



October 15, 2020

MEMORANDUM

To: Members of the Board of Education
From: Michael J. Martirano, Ed.D.
Subject: Update on Face-to-Face, Small Group Supports for Students

The purpose of this memorandum is to provide updated information on the work of the Howard County Public School System providing face-to-face support to small numbers of students. This update is part of a regular correspondence to the Board of Education and includes updated program start dates as well as the addition of new programs as they emerge.

On July 24, 2020, a workgroup convened to develop a plan for identifying support programs, identifying interested students and staff, and implementing school-based support programs. The workgroup developed two primary categories of support; school-based learning centers (SBLC) and specialized special education programs.

School-Based Learning Centers

There are twenty schools who are working toward a successful launch of a school-based learning center. These schools possess the requisite number of staff and students to run either a fulltime or part-time program. Central office staff is working with each school to ensure that health and safety readiness protocols are in place prior to student entering the building. *New program start dates and programs will be indicated in italics for each update.*

Fulltime Programs	Anticipated Start Date	Part-time Programs	Anticipated Start Date
Running Brook ES	October 12*	Guilford ES	October 19
Centennial Lane ES	<i>October 20</i>	Waterloo ES	October 19
Laurel Woods ES	October 19	Phelps Luck ES	<i>October 26</i>
Forest Ridge ES	<i>October 26</i>	West Friendship ES	October 19
Talbott Springs ES	October 19	Mount Hebron HS	<i>October 20</i>
Clarksville ES	October 19	Wilde Lake HS	<i>October 12*</i>
Hollifield Station ES	<i>October 26</i>	Glenelg HS	<i>October 22</i>
Swansfield ES	<i>October 26</i>	<i>Howard HS</i>	<i>November 2</i>
Manor Woods ES	October 19	<i>Cradlerock ES</i>	<i>November 2</i>
West Friendship ES	October 19		
Harpers Choice MS	October 19		

* Indicates a confirmed program launch

In addition to health and safety protocols, school readiness is determined by these additional indicators:

- Assigned nurse or health assistant passing “fit-testing” for their mask
- Identification of health spaces including an isolation room
- Transportation
- Plans for student movement throughout the building
- Plans for restroom use
- Plans for meal distribution and consumption

These readiness indicators were shared in detail with school leaders on October 13.

Specialized Special Education Programs

The design of programs to support students with disabilities is underway. The following is a list of programs with anticipated start dates:

School	Program	Anticipated Start Date
Homewood Center	Bridges Program	October 12
	Gateway Program	October 19
Cedar Lane School	Cornerstone Program	October 19
	Kindergarten – Grade 9 Program	TBD
	Transitioning Youth (18-21) Program	TBD
TBD	Infants and Toddlers Program - Typically an anticipated start of services is October 26.in-home service, staff is planning to provide services at a school location.	October 26

The workgroup is exploring options for supporting students attending specialized regional programs with a goal of launching school sites in late November.

Career and Technology Education (CTE) Programs

Last week, teachers of CTE programs were surveyed to determine who would be willing to provide face-to-face support at the Application and Research Laboratory. (ARL) This week, staff will survey seniors enrolled in the program to assess their interest in receding face-to-face support. Seniors attending the ARL may begin receiving small group support on a part-time basis beginning on November 2 for the following programs:

- EMT
- Agriculture
- Aerospace
- Health (Nursing Program)
- Automotive
- Biotech
- Engineering

Next Steps

Moving forward, the intent is to provide the Board of Education with regular updates in an effort to inform future decisions about face-to-face and hybrid models. Staff will closely monitor the implementation of small group programs, especially the health and safety data that emerges. The small group workgroup continues to meet weekly to identify opportunities for program expansion.

For more information regarding how we are moving forward in supporting students with dyslexia, please contact Bill Barnes, Chief Academic Officer.

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Board of Education Office