or when school reopens to all students, it is imperative that safety protocols are in place before students, teachers, parents, or staff enter the building. According to the CDC, following established protocols will maintain a healthy environment with a focus on specific strategies for cleaning, disinfecting, ventilation, physical spaces, and food service. Integrated into this requirement is the need to wear a face covering or mask at all times.

Requirement 8: Protocols, strategies, and methods for mitigating the spread of COVID-19,in all school buildings and facilities.	**Component is Included in the Plan**	**Areas of Promise Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing

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	Yes | No		• Acceptable • Comprehensive • Unable to be Rated
Recovery Plan includes process of cleaning and disinfecting.			
Recovery Plan includes process of addressing: • shared objects, • frequently touched surfaces, • modified layouts, • physical barriers and guides, and • communal spaces.			
Recovery Plan provides guidance on the continuity of student meal programs, food service, and nutrition programs.			

Requirement 8 Areas for Improvement and Recommendations- *Areas marked **Developing** or **unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 9:

Local school systems must follow protocols for the safe transportation of students to and from school.

The Centers for Disease Control and Prevention have published various guidance on combating the spread of COVID-19. When possible, school systems and schools must put into practice innovative ways to reduce the rate of infection or the probability of infection when transporting students to and from schools.

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Requirement 9: Protocols are established for mitigating the spread of COVID-19, on all school busses or other school transportation vehicles with students.	**Component is Included in the Plan** Yes | No	**Areas of Promise** **Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan describes safety protocols (protective equipment, seating, face coverings, etc.) for transporting students.			
Recovery Plan describes school bus safety which must include regular and routine inspections, cleaning and disinfection, and school driver training.			
Recovery Plan addresses transportation options for students traveling to and from school.			

Requirement 9 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 10:

Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

Local school systems must consider virtual platforms that allow for management and tracking of attendance. Most Local Management Systems offer a reporting feature that tracks time a student is logged into the system but not necessarily whether this is active work time or not. It is important to note that asynchronous online learning often requires more time to complete assignments.

Requirement 10:	**Component is**	**Areas of Promise**	**Reviewers' Consensus**

School systems must develop a process to track attendance.	**Included in the Plan** Yes | No	**Include Evidence Examples:** Links and/or page number(s) from plan	**Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan describes the platform being used to manage and track attendance.			
Recovery Plan identifies the process utilized to collect and monitor attendance data.			
Recovery Plan describes a process to engage students that are consistently marked absent.			

Requirement 10 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

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Requirement 11:

Local school systems must develop a communication plan.

School systems must establish regular channels of communication as the plan for reopening of schools is under development and as schools reopen. Areas of planning for communication include key messages, which reflect the guiding principles of the school system's recovery plan.

Requirement 11: A communication plan is established with a clear coordination process.	**Component is Included in the Plan** Yes | No	**Areas of Promise Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan identifies the communication process during plan development and implementation.			
Recovery Plan identifies a process to coordinate communications through a communication officer, point person, or small team.			

Requirement 11 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

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Requirement 12:

Local school systems must utilize the COVID-19 checklist in the development of the Recovery Plan.

The MSDE included a COVID-19 checklist in Appendix A of the Maryland Together: Maryland's Recovery Plan for Education. The 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.

Requirement 12: COVID-19 checklist is utilized in the development of the Recovery Plan.	**Component is Included in the Plan** Yes | No	**Areas of Promise Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable ● Comprehensive ● Unable to be Rated
Recovery Plan utilizes components of the COVID-19 checklist.			

Requirement 12 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

Requirement 13:

The Maryland Public Secondary School Athletic Association (MPSSA) Roadmap Forward for Interscholastic Athletics and Activities must align with the MSDE and the local school system educational and health and safety decisions in order for education-based athletics and activities to resume during stage one and stage two of the Governor's Maryland Strong: Roadmap to Recovery.

Local school systems must consider guidance from national, state, and local safety and health recommendations and operational procedures to safely and incrementally restore interscholastic athletics.

Requirement 13: Interscholastic athletics and activities during COVID-19 are addressed in the plan and show	**Component is Included in the Plan** Yes | No	**Areas of Promise Include Evidence Examples:** Links and/or page number(s) from plan	**Reviewers' Consensus Rating:** ● Developing ● Acceptable

the integration of national, state, and local health and safety recommendations.			• Comprehensive • Unable to be Rated
Recovery Plan includes seasonal planning and preparation for interscholastic athletics and activities.			
Recovery Plan describes return to play considerations and how the assembly of a Return to Play Committee will implement safe and healthy policies and procedures.			

Requirement 13 Areas for Improvement and Recommendations- *Areas marked **Developing** or **Unable to be Rated** must be submitted to the MSDE for a Second Review-*

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PART TWO
STUDYING THE IMPLEMENTATION AND OUTCOMES OF RECOVERY PLANS

During Part Two, local school systems will monitor the implementation of their plans. MSDE will provide systems with training at the start of the school year, and ongoing technical support as needed throughout the term. At the close of the first marking period, local school systems will report to MSDE on a set of implementation measures based on data collected over the term (list is below). In addition, local school systems will be expected to report to MSDE at the end of the year on end-of-year implementation measures and recovery plan outcomes.

Table 1: Recovery Plan Performance Measures

	Answer
How many instructional days has *fully online distance learning* been available to students?	
How many instructional days has *in-person* instruction been available to students?	
For what percent of enrolled students have attempts at contact been *unsuccessful?* (In other words, what percent of enrolled students have never attended class and have not responded to any other form of contact?)	
What percent of *eligible students* were given a start-of-year diagnostic to determine current student learning (including student readiness for new content and/or learning gaps or unfinished learning)? Use Table 1.A below, or answer here for all eligible students **only if** the data for Table 1.A are not available.	
By the end of the first marking period, what percent of students had access to *all required instructional materials* (technology, Internet access, and/or paper packets as applicable)?	
What percent of *teachers and principals* have received training on effective distance learning practices?	
What percent of *non-teacher/principal instructional staff* have received training on effective distance learning practices?	
What percent of staff have received training on appropriate health/hygiene/cleaning procedures?	
During the first marking period, what was the average daily attendance for the entire school system?	
During the first marking period, what was the average daily attendance for *elementary schools only*?	
During the first marking period, what was the average daily attendance for *middle schools only*?	
During the first marking period, what was the average daily attendance for *high schools only*?	
During the first marking period, what was the average daily attendance for *combined elementary/middle and/or middle/high schools only*?	

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Table 1.A: Start-of-Year Student Assessment

Enter percent of students in each grade level who, by the end of the first term, completed assessments to determine current student learning (including student readiness for new content and/or learning gaps or unfinished learning).

	ELA Student Count	ELA Participation Count	ELA Participation Rate	Math Student Count	Math Participation Count	Math Participation Rate	[Enter subject] Student Count	[Enter subject] Participation Count	[Enter subject] Participation Rate
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

Participation Rate = Student Count / Participation Count

Table 2: Recovery Plan Compliance Monitoring

Was a Recovery Plan stakeholder group established that included parents, teachers, students, educators and community members?	□ YES □ NO
Has the school system followed MSDE/MD Department of Health/CDC guidelines for individuals who test positive for COVID-19? This question refers to any students receiving in-person learning and/or any personnel working in person at any time, even if students are not present (ex: teachers, central office staff, maintenance staff, food services/nutrition staff, etc.).	□ YES □ NO □ N/A (no individual has tested positive) □ N/A (no individuals are working in person at any time)

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Has the school system followed safety protocols for maintaining healthy environments with respect to cleaning and disinfection (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to shared objects (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to frequently touched surfaces (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to modified layouts (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to physical barriers and guides (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to communal spaces (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed)
Has the school system followed safety protocols for maintaining healthy environments with respect to food service and food and nutrition operations (including schools and offices where adults may be working in-person even if students are not present)?	□ YES □ NO □ N/A (all school buildings and offices are closed, and no food services are being provided)
Has the school system followed protocols for the safe transportation of students to and from schools?	□ YES □ NO □ N/A (all school buildings are closed so no transportation is being provided)

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	□ N/A (school system does not provide transportation, regardless of the status of school buildings)
Has the system developed a system for tracking attendance when students are engaged in distance learning?	□ YES □ NO
Has the school system continued student meal programs, food service, and nutrition programs for all eligible students?	□ YES □ NO □ N/A (system did not provide meal programs, food service, and nutrition programs prior to the 20-21 school year)

Table 3: Implementation Narrative

Describe the way the system implemented the Recovery Plan's process to accelerate learning and/or provide support in recovering learning loss.
Describe the way the system is ensuring that Maryland College and Career Ready Standards are being taught in all content areas.
Describe the way the system is following the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act (ADA).
Describe the way students who are consistently marked absent are being engaged.

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ATTACHMENT A

MARYLAND SCHOOL SYSTEM REOPENING PLANS SUMMARY
(as of August 14, 2021)

LSS	Reopening Decision	Decision Date	Final Plan Released	SY Start Date	Proposed Transition Away From Fully Virtual Learning Model	Attendance Policies/ Procedures Detailed?
Allegany	Will start school year virtually	8/4/2020	8/14/2020	9/8/2020	No date(s)/timeline set; if LSS determines that unable to transition to a hybrid model during the school year, will consider providing in-school learning that allows for small cohorts/groups of students with disabilities, early childhood and elementary school students, at-risk students who need additional support through tiered instruction, and CTE students who need hands-on instruction within their CTE skill/technical area	Yes
Anne Arundel	Virtual through first semester (through 1/29/21)	7/20/2020	8/14/2020 (*Note: labeled draft*)	9/8/2020	Second semester, though LSS will look to bring back students for in-person instruction earlier if conditions permit, starting with special education students and expanding to vocational technology students and Els (ideally by the end of the first marking period)	Yes
Baltimore City	Will start school year virtually	7/20/2020	8/14/2020 (*Note: labeled draft*)	9/8/2020	No firm date(s)/timeline set, though LSS will look to bring back students for in-person instruction if conditions permit; LSS intends to provide an update on the next steps towards the hybrid model by Oct 16	Yes
Baltimore	Virtual through first semester (through 1/29/21)	7/22/2020	8/14/2020 (*Note: labeled working document*)	9/8/2020	Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening	Yes
Calvert	Virtual through first semester (through 1/27/21)	7/24/2020	8/14/2020	9/1/2020	Second semester, though LSS intends to bring in targeted groups of students for in-person instruction starting as early as Sept 21	Yes, although final details still under development
Caroline	Will start school year virtually	7/21/2020	8/14/2020	9/8/2020	No firm date(s)/timeline set; no commitment in plan to bring in small groups of students for in-person instruction during the first fully virtual phase of reopening	Yes, though brief - includes links to updated attendance policy and regulation
Carroll	Will start school year virtually	7/29/2020	7/29/2020	9/8/2020	No firm date(s)/timeline set, but will provide small group, in-person instruction for a short period prior to/at the start of the school year to special education and CTE students; LSS will review situation and make determination regarding the next stage of reopening by Oct 14	Yes
Cecil	Will start school year virtually	7/27/2020	7/30/2020	9/1/2020	Will begin face-to-face instruction for small groups of students starting Sept 8; will evaluate the success of this instructional model after 30 days to determine if this model can be expanded incrementally to other students	Yes
Charles	Will start school year virtually	7/14/2020	8/10/2020	8/31/2020	No firm date(s)/timeline set; no commitment in plan to bring in small groups of students for in-person instruction during the first fully virtual phase of reopening	Yes
Dorchester	Will start school year virtually	7/23/2020*	8/13/2020	9/8/2020	No firm date(s)/timeline set; no commitment in plan to bring in small groups of students for in-person instruction during the first fully virtual phase of reopening	Yes
Frederick	Virtual through first semester (through 1/28/21)	7/29/2020	8/12/2020	8/31/2020	Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening	Yes
Garrett	Will start school year virtually	7/28/2020	8/3/2020	9/8/2020	Will begin staggered phase-in transition to hybrid model after 9 weeks of fall semester	Yes
Harford	Virtual through first semester (through 1/22/21)	7/16/2020	8/13/2020	9/8/2020	Second semester, though LSS will open a limited number of learning support centers in the fall where students, under the supervision of school district employees, will have access to the internet to engage in virtual learning, along with other services.	Yes
Howard	Virtual through first semester (through 1/28/21)	7/16/2020	8/12/2020	9/8/2020	Second semester, though LSS plans to phase in small group face-to-face instructional and well-being support starting in October	Yes
Kent	Will start school year virtually	7/27/2020*	8/12/2020	9/8/2020	Will move to hybrid model starting Nov 11 for grades preK-8; starting Jan 29 for grades 9-12	Yes
Montgomery	Virtual through first semester (through 1/29/21)	7/18/2020	8/14/2020	8/31/2020	Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester by the end of November	Yes
Prince George's	Virtual through first semester (through 1/29/21)	7/15/2020	8/14/2020	8/31/2020	Second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester in December	Yes
Queen Anne's	Virtual through first semester (through 1/25/21) (TBC**)	7/22/2020	8/14/2020	8/31/2020	Second semester, though plan lays out a phased-in return for special education/IEP students to be completed by the winter of 2021 (*Note that plan does not lay out return schedule for other student populations*), while the superintendent's back-to-school letter states LSS's intention to bring back students for small group, face-to-face instruction based on prioritized needs within a few weeks of the start of the school year	Yes

MARYLAND SCHOOL SYSTEM REOPENING PLANS SUMMARY
(as of August 14, 2021)

LSS	Reopening Decision	Decision Date	Final Plan Released	SY Start Date	Proposed Transition Away From Fully Virtual Learning Model	Attendance Policies/ Procedures Detailed?
Somerset	Will start school year virtually	7/21/2020	8/14/2020	9/8/2020	Will begin staggered phase-in to a face-to-face instructional model 4 weeks after start of the fall semester (beginning Oct 5) that prioritizes the most vulnerable students, with the goal of bringing all students back for in-person instruction by Nov 2	Yes
St. Mary's	Will start school year virtually	Unknown*	7/30/2020	8/31/2020	Will begin staggered phase-in transition to hybrid model starting in the 2nd quarter of the fall semester	Yes
Talbot	Will start school year virtually	7/30/2020	8/14/2020	9/8/2020	The reopening announcement indicated that the LSS would be fully virtual for the first week of the fall semester (starting Sept 8), before transitioning through various hybrid model phases (with dates assigned) starting in the second week of semester; however, this timeline is not detailed in the final plan - it is not clear if LSS still intends to transition after the first week.	Yes
Washington	Will start school year virtually	7/14/2020	8/14/2020	8/31/2020	No firm date(s)/timeline set; once LSS determines that it is safe to return to schools, intends to transition students in small groups back to in-person instruction on a staggered/phased-in basis, focusing on the most vulnerable and those who are not thriving in a virtual environment, until all students are able to return	Yes
Wicomico	Virtual through first semester (through 1/29/21)	7/28/2020	8/14/2020	9/8/2020	Second semester, though LSS intends to bring back small groups of students for in-person instruction, if conditions permit, beginning on or before Oct 1	Yes
Worcester	Will start school year virtually	7/30/2020	8/13/2020	9/8/2020	According to superintendent's message, will begin face-to-face instruction for small groups of students requiring Tier 2 and 3 support starting 9/28 (the final plan says early/mid-Sept)	Yes

**Note: No clear reopening statement posted on LSS website*
***Note: The QACPS Board of Education voted at its July 22, 2020, meeting to pursue fully virtual instruction through the first semester. The final reopening plan released on August 14, 2020, does not articulate this decision explicitly.*

ATTACHMENT B

MARYLAND LOCAL SCHOOL SYSTEM REOPENING PLANS AND ATTENDANCE POLICIES – SUMMARY (as of August 19, 2020)

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
Allegany	● Will start the school year fully virtual - no dates/timeline given as to how long will be virtual. ● Final plan lays out 3 options: ➢ Fully virtual (combination of synchronous and asynchronous learning). Will follow shortened schedules with shortened class periods. ➢ Hybrid. At elementary level, students in grades preK-3 will return to 100% in-person instruction, while students in grades 4-5 will be hybrid (following A/B schedule based on last names [A-L and M-Z]. At secondary level, the plan is a little confusing - it indicates that all students in grades 6-12 and CTE students will return to 100% in-person instruction, while also indicating that some students (no grades specified) will be hybrid (following same A/B scheduling model as for elementary) (TBC if there is an error in the table displaying this information on p.21). Parents can opt to stay virtual during the hybrid phase. However, CTE students must return to school; if they refuse, they will be removed from the CTE program. ➢ Traditional face-to-face. ● If unable to move to a hybrid model, will consider providing in-school learning that allows for small cohorts/groups of students with disabilities, early childhood and elementary school students, at-risk students who need additional support through Tiered instruction, and CTE students who need hands-on instruction within their CTE skill/technical area. ● Will use Schoology as LMS. ● SY2020-21 start date: Sept 8 (pushed date back from Aug 26).	8/4/20	● Pp.35-37 of final plan addresses attendance (also summarized on p.26): "Class attendance will be taken [daily] via the distance learning/virtual platform Schoology during the synchronous or "live" component of the class [and recorded in Aspen]. If any school days consist of asynchronous learning through independent learning assignments, then the student will be counted present if engaged in activity sponsored by the school and supervised by the teacher(s). If a student doesn't have connectivity and is unable to use a personal or community hotspot to access Schoology, then the school principal will assign an attendance coordinator at each school to call students without connectivity each day to ensure that students are engaged in the learning activities that are sponsored by the school and supervised by the teacher(s). The school principal will work with the attendance coordinator, PPW, and staff to ensure that documentation is retained, in anticipation of any future audits, to prove that the school district has been providing instruction during remote learning. This could include any recorded contact with students, documentation of contact with students, receipts for distribution of materials, examples of assignments, school work or activities collected during remote learning."	● COVID crisis management webpage (includes Aug 4 reopening announcement): https://www.acpsmd.org/Page/3146. ● Reopening FAQs: https://www.acpsmd.org/domain/818. ● Final recovery plan (Aug 13): https://www.acpsmd.org/cms/lib/MD01907365/Centricity/Domain/795/ACPS%20Reopening%20and%20Recovery%20Plan.pdf.

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Anne Arundel	● Will be fully virtual for first semester (through Jan 29, 2021). ● Per the Aug 14th plan, under the virtual model instruction will start at 8:30am (grades 3-12) or 9:00am (grades preK-2) and end between 2:45-3:00pm, with synchronous ("live") classes in the morning and afternoon 4 days a week, plus Wednesday morning. Approximately two hours will be set aside each day for lunch and participation in virtual clubs and activities. Wednesday afternoons will be set aside for teachers to connect with families and offer extra support. Lessons will be recorded so that students will have access at times that work for their family. In addition, virtual tutoring opportunities are being planned for secondary students. ● According to the Aug 14th plan, in-person, hands-on, and creative virtual avenues are being explored for special education students, vocational technology students, and English-language learners. This will be a three-phase effort starting with our most vulnerable learners in very intimate, yet safe spaces. Beginning with small groups of special education students from special centers, progression to additional phases will depend on staffing availability and the public health climate. Ideally, all three phases will be implemented before the end of the first marking period. The plan calls for 1-2 hours of in-person instruction per week. ● The hybrid model is not described in detail, but Aug 14th plan calls for two days consecutive in-person instruction and three days consecutive virtual instruction (presumably Monday/Tuesday or Thursday/Friday for in-person, though not articulated as such in plan).	7/20/20	● P.14 of Aug 14 plan (TBC if it is the final version) addresses attendance. ● "Daily attendance is expected and will be recorded. Attendance at the secondary level will be tracked by period every day in accordance with a student's virtual schedule. For students in kindergarten through Grade 5, attendance will be recorded based on participation in one live class during the virtual school day. Attendance for students in the Infants & Toddlers, ECI, and pre-kindergarten programs will not be recorded."	● Reopening webpage: https://www.aacps.org/fall2020. ● Reopening announcement (July 20): http://aacpsschools.org/pressr/?p=5984. ● Reopening plan presented to BoE (July 22) https://www.aacps.org/cms/lib/MD02215556/Centricity/ModuleInstance/27996/Reopening%202020b.pdf. ● COVID resources webpage: https://www.aacps.org/coronavirus. ● Recovery plan (Aug 14 - Note still labeled draft; TBC if it is the final version): https://www.aacps.org/site/handlers/filedownload.ashx?moduleinstanceid=28252&dataid=65497&FileName=2020reopeningplan.pdf.

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	● Will use Google Classroom and iReady assessment tool; all students will be provided Chromebooks. Plan to pilot Virtual-Plus LMS in spring 2021. ● SY2020-21 start date: Sept 8.			
Baltimore City	● Will initially be fully virtual, with the goal of moving to hybrid option later in the fall semester (if feasible). While the July 28th draft plan set a deadline of Oct 16 for the decision about whether to move to a hybrid model later in the fall, the Aug 14th plan no longer commits to this. The Aug 14th plan merely commits the LSS to providing an update on the next steps with the hybrid model. ● Aug 14th plan outlined 3 phases: ➢ Phase 1: Virtual learning. May include small groups of students in-person as conditions permit. Students in grades preK-8 will receive virtual instruction five days a week, four days a week for high school students. Plan sets expectations for synchronous online instruction time per day – ranges from 110 minutes (preK) to 325 minutes (high school; typically 5-period day) -- and length of day (6 hours and 15 minutes for grades preK through 5, and 7 hours for secondary grades). Wednesdays set aside as lab days for high school students where teachers will work with students in intervention blocks. ➢ Phase 2: Hybrid will follow AA/BB schedule – 2 days in-person instruction (Monday/Tuesday or Thursday/Friday) and 3 days virtual instruction per week. Wednesday set aside for PD, planning time, check-ins. Struggling students may attend in-person for half day on Wednesdays. ➢ Phase 3: Traditional. May continue to include virtual components.	7/20/20	● P.56 of the draft recovery plan details attendance policy. ● "Teachers will enter attendance into Infinite Campus each day." ● "Elementary / Pre-K-8 attendance will be taken at the start of the day by the homeroom teacher. Attendance will be reviewed again after lunch to ensure students return virtually and are accounted for. In the event a student does not return in the afternoon, the student should be recorded as attending school as a half day and contact made with the home to ensure the student is safe." ● "Secondary schools will take attendance by period, as usual." ● "Each school may determine what evidence is required to document participation in asynchronous learning. Examples of documentation include an online exit ticket, evidence of engagement in a class discussion thread on an online learning platform, or submission of an assignment or learning task related to the session missed."	● Recovery plan webpage https://www.baltimorecityschools.org/reopening. ● Reopening announcement (July 20): https://www.baltimorecityschools.org/reopening-plan-letter. ● Draft recovery plan (July 28): https://www.baltimorecityschools.org/sites/default/files/2020-07/Draft-ReopeningPlan-7.28.2020-compressed.pdf. ● Recovery plan (Aug 14 - Note still labeled draft; TBC if it is the final version): https://www.baltimorecityschools.org/sites/default/files/2020-08/Draft-Reopening-Plan.pdf.

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	● Transition to hybrid may see struggling students, ELs, and IEP students return first and/or transition grades and younger students (PreK, K, 1, 6, & 9). ● Parents can opt to continue with 100% virtual instead during phases 2 and 3. ● SY2020-21 start date: Sept 8.			
Baltimore	● Will be fully virtual for first semester (through Jan 29, 2021). Goal is to move to the hybrid model for the 2nd half of the year. ● Per the Aug 14th plan, schools will maintain a bell schedule with 2 hours (kindergarten) to 3.5 hours (grades 1-12) of live instruction per day, four days a week, and up to 3 hours asynchronous learning (independent work and/or small group instruction). Wednesdays will be set aside for one-on-one support and asynchronous learning. ● Hybrid model will prioritize bringing identified and targeted students back for in-person instruction for a few days a week on a rotating basis. No other information detailed in this plan at this stage. ● Parents can choose to continue with 100% virtual for 2nd semester (plan is for parents to opt in/out in December). ● No commitment in plan to bring in small groups of students for in-person instruction as conditions permit during the virtual learning phase. ● SY2020-21 start date: Sept 8.	7/22/20	● Updated draft reopening plan (Aug 10) states (Appendix C, p.17) that, "BCPS teachers will take attendance using the BCPS Student Information System (SIS)...[A]ttendance is defined as presence and will be recorded for official reporting purposes and for the identification of additional student supports. Middle and high school teachers will continue to take period attendance at the secondary level and which will be recorded in the SIS." ● Appendix C details specific protocols for asynchronous (on Wednesday) and synchronous (all other days) attendance procedures in tabular format for elementary and secondary levels.	● Reopening webpage: https://www.bcps.org/reopen/. ● Draft reopening plan: https://go.boarddocs.com/mabe/bcps/Board.nsf/files/BRQLJR56916F/$file/Reopening%20Plan_DRAFT_FINAL_July2020_2.pdf. ● Summary of reopening plan webpage: https://www.bcps.org/news/articles/article11810.html. ● Updated reopening plan (1st draft Aug ?; revised Aug 14 - Note labeled working document; TBC if it is the final version): https://www.bcps.org/reopen/pdf/Reopening-Plan.pdf.
Calvert	● Will be fully virtual for first semester (through Jan 27, 2021). The BOE included the following caveat with its vote: "unless the trajectory of the COVID-19 pandemic changes significantly." However, the final plan frames things with the expectation that a virtual model will be used throughout the first semester.	7/24/20	● P.19 of the final plan addresses attendance: "Calvert County will adhere to the guidelines of the Maryland State Department of Education. Attendance will be taken at synchronous full group and small group sessions. Student attendance will be taken on days of synchronous instruction and will be recorded in the Teacher Access Center. Specific	● Reopening announcement: https://www.calvertnet.k12.md.us/news/board_of_education_votes_to_open_school_online. ● Recovery plan (July 16): https://www.calvertnet.k12.md.us/UserFiles/Servers/Server_1233

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	● Final plan lays out a virtual learning model (confusingly titled "blended virtual learning" in plan) entailing a combination of synchronous/asynchronous instruction four days a week (with a minimum of 8 hours synchronous instruction per week) and solely asynchronous instruction one day a week (Wednesday). Will use Schoology LMS. ● During the virtual stage, some groups of students (IEPs, ELs, Title I, struggling learners, those without internet access), most likely at the elementary level and those students qualifying for alternate standards, may attend school in-person (for 2 or 4 days a week, with Wednesdays always asynchronous) for small group specialized instruction, starting as early as Sept 21. ● The July 16 recovery plan also laid out 4 different hybrid options described below. However, the final plan did not discuss the hybrid model -- everything framed in terms of virtual learning for the first semester. ➢ One-Day Rotation: on each of the four days of the week, 25% of students report to school. The fifth day is for teacher planning, meetings and professional development. ➢ Two-Day Rotation (described in most detail in the July 16 plan - not sure if this is because this is the favored option or just used as an exemplar): 50% of students are in school each day; 2 days in-person instruction (Monday/Tuesday or Thursday/Friday) and 3 days virtual instruction per week. Wednesday set aside for teacher planning, PD, and student check-ins. Students living in the same household will attend school on the same day.		procedures are under development for taking attendance on the asynchronous day."	39/File/Calvertnet/District%20Info/COVID19/Road_To_Recovery_Plan.pdf. ● COVID-19 updates webpage: https://www.calvertnet.k12.md.us/district_information/covid-19_information. ● Final recovery plan (Aug 14): https://www.calvertnet.k12.md.us/UserFiles/Servers/Server_123339/File/Calvertnet/District%20Info/COVID19/Road_To_Recovery_Plan.pdf.

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	➢ A/B Week: 50% of students attend school one week, 50% attend the next week. ➢ Elementary Face-to-Face and Secondary Distance Learning: elementary students would be divided among all schools to comply with social distancing and group numbers; secondary students would attend online. ➢ Under the hybrid model, the plan outlines virtual and face-to-face days for students at E/M/S levels. ● SY2020-21 start date: Sept 1.			
Caroline	● Will initially be fully virtual (Plan A). ● Final plan (which is only 1 page longer than the Aug 6 summary) lays out 4 models (plans) and 6 phases: ➢ Plan A/Distance Learning (phase 1): 4 days synchronous learning per week; 1 day (Wednesday) asynchronous. ➢ Plan B/Blended (phase 2): 4 days synchronous learning per week, 1 day (Wednesday) asynchronous. Some special student populations (special education, 504 plans, ELs, select CTE programs, homeless and displaced) allowed to attend class in person. Additionally, students without technology access will be provided space in school building to participate in virtual learning. ➢ Plan C/Normal with Modifications (phases 3-5): phased in return to school starting with grades preK-2 (phase 3) and 3-5 (phase 4), with 4 days synchronous learning per week, 1 day (Wednesday) asynchronous. In phase 5 (secondary grades), students would follow AA//BB schedule (Monday/Tuesday or Thursday/Friday) in school, with Wednesday set aside for asynchronous learning. ➢ Plan D/Normal (phase 6).	7/21/20	● P.8 of the final plan includes the following statement: "Daily attendance is expected, and will be recorded by the teacher in PowerSchool. Procedures have been adjusted to take into account the circumstances of a virtual environment." ● Attendance policy (https://www.carolineschools.org/wp-content/uploads/2020/08/Recovery-Plan-Attendance-Policy-Approved-08.05.20.pdf) and regulation (https://www.carolineschools.org/wp-content/uploads/2020/08/Recovery-Plan-Attendance-Reg-Draft-08.11.20.pdf) have been updated.	● Preliminary recovery plan (June 2020): https://www.carolineschools.org/wp-content/uploads/2020/07/2020-Preliminary-Recovery-Plan-June.pdf. ● Reopening announcement (July 22): https://www.carolineschools.org/ccps-blog/caroline-plans-online-start-for-2020-2021-school-year/. ● Updated plan summary (Aug 6): https://www.carolineschools.org/wp-content/uploads/2020/08/FINAL-2020-Recovery-Plan-Summary.pdf. ● Back to School webpage (final plan posted here): https://www.carolineschools.org/back-to-school/. ● Final recovery plan: (Aug 14): https://www.carolineschools.org/wp-

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	● Under Plans A and B, will deliver 14-18 hours per week of "live" instruction for those participating in virtual learning. ● Parents can opt out to stay virtual throughout phases 2-5, and continue with virtual learning even in phase 6. ● Note: LSS is part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 8 (pushed date back from Aug 26).			content/uploads/2020/08/2020-Recovery-Plan-Full.pdf.
Carroll	● Will initially be fully virtual, with the goal of moving to hybrid option later in the fall semester (if feasible). Decision about moving to a hybrid model later in the fall will be made by the Oct 14 BoE meeting at the latest. ● Final plan lays out 3 options for fall semester: ➢ Fully virtual (termed "enhanced" in LSS's plan; combination of synchronous and asynchronous learning, plus blocks of virtual student support time). One day a week (likely Wednesday) will be a complete virtual experience for all students. Goal is to provide at least 50% of instruction "live" under this model. Will also provide small group, in-person instruction for a short period prior to/at the start of the school year to special education and CTE students (part of Jumpstart program). ➢ Hybrid: Students will be split into A and B cohorts with (seemingly AA/BB schedule?), 2 days (Monday/Tuesday or Thursday/Friday) in school and 3 days virtual a week, with Wednesday set aside for asynchronous learning for all students. ➢ Traditional.	7/29/20	● Final plan recognizes (p.41) that access to internet connectivity is inconsistent across the district, which results in challenges in accounting for daily attendance, and that when recording attendance considerations for equity are crucial. ● Final plan recommends (p.41) two approaches to capturing attendance: ➢ For traditional in-person instruction (under the hybrid option), practices for accounting for student attendance will remain unchanged. ➢ For virtual instruction/learning packets (under the virtual and hybrid models), students will be marked as present if: 1) Students access designated virtual classroom/platform, 2) Staff member verifies access to instruction with the student or adult, or 3) Students submit work within a designated time period. ● Elsewhere, the final plan states (p.12) that, "Google Classrooms can be created with a sync from eSchool Plus. This will create a Google Classroom for each course assigned to the teacher of record, and automatically populate the students in the	● Reopening and recovery plan webpage (with July 30 announcement): https://www.carrollk12.org/Superintendent/CommunityMediaRelations/Pages/CCPS-Reopening-and-Recovery-Plan.aspx. ● draft recovery plan (July 15): https://www.carrollk12.org/Superintendent/CommunityMediaRelations/Documents/CCPS%20Reopening%20Plan%20Draft%20July%202020.pdf. ● Reopening presentation (July 15): https://www.carrollk12.org/Superintendent/CommunityMediaRelations/Documents/Reopening%20Presentation%20Final%20-%207-15-20.pdf. ● Final recovery plan (July 29): https://www.carrollk12.org/Supe

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	● According to the July 30 reopening announcement (though not specified in detail in the final plan), will look to bring in small groups of special education students for in-person instruction, whose parents want this and depending on LSS's ability to accommodate. Will also look to provide in-person learning opportunities for Career and Technology Center students. ● Parents can opt to stay virtual for the entire fall semester. ● SY2020-21 start date: Sept 8.		course. Teachers still need the ability to create classes on their own for intervention groups, etc., as well as to add additional co-teachers to their classes for resource staff access. Class attendance in the virtual platform can be taken in multiple ways. An assignment question, a Google Form, or the Google Meet attendance extension can be used to take virtual attendance. The latter two options also provide a Google Sheet that is time-stamped and can be easily filtered and organized."	rintendent/CommunityMediaRelations/Documents/CCPS%20Reopening%20Plan%20Final%207-29-20%20810.pdf.
Cecil	● Will be fully virtual for 1st week, before moving to provide face-to-face instruction for small groups of students (starting Sept 8th) in each school based on the needs of children. ● Assume that most students will remain virtual, but the announcement is not explicit about this (i.e. that only a subset of students will partake in the small group face-to-face instruction, with the rest virtual). ● Will evaluate the success of this small group face-to-face instructional model after 30 days to determine if this model can be expanded incrementally to other students. ● Final plan lays out 3 options (though few specifics included): ➢ Fully virtual. Elementary students will use Google Classroom; secondary students will use Schoology. Students who cannot participate during the class period will be able to access class through recordings. ➢ Blended/Hybrid. AA/BB schedule (though plan doesn't use this term, merely refers to cohorts 1 and 2) with 2 days in-person instruction (Monday/Tuesday or Thursday/Friday) and 3 days virtual instruction per week, with Wednesdays set	7/27/20	● P.4 of the final recovery plan addresses attendance. ● LSS has modified its attendance regulation to cover virtual and blended attendance (https://go.boarddocs.com/mabe/cecil/Board.nsf/goto?open&id=BERLRY57DFC3). ● Daily attendance in virtual instruction and/or face-to-face instruction will be tracked in PowerSchool. ● Students who are in all-virtual settings will be counted as present when they have engaged in learning and/or activities that have been assigned for that day. ● Students within the same family will be scheduled to attend school for face-to-face instruction on the same days under the hybrid model.	● Reopening announcement (July 27): https://www.smore.com/bg07y. ● Superintendent's update (July 30): https://www.smore.com/eknj5. ● Re-entry plan update (July 9): https://go.boarddocs.com/mabe/cecil/Board.nsf/files/BRC3KY07504D/$file/4.08%20-Re-Entry%20Plan%2C%20BOE%2007%2008%202020.pdf. ● Final recovery plan (July 30): https://www.ccps.org/cms/lib/MD01906418/Centricity/Domain/1920/Recovery%20Plan.pdf.

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	aside for virtual learning and teacher office hours. A screening protocol will be utilized to identify students to be invited to face-to-face sessions. Teachers will rotate classrooms when feasible to reduce the need for class changes and hallway movement. Virtual days will include assignments that were explained when students attended in person. Students can schedule their day according to their preferences. ➢ Traditional face-to-face. ● Parents can opt to stay virtual even if LSS moves to expand the hybrid option or returns to fully face-to-face. ● Note: believe LSS will be part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 1.			
Charles	● Will initially be fully virtual, with the goal of moving to phase 2 (in-person instruction for special populations of students; all others virtual) as quickly as possible. ● Final plan lays out five phases (this is a different model detailed in the earlier recovery plan options for instruction): ➢ Phase 1 fully virtual: four days of synchronous "live" lessons per week with traditional grading and attendance practices in place, with one day (Wednesday) set aside for asynchronous (prerecorded) instruction and student support services. Schools will follow a modified 6.5-hour school day schedule, with four hours of "live"/synchronous instruction per day at the elementary through high school level.	7/14/20	● Final plan includes a brief section (p.65) on virtual learning attendance tracking: "CCPS will remotely track student attendance in synchronous or asynchronous learning platforms. Attendance will be taken using Synergy, our online student information system. We will be able to track when students attend scheduled virtual classes and how long they attend each class." Otherwise the plan doesn't include much on attendance. ● Under the FAQs section, the final plan states (p.83) that, "Students are expected to attend all classes, the same as if they were reporting to the school building. Regular attendance policies are in effect. Any student who is unable to attend classes	● Reopening announcement (July 14): https://www.ccboe.com/pr/board-votes-to-open-schools-with-virtual-learning/. ● Reopening webpage: https://www.ccboe.com/index.php/road-to-reopening. ● Recovery plan options for instruction: https://www.ccboe.com/images/reopening/Revised_reopening_Plan_3.pdf. ● Recovery plan webpage (including final plan released

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	➢ Phase 2: Special population students (special education, ELs, 504 plans, students without internet connectivity, homeless and displaced students, students in select CTE programs and children of employees of CCPS) will have face-to-face instruction four days per week with recorded virtual instruction one day per week. All other students remain virtual. ➢ Phase 3: Grades PreK-2 students, 6, and 9 students will have face-to-face instruction four days per week and recorded virtual instruction one day per week. All other students remain virtual. ➢ Phase 4: All students will have face-to-face instruction two days per week on a rotating basis. Virtual learning will take place on the other three days. Student groups identified in Phase 3 will continue face-to-face instruction four days per week. ➢ Phase 5: Traditional. ● Teachers will use a variety of platforms (OneDrive, Microsoft Teams and Synergy) to deliver asynchronous instruction. ● Parents can opt to remain virtual for the entire school year. ● No date set as to when will move to hybrid model (phase 2). Board members indicated they might revise their vote to allow in-person teaching and learning for special population students prior to the start of the school year depending on results of the surveys. ● SY2020-21 start date: Aug 31.		due to illness or family issues should contact his/her school administration immediately." ● Also, the plan lays out the expectation (p.37) that, "Parents should monitor student attendance and progress within classes through Synergy ParentVue."	Aug 10): https://www.ccboe.com/index.php/reopening-plan-fall-2020.
Dorchester	● Will initially be fully virtual. (Note that until the plan was released on Aug 13, no official announcement about reopening decision appeared on LSS website, though other sources reported that decision to open fully virtual for fall was made by BoE on July 23.)	7/23/20 (TBC)	● P.33 of final plan addresses attendance: "DCPS will continue to follow our current attendance policy. DCPS will continue to emphasize the importance of daily student attendance. Elementary, Middle, and High Schools will address both synchronous and	● COVID webpage: http://www.dcps.k12.md.us/news/news-archives/item/407-coronavirus-update.

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	● Final plan lays out 4 phases: ➢ Phase 1: Fully virtual (synchronous learning 4 days a week; asynchronous learning 1 day a week [Mondays], which teachers will use for planning/PD). Students may engage in synchronous learning either in the morning or in the afternoon, with up to 75 minutes a day set aside for synchronous core content learning in grades preK-K, 2.5 hours a day in grades 1-12. Teachers will teach the same lesson in both the morning and afternoon. Students who need specialized instruction will be provided learning opportunities scheduled for synchronous individual or small group sessions during the choice activity time in addition to the core content time. ➢ Phase 1.5: Virtual instruction for majority of students; hybrid with face-to-face instruction for targeted groups (students with disabilities; ELs; students with accessibility concerns; and/or CTE students). ➢ Phase 2: Hybrid A/B weekly schedule. Cohort A attends 4 days in the same week, cohort B works asynchronously from home, with Mondays asynchronous learning for all; maximum 15 students in a classroom. Students in the same family will be scheduled for the same cohort. Students receiving special services or identified for priority instruction may be able to attend in-person across both A and B weeks. Parents can opt out to stay fully virtual ➢ Phase 3: Traditional. ● Note: believe LSS will be part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with		asynchronous attendance documentation. Synchronous and in person attendance will be taken as indicated in DCPS policy (roll, per class/period daily). Asynchronous attendance will be taken by one of several possible indicators: documentation of logging in, submission of work, email communication with teacher, phone call with teacher, and/or home visit by school staff.”	● Draft reopening plan (July 14): http://www.dcps.k12.md.us/images/Reopening_plan_draft_71420.pdf. ● Reopening plan summary (July 23): http://www.dcps.k12.md.us/images/July_23_board_mtg._.pdf. ● Final reopening plan (Aug 13): http://www.dcps.k12.md.us/news/news-archives/item/435-dorchester-county-public-schools-re-opening-plan. ● Delaware State News article on reopening: https://delawarestatenews.net/schools/dorchester-county-public-schools-to-open-with-virtual-learning/.

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	classes taught by certified teachers from outside the LSS. ● Will use Schoology LMS (never used LMS previously). ● SY2020-21 start date: Sept 8 (pushed date back from Aug 31).			
Frederick	● Will be fully virtual for first semester (through Jan 28, 2021). ● Final plan lays out 3 options (Note that though the final plan was released after the decision to go virtual was made, the section on instruction models was written before the decision was made, and thus frames things as though all the options are still on the table): ➢ Fully virtual (combination of synchronous and asynchronous learning). Model will vary across elementary, middle, and high schools, but the plan states that the amount of direct, live support teachers can provide to students will be limited. ➢ Hybrid (A and B cohorts, 2 days in school [Monday/Tuesday or Thursday/Friday], 3 days virtual asynchronous a week, with Wednesday set aside for asynchronous learning). ➢ Traditional. ● Will employ a single digital platform for students and parents to access instruction, communication, and feedback. ● In addition to teachers and school counselors, online learning mentors will also support students, offering designated office hours. ● All athletics/extra-curricular activities suspended until further notice. ● Parents can opt out of 2nd and 3rd options and stay virtual. ● SY2020-21 start date: Aug 31.	7/29/20	● Pp.54-55 of final plan outline attendance criteria. ● Current LSS attendance regulation does not address attendance during virtual learning; therefore, LSS is working to revise regulation to create attendance codes for virtual and blended instruction. ● Overall, a student should be considered as "present" for the day as long as the student engaged in some type of school activity. Completion of Schoology course work, verbal or virtual meetings with a service provider, or completion of assigned classwork provided by the teacher are examples of data to determine student attendance. ● LSS will use Schoology to document student login history and use for attendance purposes; however, it is recognized that Schoology should not be the only tool used to track attendance in order to ensure equity for all students, as many students will not be able to login consistently to Schoology due to a variety of family constraints. ● Attendance should not be documented solely based on student completion of work or the amount of time it takes students to complete assignments. The traditional educational model – where students are considered present when they enter classrooms in the school building – does not reflect the student level of engagement in their classwork. The same needs to be considered for digital learning.	● Reopening announcement (July 29): https://fcps.ezcommunicator.net/edu/frederick/preview_message.aspx?app=0&id=91931&type=notice&source=ViewNews. ● COVID updates/reopening webpage: https://www.fcps.org/update. ● Reopening updates webpage, which includes final reopening plan (1st draft - July 8; 1st revised draft - July 29, 2nd [final] revised version - Aug 12): https://www.fcps.org/update/reopening. ● Reopening overview (updated Aug 10): https://campussuite-storage.s3.amazonaws.com/prod/33903/86de7fb0-3a18-11e6-b537-22000bd8490f/2137574/b9dc8b78-d5a3-11ea-84c7-0a41933b4dcb/file/FCPS_VirtualOpeningOverview_080320.pdf.

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			● A checklist of options for teachers to use to indicate student engagement in an assigned task during a virtual learning day has been developed. ● When it cannot be clearly determined whether or not a student met the criteria for being considered "present," every effort should be made by school staff to contact the student and family. ● Virtual Absences should be reported to administrators, who will utilize the Student Services Team (SST) to contact the family to support reengagement in learning. (Note: This support structure model was used during spring.) ● Note that Frederick's attendance criteria are very similar (identical in places) to Garrett's.	
Garrett	● Will be fully virtual for at least the first 9 weeks of the semester, with goal of then transitioning to hybrid model (will reassess situation during course of first semester). ● Reopening letter to parents lays out 2 options: ➢ Fully virtual (Red Phase) for majority of students, with in-person instruction for small, special populations of students (special education, 504 students, at-risk students and homeless or displaced students). ➢ Hybrid (Yellow Phase). Struggling learners may be prioritized during transition. Yet to decide specifics of the hybrid model -- could entail 2-4 days in school, 1-3 days virtual. ● Final plan lays out 2 options (hybrid and fully virtual). The former comprises 3 stages - red (fully virtual), yellow (hybrid), and green (traditional). The yellow hybrid stage could entail 2 in-school days (with A [Monday/Tuesday] and B [Thursday/Friday] cohorts) or 4 in-school days a week, with Wednesday set aside for asynchronous learning, depending on how many	7/28/20	● Pp. 26-27 of final plan lay out attendance criteria. ● Current LSS attendance regulation does not address student attendance during distance/virtual learning. LSS is working to redefine the definition "present" for a virtual learning environment and will develop two local attendance codes directly related to COVID-19, one "present code" for Home Hospital Teaching services delivered due to COVID19 and an "absence code" for when students are absent related to COVID-19. ● Attendance may be reported by teachers per school-based routines such as recording attendance through the Teacher Access Center or scantron sheets. ● Overall, a student should be considered as "present" for the day as long as the student engaged in some type of school activity, completion of Schoology course work, verbal or virtual meetings with a service provider, or completion of assigned classwork provided by the teacher are some of these ways.	● Reopening announcement: https://www.garrettcountyschools.org/news/2020/07/garrett-county-public-schools-will-begin-the-2020-2021-school-year-virtually. ● Letter to parents (July 29), which lays out reopening options: https://www.garrettcountyschools.org/news/2020/07/a-letter-to-gcps-parents-guardians-from-superintendent-barbara-baker. ● Final reopening plan (Aug 3): https://docs.google.com/document/d/1G6iBybRDXiE3vxtQsagg7jl1obB9iOk933cWK6iWZTQ/edit. ● Coronavirus update page: https://www.garrettcountyschools.org/coronavirus.

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	students opt for this option. The second (fully virtual) option is open to parents who do not wish their children to return to school under option 1. ● Will employ a single digital platform (Schoology) for students and parents to access instruction, assignments, and educator feedback. ● Parents can opt to stay virtual for the entire school year, and can transfer from one option to the other at the end of each grading period (though are expected to make an initial choice of staying fully virtual by Aug 6). ● Final plan released Aug 3 (drafted July 30). ● SY2020-21 start date: Sept 8.		● LSS will use Schoology to document student login history and use for attendance purposes; however, it is recognized that Schoology should not be the only tool used to track attendance in order to ensure equity for all students, as many students will not be able to login consistently to Schoology due to a variety of family constraints. ● Attendance should not be documented solely based on student completion of work or the amount of time it takes students to complete assignments. Prior to Continuity of Learning (COL), students were marked present when they entered classrooms in the building, but that does not reflect how engaged they were in their classwork. The same needs to be considered for COL. ● A checklist of options for teachers to use to indicate student engagement in an assigned task during a virtual learning day has been developed. ● When it cannot be clearly determined whether or not a student met the criteria for being considered "present," every effort should be made by school staff to contact that student and family. ● Key staff, including administrators, counselors, instructional assistants and other special service providers monitor student's participation in the instructional program and make every effort, in some cases, daily or weekly, to re-engage with the student. (Note: This student services team model was used during spring.) ● Note that Garrett's attendance criteria are very similar (identical in places) to Frederick's.	
Harford	● Will be fully virtual for first semester (through Jan 22, 2021). ● Released both a recovery plan and multiple Continuity of Learning plan drafts. The recovery plan and the	7/16/20	● July 9 recovery plan states (p.6) that, "Daily attendance will be taken, regardless of the recovery stage. For students who are participating virtually, students will access an attendance application to	● Recovery plan webpage: https://www.hcps.org/hcpstogether/.

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	CoL plan are very similar in appearance/layout, but are variations in content - but latter supersedes former. (For example, former says, "If students do not have internet access, or need access to specialized services (i.e. special education, English Language Learners (ELL), etc.), all efforts will be made to bring those students into the classroom everyday – or as many in-person opportunities as possible." While latter says, "We will continue seeking ways to incrementally provide additional in-person experiences, particularly for our students with the greatest learning needs.") ● Continuity of Learning plan lays out a fully virtual model in which there are 4 days of synchronous instruction, with Fridays set aside for asynchronous learning, plus (at the secondary level) small group instruction, office hours, and teacher PD. Devices will be provided to all students. Aug 4 draft states ● Will open a limited number of learning support centers in the fall (with reliable internet access, meals, school nurses, and supervision), but teaching will still be virtual, though synchronous. ● All students (preK-12) will receive a mobile device. ● Recovery plan lays details a hybrid AA/BB (though not termed as such) alternating scheduling model: 2 days in-person instruction (Monday/Tuesday or Wednesday/Thursday) and 3 days virtual instruction per week, with Fridays set aside for synchronous/asynchronous learning, plus small group instruction, office hours, and teacher planning/PD, etc. (activities vary depending on grade level). (Continuity of Learning plans only address virtual learning model.) ● SY2020-21 start date: Sept 8.		submit his or her attendance for the day. Teachers will verify student attendance data by the end of the school day." ● Final Continuity of Learning plan (p.5) provides more detail than the July 23 draft, stating that, "Students working virtually and in the Learning Support Centers, synchronously and asynchronously, will indicate if they are present or absent each school day by logging into a web application sometime between the hours of 7:00 a.m. and 10:00 a.m. Should a student not mark themselves as present or absent during this time frame, they will be marked as an unexcused absence. Teachers will review the student attendance data in Teacher Access Center (TAC) and submit the attendance to the office electronically by 11:00 a.m."	● Reopening announcement (July 16): https://www.hcps.org/hcpstogether/docs/All-Virtual-Announcement.pdf. ● Recovery plan draft (July 9): https://www.hcps.org/hcpstogether/docs/Recovery_Plan_Fall_2020.pdf. ● Continuity of Learning plan draft (July 23): https://www.hcps.org/hcpstogether/docs/Continuity_of_Learning_Plan_Fall_2020.pdf. ● Continuity of Learning plan updated draft (Aug 4): https://www.hcps.org/boe/BoeAgendaExhibits.aspx?MeetingID=2310. ● Final Continuity of Learning plan (Aug 13): https://www.hcps.org/hcpstogether/docs/Continuity_of_Learning_Plan_Fall_2020.pdf.

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Howard	● Will be fully virtual for first semester (through Jan 28, 2021). ● Per the final plan, there will be 4 days of synchronous learning (with average of up to 3 hours of synchronous learning with teacher per day; rest asynchronous) and 1 day [Wednesday] asynchronous learning; 4x4 block schedule for middle and high school students. ● Though details (including determining student groups) not yet finalized, plan to phase in small group face-to-face instructional and well-being support starting in October (this has been built into the schedules developed for the fall). ● Parents can choose to continue with 100% virtual for 2nd semester (plan is for parents to opt in/out in Dec). ● Will provide Chromebooks to all students in grades preK-8 during the first academic quarter; high school students will receive devices as they become available. ● Will use three core platforms (Canvas, G Suite for Education, Synergy), plus other digital tools. ● Aug 6 reopening plan targets Nov 19 as the decision date to finalize plans for the transition to a hybrid learning model. ● SY2020-21 start date: Sept 8.	7/16/20	● P.12 (note that plan doesn't include page numbers - is p.14 in document) of the final plan addresses attendance. ● "Student attendance for Monday, Tuesday, Thursday and Friday instruction will occur as follows: ➢ At the elementary level, both the homeroom teacher and mathematics teacher will take attendance, noting whether students were present online for synchronous instruction. ➢ At the middle and high school level, each teacher will take period attendance, noting whether students were present online for synchronous instruction. ➢ Daily attendance will be based on teacher-recorded attendance for the entire school day. ➢ If there is technical difficulty, a student may submit asynchronous work for a particular day to receive credit for attendance." ● "Student attendance for Wednesday 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 an HCPSS teacher. ➢ Meet online with an HCPSS teacher or service provider. ➢ Complete work in the Canvas learning management system, DreamBox or Lexia Core5."	● Reopening webpage: https://www.hcpss.org/upcoming-school-year/. ● Reopening announcement (July 16): https://news.hcpss.org/news-posts/2020/07/hcpss-plans-fully-online-start-for-2020-2021-school-year/. ● Fall reopening report (July 9): https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BRCS6E684422/$file/07%2009%202020%20Fall%20Reopening%20Supporting%20Document.pdf. ● Reopening presentation to BoE (July 16): https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BRKUGD7981BD/$file/07%2016%202020%20Fall%20Reopening%20ppt..pdf. ● Reopening plan announcement (Aug 6): https://news.hcpss.org/news-posts/2020/08/hcpss-announces-2020-2021-fall-reopening-plan/. ● Draft reopening plan (Aug 6): https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BS7R5D6BA0F3/$file/08%2006%202020%20DRAFT%20HCPSS%20Reopening%20Plan.pdf.

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				● Final reopening plan (Aug 12): https://www.hcpss.org/f/2020-2021/2020-2021-reopening-plan.pdf.
Kent	● Will be fully virtual through Nov 10. (Note that until the plan was released on Aug 12, no official announcement about reopening decision appeared on LSS website, though other sources reported that decision to open fully virtual for fall was made by BoE on July 27.) ● Plan lays out 3 options: ➢ Fully virtual (combination of synchronous and asynchronous learning). This model will vary across the elementary, middle and high school levels. Students will receive four days (Monday through Thursday) of live, synchronous instruction per week (with 3.5 hours of live instruction per day for secondary students). Friday will be set aside for asynchronous learning, small group/one-on-one synchronous instruction and support, and PD/planning. ➢ Hybrid (beginning Nov 11). Will run on a two-week A/B cohort schedule, with students attending five days in-school and five days virtual over the two-week cycle (with Fridays alternating between in-school and virtual every other week at the high school level [Note: sample schedules at elementary and middle school levels don't show this]). Plan notes that LSS does not have the staff to provide both face-to-face instruction and synchronous instruction daily using the hybrid model. ➢ Traditional face-to-face. ● Will survey parents at the end of October and, if safe to do so, will move to hybrid model starting Nov 11 for grades preK-8, and starting Jan 29 for grades 9-12,	7/27/20 (TBC)	● P.20 of the final plan addresses attendance. ● LSS will redefine what "present" means and communicate this to stakeholders. ● "Students [who] have engaged in some type of school activity, whether it be assignment completion, attendance at virtual meetings, logging onto the learning management system, or completion of assignments within our online learning programs" will be marked "present" in Powerschool. ● "Schoology will be another tool used to help track student attendance/ engagement history." ● While policy recognizes that there are external factors that may impact student's ability to attend school -- and LSS will not fail students who are absent without permission -- students will be held accountable.	● No dedicated webpage devoted to reopening. ● Final recovery plan (Aug 12): https://filecabinet7.eschoolview.com/9B4D3087-E773-49AE-B5E5-54B8A00BA38B/31270a7d-f76a-4fb7-967a-5e00d83365ea.pdf. ● Cecil Daily news article: https://www.cecildaily.com/apg/coverage/kent-county-schools-to-continue-virtual-learning-this-fall/article_92702156-a29d-5a8e-a4cf-a1174ecef51d.html.

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	though parents can opt to stay virtual when LSS moves to the hybrid and later the traditional models. ● KCPS will be 1:1 preK through grade 12 with devices; will use Schoology LMS (new platform for LSS). ● Note: believe LSS will be part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 8 (some grades will return Sept 9 and 10).			
Montgomery	● Will be fully virtual for first semester (through Jan 29, 2021). ● LSS intends to review the status of spring semester in November (previously had hoped to transition to hybrid model by November). ● Per the final plan, under the virtual model, all students will have live (synchronous) instruction and a full day schedule of instructional experiences (generally four full class periods per day for high school students; each class will meet at least twice a week). ● LSS will use myMCPS Classroom as the LMS platform and intends to record lessons so that families can access at a later time. ● Part of Wednesday will be set aside for students to engage in directed, self-paced/independent work and/or receive individualized support (this will be in the afternoon at the elementary level and in the morning at the secondary level - Note that the secondary school day will run from 10am to 4:10pm on Wednesdays). ● Under the hybrid (termed blended virtual) model outlined in the updated plan, students will return to	7/18/20	● P.27 of final plan states that, "A student will be marked present for a class in one of three ways: ➢ Student attends a live virtual learning class via Zoom. ➢ Student completes an Attendance Check-in on myMCPS Classroom during a live or recorded class. ➢ Student engages in an online discussion thread on myMCPS Classroom during a live or recorded class. ● All attendance will be recorded in the new student information system and will be visible to parents through the parent portal. In addition, ConnectEd calls and other parent outreach will occur regularly to inform parents if their child has not attended. ● Parents/guardians must submit a note, phone call, or email to the attendance secretary if a student will be absent for a full or partial school day. All absences for which no documentation is received will be listed as unexcused."	● Recovery plan webpage: https://www.montgomeryschoolsmd.org/reopening/. ● Updated recovery plan (Aug 4 [2nd] draft; *Considerations for MCPS Fall 2020 Recovery*): https://www.montgomeryschoolsmd.org/reopening/MCPSDraftRecoveryPlan-updated.pdf. ● Final recovery plan (Aug 14 [3rd] draft): https://www.montgomeryschoolsmd.org/uploadedFiles/reopening/virtual-learning/MSDERecoveryGuideSubmission.pdf.

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	schools on a phased-in basis by grade level. Plan anticipates that each phase will take 2-4 weeks.: ➢ Phase 1: grades PreK, kindergarten, 6, 9, and special education students. ➢ Phase 2: grades 1, 2, 7, and 10. ➢ Phase 3: remaining grades. ● Hybrid model proposes using three different rotating schedules depending on school level (e.g., plan proposes that high school students are divided into three groups and follow a three-week rotation schedule). Wednesday is asynchronous virtual learning day for all students, individualized student support, and PD/planning for staff. ● Parents can choose to continue with 100% virtual format instead of moving to a blended/hybrid model. ● All students will receive a device and LSS will provide wireless hotspot devices for students who do not have internet access at home. ● MCPS will limit capacity to 12 passengers on an MCPS general education bus. Families will need to opt in to request school bus transportation, with priority given to elementary and middle school students. ● SY2020-21 start date: Aug 31.			
Prince George's	● Will be fully virtual for first semester (through Jan 29, 2021). ● LSS intends to review the status of spring semester in December (Note that the final plan is confusing about when the decision will be made - it refers to both a Dec 1st deadline and that the decision will be made during the course of December). ● Per the final plan, live lessons will be held 5 days a week during regular school hours. Teachers can choose to teach virtually from their classrooms.	7/15/20	● Pp.76-78 of final plan address attendance. ● For all distance learning platforms, students not present on days live instruction occurs will be considered absent. ● In fully virtual model: ➢ Elementary: Teachers will take attendance at the beginning of each day in SchoolMax. Attendance will be reviewed again after lunch to ensure students return virtually and are accounted for. In the event a student does not return for the afternoon, the student should be	● Recovery plan webpage: https://www.pgcps.org/reopen/. ● Reopening announcement: https://www.pgcps.org/communications/cards/news/2019-2020/July/CEO-Dr--Goldson-Announces-Plan-to-Reopen-PGCPS-Safely-and-Responsibly/. ● Recovery plan presentation (July 15):

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	● Each student will be provided a device to all for remote access. ● PGCPS partnering with University of Maryland for PD on virtual teaching. ● Special needs students and English-language learners will have the opportunity for small group instruction. ● Plan to move to hybrid staggered model in Feb 2021, but parents can choose to continue with 100% virtual for 2nd semester (plan is for parents to opt in/out in Dec). ● Final draft plan proposes a 2-day (AA/BB) rotation hybrid model – 2 days in-person instruction (Monday/Tuesday or Thursday/Friday) and 3 days virtual instruction per week. Wednesday will be reserved for small group instruction as needed or documented by IEPs, EL plans, or 504 plans, and for teacher and/or grade-level/content planning time and office hours. ● Attendance in this model based on last names (i.e. 50% split between A-J and K-Z). Note that children from the same household with different last names may be allowed to attend on the same day. ● All schedules will be released on Aug 21. ● SY2020-21 start date: Aug 31.		recorded as attending school for a ½ day and contact made with the home to ensure the student is safe. ➢ For Pre-K - third grade students who are unable to check in during live instruction, parents must ensure that the check in is completed before the next instructional day. If parents are unable to check in that day, please contact your child's teacher via email so assistance can be provided. ➢ Secondary: Teachers can use a variety of ways to determine students' presence for a class such as: 1) taking roll to assess each student's attendance and enter the "present" or "absent" status directly into SchoolMax each period; 2) using the Zoom reports (that displays student's PGCPS login information) to validate student's attendance; or 3) using the first assignment of the day as a student check-in. An assignment is set in the Google Classroom for a set period of time and students must login and check in within that period of time. ● Teachers will take daily/period attendance of face-to-face learners in SchoolMax on days students are scheduled to physically attend school. ● For days students are scheduled for asynchronous/distance learning, a reason code (DL - Distance Learning) will be used in SchoolMax for students who complete the check in assignment. This assignment will be set in the Google Classroom and students must login and complete the check in as designated by the teacher. ● The plan lays out a separate process for asynchronous Wednesdays ● School-based attendance manager monitors and ensures fidelity and reporting of daily attendance.	file:///C:/Users/msdeuser/Downloads/Fall%202020%20Reopening%20Plan%207-15%20vB.pdf. ● Reopening plan summary (July 25): https://www.pgcps.org/reopen/content/Fall-2020-Reopening-Plan-Summary/. ● Final reopening plan (updated Aug 14): https://www.pgcps.org/reopen/content/Fall-2020-Draft-Reopening-Plan/.

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Queen Anne's	● According to July 22 reopening announcement (reporting the BoE's vote), will be fully virtual for the first semester (through Jan 25, 2021). (Note that secondary grades operate on a quarter system, which ends on Jan 25, whereas elementary operates on a trimester system.) However, the final plan does not articulate this return date explicitly. ● The final plan lays out 2 options: ➢ Fully virtual (combination of synchronous and asynchronous learning). Sample schedules provided vary based on grade level - e.g. middle school students' live instruction would begin after lunch (11:45am) each day. ➢ Hybrid. The specifics are yet to be finalized, but the sample model for elementary students (K-5; preK TBD) follows an AA/BB schedule, with students attending in-person all day either on Monday/Tuesday or Thursday/Friday, and Wednesday set aside for asynchronous learning, staff PD/planning, individualized student supports, etc. The sample model for elementary students proposes an A/B week schedule - i.e. students will attend in-person (mornings only) four days a week (Monday-Thursday) on alternating weeks. ● While the superintendent's Aug 14th back-to-school announcement states LSS's intention to bring back students for small group, face-to-face instruction based on prioritized needs within a few weeks of the start of the school year, the plan lays out a five-phase reopening schedule specifically for special education/IEP students (Note that plan does not lay out return schedule for other student populations): ➢ Phase 1: spring 2020 continuity of learning plans (already passed). ➢ Phase 2: fully virtual (see above).	7/22/20	● Pp.38-39 of the final plan addresses attendance. ● Includes confirmation that the attendance policy and regulation will be updated. ● Includes the following language: "At the secondary level, students must log into each class on a daily basis in order to be counted as present...At the elementary level, students/parents must log into the Learning Management System (LMS) on a daily basis in order to be counted as present. Students who are unable to login due to connectivity issues or other restrictive barriers must communicate with their teacher or the school's front office in order to be counted as present."	● Reopening announcement (July 22): https://www.qacps.org/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=9296&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=15876&PageID=1. ● Reopening plan webpage: https://www.qacps.org/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=9296&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=15847&PageID=1. ● Reopening plan presentation to BoE (July 22): https://go.boarddocs.com/mabe/qacps/Board.nsf/files/BRRTAX71BF1A/$file/QACPS%20District%20Recovery%20Plan%20to%20Reopen-Update%207.22.20.pdf. ● Superintendent's back-to-school announcement (Aug 14): https://www.qacps.org/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=9296&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0

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	➢ Phase 3: students with the most significant needs, as identified by IEPs (more than 80% of least restrictive environment outside general education), will return to unique cohorts of in-person instruction. ➢ Phase 4: students with intermediate needs, as identified by IEPs (more than 40% of least restrictive environment outside general education), will return to unique cohorts of in-person instruction. ➢ Phase 5: traditional (targeting winter 2021 return). ● Will use new LMS (Schoology). ● Note: believe LSS will be part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Aug 31 (some grades will return Sept 2).			&FlexDataID=15916&PageID=1. ● Final reopening plan (Aug 14): https://www.qacps.org/cms/lib/MD01001006/Centricity/Domain/1/QACPS%20Recovery%20Plan%20for%20Education%208.14.20%20FINAL.pdf.
Somerset	● Will initially be fully virtual for the first 4 weeks of the semester, with a staggered phase-in period to a face-to-face instructional model beginning in early October that prioritizes the most vulnerable students. ➢ Oct 5 - move to 100% face-to-face for the following categories of students: grades preK-2, 6, and 8 (all students), special education/ELs grades 3-12, migrant/homeless, and Somerset County Technical High School. ➢ Oct 19 - grades 3-5 and 7, 9, 10 may return. ➢ Nov 2 - grades 11 and 12 may return. ● Parents can elect to go virtual for the first semester and potentially even the whole year, but must commit to this option for the entire semester (through Feb 4).	7/21/20	● P.27 and pp.36-37 of final plan address attendance. ● For both synchronous/asynchronous attendance, "Under an approved learning plan, students earn daily attendance through [the following] daily engagement measure(s)...: 1) Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; 2) Daily progress via teacher-student interactions, as defined in the approved learning plan; 3) Completion/Turn-in of assignments from student to teacher.	● Recovery updates webpage: https://www.somerset.k12.md.us/apps/pages/index.jsp?uREC_ID=269301&type=d&pREC_ID=1976489. ● Guidance document (response to MSDE requirements): https://4.files.edl.io/7ab4/07/20/20/144049-9af8d7e3-97af-4232-b336-d1e9467c9acf.pdf. ● COVID resources webpage: https://www.somerset.k12.md.us/apps/pages/index.jsp?uREC_ID=379876&type=d&pREC_ID=1918533.

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	● Using CARES funding in part, devices were purchased for every student. ● Note: believe LSS will be part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 8.			● Final recovery plan (Aug 13): https://4.files.edl.io/2d8e/08/14/20/183733-082725f1-1ece-4e55-b27a-942cbf715cd2.pdf.
St. Mary's	● No clear official announcement posted on LSS website, but the final plan released on July 30 proposes fully virtual instruction for 1st quarter of fall semester, followed by phased-in move to hybrid instruction: ➢ Phase 1: Fully virtual with consideration for students receiving specialized services. Combination of interactive synchronous (Monday-Thursday) and asynchronous (Friday) learning. ➢ Phase 2: Begin transition to hybrid model starting with starting with grades PreK/Kindergarten, 6, 9, and 12. ➢ Phase 3: Monitor and add additional grades until all grades are back. ● Hybrid model follows A/B schedule, 2 days in-person (Monday/Wednesday or Tuesday/Thursday) and 3 days virtual, with Friday set aside for asynchronous learning, teacher planning/PD, individual support, etc. ● Will use Schoology platform to build and deliver courses. Additionally, select courses will be presented through Edgenuity, which is self-paced. ● Parents can choose which delivery model to use on a quarterly basis, and must commit to staying in hybrid/traditional (once available) for that quarter, though can switch to fully virtual mode at any time.	TBC	● July 30 recovery plan states (p.18) that "Attendance will be recorded for in school and virtual environments." ● Additionally, p.34 of this plan goes into more detail, noting that LSS's current attendance policies do not address student attendance during distance/virtual learning. "Staff must consider changes in how attendance is recorded while alternative options for schooling are in place. Recording attendance must provide equitable opportunities for all students. It is imperative to note that virtual learning does not equate to seven hours each day of online learning for students. The relationship between the student and teacher will allow the teacher to determine the best way to record the student's attendance. A student being marked as 'present' for attendance should be recorded using multiple measures which can include Schoology log-in information, student check-in, warm-up activity, exit slip, phone call, email, etc. Attendance will be taken through the Teacher Access Center. There are barriers which prevent students from completing learning activities on a daily basis, and during standard school hours. The lack of participation during traditional school hours should not be a determining factor in noting whether or not a student is present for the day. St. Mary's	● Recovery plan webpage: https://www.smcps.org/strategic-planning/recovery-plan. ● Recovery plan town hall presentation (July 15): https://www.smcps.org/forms/strategic-planning/576-town-hall-recovery-planning-july-15/file. ● Recovery plan presentation to BoE (July 22): https://go.boarddocs.com/mabe/smcps/Board.nsf/files/BRRNN860A8FC/$file/BOE_Recovery_20200722.pdf. ● Recovery plan town hall presentation (July 29): https://www.smcps.org/strategic-planning/forms/581-july-29-town-hall-recovery-planning/file. ● Final recovery plan (July 30): https://docs.google.com/document/d/1WNWDziL3iZiadl-Yef2MkGsPeLeE-jNi8RZbzs-8mog/edit.

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
	● Chesapeake Public Charter School will be fully virtual (starting Aug 12) until all students are able to return to the building. ● Have more than 5,000 devices available, with more ordered for September. ● SY2020-21 start date: Aug 31.		County Public Schools has a strong commitment to student attendance. School teams comprised of teachers, counselors, administrators, and support staff monitor student attendance and communicate with our families to support increased student engagement."	
Talbot	● Will initially be fully virtual. The reopening announcement indicated that the LSS would be fully virtual for the first week of the fall semester (starting Sept 8), before transitioning through various hybrid model phases (with dates assigned) starting in the second week of semester. However, this timeline is not detailed in the final plan - it is not clear if LSS still intends to transition after the first week. ● Final plan lays out four stages (Note that the reopening announcement on the website laid out a different model/number of phases): ➢ Fully virtual Red model: 4 days a week synchronous/asynchronous learning and 1 day (Wednesday) wholly asynchronous. Students will select whether to participate in "live" instruction either in the morning of the afternoon (teachers will teach the same lesson twice a day); the amount of "live" instruction ranges from 2 hours (preK-2), 3 hours (3-5), or 3 hours 25 minutes (secondary). ➢ Blended Synchronous (Hybrid) Orange model: Priority special population groups will be offered face-to-face instruction some days per week with virtual instruction on the other days. All other students (excluding special population groups covered under phase 2) will remain virtual. ➢ Blended Synchronous (Hybrid) Yellow model: This model is predicated on 50% of students being allowed to return at any given time.	7/30/20	● P.38 of the final plan addresses attendance. ● "Student attendance in both the red and yellow model will include a combination of actual presence in scheduled synchronous learning or in-person learning as well as accessing asynchronous learning through FROG [TCPS' LMS]. In some extenuating circumstances (such as technology issue), "present" may need to be determined using additional measures such as email or phone correspondence or home visits as examples. The definition of "present" must provide equitable opportunities for all students. As such, a student being marked as "present" for learning may need to be recorded using multiple measures for students and families who face significant barriers. Student attendance will continue to be collected through PowerSchool."	● Reopening announcement is currently housed on LSS homepage (a temporary placement): https://www.tcps.k12.md.us/. ● Recovery planning webpage: https://www.tcps.k12.md.us/2019-20/tcps-continues-recovery-planning. ● Recovery plan webpage: https://www.tcps.k12.md.us/2019-20/fall-2020-school-re-opening-plan. ● Recovery plan (July 15): https://drive.google.com/file/d/1BwoN-9rLpqlDo_bYfIZ7QNRChlj4KTd0/view. ● Recovery plan draft (July 30 update - changes in red font, mostly to do with health protocols): https://drive.google.com/file/d/1uYsLHyhmmCreE_g-ed5Fe0FXrRY7gxJK/view. ● Final recovery plan (Aug 14): https://drive.google.com/file/d/1

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
	Prekindergarten, kindergarten, Grade 6 and Grade 9 students will be offered face-to-face instruction two days per week on the AA/BB plan (Monday/Tuesday or Thursday/Friday), with virtual learning the other 3 days. All other students (excluding special population groups covered under phase 2) will remain virtual. ➢ In-Person (Traditional) Green model. ● Under the hybrid yellow model, students from the same family will be assigned to the same cohort. Parents can opt to continue with 100% virtual instead. ● Note: LSS is part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. NOTE THAT FINAL PLAN STATES THAT THIS (REFERRED TO AS ESMEC) HAS BEEN PUT ON HOLD PENDING THE HIRING OF A COORDINATOR AND THE VETTING OF CURRICULUM WITH MSDE. IT SHOULD BE UP AND RUNNING BY SECOND SEMESTER – TBC IF THIS IS CORRECT. ● SY2020-21 start date: Sept 8 (pushed back from Aug 24).			6MZ6fEeVMf4P5mb6R8Y5UeqqFuamPysk/view.
Washington	● Will initially be fully virtual. Once LSS determines that is safe to return to schools, intends to transition students in small groups back to school buildings (i.e. on a staggered/phased-in basis), focusing on the most vulnerable and those who are not thriving in a virtual environment, until all students are able to return, but no end date/timeline set for this. Plan also states that LSS plans to provide in-person small group instruction (e.g. for CTE and special education students), when	7/14/20	● Pp.50-53 of the final plan addresses attendance in detail. ● Key section: "All teachers are required to use Synergy to report daily attendance during synchronous distance or blended learning. Each day, the homeroom teacher for elementary schools and the first-period teacher for secondary schools will submit daily ABS codes through the "Take Attendance" option exactly as it was used for	● Recovery webpage: http://wcpsmd.com/schools/return-learn-2020-2021. ● Final recovery plan (Aug 14): http://wcpsmd.com/sites/default/files/documents/WCPS%20Return%20to%20Learn_%20%20A%20Plan%20to%20Reopen%20and%20Accelerate%20Learning8.11-FINAL2_0.pdf.

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
	permissible, but it is not clear if this is distinct from the broader transition mentioned above. ● Final plan lists examples of "blended" learning models (LSS uses the term blended to mean a combination of synchronous and asynchronous instruction) - e.g., use of vendor course/resources to deliver asynchronous content alongside synchronous instruction - in which there is a lot of overlap between the examples, but plan does not indicate which virtual learning model LSS intends to use. ● Virtual learning model detailed on the recovery webpage and in the final plan proposes a 9am start to the school day, with an hour (for elementary students) or 30 minutes (for secondary students) set aside before the school day starts for parent-teacher or student-teacher communication and 1 hour for lunch. The instructional part of the school day would end at 2:30pm (for elementary students) or 2:10pm (for secondary students), with secondary students having the option of participating in tutoring, small group activities, and/or asynchronous until 3.30pm (this same time period at the elementary level would be set aside for educator PD). There will be 2 hours of "live" synchronous instruction per day for preK, 3 hours per day for grades K-5 grades, 6 "live" synchronous classes (totaling 3.5 hours) per day at the secondary level. ● All students will be provided devices (iPads for students in grades preK-5 and Chromebooks for students in secondary grades). ● SY2020-21 start date: Aug 31.		traditional face-to-face instruction, to report students not participating with synchronous learning."	
Wicomico	● Will be fully virtual for the first semester (through Jan 29, 2021). ● While the recovery plan released in mid-July laid out 3 options (Red - fully virtual; Yellow - hybrid; and	7/28/20	● P.22 of the final plan addresses attendance. ● "During this time of virtual learning, a student is considered "present" if there is adequate documentation of the following: 1)	● Reopening announcement: https://www.wcboe.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=6939

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
	Green - traditional), the final plan only details a fully virtual model that entails 4 days of synchronous/ asynchronous instruction per week and 1 day (Wednesday) wholly asynchronous. Elementary students will receive 2-3 hours a day of synchronous (live) instruction, secondary students will receive 3 hours a day of synchronous (live) instruction (with classes beginning at 10:15, except on Wednesday). ● Small groups of students will be scheduled to come to school buildings for specialized instruction or support services beginning on or before October 1, 2020, if it has been determined to be safe to do so. ● Every student will be provided with a device. ● The final plan does not detail other delivery models, but anticipates that LSS will move to hybrid model next (though specifics not detailed, and is possible that could return directly to traditional face-to-face instruction). ● Note: LSS is part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 8.		Attendance/participation/ engagement in activities and assignments during synchronous instruction; 2) Engagement with digital tools in asynchronous instruction and learning; 3) Verbal or virtual meetings with an educator or service provider; and 4) Student present for in-person learning on campus."	&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=10047&PageID=1. ● Recovery plan outline (mid-July): https://www.wcboe.org/Page/5307. ● Final recovery plan (Aug 14): https://handbook.wcboe.org/recovery/.
Worcester	● Will initially be fully virtual. According to the Superintendent's message, hope to start bringing small groups of students back to school buildings beginning September 28. ● Final plan lays out 4 options (Note this is different from an earlier 3-option model detailed on the LSS recovery plan webpage): ➢ Red – Stage 1. Fully virtual. ➢ Orange – Stage 2. Hybrid Learning A: Tiered Support Model. Students that require school-	7/30/20	● Pp.4-5 of the final plan address attendance. ● "While participating in distance learning, students are expected to attend all scheduled synchronous learning sessions and complete all asynchronous work." ● "Distance Learning Class Attendance - To be marked as present in a class, students are required to be in the synchronous session(s) and/or have participated in asynchronous learning."	● Reopening announcement (July 30): http://worcesterk12.org/news/news information/w c p s to begin in stage one. ● Superintendent's message (July 30): http://worcesterk12.org/cms/one.aspx?portalId=577441&pageId=7919507.

Local School System	Decision	Decision Date	Attendance Policy/Procedures	Links
	based Tier 2 and Tier 3 supports will be targeted to receive face-to-face instruction. Responsible Return plan sets a goal of early/mid-September to move to this stage, though the Superintendent's message implies this start date has been pushed back to Sept 28. ➢ Yellow – Stage 3. Hybrid Learning B: Alternating (A/B) Week Model. Virtual learning component for elementary students will be synchronous and asynchronous instruction in ½ day blocks. Middle/high school students on the B week schedule will participate in A week students' classes virtually (via videoconferencing), while also doing asynchronous learning. ➢ Green – Stage 4. Traditional. ➢ Note that many of the specifics of the Stage 1-3 options are not yet finalized (e.g. extent of synchronous vs. asynchronous learning in Stage 1 not specified). ● Note: LSS is part of 9-county Eastern Shore Consortium Blended Virtual Program (CBVP) – parents can opt for this program, whereby students will use shared (non-LSS) distance learning platform with classes taught by certified teachers from outside the LSS. ● SY2020-21 start date: Sept 8.		● "Daily Attendance - Students will only be considered present for the day if they meet the requirements of the WCPS Attendance Policy." ● Students are required to follow the school calendar, which includes at least 180 school days. Attendance only occurs on in-session school days as listed on the WCPS 2020-2021 school year calendar. ● The plan includes a table that lays out the required hours of attendance for preK half day students (2 hours) through high school (6 hours). ● All attendance will be recorded and stored on our PowerSchool platform.	● Responsible Return recovery plan webpage: http://www.worcesterk12.org/cms/One.aspx?portalId=577441&pageId=7907876. ● Responsible Return draft plan (July 23): http://www.worcesterk12.org/UserFiles/Servers/Server_577356/File/District%20Leadership/Responsible%20Return/Responsible%20Return%20Model%20-%20v20200723.pdf. ● Final recovery plan (Aug 13): http://worcesterk12.org/UserFiles/Servers/Server_577356/File/District%20Leadership/Responsible%20Return/20200813/Responsible%20Return%20Model%20-%20v20200813.pdf.

Student Engagement Projection - All Grade Bands - August 2020

ATTACHMENT C

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Anne Arundel County								
PreK-2	4.00	4	16.00	1.50	4	6.00	28.00	Also offering evening tutoring for middle and high school students
PreK-2	2.00	1	2.00	4.00	1	4.00		Also offering Teacher Office Hours, 2-7 hours/week
Grades 3-5	4.25	4	17.00	1.50	4	6.00	28.25	
Grades 3-5	1.50	1	1.50	3.75	1	3.75		
Grades 6-8	4.00	4	16.00	1.50	4	6.00	28.25	
Grades 6-8	2.00	1	2.00	4.25	1	4.25		
Grades 9-12	4.50	4	18.00	1.50	4	6.00	29.75	
Grades 9-12	2.00	1	2.00	3.75	1	3.75		
Allegany County								
PreK	1.17	5	5.85	0.00	0	0.00	5.85	
Grades K-2	2.33	5	11.65	1.00	5	5.00	16.65	up to 1 hour asynch
Grade 3-5	2.33	5	11.65	1.00	5	5.00	16.65	
Grades 6-8	3.50	5	17.50	2.00	5	10.00	27.5	
Grades 9-12	3.33	5	16.65	2.00	5	10.00	26.65	
Baltimore City								
PreK	1.30	5	6.50	2.00	5	10.00	16.50	
K	2.60	5	13.00	2.50	5	12.50	25.50	
Grades 1,2	3.80	5	19.00	1.60	5	8.00	27.00	
Grade 3-5	3.80	5	19.00	1.60	5	8.00	27.00	
Grades 6-8	5.25	5	26.25	1.00	5	5.00	31.25	
Grades 9-12	5.40	5	27.00	0.83	5	4.15	31.15	

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Baltimore County						0.00		
Pre K (Half day)	0.75	5	3.75	1.00	5	5.00	8.75	
Pre K (Full day)	1.33	5	6.65	1.33	5	6.65	13.30	
K	2.00	5	10.00	3.00	5	15.00	25.00	
Grades 1,2	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 1,2	3.00	1	3.00	3.50	1	3.50		
Grade 3-5	3.50	4	14.00	3.00	4	12.00	32.50	
Grade 3-5	3.00	1	3.00	3.50	1	3.50		
Grades 6-8	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 6-8	3.00	1	3.00	3.50	1	3.50		
Grades 9-12	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 9-12	3.00	1	3.00	3.50	1	3.50		
Calvert County								
PreK (Half day)	1.50	4	6.00	0.66	4	2.64	11.64	
PreK (Half day)				3.00	1	3.00		
PreK (Full day)	2.50	4	10.00	3.25	4	13.00	29.50	
PreK(Full day)				6.50	1	6.50		
Grades K-2	2.50	4	10.00	3.25	4	13.00	29.50	
Grades K-2				6.50	1	6.50		
Grade 3-5	2.50	4	10.00	3.25	4	13.00	29.50	
Grade 3-5				6.50	1	6.50		
Grade 6-8	3.00	4	12.00	3.00	4	12.00	30.25	
Grade 6-8				6.25	1	6.25		
Grades 9-12	4.00	4	16.00	1.25	4	5.00	26.50	
Grades 9-12				5.50	1	5.50		
Caroline County								
Grades PreK-2	4.75	4	19.00	4.75	1	4.75	23.75	
Grade 3-5	5.25	4	21.00	5.25	1	5.25	26.25	
Grades 6-8	5.75	4	23.00	5.75	1	5.75	28.75	
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00	

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Carroll County								
Grades PreK-2	1.50	5	7.50	1.50	5	7.50	15.00	
Grade 3-5	1.50	5	7.50	1.50	5	7.50	15.00	
Grade 6-8	2.00	5	10.00	2.00	5	10.00	20.00	
Grades 9-12	2.75	5	13.75	2.75	5	13.75	27.50	
Cecil County						0.00		
PreK , K, 1, 2	2.00	2	4.00	3.20	5	16.00	20.00	
Grade 3-5	2.66	4	10.64	2.67	5	13.33	23.97	
Grade 6-8	2.25	4	9.00	4.50	5	22.50	31.50	
Grades 9-12	2.66	4	10.64	2.67	5	13.33	23.97	
Charles County								
PreK-2	6.50	4	26.00	6.50	1	6.50	32.50	
Grade 3-5	6.50	4	26.00	6.50	1	6.50	32.50	
Grade 6-8	6.50	4	26.00	6.50	1	6.50	32.50	
Grades 9-12	6.50	4	26.00	6.50	1	6.50	32.50	
Dorchester County								
PreK	1.25	4	5.00	1.00	5	5.00	10.00	up to 1 hour
Grade 1-5	2.50	4	10.00	2.50	5	12.50	22.50	does not include small group based on need
Grade 6-8	3.00	4	12.00	3.00	5	15.00	27.00	does not include small group based on need
Grades 9-12	3.00	4	12.00	3.00	5	15.00	27.00	does not include small group based on need
Frederick County								
PreK (Half day)	1.60	5	8.00	0.80	5	4.00	12.00	
PreK (Full day), K, 1, 2	3.20	5	16.00	1.70	5	8.50	24.50	
Grade 3-5	3.20	5	16.00	1.70	5	8.50	24.50	
Grade 6-8	3.30	5	16.50	3.20	5	16.00	32.50	
Grades 9-12	3.50	5	17.50	3.00	5	15.00	32.50	

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Garret County								
PreK	4.75	4	19.00	1.50	1	1.50	23.50	
PreK, K				0.75	4	3.00		
Grades 1-2	4.75	4	19.00	2.00	1	2.00	24.00	
Grades 1-2				0.75	4	3.00		
Grade 3-5	4.75	4	19.00	3.00	1	3.00	25.00	
Grade 3-5				0.75	4	3.00		
Grade 6-8	5.00	4	20.00	3.30	1	3.30	23.30	
Grades 9-12	5.00	4	20.00	3.30	1	3.30	23.30	
Harford County								
Pre K	0.00		0.00	1.00	5	5.00	5.00	PreK will change; teachers working with all students with packets
K	5.50	4	22.00	0.50	1	0.50	22.50	
Grades 1-2	5.50	4	22.00	1.00	1	1.00	23.00	
Grade 3-5	5.50	4	22.00	1.50	1	1.50	23.50	
Grades 6-8	6.50	4	26.00	6.50	1	6.50	32.50	
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00	
Howard County						0.00		
Pre K (Full day)	2.58	4	10.32	0.83	4	3.32	15.32	
Pre K (Full day)				1.00	1	1.00		
K	3.92	4	15.68	1.25	4	5.00	20.68	
K				3.00	1	3.00		
Grades 1,2	4.00	4	16.00	1.25	4	5.00	21.00	
Grades 1,2				3.00	1	3.00		
Grade 3-5	4.00	4	16.00	1.25	4	5.00	21.00	
Grade 3-5				3.00	1	3.00		
Grades 6-8	4.17	1	4.17	1.33	1	1.33	30.17	
Grades 6-8	3.67	3	11.01	2.47	3	7.41		
Grades 6-8				6.25	1	6.25		
Grades 9-12	4.17	1	4.17	2.47	3	7.41	28.84	
Grades 9-12	3.67	3	11.01	6.25	1	6.25		

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Kent County								
PreK-2	3.00	4	12.00	1.50	5	7.50	20.50	
PreK-2	1.00	1	1.00					
Grade 3-5	2.41	4	9.64	3.30	5	16.50	27.14	
Grade 3-5	1.00	1	1.00					
Grade 6-8	2.50	4	10.00	2.50	5	12.50	23.50	
Grade 6-8	1.00	1	1.00					
Grades 9-12	3.00	5	15.00	2.20	4	8.80	26.80	
Grades 9-12				3.00	1	3.00		
Montgomery County								
PreK-2	4.75	4.5	21.38	2.50	1	2.50	23.88	
Grade 3-5	4.75	4.5	21.38	2.50	1	2.50	23.88	
Grade 6-8	4.00	4.5	18.00	1.00	4	4.00	22.00	4 Asynch hours may distribute differently
Grades 9-12	4.00	4.5	18.00	1.00	4	4.00	22.00	5 Asynch hours may distribute differently
Prince George's County								
PreK-3	2.75	5	13.75	2.17	5	10.85	24.60	
Grade 4-6	4.50	5	22.50	1.17	5	5.85	28.35	
Grade 6-8	4.00	5	20.00	1.67	5	8.35	28.35	
Grades 9-12	4.00	5	20.00	1.67	5	8.35	28.35	
Queen Anne's County								
PreK-2	4.50	4	18.00	2.50	4	10.00	35.00	
PreK-2				7.00	1	7.00		
Grades 3-5	4.58	4	18.32	2.42	4	9.68	35.00	
Grades 3-5				7.00	1	7.00		
Grades 6-8	2.50	4	10.00	4.50	4	18.00	35.00	
Grades 6-8			0.00	7.00	1	7.00		
Grades 9-12	3.00	2	6.00	4.00	2	8.00	35.00	
Grades 9-12	0.67	3	2.01	6.33	3	18.99		

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
St. Mary's County								
PrekK-2	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grade 3-5	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grade 6-8	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grades 9-12	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Somerset County								
PreK, K	0.00	5	0.00	5.00	5	25.00	25.00	
Grades 1-2	0.00	5	0.00	5.50	5	27.50	27.50	
Grade 3-5	4.50	5	22.50	1.00	5	5.00	27.50	
Grade 6-7	4.50	5	22.50	1.50	5	7.50	30.00	
Grades 8-12	3.50	5	17.50	2.50	5	12.50	30.00	
Talbot County								
PreK-2	2.50	4	10.00	2.00	5	10.00	20.00	
Grades 3-5	3.50	4	14.00	2.00	4	8.00	25.00	
Grade 3-5				3.00	1	3.00		
Grades 6-8	3.50	4	14.00	2.50	4	10.00	28.00	
Grades 6-8				4.00	1	4.00		
Grades 9-12	3.50	4	14.00	2.50	4	10.00	28.00	
Grades 9-12				4.00	1	4.00		
Washington County								
PreK	2.00	5	10.00	0.75	5	3.75	13.75	
K	2.50	5	12.50	1.00	5	5.00	17.50	
Grade 1-5	3.50	5	17.50	1.50	5	7.50	25.00	
Grade 6-8	3.50	5	17.50	1.5 to 2	5	7.5 to 10	25 to 27.50	
Grades 9-12	3.50	5	17.50	1.5 to 2	5	7.5 to 10	25 to 27.50	

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Wicomico								
PreK	1.50	4	6.00	0.50	4	2.00	10.50	
PreK			0.00	2.50	1	2.50		
Grade K-5	2.50	4	10.00	2.00	4	8.00	23.00	
Grade K-5				5.00	1	5.00		
Grade 6-8	3.00	4	12.00	3.00	4	12.00	30.00	
Grade 6-8				6.00	1	6.00		
Grades 9-12	3.50	4	14.00	3.50	4	14.00	35.00	
Grades 9-12				7.00	1	7.00		
Worcester County						0.00		
PreK , K, 1, 2				2 to 4	5	15.00		Reports range of 2 to 4
Grade 3-5				4.00	5	20.00		suggesting the teachers do synchronous learning for appropriate time periods daily. However due to rural connectivity and internet issues and our focus on approaching everything with an *equity lens* – we cannot rightfully make requirements around synchronous learning for our students/families
Grade 6-8				5 to 6	5	27.50		
Grades 9-12				6.00	5	30.00		

Student Engagement Projection - Elementary Grades - August 2020

	Synchronus			Asynchronous				Notes
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	
Anne Arundel County								
PreK-2	4.00	4	16.00	1.50	4	6.00	28.00	Also offering evenng tutoring for middle and high school students
PreK-2	2.00	1	2.00	4.00	1	4.00		Also offering Teacher Office Hours, 2-7 hours/week
Grades 3-5	4.25	4	17.00	1.50	4	6.00	28.25	
Grades 3-5	1.50	1	1.50	3.75	1	3.75		
Allegany County								
PreK	1.17	5	5.85	0.00	0	0.00	5.85	
Grades K-2	2.33	5	11.65	1.00	5	5.00	16.65	up to 1 hour asynch
Grade 3-5	2.33	5	11.65	1.00	5	5.00	16.65	
Baltimore City								
PreK	1.30	5	6.50	2.00	5	10.00	16.50	
K	2.60	5	13.00	2.50	5	12.50	25.50	
Grades 1,2	3.80	5	19.00	1.60	5	8.00	27.00	
Grade 3-5	3.80	5	19.00	1.60	5	8.00	27.00	
Baltimore County						0.00		
Pre K (Half day)	0.75	5	3.75	1.00	5	5.00	8.75	
Pre K (Full day)	1.33	5	6.65	1.33	5	6.65	13.30	
K	2.00	5	10.00	3.00	5	15.00	25.00	
Grades 1,2	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 1,2	3.00	1	3.00	3.50	1	3.50		
Grade 3-5	3.50	4	14.00	3.00	4	12.00	32.50	
Grade 3-5	3.00	1	3.00	3.50	1	3.50		
Calvert County								
PreK (Half day)	1.50	4	6.00	0.66	4	2.64	11.64	
PreK (Half day)				3.00	1	3.00		

	Synchronus			Asynchronous				Notes
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	
PreK (Fullday)	2.50	4	10.00	3.25	4	13.00	29.50	
PreK(Full day)				6.50	1	6.50		
Grades K-2	2.50	4	10.00	3.25	4	13.00	29.50	
Grades K-2				6.50	1	6.50		
Grade 3-5	2.50	4	10.00	3.25	4	13.00	29.50	
Grade 3-5				6.50	1	6.50		
Caroline County								
Grades PreK-2	4.75	4	19.00	4.75	1	4.75	23.75	
Grade 3-5	5.25	4	21.00	5.25	1	5.25	26.25	
Grades 6-8	5.75	4	23.00	5.75	1	5.75	28.75	
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00	
Carroll County								
Grades PreK-2	1.50	5	7.50	1.50	5	7.50	15.00	
Grade 3-5	1.50	5	7.50	1.50	5	7.50	15.00	
Cecil County						0.00		
PreK , K, 1, 2	2.00	2	4.00	3.20	5	16.00	20.00	
Grade 3-5	2.66	4	10.64	2.67	5	13.33	23.97	
Charles County								
PreK-2	6.50	4	26.00	6.50	1	6.50	32.50	
Grade 3-5	6.50	4	26.00	6.50	1	6.50	32.50	
Dorchester County								
PreK,K	1.25	4	5.00	1.00	5	5.00	10.00	up tp 1 hour
Grade 1-5	2.50	4	10.00	2.50	5	12.50	22.50	does not include small group based on need
Frederick County								
PreK (Half day)	1.60	5	8.00	0.80	5	4.00	12.00	
PreK (Full day), K, 1, 2	3.20	5	16.00	1.70	5	8.50	24.50	
Grade 3-5	3.20	5	16.00	1.70	5	8.50	24.50	
Garret County								

	Synchronus			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
PreK,K	4.75	4	19.00	1.50	1	1.50	23.50	
PreK, K				0.75	4	3.00		
Grades 1-2	4.75	4	19.00	2.00	1	2.00	24.00	
Grades 1-2				0.75	4	3.00		
Grade 3-5	4.75	4	19.00	3.00	1	3.00	25.00	
Grade 3-5				0.75	4	3.00		
Harford County								
Pre K	0.00		0.00	1.00	5	5.00	5.00	PreK will change; teachers working with all students with packets
K	5.50	4	22.00	0.50	1	0.50	22.50	
Grades 1-2	5.50	4	22.00	1.00	1	1.00	23.00	
Grade 3-5	5.50	4	22.00	1.50	1	1.50	23.50	
Howard County						0.00		
Pre K (Full day)	2.58	4	10.32	0.83	4	3.32	14.64	
Pre K (Full day)				1.00	1	1.00		
K	3.92	4	15.68	1.25	4	5.00	23.68	
K				3.00	1	3.00		
Grades 1,2	4.00	4	16.00	1.25	4	5.00	24.00	
Grades 1,2				3.00	1	3.00		
Grade 3-5	4.00	4	16.00	1.25	4	5.00	24.00	
Grade 3-5				3.00	1	3.00		
Kent County								
PreK-2	3.00	4	12.00	1.50	5	7.50	20.50	
PreK-2	1.00	1	1.00					
Grade 3-5	2.41	4	9.64	3.30	5	16.50	27.14	
Grade 3-5	1.00	1	1.00					
Montgomery County								
PreK-2	4.75	4.5	21.38	2.50	1	2.50	23.88	
Grade 3-5	4.75	4.5	21.38	2.50	1	2.50	23.88	
Prince George's County								

	Synchronus			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
PreK-3	2.75	5	13.75	2.17	5	10.85	24.60	
Grade 4-6	4.50	5	22.50	1.17	5	5.85	28.35	
Queen Anne's County								
PreK-2	4.50	4	18.00	2.50	4	10.00	35.00	
PreK-2				7.00	1	7.00		
Grades 3-5	4.58	4	18.32	2.42	4	9.68	35.00	
Grades 3-5				7.00	1	7.00		
St. Mary's County								
PrekK-2	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grade 3-5	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grade 6-8	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Grades 9-12	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Somerset County								
PreK,K	0.00	5	0.00	5.00	5	25.00	25.00	
Grades 1-2	0.00	5	0.00	5.50	5	27.50	27.50	
Grade 3-5	4.50	5	22.50	1.00	5	5.00	27.50	
Talbot County								
PreK-2	2.50	4	10.00	2.00	5	10.00	20.00	
Grades 3-5	3.50	4	14.00	2.00	4	8.00	25.00	
Grade 3-5				3.00	1	3.00		
Washington County								
PreK	2.00	5	10.00	0.75	5	3.75	13.75	
K	2.50	5	12.50	1.00	5	5.00	17.50	
Grade 1-5	3.50	5	17.50	1.50	5	7.50	25.00	
Wicomico								

	Synchronus			Asynchronous				Notes
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	
PreK	1.50	4	6.00	0.50	4	2.00	10.50	
PreK			0.00	2.50	1	2.50		
Grade K-5	2.50	4	10.00	2.00	4	8.00	23.00	
Grade K-5				5.00	1	5.00		
Worcester County						0.00		
PreK , K, 1, 2				2 to 4	5	15.00		Reports range of 2 to 4
Grade 3-5				4.00	5	20.00		suggesting the teachers do synchronous learning for appropriate time periods daily. However due to rural connectivity and internet issues and our focus on approaching everything with an *equity lens* – we cannot rightfully make requirements around synchronous learning for our students/families

Student Engagement Projection - Elementary Grades - Week Total - August 2020

		Synchronous		Asynchronous			
		Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Anne Arundel County	PreK-2	5	18.00	5	10.00	28.00	1
	Grades 3-5	5	18.50	5	9.75	28.25	
Allegany County	PreK	5	5.85	0	0.00	5.85	
	Grades K-3	5	11.65	5	5.00	16.65	2
Baltimore City	PreK	5	6.50	5	10.00	16.50	
	K	5	13.00	5	12.50	25.50	
	Grades 1-5	5	19.00	5	8.00	27.00	
Baltimore County	Pre K (Half day)	5	3.75	5	5.00	8.75	
	Pre K (Full day)	5	6.65	5	6.65	13.30	
	K	5	10.00	5	15.00	25.00	
Calvert County	PreK (Half day)	4	6.00	5	15.50	11.64	
	PreK (Full day)	4	10.00	5	19.50	29.50	
	Grades K-2	4	10.00	5	19.50	29.50	
	Grades 3-5	4	10.00	5	19.50	29.50	
Caroline County	Grades PreK-2	4	19.00	1	4.75	23.75	
	Grade 3-5	4	21.00	1	5.25	26.25	
Carroll County	Grades PreK-2	5	7.50	5	7.50	15.00	
	Grade 3-5	5	7.50	5	7.50	15.00	
Cecil County	PreK , K, 1, 2	2	4.00	5	16.00	20.00	
	Grade 3-5	4	10.64	5	13.33	23.97	
Charles County	PreK-2	4	26.00	1	6.50	32.50	
	Grade 3-5	4	26.00	1	6.50	32.50	
Dorchester County	PreK, K	4	5.00	5	5.00	10.00	3
	Grade 1-5	4	10.00	5	12.50	22.50	4
Frederick County	PreK (Half day)	5	8.00	5	4.00	12.00	
	PreK (Full day), K, 1, 2	5	16.00	5	8.50	24.50	
	Grade 3-5	5	16.00	5	8.50	24.50	

		Synchronous		Asynchronous			
		Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Garret County	PreK, K	4	19.00	5	4.50	23.50	
	Grades 1-2	4	19.00	5	5.00	24.00	
	Grades 3-5	4	19.00	5	6.00	25.00	
Harford County	Pre K		0.00	5	5.00	5.00	5
	K	4	22.00	1	0.50	22.50	
	Grades 1-2	4	22.00	1	1.00	23.00	
	Grade 3-5	4	22.00	1	1.50	23.50	
Howard County	PreK	4	10.32	5	4.32	14.64	
	K	4	15.68	5	8.00	23.68	
	Grades 1,2	4	16.00	5	8.00	24.00	
	Grade 3-5	4	16.00	5	8.00	24.00	
Kent County	PreK-2	5	13.00	5	7.50	20.50	
	Grades 3-5	5	10.64	5	16.50	27.14	
Montgomery County	PreK-2	4.5	21.38	1	2.50	23.88	
	Grade 3-5	4.5	21.38	1	2.50	23.88	
Prince George's County	PreK-3	5	13.75	5	10.85	24.60	
	Grade 4-6	5	22.50	5	5.85	28.35	
Queen Anne's County	PreK-2	4	18.00	5	17.00	35.00	
	Grades 3-5	4	18.32	5	16.68	35.00	
St. Mary's County	PrekK-2	4	11.00	4	11.00	22.00	6
	Grade 3-5	4	11.00	4	11.00	22.00	6
Somerset County	PreK, K	5	0.00	5	25.00	25.00	
	Grades 1-2	5	0.00	5	27.50	27.50	
	Grade 3-5	5	22.50	5	7.50	30.00	7
Talbot County	PreK-2	4	10.00	5	10.00	20.00	
	Grades 3-5	4	14.00	5	11.00	25.00	
Washington County	PreK	5	10.00	5	3.75	13.75	
	K	5	12.50	5	5.00	17.50	
	Grade 1-5	5	17.50	5	7.50	25.00	
Wicomico	PreK	4	6.00	5	4.50	10.50	

		Synchronous		Asynchronous			
		Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Wicomico	Grades K-5	4	10.00	5	13.00	23.00	
Worcester County	PreK , K, 1, 2	TBD: many		5	15.00	15.00	8
	Grade 3-5	connection issues		5	20.00	20.00	

1 Also offering Teacher Office Hours, 2-7 hours/week
2 Up to 1 hour asynchronous
3 Up to 1 hour asynchronous
4 Does not include small group based on need,
5 PreK will change; teachers working with all students with packets
6 8.5 hours per week are independent hours
7 8.5 hours per week are independent hours
7 27.5 hours for fully asynchronous for students w/o internet.
8 Range of 2 to 4; Synchronous hours to be determined based on internet access

Student Engagement Projection - Middle Grades - August 2020

	Synchronus			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Anne Arundel County								
Grades 6-8	4.00	4	16.00	1.50	4	6.00	28.25	
Grades 6-8	2.00	1	2.00	4.25	1	4.25		
Allegany County								
Grades 6-8	3.50	5	17.50	2.00	5	10.00	27.5	
Baltimore City								
Grades 6-8	5.25	5	26.25	1.00	5	5.00	31.25	
Baltimore County						0.00		
Grades 6-8	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 6-8	3.00	1	3.00	3.50	1	3.50		
Calvert County								
Grade 6-8	3.00	4	12.00	3.00	4	12.00	30.25	
Grade 6-8				6.25	1	6.25		
Caroline County								
Grades 6-8	5.75	4	23.00	5.75	1	5.75	28.75	
Carroll County								
Grade 6-8	2.00	5	10.00	2.00	5	10.00	20.00	
Cecil County						0.00		
Grade 6-8	2.25	4	9.00	4.50	5	22.50	31.50	
Charles County								
Grade 6-8	6.50	4	26.00	6.50	1	6.50	32.50	
Dorchester County								
Grade 6-8	3.00	4	12.00	3.00	5	15.00	27.00	does not include small group based on need
Frederick County								
Grade 6-8	3.30	5	16.50	3.20	5	16.00	32.50	
Garret County								
Grade 6-8	5.00	4	20.00	3.30	1	3.30	23.30	

	Synchronus			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Harford County								
Grades 6-8	6.50	4	26.00	6.50	1	6.50	32.50	
Howard County						0.00		
Grades 6-8	4.17	1	4.17	1.33	1	1.33	30.17	
Grades 6-8	3.67	3	11.01	2.47	3	7.41		
Grades 6-8				6.25	1	6.25		
Kent County								
Grade 6-8	2.50	4	10.00	2.50	5	12.50	23.50	
Grade 6-8	1.00	1	1.00					
Montgomery County								
Grade 6-8	4.00	4.5	18.00	1.00	4	4.00	22.00	4 Asynch hours may distribute differnetly
Prince George's County								
Grade 6-8	4.00	5	20.00	1.67	5	8.35	28.35	
Queen Anne's County								
Grades 6-8	2.50	4	10.00	4.50	4	18.00	35.00	
Grades 6-8			0.00	7.00	1	7.00		
St. Mary's County								
Grade 6-8	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Somerset County								
Grade 6-7	4.50	5	22.50	1.50	5	7.50	30.00	8th grade incl with grades 9-12
Talbot County								
Grades 6-8	3.50	4	14.00	2.50	4	10.00	28.00	
Grades 6-8				4.00	1	4.00		
Washington County								
Grade 6-8	3.50	5	17.50	1.5 to 2	5	7.5 to 10	25 to 27.50	

	Synchronus			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Wicomico								
Grade 6-8	3.00	4	12.00	3.00	4	12.00	30.00	
Grade 6-8				6.00	1	6.00		
Worcester County						0.00		
Grade 6-8				5 to 6	5	27.50		

Student Engagement Projection - Middle Grades - Week Total - August 2020

Grades 6 - 8	Synchronous		Asynchronous			Notes
	Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	
Anne Arundel County	5	18.00	5	10.25	28.25	
Allegany County	5	17.50	5	10.00	27.50	
Baltimore City	5	26.25	5	5.00	31.25	
Baltimore County	5	17.00	5	15.50	32.00	
Calvert County	4	12.00	5	18.25	30.25	
Caroline County	4	23.00	1	5.75	28.75	
Carroll County	5	10.00	5	10.00	20.00	
Cecil County	4	9.00	5	22.50	31.50	
Charles County	4	26.00	1	6.50	32.50	
Dorchester County	4	12.00	5	15.00	27.00	1
Frederick County	5	16.50	5	16.00	32.50	
Garret County	4	20.00	1	3.30	23.30	
Harford County	4	26.00	1	6.50	32.50	
Howard County	4	15.18	5	14.99	30.17	
Kent County	5	11.00	5	12.50	23.50	
Montgomery County	4.5	18.00	4	4.00	22.00	2
Prince George's County	5	20.00	5	8.35	28.35	
Queen Anne's County	4	10.00	5	25.00	35.00	
St. Mary's County	4	11.00	4	11.00	22.00	3
Somerset County	5	22.50	5	7.50	30.00	4
Talbot County	4	14.00	5	14.00	28.00	

Grades 6 - 8	Synchronous		Asynchronous			Notes
	Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	
Washington County	5	17.50	5	7.5 to 10	25 to 27.50	
Wicomico	4	12.00	5	18.00	30.00	
Worcester County			5	27.50	27.50	5

1 Does not include small group based on need.
2 4 asynchronous hours may distribute differently
3 Up to 8.5 hours per week are independent hours,
4 8th grade is included with grades 9-12.
5 Synchronous Hours will be determined based on student internet access

Student Engagement Projection - High School Grades - August 2020

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Anne Arundel County								
Grades 9-12	4.50	4	18.00	1.50	4	6.00	29.75	
Grades 9-12	2.00	1	2.00	3.75	1	3.75		
Allegany County								
Grades 9-12	3.33	5	16.65	2.00	5	10.00	26.65	
Baltimore City								
Grades 9-12	5.40	5	27.00	0.83	5	4.15	31.15	
Baltimore County						0.00		
Grades 9-12	3.50	4	14.00	3.00	4	12.00	32.50	
Grades 9-12	3.00	1	3.00	3.50	1	3.50		
Calvert County								
Grades 9-12	4.00	4	16.00	1.25	4	5.00	26.50	
Grades 9-12				5.50	1	5.50		
Caroline County								
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00	
Carroll County								
Grades PreK-2	1.50	5	7.50	1.50	5	7.50	15.00	
Grades 9-12	2.75	5	13.75	2.75	5	13.75	27.50	
Cecil County						0.00		
Grades 9-12	2.66	4	10.64	2.67	5	13.33	23.97	
Charles County								
Grades 9-12	6.50	4	26.00	6.50	1	6.50	32.50	
Dorchester County								
PreK	1.25	4	5.00	1.00	5	5.00	10.00	up to 1 hour
Grades 9-12	3.00	4	12.00	3.00	5	15.00	27.00	does not include small group based on need

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Frederick County								
Grades 9-12	3.50	5	17.50	3.00	5	15.00	32.50	
Garret County								
Grades 9-12	5.00	4	20.00	3.30	1	3.30	23.30	
Harford County								
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00	
Howard County						0.00		
Grades 9-12	4.17	1	4.17	2.47	3	7.41	28.84	
Grades 9-12	3.67	3	11.01	6.25	1	6.25		
Kent County								
Grades 9-12	3.00	5	15.00	2.20	4	8.80	26.80	
Grades 9-12				3.00	1	3.00		up to
Montgomery County								
Grades 9-12	4.00	4.5	18.00	1.00	4	4.00	22.00	5 Asynch hours may distribute differently
Prince George's County								
Grades 9-12	4.00	5	20.00	1.67	5	8.35	28.35	
Queen Anne's County								
Grades 9-12	3.00	2	6.00	4.00	2	8.00	35.00	
Grades 9-12	0.67	3	2.01	6.33	3	18.99		
St. Mary's County								
Grades 9-12	2.75	4	11.00	2.75	4	11.00	22.00	notes 8.5 hours/week, Independent hours
Somerset County								
Grades 8-12	3.50	5	17.50	2.50	5	12.50	30.00	
Talbot County								
Grades 9-12	3.50	4	14.00	2.50	4	10.00	28.00	
Grades 9-12				4.00	1	4.00		

	Synchronous			Asynchronous				
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Washington County								
Grades 9-12	3.50	5	17.50	1.5 to 2	5	7.5 to 10	25 to 27.50	
Wicomico								
Grades 9-12	3.50	4	14.00	3.50	4	14.00	35.00	
Grades 9-12				7.00	1	7.00		
Worcester County						0.00		
Grades 9-12				6.00	5	30.00		

Student Engagement Projection - High School Grades - Week Total - August 2020

	Synchronous		Asynchronous			
	Days per week	Total hours per week	Days per week	Total hours per week	**TOTAL Hours per week**	Notes
Anne Arundel County	5	20.00	5	9.75	29.75	
Allegany County	5	16.65	5	10.00	26.65	
Baltimore City	5	27.00	5	4.15	31.15	
Baltimore County	5	17.00	5	15.50	32.50	
Calvert County	4	16.00	5	10.50	26.50	
Caroline County	4	24.00	1	6.00	30.00	
Carroll County	5	13.75	5	13.75	27.50	
Cecil County	4	10.64	5	13.33	23.97	
Charles County	4	26.00	1	6.50	32.50	
Dorchester County	4	12.00	5	15.00	27.00	1
Frederick County	5	17.50	5	15.00	32.50	
Garret County	4	20.00	1	3.30	23.30	
Harford County	4	24.00	1	6.00	30.00	
Howard County	4	15.18	4	13.66	28.84	
Kent County	5	15.00	5	11.80	26.80	
Montgomery County	4.5	18.00	4	4.00	22.00	
Prince George's County	5	20.00	5	8.35	28.35	
Queen Anne's County	5	8.01	5	26.99	35.00	
St. Mary's County	4	11.00	4	11.00	22.00	2
Somerset County	5	17.50	5	12.50	30.00	
Talbot County	4	14.00	5	14.00	28.00	
Washington County	5	17.50	5	7.5 to 10	25 to 27.50	
Wicomico County	4	14.00	5	21.00	35.00	
Worcester County			5	30.00	30.00	3

1 Does not include small group based on need

2 Additional 8.5 hours per week listed as "independent hours"

3 Synchronous Hours will be determined based on student internet access

ATTACHMENT D

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Maryland Remote Learning Report
August 24, 2020

Local School System	Devices Needed as of June 2020	Purchased Devices since June 2020	Estimated Reliable Internet Access as of June 2020	Hot Spots	Broadband Initiative
Allegany	4,300	4,206	60 – 80%		70,000
Anne Arundel	32,000	36,154	80 – 100 %		58,989
Baltimore	19,000	31,030	60 – 80%	4,079	1,778,600
Calvert	8000	367	80 – 100 %	28	15,600
Caroline	750		40 – 60%	1,125	111,370
Carroll	5,402	6,534	40 – 60%		50,192
Cecil	1,000	3,229	80 – 100 %		14,000
Charles	18,000	7,,865	40 – 60%	385	812,008
Dorchester	0[4]	390	40 – 60%	31	124,000
Frederick	4,000	2389	80 – 100 %		
Garrett	3500	1,620	40 – 60%		185,000
Harford	0		60 – 80%		79,138
Howard	21,400	32,093	80 – 100 %	1,000	213,649
Kent	600	165	60 – 80%	100	45,973
Montgomery	97,397	56,664	80 – 100 %	10,000	1,117,512
Prince George's	50,000	53,295	80 – 100 %		517,500
Queen Anne's	3,444	1,657	60 – 80%	400	708,000
St. Mary's	8,000	5,743	40 – 60%		1,685,821
Somerset	0[4]	140	20 – 40%		
Talbot	280		60 – 80%		101,900
Washington	7000	16,015	40 – 60%		172,935
Wicomico	0[4]	3,322	20 – 40%		112,125
Worcester	652	749	40 – 60%	470	11,200
Baltimore City	58,000	14,760	60 – 80%		
SEED	50		60 – 80%		

ATTACHMENT E

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Maryland Remote Learning Report
August 24, 2020

Local School System	Spring Professional Learning		Summer Professional Learning	
	Offerings	**Participants**	**Offerings**	**Participants**
Allegany	NA	700	NA	760
Anne Arundel	88	8,710	273	25,260
Baltimore	550	14,465	250	9,800
Calvert	166	2,130	NA	NA
Caroline	50	550	20	400
Carroll	70	1,300	180	3,300
Cecil	12	1,300	12	1,300
Charles	19	2,454	119	5,487
Dorchester	4	280	27	300
Frederick	9	359	18	3,091
Garrett	14	125	25	200
Harford	30	938	85	6,572
Howard	375	3,800	Aug/Sept	Aug/Sept
Kent	35	270	12	120
Montgomery	96	61,814	123	86,968
Prince George's	12	72,956	16	2,200
Queen Anne's	300	700	10	650
St. Mary's	NA	NA	64	17,210
Somerset	18	595	2	60
Talbot	3	370	NA	NA
Washington	24	1,011	20	425
Wicomico	60	1,871	14	829
Worcester	782	12,483	133	1,176
Baltimore City	219	13,773	34	8,840
SEED				

Snapshot of Types of LSS Professional Learning Offered
• Strategies for synchronous and asynchronous teaching
• LMS training
• Virtual/Distance Learning
• Synchronous and self-paced
• Google Classroom
• Web conferencing
• Social Emotional Learning
• Strategies for synchronous and asynchronous teaching

MSDE		
15	372	Online Teaching in Maryland
1	21	Shadow Experiences
1	638	Teaching Remotely
1	362	ISTE Summer Program
1	?	PL for Remote Learning Portal