

BALTIMORE CITY --- PUBLIC SCHOOLS

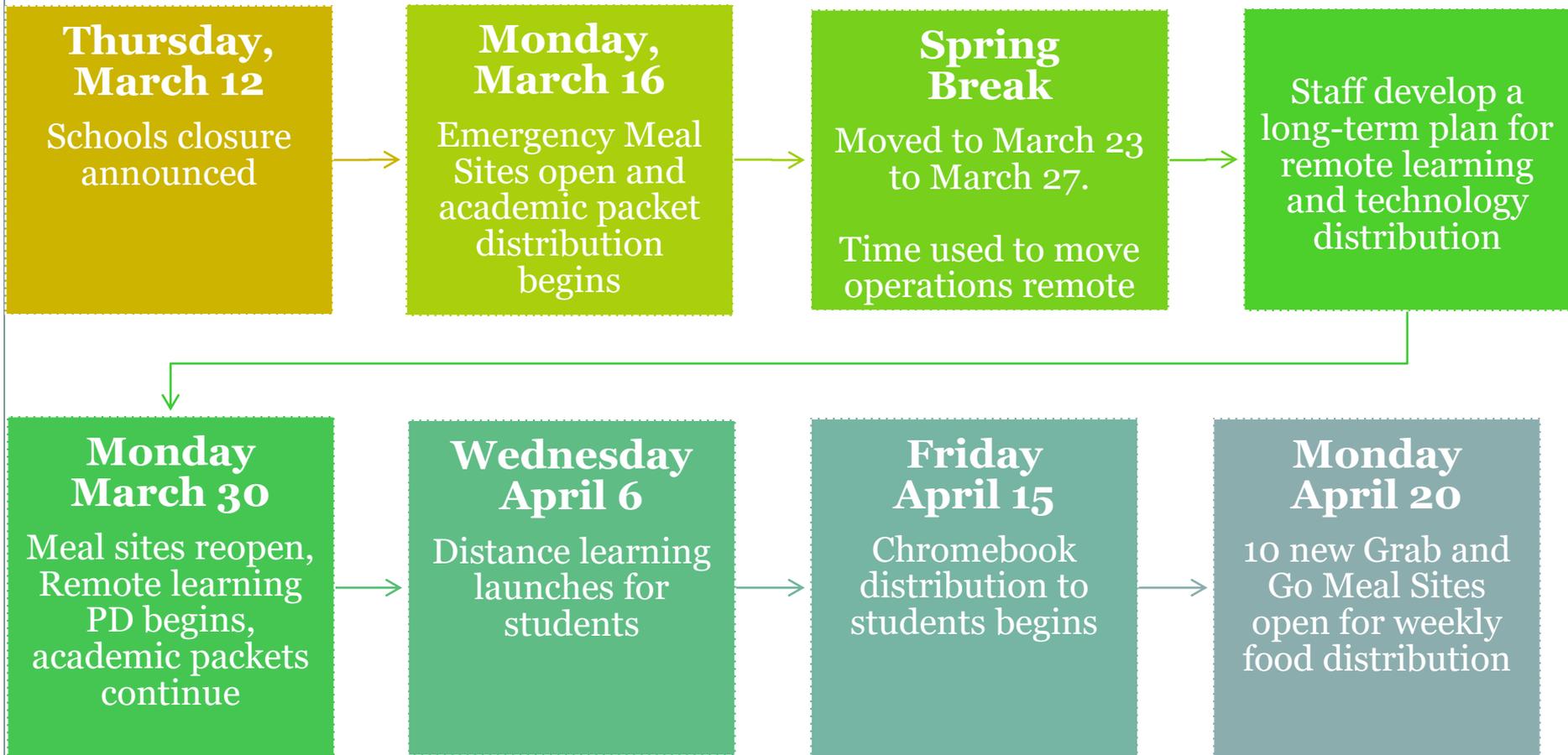
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City Schools Response to COVID-19

Presentation to the Baltimore City Board of School Commissioners
April 29, 2020

COVID Response Timeline

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Central Office Operations

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- All City Schools personnel whose duties do not require work on site are **now working from home**
- Work has been modified for those who cannot work remotely to comply with **social distancing protocols**
- **Staff will continue to focus on the most essential work:**
 - Preparing and delivering learning opportunities
 - Providing meals
 - Cleaning buildings
 - Communicating regular updates
 - Supporting students, families, educators, and other staff

School-based Staff

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- All City Schools school-based personnel whose duties do not require work on site are **working from home**
 - Week of April 6 teachers and principals began online learning with students
 - Other school staff such as paraprofessionals, secretaries, special education teachers, and related service providers also work remotely to provide support to students and families
 - The office of Human Capital may ask select employees to work onsite for some time based on the specific needs of the district

Support Community Food Needs

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Emergency Daily Meal Sites

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City Schools has 18 Emergency Daily Meal Sites

- More than 219,000 meals have been served to students and families.
- Each site is supported by School Police as well as nurses who perform health screenings for all staff and families daily
- Students and families receive four take-home meals per visit
- MD National Guard are stationed at 14 sites
- Sites supported distribution of 3,840 boxes from the Food Bank

Sites also support access to academics

- Printed packets for continuous learning are also provided weekly at the meal sites
- Partners such as Young Audiences and Living Classrooms are distributing art and science kits for families

PPE: All meal site workers receives 1 mask and 3 pairs of gloves daily. Bottle of hand sanitizer are on site

Grab and Go Pantry Sites

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City Schools has 10 Grab and Go School Pantry Sites

- World Central Kitchen is now serving nearly 20,000 meals each Wednesdays and Fridays across 10 school pantry sites, and will be increasing
- Students and families receive 7 frozen meals per person and up to 28 meals per household
- MD National Guard supporting these sites as well
- See following slide for schedule

Sites also support access to academics

- Printed packets for continuous learning are also provided

Sidewalk Grab & Go Pantries

School Pantry Schedule | Wednesday 10AM-2PM

Vanguard Collegiate Middle School	5000 Truesdale Avenue, Baltimore, MD 21206
Edgewood Elementary School	1900 Edgewood Street, Baltimore, MD 21216
Walter P. Carter Elementary/Middle School	1101 Winston Avenue, Baltimore, MD 21212
Fort Worthington Elementary/Middle School	2710 E Hoffman Street, Baltimore, MD 21213
Baltimore Montessori Public Charter School	1600 Guilford Avenue, Baltimore, MD 21202

Please be sure to practice social distancing when picking up meals.

Sidewalk Grab & Go Pantries

School Pantry Schedule | Friday 10AM-2PM*

Elmer A. Henderson: A Johns Hopkins Partnership School	2100 Ashland Avenue, Baltimore, MD 21205 <small>*This location is open 12pm to 2pm</small>
Highlandtown Elementary/Middle School #237	231 S Eaton Street, Baltimore, MD 21224
Southwest Baltimore Charter School	1300 Herkimer Street, Baltimore, MD 21223
Harford Heights Elementary School	2050 N. Wolfe Street, Baltimore, MD 21213
Sarah M. Roach Elementary School	3434 Old Frederick Road, Baltimore, MD 21229

Please be sure to practice social distancing when picking up meals.

Device Landscape & Prioritization

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Inventory:

- **City Schools has approximately 13,000 Chromebooks for distribution**

Acquisition:

- **To supplement and support this inventory City Schools purchased:**
 - ✦ 12,000 additional Chromebooks
 - ✦ 14,000 power cords to maximize inventory
- **Working with a variety of partners on refurbishing devices**

Prioritization:

- **City Schools prioritized distribution to High Schools with a focus on Juniors and Seniors.**

Device Distribution

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- Chromebook distribution began on April 13, with first round distributions scheduled through early May
- We have distributed devices from approximately 40% of our schools
- Strategy is currently being developed to address ongoing device distribution needs

As of April 28th



**City Schools
distributed over
5,600 devices to
students**

Connectivity

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To ensure devices are able to support students in accessing distance learning resources:

- **Comcast Internet Essentials**
- **We are preparing to test a “mesh network” on school buildings that will provide connectivity to the surrounding community**
- **Exploring partnerships and opportunities to provide options for families to expand connectivity such as low cost internet Hot-spots**

Communications to Support the Community

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- Twice weekly family-focused emails and robocalls with the latest updates
- “Wellness Wednesday” family-focused emails and robocalls with physical and emotional care tips
- Frequent posts on social media channels
- Twice-weekly “CEO Round Up” events on Facebook featuring direct access and Q&A with the CEO and experts
- Media responsiveness - local and national

Academics & Schools

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City Schools is doing everything possible to provide a variety of learning opportunities for students and families, with the goal of maintaining a continuity of learning and connection to the community so that learning loss is minimized.

Continue student learning while being as flexible as possible

Continue the connections that matter (teacher, student, family, school)

Create a safe and nurturing virtual classroom community

Continuing Student Learning

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Printed & online
learning packets

Daily K-8 lessons
from Great Minds
and Young Audiences
broadcast on tv and
streamed online

Weekly family guides
to support learning at
home

Daily synchronous
and asynchronous
teacher-led online
instruction

Academic Support
Hotline



Example Daily Expectations: K-5

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English/ Language Arts

- Wit & Wisdom Knowledge on the Go: 15-45 minutes
- Grades K-3 – 10 minutes daily on Amplify Reading for foundational skills practice

Math

- Math - Eureka Knowledge on the Go – 15-45 minutes

Science

- Science – weekly engagement with a topic – learning can extend across the week
- Great Minds Knowledge on the Go Modules (Grades 3-5 only)

Social Studies

- Weekly engagement with a topic – learning can extend across the week
- Inquiry Design Model (IDM)

Physical Education, Fine Arts & Health

- Weekly recommended activities
- Supplemental resources for online learning to support differentiation and extension

Teaching & Learning

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Distance-based learning methods



Distance Learning Hub:

www.baltimorecityschools.org/distance-learning

- City Schools focus is on continued learning through digital access to our platforms or through standards-aligned, grade-appropriate packets
- Last week 41,110 students visited our online platform
- Paper packets are also available at the district's 18 meal sites weekly

Broadcast Lessons

- Students can access daily reading, math, science and arts-integrated lessons on City Schools TV (Comcast 77) and CharmTV (Comcast 25 and 1025)
- CharmTV also offers lessons via streaming video in collaboration with Great Minds at www.charmtvbaltimore.com
- So far, more than 30,805 households viewed Great Minds lessons online

Teaching & Learning

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Teacher-led individualized and class-based learning

- **Teachers work with students via Blackboard Collaborate to deliver live instruction**
 - As of 4/17, we have conducted 20,150 sessions, with 154,832 attendees
- **Google Classrooms support student engagement and learning**

Google Classroom Data

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4,186 staff trained

March 30 through April 24



613 Google Classes have been created with 9,727 classrooms

As of April 24



51,040 Google Classroom users

Active teachers, students, and administrators as of April 20



192,455 Google Classroom posts

April 11 through April 22



4,562 students created posts on Google Classrooms

As of April 24

Special Education

19



Supporting Students with Disabilities

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City Schools response to COVID-19 for SWD

Collaboration

- Special Education
- Teaching & Learning
- Legal Counsel

Services

- Educational
- Instructional
- Related Services

Compliance

- IDEA
- Section 504
- FAPE

Providing supports and services to the maximum extent possible

Continuity of Learning Individualized Plan (CLIP)

- To address the educational, specially designed instruction and related services for students with disabilities (IEP)
- Describes the services to be implemented during this time period until school resumes to normal operations
- School staff reviews the current IEP to identify the services to be implemented and monitored during this time period (platforms such as Infinite Campus and Maryland Online IEP)
- CLIP template and Sample Instructional Guidance document for completing the CLIP

Timeline of Supports

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Districtwide PD

- Virtual Platforms
- Tele-health

Special Education

Guidance documents sent to school leaders

Parent Response Unit

Virtual PD for IEP & 504 Chairs

- Guidance documents
- Continuity of Learning Individualized Plans (CLIP)

Virtual PD for Principals

(including Charters)

- Continuity of Learning Individualized Plans (CLIP)
- Expectations
- Reviewed Guidance Documents

Parent Letter emailed to SWDs

Virtual IEP Meetings

Virtual 504 Meetings

Virtual tele-health services

Virtual SECAC meetings

Parent Response Unit

March 30-April 3

April 6 – April 10

April 13 - Forward

College & Career Readiness

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Continuation of CTE Education

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Project-based Learning
with Google
Classroom/BB
Collaborate

Career Readiness and
Financial Literacy
Resources

**Continuity of
CTE Learning**

Ongoing support for
teachers and facilitated
collaboration

Extended support for
student certifications
beyond June

Grading

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Q3 Grading

- Students had until April 10 to make up work assigned by March 12.
- Report cards disbursed April 28 through Parent Portal, hotline, and mail.

Q4 Grading

- Pass/Incomplete (Incomplete work will not need to be completed this year.)

Final Grades

- Average of weighted Q1-Q3 grades (plus exam grades, if taken). Students can earn up to 6 additional percentage points to their final grade based on work completed during 4th quarter

Support

- CCR Office Scheduling and Grading Team collaborating with ITD and Teacher Support Team to assist schools

Graduation Requirements

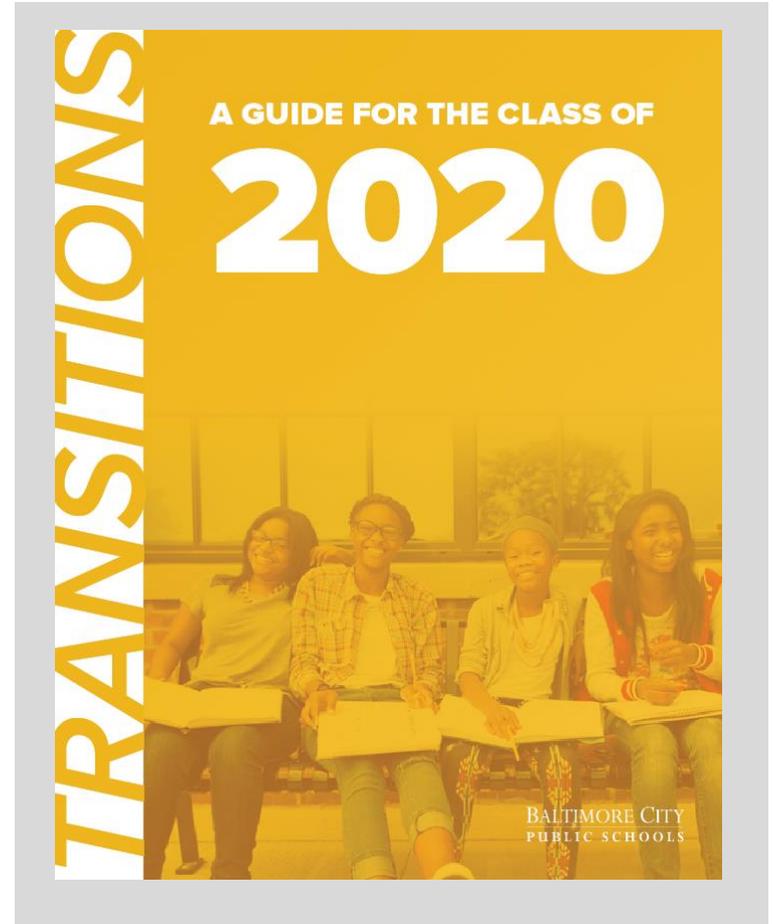
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- **Seniors still need to meet the 21 credit graduation requirement.**
- **Assessment and service learning graduation requirements have been waived by the state.**
- **To-date...**
 - 62% of seniors had met credit requirements for graduation
 - 92.5% were on track to graduate if they passed their in-progress classes.
 - 80.6% of City Schools seniors had met service learning requirements
 - 47.3% were on track to meet assessment requirements.
 - 30.8% had met ALL credit, service learning, and assessment requirements

Postsecondary Transition

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- 3,629 contacts to seniors via SignalVine texting platform, with 367 students responding.
- "Transitions" Seniors document
- High school counselors are prioritizing postsecondary transition support
- “Virtual counselor” managed at the district level
- Developing a virtual “Navigator Center” with citywide partners



Senior Celebrations

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- **At this time, all senior celebrations, proms, and graduations have been postponed.**
 - We will provide updates to families by May 8.
- **We are exploring a variety of options for graduations, including virtual graduations, delaying school graduations until Fall 2020, or holding a citywide graduation event.**
 - We are gathering input from young people and school leaders as we make these decisions.

Whole Child Services and Support

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Promoting Connectedness and Well-Being

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Students

Daily
wholeness
activities

SEL &
mental
health
supports

Staff

Teacher
supports
&
resources

Principal
supports
&
resources

Families

Outreach
and
support

Virtual
resources

Wholeness Support for Students

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Daily Wholeness Activities by Theme and Grade Band

**K-2, 3-5,
6-8, 9-12**

Mindful Mondays
Thankful Tuesdays
Wellness Wednesdays
Thankful Thursdays
Affirming Fridays

SEL and Mental Health Support for Students

**Virtual Wholeness Rooms
and SEL Sessions
w/ Wholeness Specialists**

**Outreach calls
and tele-therapy**

Wholeness Support for Staff

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Teacher Support and Resources:

- Online Wholeness Training
- Lesson plans for daily wholeness activities
- Curated wholeness resources
- Virtual Office Hours
 - -Tuesday/Thursday
 - -Elementary/Secondary
 - (10 sessions w/ 40 participants as of 4/24)

Principal Support and Resources:

- "Caring for the Leaders Circles" with Akoben
- Individual coaching for leaders by Akoben and check-in calls with wholeness team
- Online resources and guidance for leading connected conversations with staff

Wholeness Support for Families

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Outreach to Families:

- Guidance on coordination of outreach for schools
- New tracking system under development
- Support for outreach to disengaged students and families
- Added outreach and support for homeless and undocumented families

Additional Supports:

- Daily Virtual Town Halls Elementary/Secondary (14 participants as of 4/22)
 - Wellness Wednesdays
- Messages posted via website, email, and social media
- Helplines
 - COVID Helpline/ socialworkers
 - Homework Helpline

Looking Ahead

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- Scenario Planning
 - End of School year
 - Summer
 - Fall
- Distance Learning vs. Re-opening Schools



Comments or Questions?

BALTIMORE CITY

PUBLIC SCHOOLS

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Joshua I. Civin, *Chief Legal Officer*
Maryanne Cox, *Interim Chief Financial Officer*
Dr. Lynette Washington, *Chief Operating Officer*

Appendices

Daily Expectations: Pre-K

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Google-led classroom 15-45 minutes

Facilitated by classroom
teacher

Flexible across the week

15 – 20 min weekly
phone call, check-in
with classroom
teacher or para

Creative learning time

Arts & crafts, music, free
play

Around the house learning time

Clean, cook, exercise,
read together

Daily educational
programming on PBS
TV

Supplemental
resources for online
learning by content
area

- Alternative option to virtual learning plan for students with no access to device or internet
 - Packet for core content areas, updated weekly

Daily Expectations: K-5

39

English/ Language Arts

- Wit & Wisdom Knowledge on the Go: 15-45 minutes
- Grades K-3 – 10 minutes daily on Amplify Reading for foundational skills practice

Math

- Math - Eureka Knowledge on the Go – 15-45 minutes

Science

- Science – weekly engagement with a topic – learning can extend across the week
- Great Minds Knowledge on the Go Modules (Grades 3-5 only)

Social Studies

- Weekly engagement with a topic – learning can extend across the week
- Inquiry Design Model (IDM)

Physical Education, Fine Arts & Health

- Weekly recommended activities
- Supplemental resources for online learning to support differentiation and extension

Daily Expectations: K-5

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- **Google Classroom Grades K-2:** 15-30 minutes and/or 15 min phone call check ins
 - 2 contacts per week for student/family to support learning and check for understanding
 - must include and document accommodations, modifications, and SAS for SWD to the maximum extent possible as outlined in their IEP
 - must embed SEL practices

- **Google classroom grades 3-5:** 15-45 minutes
 - facilitated by classroom teacher
 - planned to align to W&W and Eureka Math daily recorded lesson
 - should check for understanding of module, provide feedback, extend learning, scaffold as needed
 - flexible across the week – split the content or two ELA and two math a week (school specific)
 - must include and document accommodations, modifications, and SAS for SWD to the maximum extent possible as outlined in their IEP
 - must embed SEL practices

- Alternative option to virtual learning plan for students with no access to device or internet
 - Packet for core content areas, updated weekly

Daily Expectations: 6-8

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English/ Language Arts

- W&W Knowledge on the Go: 15-45 minutes
 - facilitated by Great Minds
 - available online, by phone, or channel 77 & Charm TV
 - embedded modifications
 - module 4 content

Math

- Eureka Knowledge on the Go: 15-45 minutes
 - facilitated by Great Minds
 - available online, by phone, or channel 77 & Charm City TV
 - embedded modifications
 - module 4 content

Science

- 15-45 minutes
 - Google classroom led by teacher

Social Studies

- 15-45 minutes
 - BMore Me google classrooms facilitated by teacher
 - daily assignments developed by district team in google

Physical Education, Fine Arts, Health: weekly recommended activities

Supplemental resources for online learning by content area to support differentiation and extension, including time recommendations and prioritization

Daily Expectations: 6-8

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- **Google classroom grades 6-8: 15-45 minutes**
 - facilitated by classroom teacher
 - planned to align to Wit & Wisdom and Eureka Math daily recorded lesson
 - should check for understanding of module, provide feedback, extend learning, scaffold as needed
 - flexible across the week – split the content or two ELA and two math a week (school specific)
 - must include and document accommodations, modifications, and SAS for SWD to the maximum extent possible as outlined in their IEP
 - embed SEL practices
- Alternative option to virtual learning plan for students with no access to device or internet
 - Packet for core content areas, updated weekly

Daily Expectations: 9-12

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Google classroom grades 9-12: 15-45 for all content areas

- facilitated by content teacher
- math planned to align Eureka video – video can be embedded into google platform for instruction
- should check for understanding of content, provide feedback, extend learning, scaffold as needed
- must include and document accommodations, modifications, and SAS for SWD to the maximum extent possible as outlined in their IEP
- must embed SEL practices

Individual and ongoing discussion posts, research, formative assessment

Group breakouts in Blackboard Collaborate

- Socratic seminar
- debates
- restorative circles

Grade 12 projects created by district content leads; projects are 6 weeks long with weekly deliverables; provided online as well as in packet form available at meal sites

Supplemental resources for online learning by content area to support differentiation and extension, including time recommendations and prioritization

Alternative option to virtual learning plan for students with no access to device or internet: packet for core content areas, updated weekly

CLIP Guidance Documents

CLIP Instructional Purpose

Continuity of Learning Individualized Plan (CLIP) Instructional Purposes Only Office of Special Education Baltimore City Public Schools

This Continuity of Learning Individualized Plan (CLIP) will be implemented for this student throughout the Distance Learning Period. These services are based on the student's current IEP as the date of this document. Once the district is able to resume normal functioning, services outlined in the IEP/504 will be implemented in their entirety.

Student Name: _____ Grade: _____ PIF: _____

Case Manager: _____ Date Developed: _____

Case Managers and/or Related Service providers should identify appropriate services and supports to implement and monitor during this time period.

Services and Supports Goal Areas (to be addressed during this Distance Learning Period)

Instructions: City Schools staff will look at the school's curriculum and each student's IEP to determine what skills from the student's IEP goals can be addressed during the distance learning period in order to minimize the loss of learning due to the student's deficit areas. To find the goals on the student's IEP, click on the "Goals" tab on the student's active IEP in MOIEP.

*NOTE: The students' specific IEP goals should not go into this section. The skills from the IEP goals that the staff can address during the distance learning period should be placed into this section.

Goal Area Related to English/Language Arts (if applicable)

During this period City Schools staff will address deficits in the following areas:

- Reading Comprehension: Instruction will relate to strengthen Catherine's ability to make inferences and support with text evidence
- Written Language Expression: Instruction will relate to strengthen Catherine's ability to write an opinion paragraph that includes an introduction, supporting reasons, details and a conclusion.

Goal Area Related to Mathematics (if applicable)

CLIP Form

Continuity of Learning Individualized Plan (CLIP) Office of Special Education Baltimore City Public Schools

This Continuity of Learning Individualized Plan (CLIP) will be implemented for this student throughout the Distance Learning Period. These services are based on the student's current IEP as the date of this document. Once the district is able to resume normal functioning, services outlined in the IEP/504 will be implemented in their entirety.

Student Name: _____ Grade: _____ PIF: _____

Case Manager: _____ Date Developed: _____

Case Managers and/or Related Service providers should identify appropriate services and supports to implement and monitor during this time period.

Services and Supports Goal Areas

(to be addressed during this Distance Learning Period)

Goal Area Related to English/Language Arts (if applicable)

Goal Area Related to Mathematics (if applicable)

Goal Area in Related Services (if applicable)

Goal Area Related to Postsecondary Transition (if applicable)

Other Goal Areas:

SPECIAL CONSIDERATIONS AND ACCOMMODATIONS (if applicable)

Tools for Developing Teachers: Online Resource Hub

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Every teacher has access to training to help support the transition to distance learning.

The Online Resource Hub includes resources and training materials to support Google Classroom and Digital Citizenship.

- **Independent Review**
- **Trainer Supported Webinars**
- **Virtual Office Hours**

ONLINE LEARNING HUB Home · Training Series · Additional Resources

CITY SCHOOLS ONLINE RESOURCE HUB

TRAINING & SUPPORT FOR DISTANCE LEARNING

<https://bit.ly/cityschoolsonline>

How to Use This Site

Every teacher will have access to training to help support the transition to distance learning. On this site you will find access to resources and training materials to support Google Classroom and Digital Citizenship.

You will be able to interact with content and get support in the following ways:

1. **Independent Review:** Review training session content independently
2. **Trainer Supported Webinars:** Participant in synchronous, live webinars to work through content with a trainer
3. **Virtual Office Hours:** Join a virtual office hour to get specific questions answers

Training Sessions - Click to Access Independent Review Resources

- GETTING STARTED WITH GOOGLE CLASSROOM
- CLASSROOM ASSIGNMENTS & COLLABORATE
- REACHING ALL LEARNERS WITH GOOGLE
- DIGITAL CITIZENSHIP
- STUDENT ENGAGEMENT IN GOOGLE CLASSROOM

Tools for Continuity of Resources

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Every staff member in City Schools has access to the Distance Learning Resource Hub.

The Distance Learning Hub includes:

- **Learning Content for ALL Students**
 - By Content & Grade
 - Differentiated for Students with Disabilities, ESOL, and GAL learners
- **Student Wholeness Resources**
 - For leaders, teachers, and teams
- **College & Career Readiness Resources**
- **Communication and Expectations**
 - Communication tools & templates
 - Device Distribution Guidelines



Information for Families

- The best source of up-to-the-minute information is the district website
- For help with homework and class assignments and questions about online learning, please call City Schools' Homework and Technology Help Desk, Monday – Friday, 8:00am – 6pm: **443-984-2001**
- Families who need food should visit the Health Updates Section of our website or go to mdfoodbank.org to find their nearest pantry location
- If families have questions or concerns specific to **students with disabilities**, they may contact the Parent Response Unit at 443-984-1561