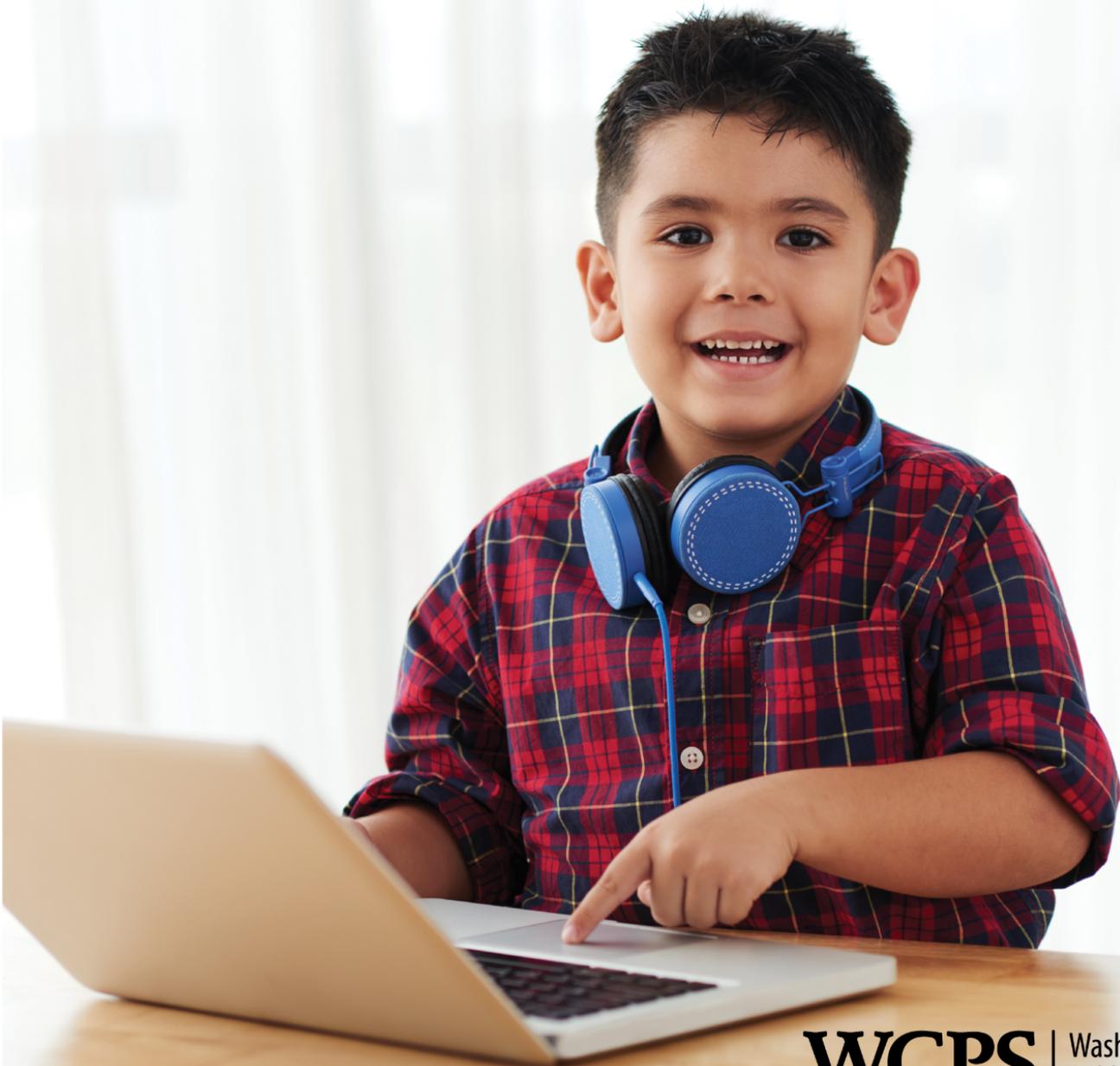


Washington County Public Schools

ACCELERATE LEARNING **@WCPS**

2021–2022 REOPENING PLAN



January 2022

WCPS | Washington County
Public Schools

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Washington County Board of Education



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To contact Members of the Washington County Board of Education,
e-mail BOE@wcps.k12.md.us or call 301-766-2971.

The Board of Education does not discriminate on the basis of race, color, sex, age, ancestry/national origin, religion, disability, gender identity/expression, marital status, or sexual orientation in matters affecting employment or in providing access to programs to Washington County Public Schools (WCPS) students.

Executive Summary

Background

In the spring of 2020, Maryland public school campuses closed due to a global pandemic in order to limit the spread of the COVID-19 virus, and WCPS teachers began delivering instruction remotely, guided by a [Distance Learning Plan](#) to provide continuity of learning.

For the school year 2020-2021, the district collaborated with internal and external stakeholders to create the [WCPS Return to Learn: A Plan to Reopen and Accelerate Learning](#). The plan was revised based on feedback, and then it was evaluated and approved by the Maryland State Department of Education (MSDE). For the benefit of all of our students, Washington County Public Schools (WCPS) returned to in-person learning in February of 2021, keeping the health and safety of students and staff at the forefront, and following the guidance from health officials.

Throughout the summer of 2020, the MSDE published its plan titled *Maryland Together: Maryland's Recovery Plan for Education*. The plan required each local school system to create a recovery plan that addressed twelve required elements. In response, this *WCPS Accelerate Learning: 2021-2022 Reopening Plan* was drafted, shared publicly, revised, and approved by MSDE. The plan will continue to be reviewed and revised minimally every six months, **with the most recent review and revision completed in January of 2022.**

Introduction

The Board of Education, in accordance with the MSDE, determined that WCPS would begin the 2021-2022 school year in-person with all students on August 30, 2021. This *WCPS Accelerate Learning: 2021-2022 Reopening Plan* reflected the intention to return to in-person learning for the Fall of 2021 following all health and safety guidelines. WCPS is committed to delivering a high-quality education that results in improved student learning outcomes. On August 17, 2021, WCPS updated protocols and announced that all students and staff are required to wear masks in school buildings in an effort to limit the spread of Covid-19 and mass quarantines of students. Protocols will be in effect as long as Washington County is in the Center for Disease Control and Prevention's (CDC) "high" or "substantial" levels of community transmission or **until it meets the new off-ramp thresholds published by MSDE.**

Plan Overview

The plan for reopening school in the fall of 2021 included a strategic focus on equity. District and school leaders began by analyzing disaggregated local student performance data from the Spring 2021 local assessments. This information was used to inform school and classroom-based action planning to better meet the needs of all students, with attention to students of different races, students with disabilities, under-resourced students, and English learners. Defining strategic and district-wide approaches to acceleration for these specific student groups in tier one instruction, and tier two and three supplemental instruction opportunities, using evidence-based interventions, including tutoring is on-going work at the district and school levels.

The disaggregated data **from the fall of 2021** continue to indicate a performance gap between student groups of special education students, English learners, students of different races, and under-resourced students and the all-students group. The gaps persist in reading and mathematics, resulting in disproportionality. To reduce this gap, WCPS has been using an evidence-based acceleration model since the fall of 2021. Specific planning and accommodations for students with disabilities have been developed for specially-designed instruction and to reduce the potential spread of COVID-19, given the unique needs of cognitively and/or medically challenged students.

Acceleration is defined as intentionally providing access to grade/course-level learning so students who have unfinished learning succeed in today's learning experience. To accelerate the learning of all students, including special education students, teachers establish positive relationships with students through an asset-oriented approach. The division of curriculum created focused learning plans that provided more support to teachers for clarity in the specific learning goal, planning for appropriate scaffolding, and providing feedback, using the evidence-based practices in literacy and mathematics.

Professional development included promoting the summer learning sessions, inviting teachers back to school one week early for a voluntary learning summit, and targeted professional learning during pre-service week and throughout the year. School administrators are engaging in monthly professional learning around data analysis and action planning to meet strategic learning goals in the acceleration model.

WCPS recognizes the importance of regularly reporting the progress of students as they proceed through their formal educational experiences. Such reporting has several purposes: 1) to inform students of their progress and needs with regard to the instruction program; 2) to give parents/guardians needed insights into the teaching-learning process and how it is affecting their son or daughter with regard to achievement and effort; and 3) to provide teachers with information about the progress and needs of students in their classes. Report cards are issued four (4) times during the school year at approximately nine (9) weeks, eighteen (18) weeks, twenty-seven (27) weeks, and thirty-six (36) weeks. A grade is reported for each of the four (4) marking periods. **Quarterly progress monitoring and reporting is completed for students with Individualized Education Plans (IEP).**

Guidelines were developed for tracking attendance and planning for mental and emotional wellbeing for students and staff. WCPS works with our partner Meritus Health to provide necessary spaces for well and sick students and staff in our school health suites. WCPS has also utilized a cross-functional committee to develop plans for addressing the wellness of employees and students during the COVID-19 pandemic. **The Benefits office continues to share information and resources for health and wellness in support of all staff.** Safety protocols have been developed from the guidance from the Centers for Disease Control and Prevention (CDC), as well as the Washington County Department of Health and Dr. Budi, a pediatrician and medical director for our nursing program with Meritus Health. Washington County Public Schools (WCPS) carefully monitors the most up-to-date information from the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and local, state, and federal government.

Contact tracing is conducted in coordination with the Washington County Health Department. WCPS created an elaborate process to contract trace Covid-19 exposed individuals in conjunction with the local health department. WCPS employs a COVID Contact Tracing Team of 8-12 temporary clerical personnel that staff a call center supported by a cadre of central office administrators who provide structural, policy and operational guidance. This team fields phone calls and emails from parents and works to assist schools and health room staff in recognizing positive cases and identifying close contacts in classrooms, on buses, in the cafeteria or athletic fields per the August 13, 2021 MSDE/MDH guidance. Operations and logistics have been modified to ensure and maintain healthy environments, including cleaning, ventilation, physical spaces, food and nutrition services, transportation services, and technology. Guidelines have been developed to ensure the safety of students and staff in extracurricular activities. Interscholastic athletics will follow the guidelines established by the Maryland Public Secondary Schools Athletic Association (MPSSAA), and performing arts activities are also closely aligned.

The Academy of Blended Learning Education was approved by MSDE to allow WCPS to provide blended learning through synchronous, online instruction with in-person assessments for families who chose this new option for public school students.

Finally, the *WCPS Accelerate Learning: 2021-2022 Reopening Plan* will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. WCPS is committed to communicating with stakeholders and to updating the Reopening Plan at least every six months through September 30, 2024, **and will seek public input on the plan and will take such input into account during any revisions.** The WCPS Reopening Plan is fluid and will change as needed; however, our guiding principles will remain constant:

- Protect health and safety for all stakeholders
- Accelerate academic progress for all students to learn at grade level and beyond
- Ensure equity
- Promote social and emotional wellness of students and staff
- Collaborate and communicate with family and community partners
- ***Embrace the need to be flexible, agile, and evolving as guidance continues to change***

Coordination of Federal Funding

The American Recovery Program ESSER III requires that local school system plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include:

- [Universal](#) and correct wearing of masks
- modifying [facilities](#) to allow for physical distancing
- handwashing and respiratory [etiquette](#)
- cleaning and maintaining [healthy facilities](#), including improving ventilation
- [contact tracing](#) in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

- diagnostic and screening [testing](#)
- efforts to provide [vaccinations](#) to school communities
- appropriate accommodations for [children with disabilities](#) with respect to health and safety policies in coordination with State and local health officials

Timeline and Meaningful Consultation

Periodic Review - Winter 2022: Staff reviewed and revised the 2021-2022 Reopening Plan and posted the updated version on the <http://wcpsmd.org> website with a survey for public comment on January 4, 2022. The reopening plan survey was distributed via email to 33,000 recipients (all parents and WCPS staff) on January 7, 2021. The communication direct link is: <https://www.smore.com/pyc59>. Stakeholder representatives received a direct invitation on January 5, 2022 and a reminder on January 20, 2022 to provide comment through the survey and to participate in a virtual review of the feedback on January 24, 2022. Senior leadership reviewed the survey data and the same preliminary responses were sent to the participating stakeholders for their review on January 21, 2022. On January 24, 2022, from 6:00 p.m. to 7:30 p.m. a virtual stakeholder event was held, and the participants synthesized the survey responses into a summary. Essentially, the theme was that the plan was a good plan and the focus should be on implementing and communicating the various portions of the 2021-2022 Reopening Plan. [Stakeholder Feedback](#) and the district responses are now included as part of the plan.

Periodic Review - Summer 2021: The WCPS ARP ESSER Plan and the DRAFT WCPS Accelerate Learning: 2021-2022 Reopening Plan were posted on the <http://wcpsmd.org> website for public comment on July 15, 2021. A survey to gather feedback from the internal and external stakeholders was also made available on July 15, 2021. The survey accepted input between July 19, 2021 and July 28, 2021. A virtual stakeholder meeting for participants to hear an overview and provide input on the 2021-2022 Reopening Plan and the WCPS ARP ESSER Plan was announced at the July 13, 2021 Board of Education's public business meeting and approximately 65 representative stakeholders received a direct invitation on July 15, 2021. A social media boost occurred on July 20, 2021, the meeting registration was open until 2:00 PM on July 21, 2021, and sixteen people attended the virtual meeting on July 21, 2021 at 4:00 PM. Finally, general comments are also welcomed via email through July 28, 2021 to public_feedback@wcps.k12.md.us. In addition to the virtual event, community members could also complete a stakeholder survey at <https://www.surveymonkey.com/r/HPFLVCO>. Responses were collected through July 28, 2021. The plan will continue to be posted for public input and revised as necessary minimally each August and January for the grant period from August 2021 through August 2024.

Meaningful Consultation: During the 2020-2021 school year, members of senior leadership met weekly with the leadership from the Washington County Association of Administrators and

Supervisors (WCAAS), the Washington County Teachers Association (WCTA), and the Washington County Educational Support Personnel, Inc. (WCESP). The use of federal grant funds was a recurring topic, and the WCTA subsequently submitted a list of considerations. School principals discussed recovery needs and the use of staffing to meet learning goals. The technology department reviewed device inventory, infrastructure and security data, and made requests for equipment, hardware, and software. A presentation of the planned expenditure of multiple grant funds, including the ARP funds, was made to the Board of Education during closed session. Stakeholders invited to participate in the virtual meeting included:

- Student government
- Teachers and teacher association
- Parents/**guardians and PTA Representatives**
- Educational support personnel and association
- Special education, English learner, and student advocates
- School administrators and association
- WCPS Board of Education
- Community organizations

| ARP ESSER/Reopening Plan Community Engagement Distribution List | | |
|--|---|----------------------------|
| Name | Organization/ Community Role | Email Address |
| Tanish Gupta | Student Member of the Board | Student-Rep@wcps.k12.md.us |
| Jenny Ha | Student Government Association President | jenjenhaha123@gmail.com |
| Neil Becker | Washington County Teachers' Association/Parent | nbecker@mseanea.org |
| Carol Mowen | WCTA Board | mowencar@wcps.k12.md.us |
| Eric Tilmans | WCTA Board | tilmaeri@wcps.k12.md.us |
| Nitza Rivera | WCTA Board | rivernit@wcps.k12.md.us |
| Katie Wolfensberger | WCTA Board | wolfekat@wcps.k12.md.us |
| Jeffrey Sivers | WCTA Board | sievejef@wcps.k12.md.us |
| Tonya Rowe | WCTA Board | roweton@wcps.k12.md.us |
| Eric Yeckley | WCTA Board | yeckleri@wcps.k12.md.us |
| Beckie Higgins-Arey | WCTA Board | higgibec@wcps.k12.md.us |
| Susan Starsinic | WCTA Board | starssus@wcps.k12.md.us |
| Carlos Mellott | Maryland State Educators' Association | cmellott@mseanea.org |

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| | | |
|---|---|--|
| Ryan Genovese | Maryland State Educators' Association | rgenovese@mseanea.org |
| Anne Marie Hines | Washington County ESP | hinesmar@wcps.k12.md.us |
| Jimmy Bowers | Washington County ESP | bowerjim@wcps.k12.md.us |
| Patty Ryder | Washington County ESP | ryderpat@wcps.k12.md.us |
| Patty Felix | Washington County ESP | felixpat@wcps.k12.md.us |
| Erin Poster | Washington County ESP | posteri@wcps.k12.md.us |
| Bobby Miller | Washington County ESP | millerob@wcps.k12.md.us |
| Alicia Harmon | Washington County ESP | harmokat@wcps.k12.md.us |
| Melonie Boyce | Washington County ESP | boycemel@wcps.k12.md.us |
| Cathy Lahr | Washington County ESP | lahrcat@wcps.k12.md.us |
| Rachel Kane-Kirkpatrick | Washington County A&S | kanerac@wcps.k12.md.us |
| Michael Telemeco | Washington County A&S/Parent | telemmic@wcps.k12.md.us |
| Billy Jackson | Washington County A&S/Parent | jackswil@wcps.k12.md.us |
| Adam Parry | Washington County A&S | parryada@wcps.k12.md.us |
| Adrienne Mayonado | Washington County A&S/Parent | mayonadr@wcps.k12.md.us |
| Sandra Balbuena | EL advocate | smbalbuena@frostburg.edu |
| Joan Balbuena | EL advocate/SECAC | jbalbuena@sanmarhome.org |
| Steve O'Farrell | SECAC/Parent | steve@williamgboweninc.com |
| Melissa Williams | WCBOE | willimel@wcps.k12.md.us |
| Stan Stouffer | WCBOE | stoufsta@wcps.k12.md.us |
| Pieter Bickford | WCBOE | bickfpie@wcps.k12.md.us |
| Darrell Evans | WCBOE | evansdar@wcps.k12.md.us |
| Michael Guessford | WCBOE | guessmic@wcps.k12.md.us |
| Linda Murray | WCBOE | murralin@wcps.k12.md.us |
| April Zentmeyer | WCBOE | zentmapr@wcps.k12.md.us |
| Christina Williams | OnTrack Washington County | christina@ontrackwc.org |
| Paul Frey | Washington County Chamber of Commerce | paul@hagerstown.org |
| Jim Kercheval | Greater Hagerstown Committee | jkercheval@greaterhagerstown.org |
| Jenny Bakos | Washington County Free Library | jbakos@washcolibrary.org |
| Heather Guessford | United Way of Washington County | hguessford@unitedwaywashcounty.org |
| Kathy Kerns | The Judy Center | kernskat@wcps.k12.md.us |
| Addie Nardi | Boys & Girls Club of Washington County | addienardi@bgcwc.org |
| Anne Martin | Children in Need | childreninneed@myactv.net |

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| | | |
|---|--|--|
| Tom Kline | Big Brothers Big Sisters of Washington County | t.kline@bbbswcmd.org |
| Kathy Powderly | Hagerstown Area Religious Council | director@harccoalition.org |
| Samuel Key | Washington County Chapter NAACP | nethammer44@gmail.com |
| Maria Rubeling | Hagerstown YMCA | mariar@ymcahagerstown.org |
| Maureen Grove | Girls, Inc. | MaureenG@GirlsInc-md.org |
| Jim Klauber | Hagerstown Community College | jklauber@hagerstowncc.edu |
| Mark Halsey | University System of Maryland at Hagerstown | mchalsey@hagerstown.usmd.edu |
| | Board of County Commissioners | commissioners@washco-md.net |
| Sarah Greaves | Board of County Commissioners | sgreaves@washco-md.net |
| Public Relations Department | Board of County Commissioners | pr@washco-md.net |
| ADDITIONS AS OF JULY 19, 2021 | | |
| Paulette Lee | Washington County Literacy Council | communicator07@yahoo.com |
| Jairo Luis Flores | Hagerstown Community College | ljflores@hagerstowncc.edu |
| Dawn Schoenberger | Hagerstown Community College | dmschoenberger@hagerstowncc.edu |
| Sila Alegret-Bartel | ICTM | silaa@ictmllc.com |
| Amanda Bishop, LCSW-C | Wash. Co. Dept. of Social Services | amanda.bishop@maryland.gov |
| Dr. Mark Sewell, Ph.D. | WC Community Action Council, Inc. | nsewell@wccac.org |
| Nichole Griffin | Salvation Army | Nichole.griffin@uss.salvationarmy.org |
| Jeannie Asbury | Reach of Washington County | jeannie@reachofwc.org |
| ADDITIONS AS OF JANUARY 3, 2022 | | |
| Fred Chavis | Robert W. Johnson Center | liberation@fredchavis.com |
| Jessica Stover, President | Clear Spring Elementary PTA | stovejes@wcps.k12.md.us |
| Taylor Mariano Murphy | Eastern Elementary PTA | taymar0719@gmail.com |
| Jeannie Massey | Emma K. Doub Elementary PTA | genie.o.massey@gmail.com |
| Tammy Eberwein. | Fountain Rock Elementary PTA President | tammy.eberwein@hotmail.com |
| Kathleen Robinson, | Fountaindale Elementary PTA President | kathleen.robinson3@va.gov |
| Hannah Leatherman | Greenbrier Elementary PTA | mhleatherman@myactv.net |
| Sunny Myers | Hancock Elementary PTA | sundayleith@gmail.com |
| Leah Putterman | Maugansville Elementary PTA | puttelea@wcps.k12.md.us |
| Courtney Eckard | Old Forge Elementary PTA | cconrad1015@gmail.com |

Working Draft WCPS Accelerate Learning: 2021-2022 Reopening Plan

| | | |
|-------------------------|--|----------------------------|
| Lauren Myers | Pangborn Elementary PTO | pangbornpto@gmail.com |
| Andi Henson | Paramount Elementary PTA | andy.biomet@gmail.com |
| Ed Dougherty, President | Pleasant Valley Elementary PTA | Edwardjdougherty@gmail.com |
| Nicole Peck | Rockland Woods Elementary PTA | npeck0229@gmail.com |
| Elizabeth (Liz) Metz | Sharpsburg Elementary PTA | sesmdpta@gmail.com |
| Tara Bockstanz | Williamsport Elementary PTA | tarabrown411@gmail.com |
| Christina Cook | Boonsboro Middle PTA | dukercook@hotmail.com |
| Brianne Koenig | Clear Spring Middle PTA | briannekoenig@gmail.com |
| Alison Mastronardi | Smithsburg Middle PTA | MastrAll@wcps.k12.md.us |
| Ashley Gilles | Springfield Middle PTA | ashley.c.gilles@gmail.com |
| Melinda Malott | Barbara Ingram School for the Arts PTA | melinda.malott@gmail.com |
| | | |
| | | |
| | | |
| | | |
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Winter 2022 Community Feedback Survey: The Winter 2022 survey was completed by 780 people by January 21, 2022. Participants were asked to define their role in public education (*Check all that apply*).

03.35% reported as a Student or Student Government Representative (26)

25.48 % reported as a Teacher or Teacher Association Representative (198)

71.30% reported as a Parent/Guardians or Parent Teacher Association Representative (554)

7.34 % reported as an Educational Support Personnel or Association Representative (57)

01.29 % reported as an Advocate for Special Education, English Learners, and/or Under-resourced Students (10)

01.80% reported as an Administrator or and Association Representative (14)

00.26 % reported as a WCPS Board of Education Member (2)

02.83 % reported as a Community Member or Organization (22)

02.19% reported as Other (17)

Working Draft WCPS Accelerate Learning: 2021-2022 Reopening Plan

Participants were asked if they had reviewed the *WCPS Accelerate Learning: 2021-2022 Reopening Plan* located on the <http://wcpsmd.com/> website?

76.92% of respondents said Yes (600)

23.08% of respondents said No (180)

Participants were asked if revisions were needed for the *WCPS Accelerate Learning: 2021-2022 Reopening Plan*.

43.40% of respondents said Yes (322)

56.60% of respondents said No (420)

Participants were also asked which of the required elements in the WCPS Reopening Plan should be revised. 169 participants responded to the question, 611 skipped the question. Responses are below.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Requirement 1: Local school systems must post their Reopening Plan on a public-facing website. | 11.24% 19 |
| Requirement 2: Local school systems must reflect their equity plan throughout the Reopening Plan. | 10.65% 18 |
| Requirement 3: Local school systems must consult with a variety of stakeholders in the review of the Reopening Plan. | 26.04% 44 |
| Requirement 4: Local school systems must establish a process to determine student instructional readiness early in the school year and a plan is established for student success. | 27.81% 47 |
| Requirement 5: Local school systems must ensure that Maryland College and Career Ready Standards (MCCRS) and other State standards are taught in content areas. | 8.28% 14 |
| 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). | 12.43% 21 |
| Requirement 7: Local school systems must follow procedures and safety protocols consistent with current guidance from the Centers for Disease Control and Prevention (CDC). | 56.80% 96 |
| Requirement 8: Local school systems must follow protocols for the safe transportation of students to and from school. | 27.22% 46 |
| Requirement 9: Local school systems must develop a system for tracking attendance when students are engaged in distance learning. | 22.49% 38 |
| Requirement 10: Local school systems must continue to implement or enhance their communication plan. | 20.71% 35 |
| Requirement 11: Local school systems must implement the Maryland Public Secondary Schools Athletic Association (MPSSAA) Athletic Program. | 7.69% 13 |
| Requirement 12: Local school systems must establish a plan for the continuity of learning and services for any students who may need to quarantine. | 55.03% 93 |
| Total Respondents: 169 | |

Finally, participants were asked to list the number of the required element(s) and describe any changes you wish to be considered. 160 respondents left narrative comments, which were tagged by requirement and grouped accordingly for consideration by the virtual stakeholder review team.

Summer 2021 Community Feedback Survey: The Summer 2021 survey was completed by 512 people when the survey closed on July 28, 2021. Participants were asked to define their role in public education (*Check all that apply*).

1.95 % reported as a Student or Student Government Representative (10)

47.85 % reported as a Teacher or Teacher Association Representative (245)

50 % reported as a Parent or Guardians (256)

7.42% reported as an Educational Support Personnel or Association Representative (38)

1.76 % reported as an Advocate for Special Education, English Learners, and/or Under-resourced Students (9)

3.32 % reported as an Administrator or and Association Representative (17)

0.39 % reported as a WCPS Board of Education Member (2)

7.23 % reported as a Community Member or Organization (37)

Participants were asked to determine the degree to which they felt the four identified priorities reflected the issues currently facing WCPS students and schools as a result of or in response to the COVID-19 pandemic. Community stakeholders indicated a high degree of support for the identified priority areas. Supporting mental health and wellness was a medium or high priority for 91.7% of responders. Providing infrastructure to support student learning was a medium or high priority for 90.9% of responders. Safely reopening schools was a medium or high priority for 89.8% of responders. Measuring and addressing lost instructional time was a high priority for 86.4% of responders.

Supporting mental health and well-being was ranked as a medium or high priority by 91.7% of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. School counselors (94%)
2. Mental health counseling (95%)
3. Mentors/teachers (94%)
4. Social workers (90%)
5. Trauma-informed practices (86%)
6. Crisis intervention training (89%)
7. Conflict resolution/restorative approaches (88%)
8. Nurses (81%)
9. Community school counselors (84%)
10. Equity training (64%)

Providing infrastructure to support student learning was ranked as a medium or high priority by 90.9% of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. Summer programs to support mental health and well-being (84%)
2. Credit recovery for students who did not pass courses during the school year (85%)
3. Acceleration programs to support upcoming content and prerequisite skills for the next grade level (84%)
4. English language instruction and/or language skills for students who are English learners and/or migrant students (76%)
5. Summer bridge or transition programs for students transitioning between school levels (ex. middle to high school) (79%)
6. Enrichment/teaching of elective skills or content (72%)

The safe reopening of schools was ranked as a medium or high priority by 89.8 % of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

1. Ensure continuous power supply (88%)
2. Improve air quality (84%)
3. Provide update technology hardware to support in-person learning (87%)
4. Renovate health rooms to standard (82%)
5. Enclose open classrooms (72%)
6. Replace carpet with sanitary flooring (73%)
7. Increase instructional technology supports (80%)
8. Expand the Meal Machine program (78%)
9. Update school intercoms for emergencies (68%)
10. Employ a COVID contact tracing team (60%)
11. Provide cyber security training for staff and students (61%)

Measuring and addressing lost instructional time was ranked as a medium or high priority by 86.4 % of the participating community stakeholders who completed the WCPS ARP ESSER Feedback Survey between July 15, 2021 and July 28, 2021. The strategies below are in rank order by the high priority category only (percentages include the medium and high priority response):

Working Draft WCPS Accelerate Learning: 2021-2022 Reopening Plan

1. Staff retention (92%)
2. Additional instructional materials for students and teachers (81%)
3. Early childhood programs (81%)
4. Additional English Learner and Special Education support (82%)
5. High-intensity structured tutoring during the school year (89%)
6. Acceleration to support grade-level learning (84%)
7. Professional learning for staff (63%)
8. Online learning opportunities (59%)
9. Extended day or “extra time” programs during the school year (55%)
10. Extended year programs to continue instruction begun during the school year (60%)

The July 21, 2021 public stakeholder meeting was attended by 16 people, including the two facilitators. Several representatives listed in the direct invitation are also parents. Broad parent/guardian input and feedback was also incorporated from a community feedback survey and 256 responded.

The timeline of focused discussions and public feedback is below:

| | |
|-------------------|--|
| May 12, 2021 | WCTA submission of priorities |
| May 21, 2021 | Secondary leadership discussion |
| May 24, 2021 | Elementary leadership discussion |
| May 27, 2021 | Technology Department input |
| May 28, 2021 | New grant programs, closed BOE session |
| July 13, 2021 | Public notice at BOE business meeting |
| July 15, 2021 | Draft ARP ESSER III Plan and DRAFT Reopening Plan posted |
| July 15, 2021 | ARP ESSER III Plan survey opens |
| July 21, 2021 | Virtual <u>stakeholder</u> feedback meeting |
| August 3, 2021 | Public presentation of the 2021-2022 Reopening Plan |
| August 4, 2021 | Leadership council feedback |
| August 31, 2021 | Focus group meeting with representatives from NAACP, WC |
| September, 2021 | Social and Emotional Learning student and staff survey |
| September, 2021 | Community schools needs assessment |
| September 2021 | Reopening Plan posted on WCPS home page |
| October 8, 2021 | WCPS/WCTA Collaborative-Quarantine |
| October 26, 2021 | WCTA Quarterly Meeting |
| December 3, 2021 | WCPS/WCTA/WCESP/WCASA Meeting |
| December 14, 2021 | WCTA Quarterly Meeting |

December 16, 2021 WCPS/WCTA/WCESP/WCASA Meeting cohorts/podding; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to educators, other staff, and students, if eligible; and appropriate accommodations for children with disabilities with respect to health and safety policies.

- [Health and Safety](#)
- [Employee Wellness and Safety Protocol](#)
- [Facilities and Maintaining Healthy Environments](#)
- [WCPS Cleaning and Disinfecting](#)
- [Accommodations for Children with Disabilities](#)
- [Diagnostic and Screening Testing](#)
- [Vaccinations](#)

Requirement #8: Local school systems must follow protocols for the safe transportation of students to and from school.

- [Transportation Services](#)
- [Transportation Protocol](#)

Requirement #9: Local school systems must maintain a system for tracking attendance when students are engaged in distance learning.

- [Attendance Tracking](#)
- [2020-2021 Coronavirus - Attendance and Enrollment FAQ](#)

Requirement #10: Each local school system must develop its own plan for communication.

- [Communication](#)

Requirement #11: The local school system must implement the Maryland Public Secondary School Athletic Association (MPSSAA) Athletic Program.

- [Interscholastic Athletics Seasonal Planning and Preparation](#)
- [MPSSAA Roadmap for Return of Interscholastic Athletics](#)

Requirement # 12: Plan must ensure that access to a free and appropriate public education will continue for any student who is quarantined due to exposure or possible exposure to COVID-19.

- [Continuity of Learning for Students in Quarantine](#)
- [Communication Plan](#)
- [Delivery of Instruction](#)
- [Attendance Codes for Quarantine Students](#)

Ensuring Equity

WCPS adopted its Equity Policy in April of 2020, which established, *as a matter of priority, a commitment to providing each student in Washington County Public Schools equitable access to the educational rigor, resources, and support needed to maximize each student's academic success and social/emotional well-being.* As WCPS navigates these unprecedented times, it has employed the use of an equity lens designed to enhance choices, support decision making and allocation of resources; examine any unintended harm; and allow an added layer of necessary professional learning. WCPS demonstrated its commitment to maximizing the academic success of each student and is determined to eliminate achievement and opportunity gaps while valuing students' differences and supporting their successes as outlined in the [Equity Policy](#). Toward that end, WCPS has taken a number of steps to mitigate disparities among and between student groups to ensure the success of every student. Initiatives such as Meals on Wheels, devices for each student, supporting families with securing internet connectivity, and supporting academic recovery through summer school and tutoring opportunities demonstrated WCPS' commitment to meeting the needs of every student to foster an environment dedicated to excellence in student achievement.

Using a data-driven approach, WCPS focused on providing an instructional experience that is differentiated to meet student needs; is challenging and rigorous to encourage academic growth, and flexible to accommodate various circumstances. As WCPS moved to reopen schools, survey data from community stakeholders, student participation data collected in the spring as well as local achievement data helped to guide decisions connected to which populations would return first in the [Five Stages](#). As students return, students in grades k-8 (and selected high school students) will be engaged in diagnostic literacy assessments; students in grades 1-5 will participate in mathematics assessments according to this [assessment schedule](#). Data collected from these assessments will serve as a baseline for teacher planning as well as progress monitoring. School staff will collect formative data bi-weekly to inform the Classroom-Focused Improvement Process (CFIP). Based on the regular review of formative classroom data, scheduled local assessments and attendance, WCPS schools will monitor and assess the impact of instruction; achievement gap reductions and inform the Return to Learn: Reopen and Accelerate Learning Plan.

Based on school-based data collected, students not meeting with success or who have significant gaps between their current level of achievement and expected grade-level standard performance will receive additional small group instruction/intervention/support sessions to meet their need for additional academic or social-emotional support and intervention.

Finally, to support the success of the aforementioned measures, the Office of Equity & Excellence will work with system leaders and staff in four areas: professional development, district leadership collaboration, support to schools, and community engagement and partnerships.

The Supervisor of Equity & Excellence is working to provide professional learning opportunities for the Board of Education, Senior Leadership, Division of Curriculum, and building leaders that focuses on equity literacy, cultural competence, culturally responsive teaching, restorative

practices and related topics, with emphasis on how these show up in virtual spaces and best practices during these challenging times.

The Supervisor of Equity and Excellence collaborates regularly with members of the Superintendent's cabinet and will continue to be involved in the decision-making process around reopening. The Office of Equity & Excellence will collaborate with the Student Services Department to provide not only social-emotional supports to students during reopening, but also assist in monitoring the engagement of families and outreach as it pertains to digital devices, translation of documents, outreach to families, and other key components to the reopening of school and throughout the year. Additionally, the Office of Equity & Excellence will work closely with the Division of Curriculum to support the development of differentiated resources as well as ensure curriculum alignment with the district commitment to equity, diversity and inclusion. Lastly, the Office of Equity & Excellence will collaborate with the Special Education Department to address the needs of students with disabilities.

The Office of Equity & Excellence will continue collaborating with individual schools and school leaders to assist in promoting, developing and addressing diversity, equity, and inclusion issues. This work will continue during reopening. Additionally, the Office of Equity & Excellence will work to begin identifying Equity Coaches for each school who will work closely with the Office of Equity & Excellence and provide training and supports to meet the unique needs of each school.

The Office of Equity & Excellence will continue collaborating with community stakeholders to identify how issues related to diversity, equity and inclusion manifest in the greater community and identify solutions related to the experiences of marginalized and disenfranchised groups. The Office of Equity & Excellence alongside city government, law enforcement, institutions of higher learning and other community agencies will work to develop proactive engagement opportunities, addressing concerns, and troubleshooting equity and issues raised by the community and families.

Educational equity involves providing each student what he, she or they need to assist them in reaching their potential and preparing them for college and/or careers. WCPS will continue to provide resources and additional support to students who need these supports the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, students requiring additional social-emotional or health-related supports, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning this past spring. WCPS' attention to all of the aforementioned areas will not only yield positive results related to student achievement and opportunity gap reduction but the improvement of the culture of the community at large.

Equity Plan

The Washington County Public Schools [Equity Plan](#) provides guidance and strategies for addressing barriers and special circumstances that would prevent members of specific student groups from being successful. These populations include English Learners, students who receive

special education services, economically disadvantaged, those without internet access, students of color, and homeless students.

Using an Equity Lens for Distance Learning

Setting Expectations for Distance Learning

Equity Lens: For any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.
([COMAR 13A.01.06 Educational Equity](#))

Accessibility of Online Resources

[Section 508](#)

Section **508**, an amendment to the United States Workforce Rehabilitation Act of 1973, is a federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities ([Fields](#), 2017).

- [Create Accessible Digital Products](#)
- [Test for Accessibility](#)

Resources

The following resources provide information that can be applied to the creation of instruction that is engaging and reaches all learners in a classroom, virtual, or home setting. *This is not an exhaustive list.*

- [Learning in the Time of COVID-19 \(Darling-Hammond, 2020\)](#)
- [Distance Learning During the Coronavirus Pandemic: Equity and Access Questions for School Leaders \(Seale, 2020\)](#)
- [Teaching Through Coronavirus \(Teaching Tolerance, 2020\)](#)
- [Maryland Assessment, Accessibility and Accommodations Policy Manual \(MSDE, 2017\)](#)
- [Best Practices in Educational Equity \(Hanover Research, 2017\) *pages 5 & 6](#)
- [Equity and Personalized Learning: A Research Review \(Council of Chief State School Officers, 2017\)](#)
- [Equity vs. Equality: 6 Steps Toward Equity \(Safir, 2016\)](#)
- [Equity Matters: Digital and Online Learning for Students with Disabilities \(Basham et al., 2015\)](#)
- [Access and Equity in Online Classes and Virtual Schools \(Rose & Blomeyer\)](#)
- [Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education \(Patrick, Kennedy, and Powell\)](#)
- [Access and Equity for All Learners in Blended and Online Education \(Rose, 2014\)](#)
- [Equity in Motion - Math Assignment Analysis Guide \(EdTrust 2020\)](#)

Questions to Consider

- What do I know about the learners in my classroom?
- What structure have I created to build, continue, and strengthen teacher/student relationships?
- Do the lessons and activities I've selected/created connect to my students' interests? Are they engaging?
- Is the learning opportunity accessible to all students?
- Can I ensure accommodations are implemented in the continuity of instruction similarly as outlined in my students' IEP, 504, and EL Plan (e.g. text to speech)? If not, who can I collaborate with to ensure this happens?
- Does the learning opportunity accommodate the diverse learning styles of my students?
- How does the learning opportunity connect to what students already know?
- Have students been provided with various options to demonstrate their learning?
- If an option to complete an online task has been developed, has an alternative method been created?
- Have I developed learning opportunities that allow all students to engage in learning without the use of technology?
- What learning opportunities can I create that allow students to take content knowledge and apply it to solving real-world problems or making improvements in their community?
- What learning opportunities can I create that allow students to stay connected with their peers?
- Will students be able to complete the lesson/activity with minimal assistance from siblings/parents/guardians?
- How can I create learning opportunities that require students to use the knowledge gained across various content areas?
- Have I communicated clear expectations?
- What process will I put in place to regularly communicate with all students and their families? How will I monitor student progress?

Student Groups

Disaggregated internal [elementary](#) and [secondary](#) student performance data **with updated fall information** is used to inform school and classroom-based action planning to meet the needs of students of different races, students with disabilities, under-resourced students, and English learners. Defining strategic and district-wide approaches to acceleration for these specific student groups in tier one instruction, tier two and three supplemental instruction opportunities and evidence-based interventions, including tutoring will be on-going work at the district and school levels.

English Learner

Washington County Public Schools (WCPS) serves more than 600 English Learners (EL), 2.7% of the total student population, with varying needs in 33 schools and two specialized program schools. WCPS' ELs were born in 60 different countries and speak 41 different languages. Although many students exit the EL program each year, the number of EL students and their needs continue to rise as enrollments increase. An additional 1,029 EL students are enrolled in WCPS but are no longer designated as EL as they have exited services. The mobility rate of WCPS ELs is 41% for elementary school ELs compared to 18% for English-only students, 50% for middle school ELs compared to 14% for English-only students, and 30% for high school ELs

compared to 12% for English only students. John Hattie's research on mobility and student achievement indicate a -.34% effect size. In addition, approximately 388 WCPS ELs or exited ELs were identified as not being literate in their primary language, and there has been an increase in students who have interrupted formal education upon enrollment.

WCPS EL instruction promotes successful integration using differentiated teaching strategies for each student's level of English language proficiency into mainstream academic programs for prekindergarten to grade 12 students whose first (or primary) language is not English and/or who have limited English language proficiency. The WCPS English language development (ELD) program's goals are to ensure that all ELs, including immigrant children and youth, attain English proficiency, and develop high levels of academic language achievement in English. ELs must achieve at high levels in academic subjects so that they can meet the same challenging academic standards that all children are expected to meet. However, there are significant achievement gaps for EL students on state content assessments, 9th grade on track accountability measures, and/or graduation rates compared to English only peers, and these gaps already occur during regular in-person instruction in WCPS; distance learning has increased achievement gaps in multiple grade levels especially in reading and mathematics.

EL students are assessed on the same content as all other students and scored in the same manner as all other students. EL students also must take content assessments after only one year in the United States regardless of their English proficiency. Students are concurrently learning English and content, demonstrating an increased need compared to English-only students.

Research states that ELs typically learn conversational English within one to two years; however, academic language/vocabulary skills take five to seven years on average to achieve success at grade level in their second language. EL students with interrupted or no formal schooling can take seven to ten years to reach grade-level English language literacy. This data holds true regardless of the student's home language, country of origin, and socioeconomic status. ELs require specific, specially designed instruction, and support in order to access, comprehend, and participate effectively in school, but with distance learning, student needs and gaps became greater.

WCPS ELs may have experienced challenges in distance learning due to:

- Lack of access to the internet, Wifi, or technology to complete distance learning.
- Lack of access to effective, consistent, daily language instruction and immersion in academic English.
- Limited to no practice at home developing and using academic language in English.
- Personal responsibilities that occupy hours during or outside of school, such as caring for siblings, working one or more jobs, and translating for families.
- Parental supports needed in the home language that parents were not able to provide due to language barriers, literacy, work, home responsibilities, educational attainment, and more.

Content success requires strong academic language skills best acquired in a language-rich

environment that is accessible, interactive, and engaging. Distance learning has limited student access to opportunities to use academic English consistently to interact orally and communicate through listening, speaking, reading, and writing. To succeed, WCPS will implement ways to immerse students more in an interactive, English language-rich environment while striving to accelerate achievement through strategies and services beyond the core curriculum program. Additional systemic strategies, as well as school-, student-, and/or content-specific strategies will be implemented. Considerations for accelerating EL instruction include:

- Adding three additional EL teachers and additional EL tutors to provide an increase in individualized and intensive support in schools with increasing EL enrollment. Additionally, students who are identified as newcomers, having interrupted formal education, having low literacy or special needs will be prioritized with additional staff. Students will need more one-on-one time with teachers, support staff, and tutors to fully access the curriculum, EL accommodations, and accessibility features.
- Setting high expectations and ensuring equity of opportunity for multilingual learners, integration of content and language skills, collaboration among stakeholders, and a functional approach to language development so that language and content teachers can collaborate and coordinate instruction for multilingual learners. Assessments in English, Mathematics, Science and Social Studies will be modified and scaffolded so that beginner and intermediate ELs can access content assessments with language scaffolds and supports, which will give classroom teachers more meaningful data and feedback on student performance to accelerate learning.
- Revising the EL curriculum to accelerate learning by aligning the new WIDA standards, WIDA Key Uses, WIDA language expectations, WIDA's proficiency level descriptors to grade-level texts, and WCPS Essential Curriculum in all content areas.
- Using WIDA ACCESS for ELLs, WIDA screener and WCPS beginning of the year speaking and writing tasks as needs-assessments to: establish when multilingual learners have attained English language proficiency according to state criteria, make decisions about program entry and exit, inform classroom instruction and assessment on which domains teachers could focus on, what the WIDA ELD Standards say about students' current proficiency levels, how teachers can scaffold using the next level up, and monitor student progress by comparing current scores to previous scores.
- Providing necessary quality and sustained professional development opportunities to paraprofessionals, teachers, and administrators to effectively teach conceptual understandings, academic practices, and language critical to ensuring that ELs achieve content and language success. The goal is to provide educators with skills in building students' English language and literacy while teaching social studies, mathematics, science, ELA, and other disciplines as measured on local content and state assessments including ACCESS for ELLs. Educators will learn about strategies to motivate student learning and integrate oral and written English language instruction into content-area teaching. Professional development topics that will be explored are: background knowledge on ELs including culture and socioemotional experiences, scaffolding and differentiation strategies, student engagement, student-to-student interaction, language and processes such as asking and answering questions by arguing, explaining, informing and narrating grade level skills using speaking, listening, reading and writing strategies.
- Offering structures for student collaboration that allow students to engage with each other

in pairs or small groups for increased communication and interaction and allow students to comment, discuss, and edit each other's work.

- Providing supplemental academic language and content tutoring support to EL students in grades K through 12 to increase academic language proficiency and student performance in science, social studies, English language arts, and mathematics. Tutoring may occur during, before, or after school as well as during summer school based upon students' needs.
- Providing parent, family, and community engagement opportunities in English and their home language to learn about important topics and skills needed for learning. Strengthening home-school partnerships on behalf of EL students, recognizing and building upon EL parents' strengths, providing bilingual resources, and helping children at home with academic support is important. The professional learning outcomes are to increase parent engagement and parent access to their child's education and supplement learning at home.
- Ensuring [two-way systems](#) in multiple languages in all schools and at the WCPS International Welcome Center are in place for parents and educators to regularly communicate about school, assignments, curriculum, or other critical updates, and to ensure learning needs are being met. EL parents may feel intimidated by or unprepared to help with homework or other schoolwork, especially if they have limited educational or English skills. By taking advantage of language access services such as document translation, phone interpretation, and on-site interpreting, schools provide clearer communication, bridge cultural divides in the community, increase family literacy and create stronger ties with students' parents. Communication in a family's native language sends a positive message to parents that the school values them and cares enough to want every family involved, which can increase family participation in school functions, activities and programs. Parents can be more involved in their children's academic lives if they know more about what is going on at school and what they can do to support their children's efforts.
- Increasing support by adding additional staff at the WCPS International Welcome Center (IWC) will eliminate enrollment barriers for potential EL students and families who speak languages other than English including: language, school records, immunizations, notarizing documents, McKenney-Vento eligibility, custody, and more. Additionally, the IWC will meet with all potential EL students and assess their eligibility for EL services using reliable, timely, and valid WIDA and Maryland screening tools. The IWC will eliminate barriers and expedite enrollment and EL identification so that students can be scheduled appropriately at their home school before starting school-based on student needs to better serve schools, students, and their families.
- Providing explicit English language development instruction and EL-specific English-only instruction where English language skills and content are the focus of instruction in the EL-only class.
- Providing mixed classes with English-only support where English language skills and content are the focus of instruction in the ELs' and non-ELs' class.
- Ensuring that EL students who are identified as Gifted and Talented, Advanced Placement, International Baccalaureate or who have disabilities under the Individuals with Disabilities

Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special programs, special education and disability-related services and that their language needs are considered in evaluations and delivery of services.

- Providing additional learning opportunities before, during, and after the school day including summer school for content and academic language learning.

Special Education

Washington County Public Schools continues to co-develop and co-implement individualized specially designed instruction in order to ensure access, equity, and progress for students with disabilities.

Achievement gaps in both reading and mathematics persist for students with disabilities. As of Fall 2021, WCPS is implementing an acceleration model for access and instruction for all students. Acceleration is defined as providing intentional and authentic access to grade/course-level educational experiences so that students who have unfinished learning can succeed. This includes establishing positive relationships through an asset-oriented approach, as well as engaging in a continuous reciprocal feedback interaction with all students. Acceleration for students with disabilities is possible when these strategies are implemented as part of the integrated tiered system of support, in conjunction with the [High Leverage Practices](#) for developing and providing targeted needs-based instruction.

In order to further support the targeted instruction that occurs within the higher tiers of instruction for students with specific learning needs, The division of curriculum has created customized learning plans that provide clarity and structure for the specific learning goals to be addressed, the appropriate scaffolding of learning, and the use of evidence-based instructional strategies in instruction.

Information dissemination and the provision of related learning opportunities for all team members involved in the development and implementation of the IEP are ongoing, with a focus on consistent and actionable guidance and support. This includes strategies and supports for building each team member's capacity to authentically participate in the processes of identifying needs, developing goals that are focused on addressing those needs within the context of the curriculum, and designing and delivering effective targeted instruction and support to ensure student access and success. Information is directly provided and then made accessible to all staff via the Staff Special Education Resource portal. Information and learning opportunities for families participating in the process are provided on an ongoing basis as well, inclusive of maintenance of the [Special Education Parent Resource Portal](#).

With the direction and guidance of the WCPS Literacy Achievement Coordinators, WCPS continues to offer teachers the opportunity to participate in communities of practice focused on a balanced literacy approach, including intentional targeted instruction for specific learning needs that aligns with research on the importance of curricular connection and accessible texts.

During the initial closure of schools due to the COVID-19 Pandemic, an [Individualized Continuity of Learning Plan](#) (ICLP) was created for every WCPS student with an active IEP. Due to the circumstances of COVID-19 and continuous updates/changes through Local/State/Federal government and the Centers for Disease Control, WCPS has continued to review, discuss and

consider the ICLP option for each student in case of emergency school closing. This has ensured that each student's education is seamless and continuous.

In order to ensure continued adherence with the Individuals with Disabilities Education Act and the provision of a Free and Appropriate Public Education for students with disabilities, information, guidance, and tools for continued provision of instruction and support for students in light of potential emergency circumstances that would render in-person learning impossible have been developed and shared with teams via direct staff communication and within the Special Education Staff Portal.

During the annual review of a student's IEP, the IEP team will discuss and consider if each goal, service, and supplementary support can be implemented as written in the IEP (with some potential logistics changes) under such extenuating circumstances. If so, the guidance and tools provided for implementation under these circumstances will allow for this continuous provision. If not, the existing individualized continuity of learning plan for the student will be reviewed and updated to ensure each area of the IEP is addressed. Any decision regarding the implementation of the IEP or the ICLP will be documented clearly within the Maryland Online IEP system, including prior written notice to families.

During any time of necessary pause in in-person learning, school personnel will coordinate with families to determine the best potential times for services to be provided. Services during these emergency circumstances may include direct service, consultation among team members and with families, co-taught instruction, and/or disability need-specific instruction and support that is collaboratively developed and provided throughout learning experiences.

Careful and collaborative monitoring of individual student progress on goals is a critical component of IEP implementation, as it drives how the instructional team targets and adjusts instruction and support for the student. Tools, guidance, and implementation support continue to be provided for team members to engage in meaningful data collection, communication, and analysis. This includes the WCPS Progress Monitoring HUB, an accessible online portal for staff to record and review student data. Information, systemic training and personalized support continue to be provided in order to maximize the effectiveness of this tool for instructional teams.

Under all student learning conditions:

Case Managers will:

- Collaborate and facilitate the holding of IEP meetings, including the annual review and update of the IEP and, as needed, ICLP. Virtual participation will be offered to participants, inclusive of parents, and coordinated by the Case Manager.
- Follow procedures and recommendations related to assessment to ensure that timelines are met and that all information needed to support decision-making is obtained, referenced, and utilized.
- Work with special education content teachers to ensure that all specialized instructional needs are met while maintaining a multi-tiered system of support.
- Ensure assigned general education teachers have updated accommodations to ensure that targeted instruction and support are provided across the curriculum.

- Partner with classroom teachers to accommodate across the learning environment and platforms to ensure that they are providing to the students with special needs in their classrooms.
- Continue to document and communicate IEP goal progress and processes.
- Support social-emotional, behavioral goals in collaboration with parents, counselors, and social workers based upon behaviors across the learning environment, inclusive of the virtual environment, when applicable.
- Continue monthly medical assistance case management.

Content and intervention teachers will:

- Provide strategic intervention and targeted instruction, as identified through each student's IEP and collaboratively designed through the Classroom Focused Improvement process.
- Participate in collection, analysis, and planning related to student data.
- Contribute to the collaborative development of learning goals, specialized instruction, and determination of accommodations and supports

Related service providers, including Birth-K Service Providers and Service Coordinators, and - as applicable - School Psychologists, will:

- Collaborate with families to provide related services, as outlined on the student's IEP/IFSP. If and when necessary, services will be coordinated and provided via approved virtual platforms. In this scenario, Parent(s)/guardian(s) may assist as necessary for modeling and to ensure student safety (e.g. during physical therapy for a student with an unsteady gait).
- If assessments are required, follow procedures and recommendations related to assessment in collaboration with other providers and parents/guardians to ensure timelines are met.
- Continue monthly medical assistance case management/billing.
- Continue to enter service documentation into the Online IEP.

WCPS continues to ensure compliance with Federal, State, and Local laws and application of best practices for co-development and co-implementation of specially designed instruction through both sample file reviews using the [Maryland IEP Process Performance Indicators](#), as well as through the [WCPS Special Education School Review](#) process that is conducted for each school. By way of this process, each school collects and analyzes data, in conjunction with central office staff, to identify areas of success and areas of need. When areas of need are identified, related to compliance and best practice standards, the team collectively works to determine root causes so that these can be addressed with appropriate and effective measures, including personalized targeted collaboration, coaching, and professional learning. Additionally, [State Performance Plan Indicator](#) data is continuously monitored and regularly reviewed through collaboration of central office staff. This includes - but is not limited to - monitoring of post-secondary transition standards, conducted by the District Transition Specialist; review and follow-up regarding parent involvement, as measured by Parent State Survey data; and, the monitoring of compliance with the 60 day timeline for initial assessments, conducted by a member of the Special Education Specialist team. Individual identified needs are addressed through scenario-specific communication, collaboration, and correction. When district-wide patterns of need are identified, these are addressed through district-wide professional learning and information dissemination,

with individual follow-up as needed. WCPS also develops and implements comprehensive improvement plans, as needed, in response to MSDE State Performance Data reports.

WCPS continues to expand support for the specialized social/emotional/behavioral needs of students. The Summit Program (K-12), which has been in place for several years, provides therapeutic support to special education and general education students in their least restrictive environments. WCPS continues to grow this program at both the elementary and secondary levels, in response to the ongoing systemic need for this level of support for students. Elementary behavior supports have been further enhanced with the addition of a Board Certified Behavior Analyst Coordinator and additional elementary behavior support programs that are structured to address the needs of our younger learners who have had minimal exposure to learning environments. Ongoing professional development is provided for teachers and paraprofessionals in the areas of social emotional learning and equity. This includes district-wide opportunities for staff within various roles, as well as personalized school, team, or individual learning.

WCPS will continue to further expand the use of technology to support equitable access for students with disabilities and to enhance learning outcomes. This includes working collaboratively with the WCPS Assistive Technology Specialist to ensure that appropriate assistive technology is identified, made available, and used effectively by students who require its use. It also includes making technology readily available to students for continued access, including accommodations, when learning is virtual.

Special Education Birth to Kindergarten Program

The Birth to Kindergarten Program has resumed indoor home visits and sessions inside inclusive settings, including family and center-based child care centers, as options for service delivery as of July 1, 2021. A second in-person option for service delivery includes outdoor visits at homes, family and center-based child care centers, and learning/play community playgroups being offered regionally throughout Washington County this summer. A third option for service delivery in all settings includes a virtual option using Google Meet. Referral and Child Find activities, evaluations for eligibility determination, family assessments using the Routines-Based Interview (RBI), Child Outcome Summary (COS) process, IFSP/IEP development, direct instruction and related services for children, and reflective coaching with caregivers can be offered using any combination of the in-person and virtual options. The Birth to Kindergarten Program staff will work with private service providers and community agencies to coordinate how services will be provided to children within community settings as “return to learn” will continue to expand in accessible spaces including the downtown and regional libraries, The HUB at USMH, The Judy Center, Family Center, and The Discovery Station, Inc. Birth to K teachers, paraprofessionals, and related service providers continue to support students receiving services on an IFSP or IEP in-person and/or virtually at all four Head Start sites. Birth to Kindergarten 3-year-old and Integrated PreK classrooms will offer in-person special instruction and related services for students attending on IFSPs/IEPs.

Non-Public Special Education Schools

WCPS will continue to work with each individual non-public school in order to ensure that our most struggling students receive their specialized instruction, related services, and support to close achievement gaps across multiple student groups.

Post-Secondary Transition

Post-secondary transition goals will continue to be addressed through the Individual Education Plan (IEP), as developed collaboratively with the school and families of each student. If and when needed due to a pause in in-person activities, adjustments will be made to transition goals and/or activities to ensure continued progress with post-secondary goals. WCPS continues to collaborate among stakeholders, inclusive of district and school administration, the WCPS Transition Coordinator, and the WCPS Job Coaches, to expand accessible and meaningful opportunities and experiences aimed at preparing students for post-secondary outcomes.

Section 504 of the Rehabilitation Act of 1973

WCPS complies with Section 504 by having each school review their students' 504 plans annually as best practice. All plans are reviewed triennially as required. The plans are reviewed and adjusted (as needed) to best meet the student's need to access his/her education based on the documented disability impacting a major life activity. All case managers and administrators are provided professional development annually along with a Section 504 handbook to ensure plans are being implemented with fidelity. The updated 504 plan form provides accommodations for students who are learning in-person and for those who may be learning in a virtual (or distance learning) environment. Any new requests for 504 plans will be provided an opportunity for an eligibility meeting to determine if the student would meet the qualifications.

McKinney-Vento Homeless Education Program

WCPS typically provides services to 700-800 students that qualify as homeless each year. We will continue to provide services to identified students and families. As always, WCPS staff are eliminating barriers to enrollment and maintaining school stability for students. Data related to student achievement during the pandemic is being analyzed to address students that were unable to access their education so that issues can be addressed during summer programming and for the start of the 2021-2022 school year. Food services have been offered to families through the Meal Machine Program and food deliveries are being made regularly to families living in hotels. WCPS staff will ensure that all homeless students have access to their education and assist with delivering technology and or other educational resources when needed. These students are case managed closely and issues regarding an education barrier will be addressed. We will continue to use a variety of communication tools to stay in regular contact with families as well as home visits. School counselors, student intervention specialists, school family liaisons, pupil personnel workers, and the county homeless coordinator will monitor these students closely to address mental health needs. We will continue to work closely with community partners to develop and offer additional opportunities for students.

2021-2022 WCPS Local Assessment Results

Disaggregated internal [elementary](#) and [secondary](#) student performance data **with updated fall information** is used to inform school and classroom-based action planning to meet the needs of students of different races, students with disabilities, under-resourced students, and English learners. Defining strategic and district-wide approaches to acceleration for these specific student groups in tier one instruction, tier two and three supplemental instruction opportunities and

evidence-based interventions, including tutoring will be on-going work at the district and school levels

Literacy Assessments

A phonemic awareness screener was developed using the Language and Literacy Observational Rubrics from the Early Learning Assessment to assess early literacy skills in all preK students. Students took the assessment in the fall of 2021 and will take it again in the spring of 2022. Below is a graph that represents the percentage of students who scored proficient, needs improvement, and unsatisfactory in the fall of 2021 in each subgroup of the assessment. WCPS is able to further breakdown this data to the individual student and student groups. Kindergarten teachers will be able to access their students' scores to identify individual student strengths and areas in need of growth.

| Area | FALL 2021 | | | |
|--------------------------------|----------------|--------------|---------------------|------------------|
| | Total Students | % Proficient | % Needs Improvement | % Unsatisfactory |
| Uppercase Letters | 975 | 68.0% | 29.8% | 2.2% |
| Lowercase Letters | 993 | 85.4% | 12.5% | 2.1% |
| Letters- Sounds | 983 | 66.8% | 29.9% | 3.3% |
| Rhyming Words | 1013 | 17.9% | 51.2% | 30.9% |
| Isolate Initial Sounds (onset) | 987 | 18.0% | 16.1% | 65.9% |
| Blending Syllables | 984 | 26.3% | 22.5% | 51.2% |
| Isolating Final Sounds | 1010 | 5.7% | 10.5% | 83.8% |
| Segmenting Syllables | 1009 | 25.3% | 19.8% | 54.9% |

WCPS DIBELS Kindergarten 2020-2021 through 2021-2022

DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. DIBELS is the universal screening tool that was given to all Kindergarten and first-grade students to assess early literacy skills. Letter names, phonemic awareness, letter sounds, decoding, and word reading are the five literacy skills measured by DIBELS. Students in Kindergarten and first grade take the assessment in the fall, winter, and spring. The graph below shows the number of students above, at, below, and well

below the appropriate benchmark level by literacy skill in the fall and spring.

Percent of Student Levels Fall to Spring Comparison

| Kindergarten DIBELS | | FALL 2021 | | | | SPRING 2021 | | | |
|---------------------|--------------------|-------------------|----------------|-------------------|------------------------|-------------------|----------------|-------------------|------------------------|
| Area | F21 Total Students | % Above Benchmark | % At Benchmark | % Below Benchmark | % Well Below Benchmark | % Above Benchmark | % At Benchmark | % Below Benchmark | % Well Below Benchmark |
| Letter Names | 1494 | 0.0% | 50.6% | 15.5% | 33.9% | 0.0% | 60.9% | 12.0% | 27.1% |
| Phonemic Awareness | 1494 | 22.4% | 31.2% | 21.6% | 24.8% | 9.3% | 13.8% | 12.4% | 64.5% |
| Letter Sounds | 1494 | 19.7% | 23.6% | 12.7% | 44.0% | 15.6% | 27.1% | 15.8% | 41.4% |
| Decoding | 1494 | 0.0% | 20.1% | 79.9% | 0.0% | 20.5% | 20.6% | 11.2% | 47.7% |
| Word Reading | 1494 | 0.0% | 35.6% | 64.4% | 0.0% | 28.6% | 25.7% | 14.5% | 31.2% |
| Composite | 1494 | 35.9% | 15.8% | 15.8% | 32.5% | 20.5% | 29.8% | 13.8% | 35.8% |

WCPS DIBELS First Grade 2020-2021 through 2021-2022

Percent of Student Levels Fall to Spring Comparison

| First Grade DIBELS | | FALL 2021 | | | | SPRING 2021 | | | |
|--------------------|--------------------|-------------------|----------------|-------------------|------------------------|-------------------|----------------|-------------------|------------------------|
| Area | F21 Total Students | % Above Benchmark | % At Benchmark | % Below Benchmark | % Well Below Benchmark | % Above Benchmark | % At Benchmark | % Below Benchmark | % Well Below Benchmark |
| Letter Names | 1488 | 0.0% | 49.3% | 19.3% | 31.4% | 0.0% | 58.1% | 9.5% | 32.4% |
| Phonemic Awareness | 1488 | 13.0% | 31.8% | 23.5% | 31.8% | 10.7% | 13.0% | 31.8% | 23.5% |
| Letter Sounds | 1488 | 20.0% | 24.1% | 9.4% | 46.4% | 18.5% | 22.0% | 11.1% | 48.4% |
| Decoding | 1488 | 14.2% | 30.5% | 17.7% | 37.6% | 17.7% | 24.5% | 10.9% | 46.9% |
| Word Reading | 1488 | 24.5% | 24.0% | 12.6% | 38.8% | 26.0% | 22.7% | 17.7% | 33.6% |

Working Draft WCPS Accelerate Learning: 2021-2022 Reopening Plan

| | | | | | | | | | |
|------------------|-------------|--------------|--------------|--------------|--------------|-------------|--------------|-------------|--------------|
| Reading Accuracy | 1488 | 0.0% | 41.7% | 16.4% | 41.9% | 0.0% | 55.8% | 9.2% | 35.0% |
| Composite | 1488 | 21.0% | 26.4% | 17.0% | 35.6% | 0.0% | 55.8% | 9.2% | 35.0% |

WCPS Reading Inventory 2020-2021 through 2021-2022

WCPS uses the electronic Reading Inventory (eRI) to identify the current reading level of students, according to Lexile. The assessment was given to students in grades 2 to 12 who had not previously scored an 1185. WCPS uses an 1185 lexile score to determine college and career readiness. WCPS establishes a fall target and a different spring target to measure growth in reading. For example, in second grade a student is considered at grade level if they score a 270. In the spring, the same student would need to score a 575 lexile to be considered on grade level.

Percent of Students Meeting Target Fall 2021 to Spring 2021 Comparison

| | | FALL 2021 | | | SPRING 2021 | | |
|-------|-------------------|-------------------|-----------------|------------------------|-------------------|-----------------|------------------------|
| Grade | F21 Student Total | F21 Lexile Target | Made F21 Target | Total % Meeting Target | S21 Lexile Target | Made S21 Target | Total % Meeting Target |
| 2 | 1580 | 105-420 | 703 | 44.5% | 575 | 451 | 32.3% |
| 3 | 1590 | 420-580 | 775 | 48.7% | 690 | 549 | 39.7% |
| 4 | 1540 | 580-740 | 850 | 55.2% | 800 | 680 | 46.1% |
| 5 | 1633 | 740-833 | 909 | 55.7% | 905 | 580 | 41.4% |
| 6 | 1566 | 905 | 595 | 38.0% | 970 | 586 | 42.9% |
| 7 | 1620 | 970 | 713 | 44.0% | 1010 | 718 | 52.4% |
| 8 | 1696 | 1010 | 836 | 49.3% | 1050 | 846 | 57.7% |
| 9 | 2054 | 1050 | 1259 | 61.3% | 1120 | 1070 | 62.6% |
| 10 | 1678 | 1120 | 1094 | 65.2% | 1150 | 1104 | 68.4% |
| 11 | 1607 | 1150 | 1138 | 70.8% | 1185 | 1109 | 70.5% |
| 12 | 1448 | 1185 | 1054 | 72.8% | 1185 | 1120 | 74.3% |

WCPS ELA Interims 2020-2021 through 2021-2022

In addition to the assessments above, students in grades K-11 were assessed in math and literacy skills tied directly to the Maryland College and Career Ready Standards; these common formative assessments were used across WCPS.

Percent of Student Proficiency Comparison

| Grade | Fall 2021 Interim Total | Fall 2021 Interim % Proficient | Spring 2021 Interim Total | Spring 2021 Interim % Proficient |
|-------|-------------------------|--------------------------------|---------------------------|----------------------------------|
| 6 | 1501 | 25.2% | 1486 | 33.2% |
| 7 | 1559 | 38.9% | 1436 | 35.0% |
| 8 | 1598 | 49.8% | 1632 | 50.3% |
| 9 | 1810 | 51.2% | 1531 | 47.9% |
| 10 | 1626 | 58.3% | 1381 | 60.7% |
| 11 | 1278 | 49.9% | 1000 | 40.0% |
| 12 | 677 | 50.4% | 31 | 25.8% |

Math Assessments

WCPS Math Inventory 2021-2022

WCPS uses the Math Inventory in the fall to identify student readiness for learning grade-level mathematics in grades 1 through grade 5. This universal screener also indicates students who are at-risk and need additional support in order to be ready to learn on grade-level, as well as providing information about students who are ready to be enriched.

Percent of Student Levels for Fall 2021 Assessment

| Grade | Student Total | Fall 2021 | | | |
|--------------|---------------|-------------|--------------|--------------|---------------|
| | | % Advanced | % Proficient | % Basic | % Below Basic |
| 1 | 1412 | 2.5% | 9.8% | 23.3% | 64.3% |
| 2 | 1482 | 3.2% | 12.9% | 28.3% | 55.6% |
| 3 | 1496 | 0.7% | 17.1% | 25.6% | 56.6% |
| 4 | 1471 | 5.6% | 8.9% | 32.4% | 53.1% |
| 5 | 1533 | 3.1% | 11.9% | 15.5% | 69.5% |
| Total | 7394 | 3.0% | 12.2% | 25.0% | 59.9% |

WCPS Math Interims 2020-2021 through 2021-2022

WCPS Math Interim assessments are used to assess proficiency on current grade/course-level learning as tied to the Maryland College and Career Ready standards, and as aligned to the time of year and content taught to date.

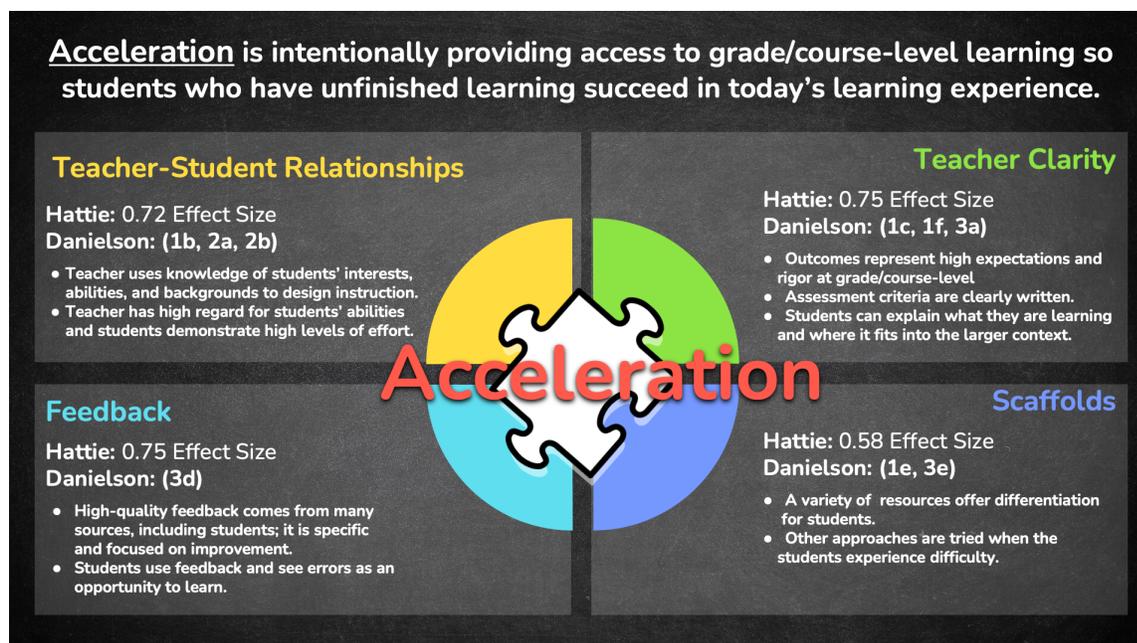
Percent of Student Proficiency Comparison

| Grade | Fall 2021 Interim Total | Fall 2021 % Interim Proficient | Winter 2021 Interim Total | Winter 2021 % Interim Proficient | Spring 2021 Interim Total | Spring 2021 % Interim Proficient |
|------------|-------------------------|--------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|
| 6 | 1519 | 49.6% | 1558 | 16.6% | 1521 | 22.5% |
| 7 | 1526 | 39.0% | 1468 | 12.2% | 1540 | 20.5% |
| 8 | 1227 | 16.0% | 1318 | 4.2% | 1335 | 6.7% |
| Algebra I | 1801 | 29.7% | 1353 | 18.3% | 1494 | 15.2% |
| Geometry | 1331 | 15.5% | 1632 | 5.5% | 1483 | 5.2% |
| Algebra II | 1228 | 23.3% | 976 | 10.0% | 896 | 10.8% |

Accelerating Student Learning

All students will have access to the Maryland College and Career Ready Standards Pre-K-12 in all content areas, and the state frameworks have informed the work on the WCPS Essential Curriculum. The WCPS spring 2021 data shows that many students have experienced unfinished learning due to the pandemic. In response and in an effort to accelerate learning for all, it will be essential for teachers to focus on grade/course level expectations within tier one instruction.

WCPS defines acceleration as *intentionally **providing access to grade/course-level learning so students who have unfinished learning succeed in today's learning experience.*** Using John Hattie research and the Danielson Framework WCPS has specifically identified four teaching practices that will accelerate learning and improve student achievement.



To assist teachers in helping every student access the learning and experience success with each day's activities, key information has been added to the WCPS Essential Curriculum. Instructional modules provide a big picture view of the overall desired results, evidence of understanding, and learning plan. More detailed instructional units are now included in each module providing teachers with a sequence of learning, learning goals or objectives, diagnostic and formative assessments, and instructional scaffolds. These enhancements are carefully designed to assist the teacher with clarity of instructional outcomes and assessment expectations, feedback to the student focused on improvement and achievement of the learning goal, and use of tools that will encourage access to the learning without compromising high expectations.

Researchers warn that students in the earlier grades may be most affected by the interruption to learning. In an effort to combat this potential, a [foundational reading skills learning progression](#) has been developed in support of an explicit, systematic, sequential, and diagnostic approach to the teaching of reading. This progression expands prekindergarten through fifth grade and provides support for the foundational reading skills, as well as language and vocabulary development. In addition, WCPS developed [high impact practices](#) documents to give school based administrators and teachers greater clarity on how to address fundamental literacy skills.

In addition, research suggests that interrupted learning in mathematics may have greater impacts than in reading. With a focused goal on accelerating learning, while also understanding the linear nature of mathematics content, WCPS is integrating brief diagnostic assessments into each unit to determine the most critical areas of need in order to access the grade/course-level learning. In coordination with the diagnostic assessments, content scaffolds will be provided for the most critical prerequisite skills just-in-time for each unit of study. A new core resource in elementary mathematics provides rich experiences, research-based pedagogical practices, and a structure for ninety (90) minutes of mathematics each day, including sixty (60) minutes of whole group instruction at grade-level and thirty (30) minutes of flexible small group opportunities for centers, additional practice, enrichment, and/or tier 2 intervention. The mathematics intervention model

for all levels (elementary, middle, and high) will shift from a focus on remediating past unknown skills to a focus on acceleration, including explicit tier 2 instruction several days ahead of tier 1 instruction on the most critical prerequisite skills and vocabulary needed for students to be successful. WCPS also developed a consolidated collection of [high impact mathematics instructional practices](#) to provide additional focus and clarity for school-based leaders and teachers.

Identifying Students for Supplemental Instruction / Tutoring

Students in grades k-8 (and selected high school students) will be engaged in diagnostic literacy and math assessments this fall and spring according to this [assessment schedule](#). Data collected from these assessments will serve as a baseline for teacher planning, as well as progress monitoring. School staff will use assessment data to inform the Classroom-Focused Improvement Process (CFIP).

Based on school-based data collected, students not meeting with success or who have significant gaps between their current level of achievement and expected grade-level standard performance will receive additional small group instruction/intervention/support sessions to meet their need for additional academic or social-emotional support and intervention.

Targets for Meeting Grade Level Expectations: Reading

| Grade | Fall 2021 Target | Spring 2022 Lexile Targets | Year's Growth |
|-------|------------------------|----------------------------|----------------------------|
| Pre-K | | *Level 4 | *Increase 2 Levels |
| K | DIBELS 8 Composite 306 | DIBELS 8 Composite 420 | DIBELS 8 Comp. 100+ points |
| 1 | DIBELS 8 Composite 330 | DIBELS 8 Composite 441 | DIBELS 8 Comp. 100+ points |
| 2 | DIBELS 8 Composite 329 | DIBELS 8 Composite 439 | DIBELS 8 Comp. 100+ points |
| 3 | Lexile 420-579 | Lexile 580-739 | 135 points |
| 4 | Lexile 580-739 | Lexile 740-833 | 135 points |
| 5 | Lexile 740-833 | Lexile 834-925 | 100 points |
| 6 | Lexile 925 | Lexile 970 | 90 points |
| 7 | Lexile 970 | Lexile 1010 | 50 points |
| 8 | Lexile 1010 | Lexile 1050 | 50 points |
| 9 | Lexile 1050 | Lexile 1120 | 50 points |
| 10 | Lexile 1120 | Lexile 1150 | 50 points |
| 11 | Lexile 1150 | Lexile 1185 | 50 points |
| 12 | Lexile 1185 | Lexile 1185 | 50 points |

*PreK: Using phonemic awareness screener

| READING | | | | |
|-------------|-----------------------------|---|---|---|
| Grade Level | Assessment | FALL: At Risk and Require Supplemental Instruction | SPRING: At Risk and Require Supplemental Instruction | Recommended Supplemental Instruction |
| PreK | Phonemic Awareness Screener | Below Level 2 | Below Level 4 | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Stepping Stones |
| K | DIBELS 8 | Below Composite 280 | Below Composite 406 | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Stepping Stones ● Sound Partners ● Leveled Literacy Intervention (LLI) |
| 1 | DIBELS 8 | Below Composite 321 | Below Composite 427 | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Sound Partners ● Leveled Literacy Intervention (LLI) |
| 2 | DIBELS 8 | Below Composite 316 | Below Composite 421 | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Sound Partners ● Read Naturally ● Wilson ● Leveled Literacy Intervention (LLI) |
| 3 | M-Class Express | Well Below: Text Reading Online (TRO) Not Proficient: Decoding Online (DO) | Well Below: Text Reading Online (TRO) Not Proficient: Decoding Online (DO) | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Read Naturally ● Focused Reading Intervention ● Sound Partners ● Wilson ● Leveled Literacy Intervention (LLI) |
| 4 | eRI | Below Lexile 580 | Below Lexile 740 | <ul style="list-style-type: none"> ● Lexia Core 5 |
| 5 | eRI | Below Lexile 740 | Below Lexile 833 | |
| 6 | eRI | Below Lexile 740 | Below Lexile 833 | |
| 7 | eRI | Below Lexile 833 | Below Lexile 925 | <ul style="list-style-type: none"> ● Essential Curriculum ● Targeted Instruction ● Read Naturally |
| 8 | eRI | Below Lexile 925 | Below Lexile 970 | <ul style="list-style-type: none"> ● Wilson ● Just Words |

| | | | | |
|----|-----|-------------------|-------------------|---|
| 9 | eRI | Below Lexile 970 | Below Lexile 1010 | <ul style="list-style-type: none"> • PowerUp • Reading Apprenticeship Academic Literacy • Reading Apprenticeship Framework |
| 10 | eRI | Below Lexile 1010 | Below Lexile 1050 | |
| 11 | eRI | Below Lexile 1050 | Below Lexile 1120 | |
| 12 | eRI | Below Lexile 1120 | Below Lexile 1150 | |

Overall Goal: 80% of students meet the grade level expectation OR increase one performance level from fall to spring on Interim assessments.

| MATHEMATICS | | | |
|--------------|----------------|--|--|
| Grade Level | Assessment | At Risk and Require Supplemental Instruction if: | End Goal for the identified at-risk students |
| K | Math Inventory | Below Basic and Below 10th Percentile | |
| 1 | Math Inventory | Below Basic and Below 10th percentile | Basic or Above |
| 2 | Math Inventory | Below Basic and Below 10th percentile | Basic or Above |
| 3 | Math Inventory | Below Basic and Below 10th percentile | Basic or Above |
| 4 | Math Inventory | Below Basic and Below 10th percentile | Basic or Above |
| 5 | Math Inventory | Below Basic and Below 10th percentile | Basic or Above |
| 6 | Math Interim | Below 20% | Increase of at least one performance level on Math Interim from Fall to Spring |
| 7 | Math Interim | Below 20% | Increase of at least one performance level on Math Interim from Fall to Spring |
| 8 | Math Interim | Below 20% | Increase of at least one performance level on Math Interim from Fall to Spring |
| HS Algebra 1 | Math Interim | Below 20% | Increase of at least one performance level on Math Interim from Fall to Spring |

WCPS Tutoring Guidelines

Various assessments will be used to identify the present levels of student understanding in order to inform instructional decisions in reading and mathematics. The most important component with any assessment is understanding the purpose and having a plan for meaningful actions based on the data (CCSSO Assessment Considerations for Fall 2020, 2020). Teachers will work with principals, lead teachers, case managers, intervention teachers, and achievement coordinators to design action plans to accelerate learning for students with identified gaps in learning. The 4As process of assess, analyze, act, and adjust is used across WCPS to support meaningful actions using assessment data. Specifically, on average, one-on-one tutoring and/or small group direct instruction can be more effective (Maryland Together, 2020). In order to support small group instruction and one-on-one tutoring opportunities, WCPS has created tutoring guidelines.

In addition to these assessments, all grade levels and contents are using diagnostic tasks tied directly to the skills and knowledge of grade-level and course curriculum. These assessments focus on the essentials of the grade-level content to be learned in specific instructional units and will be administered just in time to inform instruction in a specific curriculum unit within the WCPS Essential Curriculum. These diagnostic tasks will be opportunities for common formative assessments. Professional development will be offered at the school and county level to assist teachers in using the information most effectively to accelerate student learning.

WCPS has braided funds to hire 40 full time tutors to support students during the academic day. WCPS is also braiding funds to provide tutoring before and after school. Tutoring is an on-going support to an individual student and/or small group of students focused on a specific learning goal.

Elementary General Guidelines

Number of Students:

- One-on-one with a specific learning goal OR
- 2-4 students in a group with a common learning goal

Documented Evidence of Learning:

- Pre-assessment (**Quantitative**)
- Formative assessments to progress monitor
- Post-assessment (**Quantitative**)

Method of Delivery:

- During School
- Before/After School

Action Plan:

- Students selected based on a variety of data to participate in identified interventions
- Clear learning goal (measurable based on baseline data)
- Sources of Evidence (multiple qualitative and quantitative data sources)
- Strategy (Supplemental Instruction)
- Progress monitoring timeline

Elementary Mathematics Tutoring Guidelines

| | | |
|--|---|---|
| <p>Ongoing Student Selection: (By Marking Period) Students eligible to engage in supplemental instruction/tutoring include students who score below basic on the Math Inventory.</p> | | |
| <p>Engage identified students in supplemental instruction/tutoring, beginning with least intensive (left to right):</p> | | |
| <p>→ Tier 2B: Acceleration-focused small group instruction using the Essential Curriculum, Stage 3, 30-minute Small Group supporting resources</p> | <p>→ Tier 2B: Acceleration -focused small group instruction using Building Fact Fluency (15 min.) in support of grade-level computational fluency.</p> | <p>→ Tier 3: Remedial instruction using Do The Math or Math Recovery resource</p> |
| <p>Determine who will provide the instruction, and when:</p> | | |
| <p>Who: Classroom teacher, case manager, intervention teacher</p> <p>When: During the school day, or Before or After School using additional Tutoring funding</p> | <p>Who: Math tutor</p> <p>When: During the school day</p> | <p>Who: Classroom teacher, case manager or intervention teacher</p> <p>When: During the school day, or Before or After School using additional Tutoring funding</p> |
| <p>Ongoing professional development for staff will be provided during the 2021-2022 school year.</p> | | |

Elementary English Language Arts Tutoring Guidelines

Tier 2 and 3 Reading Support: Provide targeted instruction and scaffolds to meet grade level expectations.

Step 1: Use baseline data to identify students requiring tutoring support.

- DIBELS (K&1), mCLASS Express (2-5), eRI (1-5), WCPS Interims
- See [Identifying Students for Supplemental Instruction/Tutoring- Reading](#)
- Click here for [Screener/Assessment and Supplemental Instruction](#)
- Click here for the [Reading Intervention Site](#)

Step 2: Determine the goal/focus for each student/group of students.

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

- Writing

Step 3: Develop the [Action Plan](#)

- Targeted Instruction: learning goal, explicit instruction, practice/application, review
- Time in session should be a minimum 50% practice with reading connected text and/or writing (with no more than 50% skill focus)

Step 4: Progress Monitoring/Personnel

- Tier 2 no less than monthly
- Tier 3 no less than bi-weekly
- Staff responsible

Step 5: Communication with Parents/Guardians

- Parent/guardians shall receive written progress reports quarterly or upon revisions to supplemental instruction.

Secondary General Guidelines

Number of Students:

- One-on-one with a specific learning goal OR
- 2-4 students in a group with a common learning goal

Documented Evidence of Learning:

- Pre-assessment (**Quantitative**)
- Formative assessments to progress monitor
- Post-assessment (**Quantitative**)

Method of Delivery:

- During School
 - Small group instruction
 - Academic Skills / Instructional Help period
 - Double, year-long Math/ELA block
- Before/After School, Saturday School

Action Plan:

- Students selected based on data to participate in interventions
- Clear learning goal (measurable based on baseline data)
- Sources of Evidence (multiple qualitative and quantitative data sources)
- Progress monitoring timeline

Secondary Mathematics Tutoring Guidelines

Middle School Math

Ongoing Student Selection (By Marking Period):

Students prioritized to engage in supplemental instruction/tutoring have the following data indicator:

- Students who score less than 20% on any 2021-2022 WCPS Math Interim

| Determine which supplemental instruction/tutoring support is best for each identified student: | | | |
|---|--|---|--|
| Name Course/Activity | Targeted Acceleration | Math Intervention Grade 6, 7, 8 | Beyond School Day Tutoring |
| Who is providing the intervention? | Classroom Teacher | Math Special Education Content Teacher and/or Math Tutor Para | Classroom Teacher or Certified Staff |
| When are students receiving intervention? | During an identified Intervention Period or during an extended math class (> 60 minutes) | Intervention Period during the school day | Outside the school day |
| What Interventions are provided? | → Acceleration-focu sed small group instruction based on just-in-time assessment and feedback using Stage 3 of the WCPS Essential Curriculum | → iReady interventions to support Math IEP goals, and/or → iReady interventions to support critical prior learning for on-grade level learning | → iReady interventions to support critical prior learning for on-grade level learning → Acceleration-focu sed small group instruction based on just-in-time assessment and feedback using Stage 3 of the WCPS Essential Curriculum |

Notes:

- An i-Ready Math license (which includes both teacher i-Ready lessons & digital personalized pathway learning for students) will be provided to students engaging with math tutoring using the following criteria:
 - Math SEC/Tutors will be required to take part in initial and ongoing training to use and implement iReady
 - Continuous and ongoing sessions- meeting a minimum of twice per week (at least 90 minutes/week) for at least one marking period.
 - Focusing on accelerating grade-level learning.
 - The CES Math department will need the names of students and assigned teacher(s) a week prior to the student starting tutoring.

- There will be an expectation to provide the screener (i-Ready diagnostic) to students within the first two tutoring sessions.

| High School Math | | | |
|--|--|--|--|
| <p>Ongoing Student Selection (By Marking Period): ALGEBRA 1 students with the following data indicator are prioritized to engage in supplemental instruction/tutoring: <input type="checkbox"/> Students who score less than 20% on any 2021-2022 WCPS Math Interim</p> | | | |
| <p>Determine which supplemental instruction/tutoring support is best for each identified student:</p> | | | |
| Name Course/Activity | Targeted Acceleration | Scheduled Acceleration Tutoring | Beyond School Day Tutoring |
| Who is providing the intervention? | Classroom Teacher | Math Para Tutor | Classroom Teacher or Certified Staff |
| When are students receiving intervention? | During an identified Intervention Period or during an extended math class (> one period) | Academic Skills/Instructional Help - Small groups during the school day outside of math period | Outside the school day (before school, after school, during lunch) |
| What interventions are provided? | → Acceleration-focuse d small group instruction using Supplemental Instruction Resources for Small Groups provided in the WCPS Essential Curriculum | → iReady interventions to support critical prior learning just-in-time for on-grade level learning | → Acceleration-focuse d small group instruction using Supplemental Instruction Resources for Small Groups provided in the WCPS Essential Curriculum |

Notes:

- An i-Ready Math license (which includes both teacher i-Ready lessons & digital personalized pathway learning for students) will be provided to students engaging with math tutoring using the following criteria:
 - SEC/Tutors will be required to take part in initial and ongoing training to use and implement iReady

- Continuous and ongoing sessions- meeting a minimum of twice per week for at least one marking period.
- Focusing on accelerating grade-level learning.
- The CES Math department will need the names of students and assigned teacher(s) a week prior to the student starting tutoring.
- There will be an expectation to provide the screener (i-Ready diagnostic) to students within the first two tutoring sessions.

Secondary English Language Arts Tutoring Guidelines

Tier 2/3 ELA Support: Provides targeted instruction and scaffolds to meet grade level expectations.

- **Step 1: Assessment to Identify Students Who Need Support:**
 - eRI- See [Identifying Students for Supplemental Instruction/Tutoring- Reading](#)
- **Steps 2 and 3: Determine Goals using additional Assessments:**
 - Comprehension: Literably, PowerUp
 - Writing: SchoolNet Interim (constructed response)
 - Vocabulary: SchoolNet Interim (selected response), Building Vocabulary Kits Assessments
- **Step 4: Develop an [Action Plan](#)**
- **Step 5: Monitor Progress**

Tier 3 ELA Support (Students with an IEP or intensive needs):

- **Focus:** Progress towards mastery of IEP goals/objectives or standards below grade level
- **Implementation:** Follow and monitor IEP goals, CLP, or [action plan](#)

Additional Resources:

- [WCPS Instructional Model](#): ELA tiers of support
- [Reading Intervention Site](#)
- [Reading Tutor Guide](#) (6 WCPS Reading Tutor Paraprofessionals)

Career and Technology Education (CTE)

There are approximately 6,204 high school students enrolled in 37 non-duplicated CTE programs of study across Washington County Public Schools (WCPS). CTE at WCPS will utilize the latest technologies and online learning platforms to continue to deliver a value-added curriculum.

All CTE courses lead to an end goal of an industry-recognized credential, articulated credit, and/or a dual-transcribed credit. All WCPS CTE teachers have had access to professional development for direction and collaboration to transition the current curriculum to a totally virtual or blended type instruction. WCPS CTE department has been working closely with MSDE and other state licensure governing boards to ensure industry certified licensure and credentialing will

still be accessible for students. WCPS will look at taking steps to allow students the access needed to obtain the value-added within the prescribed framework outlined by the Maryland State Department of Education (MSDE).

With WCPS returning to in person learning students will have access to all CTE equipment and materials. Safety precautions will be taken to ensure materials are wiped down after student use and physical distancing will be required when possible. CTE programs will continue to offer rigorous and relevant instruction so that students have access to the value-added skills which our post-secondary and business partners need. Certain CTE programs will require small group in-person instruction to allow students to practice their craft to prepare them for the performance-based assessments required in their respective fields. Meeting rooms and equipment utilized will be properly cleaned and disinfected in accordance with MSDE's Roadmap for Recovery guidelines. Students will also be provided the proper personal protective equipment (PPE) to attempt to mitigate unnecessary risk. WCPS CTE staff members have been and will continue to be trained.

All WCPS CTE programs with a work-based learning component will continue to operate within MSDE guidelines to offer students that respective experience. WCPS will work closely with MSDE, the Department of Labor, and local and state health agencies to ensure that students have access to a safe, rigorous, and rewarding opportunity. WCPS will also follow all guidelines if programs offer opportunities for onsite work-based learning through programs such as cosmetology and automotive technology. If clients are permitted onsite, all social distancing and safety guidelines will be implemented and followed. WCPS CTE department will work with CTE instructors and the work-based learning coordinator to ensure that these guidelines and recommendations are being followed.

Recommendations for Professional Learning

Standardized Approach

Use a [standardized approach](#) to Google Classroom and communication with students/parents

- Student and Parent Benefit - Use resources efficiently and effectively in a consistent manner. Google communication, collaboration, and information structure should be consistent throughout WCPS.
- Professional learning for teachers - provide professional learning for teachers that support the organization, purposeful functions, and [best practice](#) for using Google Classroom to teach and to [communicate](#).
 - Using consistent communication settings with students through Google Classroom
 - Providing professional learning for secondary teachers on Google Classroom in a clear, organized manner that creates consistency for both students and parents
 - Developing and using basic settings checklist and resources to create consistency for teachers and students

Student-centered Environment

Creating a student-centered digital learning environment is a priority.

- Student benefit - students will be deeply engaged in a safe digital environment and have positive relationships with teachers.
- Professional learning for teachers - provide professional learning opportunities that help teachers use application tutorials when creating student-centered digital learning.
 - Using Google Meet to effectively communicate with students and creating consistent expectations of all WCPS students
 - Using Google Meet to structure digital learning that is engaging to students in all classrooms and developing resources that will help teachers
 - Developing norms of in-person and virtual classroom expectations with students and parents to create a safe and welcoming learning environment that provides consistency and accelerates learning
 - Developing guidelines for teachers for asynchronous and synchronous learning so that students continue learning
 - Prioritizing the appropriate and acceptable digital applications that facilitate and improve student learning
 - Creating appropriate and welcoming teacher/student relationships in-person and in a digital classroom
 - Creating small group instruction that differentiates based on student needs and interests
 - Exploring project-based learning and individualizing student work according to student needs and interests
 - When appropriate, examining new technologies and applications that may provide better support for students in learning

Collaboration

Creating collaborative opportunities with other teachers is a priority.

- Student benefit - “Communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise which will ultimately lead to student achievement” (Hattie, 2015).
- Professional learning for teachers - provide opportunities for teachers to be involved in collaborative processes with each other (school-based and with CES staff) to develop better practices and strategies.
 - Creating opportunities for teachers to see quality virtual classrooms and practices
 - Creating opportunities for teacher collaboration within the school and the district
 - Developing a clear and consistent understanding of the curriculum and standards, the sequence of the curriculum and planning for dynamic and engaging delivery in distance learning

Effective Feedback

Providing effective feedback to students creates a learning environment to help students achieve.

- Student benefit - research suggests that to enhance learning, students must be encouraged to actively process the information and feedback received and leads to great gains in performance (Chappuis, 2012; ERO, 2012, Hattie, Temperly cited in Lipnevich et al, 2013).

- Professional learning for teachers “When used effectively, feedback can be used to modify teaching and learning activities to meet the needs of the students” (Black & Willem, 2009). Provide opportunities for teachers to examine formative and summative assessments in relation to feedback.

Providing professional learning on how to use effective feedback in both asynchronous and synchronous environments will enhance teacher feedback to students, peer feedback, and assess student learning in distance learning.

Grading

WCPS recognizes the importance of regularly reporting the progress of students as they proceed through their formal educational experiences. Such reporting has several purposes: 1) to inform students of their progress and needs with regard to the instruction program; 2) to give parents needed insights into the teaching-learning process and how it is affecting their son or daughter with regard to achievement and effort; and 3) to provide teachers with information about the progress and needs of students in their classes.

Report cards will be issued four (4) times during the school year at approximately nine (9) weeks, eighteen (18) weeks, twenty-seven (27) weeks, and thirty-six (36) weeks. A grade will be reported for each of the four (4) marking periods.

Final grades for the year or by course are not calculated or reported at the elementary level. Academic achievement in elementary school will be reported as a number representing the following progress and performance level descriptors with the following meanings:

- 4 – Exceeding the Standard
- 3 – Meeting the Standard
- 2 – Progressing toward the Standard
- 1 – Making limited or no progress toward the Standard

Elementary report cards communicate a summary of performance and progress towards learning goals and learning behaviors. The learning goals are grade-level specific in the subjects of language arts, social studies, math, science, art, music, health education, and physical education. Learning behaviors include independent work habits, collaborative work habits, goal setting, problem solving, citizenship, and respect. Days absent and times tardy are indicated on the report card but are not factored into an elementary student’s grade.

Secondary final grades will be based on the average of the four grade reports for year-long courses, two grade reports for semester-long courses, and one grade report for partial-semester courses. Interim reports (grades that are not included in the determination of final grades) will be issued at the approximate midpoint of each of the four grading periods. **Special education students and parents can expect quarterly progress monitoring information.**

Health and Safety

Health Services

WCPS is working with our partner Meritus Health to provide necessary spaces for well and sick students in our school health suites. WCPS has also utilized a cross-functional committee, **the COVID-19 Response Team**, to develop plans for addressing the wellness of employees and students during the COVID-19 pandemic.

The full reopening of WCPS offers complete access to educational and health services in-person that many students from historically underserved subgroups did not have access to in the 2020-2021 school year due to the pandemic.

Contact tracing is conducted by the WCPS Covid-19 Response Team. This team employs approximately 10-12 temporary clerical staff that communicates daily with families from the call center created at the Center for Education Services. The leader of the team, among others, is in daily contact with the Contact tracing team at the Washington County Health Department. This team provides guidance to families with ill students, those that have been diagnosed with the virus, and those that have been identified as close contacts. WCPS isolation and quarantine rules as a blend of guidance from the Centers for Disease Control and Prevention and the Maryland Department of Health, tempered with local rules to encourage regular staff and student attendance. Medical guidance to the team is provided by our own registered nurses, as well as consultation with the Washington County Health Department.

Staff Protocols

Staff [protocols](#) have been developed utilizing the guidance from the Centers for Disease Control and Prevention (CDC) as well as the Washington County Department of Health and Dr. Masood, a pediatrician and medical director for our health services with Meritus Health.

Washington County Public Schools (WCPS) carefully monitors the most up-to-date information from the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and local, state, and federal government. The last update to our staff health protocols was made on January 11, 2022.

WCPS strives to be proactive in addressing concerns and questions regarding employee wellness and safety during the COVID-19 pandemic. WCPS continually assesses buildings, work environments, and specific job duties to ensure safe work practices and personal protective equipment (PPE) is available.

WCPS staff are required to wear face masks covering the mouth and nose inside all school buildings and on school buses.

Staff are not permitted to travel together for work-related purposes.

Employees are to self-screen their health daily for symptoms which may include but are not limited to:

- Temp 100.4 F or greater
- Cough
- Difficulty Breathing and/or Shortness of Breath
- Diarrhea/Vomiting
- New Loss of Taste and/or Smell
- Sore Throat
- New Onset of Severe Headache

Fever Guidelines: During this COVID-19 pandemic, if an employee has a fever at home/at school, the employee is to remain home until fever-free for 24 hours without fever-reducing medication (after isolation/quarantine requirements are met).

Employees should stay home if they have any one of the symptoms listed above. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

Employees should:

- Self-isolate and seek medical attention
- Contact their principal or supervisor
- Supervisors should direct employees to contact the COVID Response Team at responseCOVID19@wcps.k12.md.us

Employees who become sick throughout the workday should immediately report their condition to their supervisor and contact the COVID Response Team at responseCOVID19@wcps.k12.md.us. The employee should leave work, seek a professional medical assessment of their symptoms, and/or obtain a COVID-19 test (rapid/antigen testing is acceptable).

This email address, responseCOVID19@wcps.k12.md.us is monitored by a small team of WCPS administrators prepared to respond.

Staff Positive COVID-19 Test

If an employee tests positive for COVID-19, the employee is to remain isolated at home until they are released by a medical professional to return to work. WCPS cannot disclose the identities of employees who test positive or are suspected of being positive for COVID-19 because of privacy laws. WCPS will conduct contact tracing to limit the risk of exposure to others. WCPS will collaborate with health officials to facilitate contact tracing and notification related to COVID-19 cases or possible exposures. WCPS, if needed, will gather the names and contact information of those employees that may have been exposed.

Employees identified as potentially having exposure may be asked to:

- leave work;

- self-quarantine/self-monitor; and
- seek a professional medical assessment.

A quarantine period of up to 14 days may be required to return to work. All medical notes from medical professionals should be sent to responseCOVID19@wcps.k12.md.us.

Student Protocols

[Student protocols](#) have also been developed for health and safety.

Washington County Public Schools (WCPS) carefully monitors the most up-to-date information from the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and local, state, and federal government. The last update to our student health protocols was made on January 11, 2022.

WCPS is striving to be proactive in addressing concerns and questions regarding student wellness and safety during the COVID-19 pandemic. WCPS continually assesses buildings, buses, and staff to ensure safe school environments and personal protective equipment (PPE) is available.

Parents should be aware that school staff will follow the same requirements listed below for students.

WCPS students are required to wear face masks covering the mouth and nose inside all school buildings and on school buses.

Parent/Guardians are to screen their student's health daily for symptoms which may include but are not limited to:

- Temp 100.4 F or greater
- Cough
- Difficulty Breathing and/or Shortness of Breath
- Diarrhea/Vomiting
- New Loss of Taste and/or Smell
- Sore Throat
- New Onset of Severe Headache

Students should stay home if they have any one of the symptoms listed above. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline..

Fever Guidelines: During this COVID-19 pandemic, if a student has a fever at home/at school, the student is to remain home until fever-free for 24 hours without fever-reducing medication (after isolation/quarantine requirements are met).

If your student tests positive for COVID-19 or has been identified as potentially having exposure, immediately report this to your school principal and email to responseCOVID19@wcps.k12.md.us.

Discuss with your child the importance of regular hand washing. Hand sanitizer should be utilized when soap and water are not available.

During the School Day

If a student exhibits signs/symptoms of COVID-19, the health room staff will notify you to pick up your child within a 30-minute time frame to reduce person-to-person exposure. A parent/guardian has the option to consent for health room staff to conduct a rapid COVID-19 test. Further guidance will be given by the health room staff. **Students who have tested positive during the school day and those who are symptomatic will be isolated in the health room and kept away from others as spacing allows. Staff will retrieve student belongings, while waiting for parents to pick up their child.**

Student Positive COVID-19 Test

If your student tests positive for COVID-19 or has been identified as potentially having exposure, immediately report this to your school principal and email to responseCOVID19@wcps.k12.md.us. This email address is monitored by a team of WCPS administrators prepared to respond.

Students identified as potentially having exposure may be asked to:

- Not return to school;
- Self-quarantine/self-monitor; and,
- Seek a professional medical assessment.

An isolation/quarantine period of up to 14 days. WCPS cannot disclose the identities of staff or students who test positive or are suspected of being positive for COVID-19 because of privacy laws. However, WCPS will conduct contact tracing to limit the risk of exposure to others. WCPS will collaborate with health officials to facilitate contact tracing and notification related to COVID19 cases or possible exposures. In addition, WCPS, if needed, will gather the names and contact information of students that may have been exposed.

With schools fully open, it is difficult to provide social distancing space for students in certain areas. Parents and students should understand that the potential for exposure is greater in some areas of the school or during certain activities. Areas of concern include cafeterias and buses in school. Risk for exposure may be higher during extracurricular activities or attendance at sporting events where community members may choose not to social distance.

COVID-19 Testing

WCPS is planning to continue diagnostic testing at all school locations for the 2021-2022 school year. Rapid antigen test kits have been made available through the Maryland Department of Health and the Maryland State Department of Education. School health room staff at each school are trained in administering the test kits. Students and staff who become symptomatic during the school day may report to the school health room for testing. Individuals with a positive test result will be isolated per the guidelines listed above. With a negative test result, the student or staff member may return to the classroom when they have improvement of their symptoms or an

alternate diagnosis as identified on the [WCPS School Health Decision Aid](#) (modified from MDH decision aid).

Vaccinations for Students and Staff

WCPS vigorously worked to create vaccination clinics for staff as soon as vaccines were available, finally finding a partner in January 2021 with the Meritus Health System. Over an initial period of two weeks, Meritus offered WCPS 2000 doses of vaccines to provide the first inoculation for staff. The WCPS COVID Response Team call center acted as a scheduling center to schedule teachers, support staff, and administrators in priority order based on their job-duty, related risk factors. Meritus offered additional appointments later in February and by the end of March, all WCPS staff that wanted to be vaccinated through the school system were fully vaccinated. In total, 2,459 staff out of 3500 (including coaches and substitute staff) were vaccinated, 70%.

In April 2021, Meritus offered 1000 vaccinations for students who were at least 16 years old. WCPS identified approximately 4300 students. Vaccination appointments were equitably offered to all eligible students. Approximately 650 students were vaccinated through this partnership. WCPS offered release from school just like any other medical appointment, and offered staff supervision and school bus transportation to the vaccination clinic at the hospital for any family that could not provide those services to their child. **In November and December 2021, the Washington County Health Department offered vaccinations for students who were ages 5-11 years old in WCPS elementary schools after school hours. The initial round of clinics targeted schools with higher Free and Reduced meal rates mostly around the Hagerstown city core. In January 2022, additional vaccinations are being offered for ages 5-11 years old in WCPS middle schools after school hours. Clinics are being offered in every community in the county to ensure that families have access to the vaccine close to their home.**

Moving forward, students and staff can be vaccinated through ample vaccinations clinic locations in the greater Washington County community. Within 20 miles of Hagerstown, 32 vaccination locations are available including 26 pharmacies, the county health department, Meritus Medical Center and 4 urgent care locations. Many more locations are also available within this radius but over the state line into Pennsylvania and West Virginia.

Universal Guidelines for all COVID-19 Health Precautions

- WCPS requires all students and staff to wear face coverings on all school buses in accordance with a federal transportation order.
- Masks are also required for all individuals inside school buildings to start the school year, regardless of vaccination status. This additional initiative for masking indoors will help schools avoid mass quarantines of students.
- **Masking is required in all Maryland schools based on the approved state regulation [COMAR 13A.01.07, Face Coverings in School Facilities](#). Approved off-ramps for removing face coverings include:**
 - 80% of Washington County's population is fully vaccinated as reported by the Maryland Department of Health;

- 80% of the school staff and students in a specific school facility have been verified to be fully vaccinated;
- Washington County has sustained 14 consecutive days of moderate or low transmission rate of COVID-19 cases, as reported by the Centers for Disease Control and Prevention.
- When wearing a face covering, wear it properly covering the nose and mouth
- Practice good hand hygiene by regularly washing hands with soap for at least 20 seconds and using alcohol-based hand sanitizer as a substitute when necessary. Students will be encouraged to wash their hands throughout the school day.
- Stay physically distanced, to the greatest extent possible.
- When coughing or sneezing, use a tissue to cover mouth and nose, dispose of tissue and wash hands
- If extenuating circumstances or needs require closer contact, address using additional situation-specific guidance outlined below.
- WCPS will continue to work directly with the Washington County Health Department to conduct contact tracing for student and staff cases by employing a temporary COVID Response team that provides a call center Monday through Thursday from 6 AM - 8 PM, Friday from 6 AM - 5 PM and Sunday from 6 PM - 8 PM to prepare for the weekly return of students on Monday.

Continuity of Learning for Students in Quarantine:

Continuity of Instruction: [QUARANTINE](#) Access to learning and services will continue for any student who is quarantined due to exposure to COVID-19 will be arranged within 24-48 hours of notification to or from the school. **The infographic below describes the expectations and processes for providing continuity of learning for students who are quarantined that was created in partnership with bargaining units.**

CONTINUITY OF LEARNING DURING QUARANTINE

| | | |
|--|---|---|
| PROVIDING ACCESS TO INSTRUCTION |  <p>PARENT/GUARDIANS communicate and collaborate for instructional support</p> | <ul style="list-style-type: none"> Initial quarantine check-in through confirmed email or phone contact with parent/guardian. <i>Discuss how and when to access initial instruction, internet accessibility, and available instructional supports.</i> For multiple day quarantines, additional check-ins will be arranged. <i>Discuss learning progress and outcomes or need for additional support through supplemental instruction or tutoring.</i> |
| |  <p>TEACHERS & STAFF ensure continuity of learning by providing instruction and feedback</p> | <p>A quarantined student may be marked present for learning during the quarantine period if the teacher determines that students have:</p> <ul style="list-style-type: none"> access to engage synchronously with a teacher, substitute, and/or tutor multiple times during quarantine (e.g. livestream, viewing of videos, participation in small group tutoring sessions, office hours, etc.); and the opportunity to engage with and submit multiple assignments and tasks to demonstrate learning; and the resources necessary to complete appropriate learning activities (e.g., Google Classroom, textbooks, technology, hard copy resources, etc.). |
| LEARNING ENGAGEMENT |  <p>STUDENTS access instruction, engage, and demonstrate evidence of learning</p> | <ul style="list-style-type: none"> Login to Google Classrooms and review work provided. Engage in instructional activities. Communicate the need for additional assistance, clarification, or instructional support. Complete and submit assignments to be counted as present. Complete assessments. |
| ADDITIONAL SERVICES |  <p>SERVICE PROVIDERS ensure Individual Education Program (IEP) or English Learner Plans are implemented</p> | <ul style="list-style-type: none"> Case manager participates in the initial check-in for students who receive IEP services. Individual Continuity of Learning Plans are implemented as previously planned or updated if required based upon individual circumstance. Determine if IEP services can be provided AND student is able to access and implement the Individual Continuity of Learning Plan. If IEP services cannot be provided or the student cannot access, services must be provided upon return. English Learner services are provided virtually or upon return. <p>*504 services will be reinstated upon return to school</p> |

*ADDITIONAL FUNDS ARE AVAILABLE TO PAY STAFF WHO SUPPORT STUDENTS BEYOND THE INSTRUCTIONAL DAY

Communication Plan

Email and [newsletters](#) have been used by the public information office to communicate general information regarding quarantines. WCPS administrators have also presented information at public Board meetings. At the Washington County Board of Education meeting on September 7, 2021 Earl Stoner, Health Officer for the Washington County Health Department (WCHD) further explained the need for mandatory masking and quarantines. Discussions have occurred with representatives of the employee bargaining units to create this plan to continue learning for all children in quarantine in a manner that is equitable. Pending approval of the plan, more information will be shared directly with parents and guardians and the staff involved. Communication to families will partner with parents and guardians to help students engage in the available continuity of learning opportunities.

WCPS has used federal grants funds to create a COVID response team. The WCPS COVID response team and school administrators conduct contact tracing. Contract tracing information is shared with the Washington County Health Department (WCHD). WCHD communicates with

impacted families regarding the individual quarantine period and the requirements for returning to school. Access to learning and services will continue for any student who is quarantined due to exposure to COVID-19 and will be arranged within 24-48 hours of notification to or from the school. **Currently, the high community transmission rates and call volume, along with staff absences due to Covid-19 may result in a delay of the initial check-in.** The parent/guardian of the student identified to quarantine collaborates to create the continuity of the learning plan through communication with principal-designated staff.

- An Initial check-in will be initiated by the school staff through confirmed email or phone contact with parent/guardian. This collaboration will provide information about how and when the student will access initial instruction, determine Internet availability, and share available instructional support resources.
- **For multiple day absences, contact will be made by the school staff through confirmed email or phone contact with the parent or guardian and to discuss information about the learning progress and outcomes or the need for additional support or services.**

Delivery of Instruction

Students who are participating in the Academy of Blended Learning Education (ABLE) will have uninterrupted access to daily synchronous instruction through Google Classroom and Google Meet. Students who have been attending school in-person, but who may need to quarantine as directed by the WCHD will have uninterrupted access to assignments and assessments through Google Classroom and initial instruction either through pre-recorded video or live streamed audio/video access to initial instruction. All students have a 1:1 device to access instruction remotely. If home internet services are not available, as determined by the initial check-in through confirmed email or phone contact with parent/guardian, hard copies of the assignments and a plan for instruction before, during or after school, or upon return will be collaboratively determined.

In alignment with the acceleration model, student-teacher relationships, clarity, feedback, and scaffolds are prioritized in the plan for continuity of learning for students in quarantine. Because the classroom teacher has established a relationship with the student, the teacher(s) of record and staff ensure continuity of learning happens the very best possible way to keep the learner caught up and on pace by providing access to instruction and feedback. Initial instruction opportunities will vary based on the grade level and content, and will include the following:

- Post work to Google Classroom **or** provide hard-copies of the work for students without internet access
- Provide access to classroom instruction through video recordings posted to Google Classroom **or** by turning on audio/video access to livestream through Google Meet during initial instruction **or by contacting the parent/student to provide instructional support as needed, including arranging for before, during or after school, or upon return instructional help, tutoring, peer support, etc.**
- Score and record work completed

Students will have access to instruction, engage in learning, and demonstrate evidence of learning by:

- Logging in to Google Classrooms and review work provided or review hardcopies
- Participating in instruction by watching the video lesson or watching/listening to initial instruction through Google Meet or **through conversation and support with the teacher**
- Communicating questions or needs to teacher
- Completing and submitting assignments
- Communicating the need for additional assistance, clarification or instructional support as needed, including arranging for before, during or after school, or upon return instructional help, tutoring, peer support, etc.
- Completing assessments

School administrators have been provided with additional funds to pay staff who support students beyond the instructional day.

Attendance Codes for Quarantine Students

- 17A=Student is excluded from attending/leaves school related to a government declared health outbreak=*absent excused*
- 17C=Covid-related continuity of instruction was provided and student participated, retroactive to 8/30/2021= *participated/present*

Quarantine Service Plan Protocols

Service Providers ensure Individual Education Program (IEP) implementation as follows:

- Case manager participates in the initial check-in for the student with an IEP
- If services can be provided and student is able to access, the IEP Individual Continuity of Learning Plan (ICLP) is implemented during the time of quarantine
- If services cannot be provided **or** the student cannot access, services must be provided upon return

Service Providers ensure English Learner Plan implementation as follows:

- English Learner services are provided virtually or upon return

504 services will be reinstated upon return to school

WCPS is braiding funds to provide additional time and compensation for staff to provide services beyond the school day if necessary.

If there are concerns regarding a student's progress after a period of quarantine (for example, as discovered through ongoing progress monitoring or as communicated by the parents or guardian of the student), the team should meet to consider complete the Individualized Decision-Making Process (IDMP) for continued provision of service and support during Covid-19 student quarantine.

Accommodation for Students with Disabilities

Best Practices

Best practices in all circumstances for students who receive specialized instruction in regular education classes, as well as programs (Summit, STEP, RISE, Connections):

- Know your students and strategies that work best with them and then work collaboratively with the team to plan logistics around those needs.
- Implement and monitor behavioral strategies outlined in the individual education plan (IEP) and/or a behavior intervention plan (BIP).
- Wash or sanitize your hands before working with another student, touching yourself or any other surface.
- Communicate with staff regularly and plan to transfer behaviors to preferred activities aligned with the instructional lesson prior to class starting.
- Collaborate with the classroom teacher and special education teachers/case manager to align clear and specific goals and expectations for each day of instruction.
- Ensure a clear understanding of any IEP, behavioral, and/or medical plans of students.
- Only escort/guide when necessary. Utilize other interventions such as offering wait time, providing options, and offering sensory breaks/voluntary time-outs.

Best Practices related to COVID-19 health precautions for students who receive specialized instruction in regular education classes, as well as programs (Summit, STEP, RISE, Connections):

- Plan to have additional Personal Protective Equipment (PPE) available or on during transitions and times that are a potential escalation point for a student.
- Observe and support students while maintaining physical distancing (6) feet or more to the greatest extent possible, and with additional precautions as needed.
- Limit close contact when possible. If close contact for less than fifteen (15) minutes is necessary, additional PPE such as gloves should be worn.
- When possible, position yourself to the side of the student.
- If wearing gloves when working with a student, ensure you change and dispose of your gloves properly.
- When there is a risk of bodily fluids, additional PPE such as gowns and face shields should be worn.
- If a gown has become contaminated, replace the gown.
- Consider using materials (pointer, pencil, stylus, etc) that can be cleaned/wiped down, etc. as redirecting mechanisms.
- Provide individual items rather than sharing materials, have additional options.
- Coordinate changes in the learning environment with staff as groupings change throughout the class or day to ensure proper physical distancing.
- Assist with maintaining clean and safe learning areas using wipes or spray.
- Engage with students in small groups or one-on-one.
- If possible, guide the student by placing your open hand on the student's back or upper arm instead of holding their hand. If hand-holding is necessary, utilize gloves and properly sanitize prior to and following contact.

- Know your student and be prepared with PPE as needed to ensure safety when close physical contact may be necessary. Staff members should don PPE as appropriate to the situation to maintain safety.
- Maximize space when possible to escort students safely.
- Utilize the least amount of time possible to safely escort the student to an alternate location.

Use of Physical Interventions to Maintain Safety

- Crisis Prevention Institute (CPI) training is required. Recertification classes are ongoing. For enrollment, please email Connie Hartman at hartmcon@wcps.k12.md.us
- CPI Escort - Utilize approved CPI techniques and follow the remaining non-emergency escort guidelines as listed above.
- As always, the use of restraint/seclusion is limited to emergency situations that warrant physical intervention to maintain students/staff members' safety.
- When COVID-19 health precautions are required, unless the urgency of the situation dictates an immediate response, ensure proper PPE is utilized as appropriate to the situation (gloves, gown, face shield). If the situation demands immediate intervention, as safely as possible, staff members wearing full PPE should switch out with staff members who were not wearing full PPE at the time of the incident.

Bus Assistance

- Know your student's bus driver and communicate any necessary information to ensure safety and proper distancing for school-based staff and transportation staff.
- Valuable information could be gained by checking how the ride was for certain students when they are being dropped off. Always be prepared to set students up for a great day.
- Communicate pertinent information through pathways pre-established for students with behavioral intervention plans as needed.

As we see an increasing number of students enrolling without the necessary skills to toilet successfully, we have created some school-based recommendations to assist with this daily living skill. This process will be a collaborative effort between school-level staff and Meritus school health staff. If a child has a *diagnosed medical concern* that impacts this process, Meritus staff will take the lead. Otherwise, please follow the guidelines below.

Potty Training

For children not yet fully potty trained:

- Set a timer each day and create specific times to recommend that the child use the restroom.
- Ensure this communication with the child is private and not intimidating.
- Discreetly reward the child for success.
- Be in continuous contact with the family so that both parties are working together to create success.

- Share literature with the family regarding best practices at home.

Pre-kindergarten

- Suggest that each child bring a change of clothes with him/her to be stored at the school in the event of an emergency.
- If a child has an accident, clerical staff will communicate with family members if they would prefer to come to school to change their child.
- If families do not choose to come to school, the PreK paraprofessional will escort the child to the health office, the paraprofessional will assist the child appropriately and the school health office staff will assist the paraprofessional if available and not with another student.
- If this is a frequent occurrence, it would be advisable to conference with the family to determine additional steps for the child's success

Kindergarten through grade five

- Kindergartners should also have a change of clothes available in the event of an emergency.
- If a child has an accident, clerical staff will communicate with family members if they would prefer to come to school to change their child.
- If families do not choose to come to school, a principal-designated school employee will be contacted and will escort the child to the health office. The designated school employee will assist the child appropriately and the school health office staff will assist the designated school employee if available and not with another student.
- If this is a frequent occurrence, it would be advisable to conference with the family to determine additional steps for the child's success.

Personal Care

If staff are diapering, toileting, changing, or providing other personal care for students, two persons are required for safety purposes.

Diapering

Students may require diapering due to health, physical or intellectual concerns, which necessitate the use of diapers. These students may require changing either on a daily, scheduled basis or on an “as needed” basis. These tasks should be performed with dignity and respect for the student and in a private, safe, secure setting within the school.

Procedures

The student you are working with may have special needs requiring special procedures. This information should be included in the IEP or 504 forms (the classroom teacher has this information) tailored specifically for the student with whom you are working. This is extremely important because it will provide essential information regarding the special needs and equipment necessary for the student. It may also include goals and objectives, such as whether the student is progressing towards independent toileting.

Step by Step

Inspect the designated changing area and ensure all of the necessary equipment and supplies are available in the area (i.e., gloves, wipes, water, soap, etc.).

1. Bring the student to the changing area.
2. Prepare the table/surface where the student will be changed by spraying and wiping with Hepa Quat and placing a “chuck” (cotton absorbent pad) on the table surface.
3. Wear appropriate Personal Protective Equipment (PPE)— double gloves & mask (face shield and gown if necessary).
4. Talk to the student about what you are doing to provide reassurance.
5. Transfer student to changing table (*see equipment). Remember, if a transfer is needed, plan the transfer with the staff and student with whom you are working. Training from a WCPS Physical Therapist must occur before use.
6. Remove soiled diaper and place it in a covered waste receptacle.
7. Clean the student using wipes.
8. Dispose of soiled top gloves and put on a clean pair of gloves as needed.
9. Place a clean diaper on the student.
10. Transfer student from changing area.
11. Remove “chuck” and clean the surface with Hepa Quat.
12. Spray the Quat disinfectant liberally on the area and allow it to dwell for 10 minutes prior to drying the surface with single-use paper towels.

Safe Handling

The changing of gloves and cleaning of the surface is to avoid cross-contamination of infected or contagious material and is a safe handling procedure that should be practiced. The proper removal and disposal of gloves are included in the safe schools bloodborne pathogen training that is required by all employees.

Toileting

As with diapering students, toileting is another task that requires a certain amount of equipment and supplies to ensure the safety of both students and staff. There are different reasons why a student may require assistance with toileting, including physical and intellectual impairment as well as toilet training. You should review this information with the teacher or school administration should you have questions.

Step by Step

1. Escort the student to the changing/bathroom area.
2. Wear PPE – double gloves & mask (face shield and gown if necessary)
3. Talk to the student about what you are doing to provide reassurance.
4. Assist the student with clothes and pull up if necessary.
5. Transfer and/or assist the student to the toilet.
6. If required, stabilize the student on the toilet seat.
7. Assist the student in cleaning when the student is finished if needed. Remove top gloves if soiled as needed.
8. Transfer the student from the toilet if necessary.
9. Dispose of soiled gloves, and provide the student with a new pull up if necessary.

10. Finish by using Hepa Quat to sanitize and disinfect.
11. Spray the Quat disinfectant liberally on the area and allow it to dwell for 10 minutes prior to drying the surface with single use paper towels.

Safe Handling

The changing of gloves and cleaning of the surface is to avoid cross-contamination of infected or contagious material and is a safe-handling procedure that should be practiced. The proper removal and disposal of gloves are included in the safe-schools bloodborne pathogen training required by all employees.

Equipment and Supplies

The following list of equipment and supplies identifies the minimum necessary to provide the safest environment for students and staff.

1. Running water, soap, and paper towels
2. Adjustable changing table
 - o At the minimum, an unbroken, clean, sturdy surface off the floor should be provided.
 - o Health room can be used if determined for individual needs.
3. Lifting device
 - o **Training must occur before use**
 - o Depending on the size and mobility of the student, some equipment may be needed to assist in the safe handling of a student
 - o This may include: Hoyer lift, transfer belt, and electronic lifting device with appropriate slings
4. Privacy curtain if in a classroom area outside of the bathroom
5. Gloves and mask
6. If needed, additional PPE provided: Face shield, gown
7. A covered and lined refuse receptacle for waste and contaminated PPE
8. Hepa Quat sanitizing spray (3M 25H quaternary disinfectant)
9. Chucks
10. Supply of soap, toilet paper, wipes, and paper towels

School and student-specific guidelines may vary based on needs including picture cues and verbal prompts. Parents should provide the student's personal care items including masks, diapers, pull-ups, wipes, etc..

Cleaning and Sanitation of Equipment, Classroom Tools, and Resources

In addition to the guidance below, all previously released WCPS, local, state and federal public health safety guidelines must be followed. These recommendations may be revised as the situation evolves. Require students to wash hands, wear masks, and maintain social distance following WCPS, local, state, and federal public health safety guidelines.

Minimize and Modify Shared Equipment Usage

If there is not enough equipment for each student to have their own, consider creating cohorts, e.g., having students work in pairs or small groups and keeping those groups the same.

- One student can physically touch the equipment/tools and the other students can conduct activities that do not involve physically touching the equipment (e.g., recording results in a journal).
- If alternating roles is necessary, students must wipe down/clean the equipment/tools before changing tasks.
- When feasible, assign specific students to specific pieces of equipment or workstations that they can use for each class session.
- Equipment/tools that touch the eyes (e.g., microscopes) can be shared if a disposable protective cover is added and students do not breathe directly into the item. Disposable protective covers should be removed, disposed of, and replaced with a new cover between uses, and the equipment should be cleaned between uses.
- Equipment/tools that do not come into contact with the mouth can be shared if cleaned between uses.

Shared Equipment Cleaning

- Shared equipment should be wiped down before and after each use (so there are ideally two wipe-downs between each student's use).
- WCPS cleaning supplies and disinfectants should be made available in each room for this purpose. A sufficient inventory of disinfectant supplies should be maintained at all times.
 - All staff should reinforce the importance of sanitation practices and work to ensure cleaning is done correctly.
 - Consider signage in all areas with shared equipment, reminding students to wipe it down/clean it before and after use.
- Additionally, classrooms will be cleaned and disinfected daily as part of the [WCPS Operations Department Cleaning and Disinfecting Protocol](#).

Required Online Safety Training

Vector Solutions Training is a restricted site available only to WCPS staff on the employee portal due to contractual obligations with the vendor.

[2021-2022 Vector Solutions Training for Returning WCPS Employees](#)

Recommended Training

Initial CPI Certification

If you are not currently certified in CPI, you can complete the course by first completing on-line modules and then attending a full day in-person course. Please note - This course requires the demonstration of competency with physical interventions. Participants will be required to practice these skills with other participants which will involve a degree of

close contact. Precautions and protocols are in place to minimize the amount of time participants are in close proximity. To register for a class, please email Connie Hartman at hartmcon@wcps.k12.md.us

CPI Recertification

CPI recertification classes will be held on each professional development day and once a month during after school sessions. Please note - This course requires the demonstration of competency with physical interventions. Participants will be required to practice these skills with other participants which will involve a degree of close contact. Precautions and protocols are in place to minimize the amount of time participants are in close proximity. To register for a class, please email Connie Hartman at hartmcon@wcps.k12.md.us

CPR/First Aid

In-person CPR/First Aid classes have resumed and are offered on each professional development day. To register for a class, please email Connie Hartman at hartmcon@wcps.k12.md.us

Resources

MASK WEARING

Tips to support mask wearing for students with disabilities:

[Tips for supporting students with disabilities](#)

Student Support Services

Attendance Tracking

Daily Attendance

WCPS regulation considers students in attendance at school when participating in school-sponsored activities during the school day. WCPS regulation requires the principal of each school to collect daily attendance data. The regulation also requires that daily attendance be maintained in each school denoting student half-day and full-day absences. Half-day and full-day reporting are also required by Maryland law (COMAR 13A.08.01.15).

Concurrent instruction, teaching virtual and in-person students at the same time, was a tremendous challenge for both learners and teachers during the 2020-2021 school year. WCPS began the 2021-2022 school year with all students learning in-person at our schools, and teachers will not be expected to provide concurrent instruction. Any student who prefers to participate in daily virtual synchronous instruction during the 2021-2022 school year may choose to enroll in the new Academy of Blended Learning Education (ABLE) program.

Process for WCPS Teachers to Collect and Report Daily Attendance/Calculating Attendance

Elementary Schools- Homeroom teachers will collect student attendance in the morning in the student information system (Synergy platform) and report "ABS" for each absent student. A student will be coded by the school secretary as a half-day absence if "present" for 10%-50% of

the school day. A student will be coded by the school secretary as a full-day absence if “present” for less than 10% of the school day. The length of the school day for the majority of elementary schools in Washington County is 390 minutes. Therefore, in order for an elementary student to receive credit for attending a full-day, the student would have to attend school for more than 3 hours 15 minutes.

Middle and High Schools- First-period teachers will collect student attendance in the morning in the student information system (Synergy platform) and report “ABS” for each absent student. Additionally, the first-period teacher and each subsequent teacher will use the Synergy platform Class Check-In tool and collect/select either “Checked-In Person” or “Not Checked In” for each student throughout the school day. A student will be coded by the school secretary as a half-day absence if “present” for 10%-50% of their scheduled classes. A student will be coded by the school secretary as a full-day absence if “present” for less than 10% of their scheduled classes. A typical high school student has six (6) classes each day. Therefore, in order for this student to receive credit for attending a full day, the student would have to attend at least 4 classes.

ABLE Program (grades K-12)- Student attendance will be determined by students logging into assigned virtual synchronous learning sessions. First-period teachers will collect student attendance in the morning in the student information system (Synergy platform) and report “ABS” for each absent student. Additionally, the first-period teacher and each subsequent teacher will use the Synergy platform Class Check-In tool and collect/select either “Checked-In Electronically” or “Not Checked In” for each student throughout the school day. A student will be coded by the school secretary as a half-day absence if “present” for 10%-50% of their scheduled classes. A student will be coded by the school secretary as a full-day absence if “present” for less than 10% of their scheduled classes.

Managing Student Absences During Distance or Blended Learning

A student will be reported absent by the teacher for distance or blended learning if the student does not log into a session. A student’s absence from distance or blended learning is coded the same as it is during traditional face-to-face learning...use of excused and unexcused attendance coding. Likewise, as is done during traditional face-to-face learning, a student with an excused absence (parent, court, or medical note received) will be permitted to make-up work. A student’s absence can be excused by a school administrator if it’s determined that a circumstance outside of the student’s control existed (internet down, device issue) that prevented the student from accessing virtual instruction on a given day and a solution is identified in collaboration with the family to prevent reoccurrence.

School secretaries or the principal’s assigned designee(s) will be responsible for the daily attendance calculation and for entering full-day and half-day absences into the student information system (Synergy platform) each day.

Continuity of Learning (CoL) During a COVID-19 Related Quarantine

Each local school system is required to provide access to learning and services for any student who is in quarantine due to exposure to COVID-19. When a student is quarantined due to COVID-19, the school principal will designate a staff member to complete an initial check-in

with the student/parent. If the student is too ill to participate with CoL while in quarantine, then the student's absence will be excused with a code 17A. The student will be able to make up any missed work upon their return to school.

If the student is healthy and able to participate with CoL while in quarantine, then the student will be given 1) access to engage synchronously with a teacher, substitute, and/or tutor multiple times during the quarantine, 2) the opportunity to engage with and submit multiple assignments and tasks to demonstrate learning, and 3) the resources necessary to complete appropriate learning activities. The student's 17A absence code will be changed to a 17C present code after staff verify in writing that the student was provided with all three of the above resources. This written documentation will be placed in the student's attendance file.

Process to Monitor Attendance

WCPS offers a range of support and interventions for students who do not engage with school, regardless whether instruction is provided in-person or virtually. This level of support starts with careful daily monitoring of student attendance recorded in Synergy. School staff utilizes reports from Synergy throughout each day to identify students who are not participating with in-person and virtual instruction. WCPS middle and high school staff, as well as ABLE staff, can use the "Class Check-In" tool in Synergy to monitor and respond to student attendance throughout the day. Automated and/or personal phone calls are made by school staff each day to all parents of students who are not attending school. Letters, which communicate attendance expectations and identify available supports, are mailed by school staff to the parent(s)/legal guardian(s) throughout the year as students accumulate a certain number of absences. Students who are absent from school are expected to collaborate with their teacher(s) and complete missed assignments.

Students consistently marked absent who are approaching chronic absenteeism (total absences at 10% or more) or habitual truancy (unexcused absences exceed 20%) are identified by school staff by utilizing reports from Synergy. These students receive more intense support. This support includes home visits and a referral to the school's Student Support Team (SST). The SST is composed of the student, the parent(s)/legal guardian(s), a school administrator, the pupil personnel worker, a counselor, the student intervention specialist, school health staff, and other school support staff. This team holds regular parent/student meetings to ensure that appropriate wraparound services and supports are in place to improve student attendance and achievement. The outcome of an SST meeting includes a personalized plan that addresses a student's needs and identifies school, student, and parent responsibilities to promote improved school attendance. These plans are monitored regularly to ensure students are making satisfactory progress. The SST and/or school staff re-engage with students who continue to struggle with regular school attendance.

Local Attendance Codes for a Government Declared Health Outbreak

MSDE shared a document with [frequently asked questions](#) about attendance and enrollment to guide local school systems.

Present code:

- HHC - Home and Hospital Teaching assigned related to a government declared health outbreak
- 17C - Student participated with CoL while in COVID-19 quarantine.

Absence codes:

- Physician certification provided to the school:
 - 02A-Student illness related to a government declared health outbreak
 - 02B-Family member illness related to a government declared health outbreak
- Parental notification provided to the school:
 - 03A-Student illness related to a government declared health outbreak
 - 03B-Family member illness related to a government declared health outbreak
 - 01A-Death in the immediate family declared by the family related to a government declared health outbreak
- Administrative determination:
 - 13A-Student is not engaged due to circumstance related to a government declared health outbreak
- School Health staff determination:
 - 17A-Student is excluded from attending/leaves school related to a government declared health outbreak

Mental and Emotional Wellbeing

Staff Professional Development Opportunities

WCPS strives to provide valuable and applicable professional development that meets the needs staff have to support students effectively. In light of recent challenges facing our staff and students, professional development related to mental health and emotional wellbeing are a significant focus. In planning for the professional development needs of staff, WCPS is facilitating training that will support staff engagement of student mental health needs, as well as, the staff's own mental health needs. Training made available to staff to support the mental health needs of students will include, but not be limited to, the following: Adverse Childhood Experiences, Youth Mental Health First Aid, Trauma for Education for Professionals, Trauma Enhancing Effectiveness, safeTALK, and Identifying Signs and Symptoms of Emotional Distress. Training made available to staff to support their own mental health needs will include, but not be limited to, the following: Forward Facing Professional Resilience, Self-Care for Staff, and Recognizing and Preventing Burnout. Additional training to support overall social-emotional wellbeing and positive connections include the following: Restorative Practices, Creating a Culture of Learning, Classroom Management and Connection, Class Meetings, and Student Check-Ins, and Using Technology to Engage.

Student Lessons on Trauma and Social-Emotional Needs

WCPS will engage students in lessons through the school counseling curriculum developed from various resources as part of the recovery plan with a primary focus on the student's

social-emotional wellbeing. The curriculum will be available in a virtual format (for our ABLE students) and an in-person format for all students attending school. There will also be additional lessons to utilize based on individual school and classroom needs. Some resources can be shared with staff and parents, as needed. These are developed for all students from Pre-K to grade twelve. The topics include, but are not limited to, self-regulation, anxiety, stress, resilience, change, behavior, and equity. Other strategies can include teacher/counselor/social worker check-ins with each student, a student check-in time with each other, school counselor/social worker virtual wellness space and schools that are implementing restorative practices, Positive Behavioral Interventions and Supports (PBIS), or other programs that utilize class meetings/circles can use that time to address the social-emotional needs to provide a safe and regulated learning environment for all students. The delivery of lessons will vary based on the school level and school needs; however, school counselors and/or social workers at all levels will be providing a check-in with students in a classroom setting at least once per month as part of the reopening plan to share out resources and assess needs. Student Assistance Program (SAP) will continue to be implemented as a resource for students and families at all secondary schools.

Access to School-Employed Mental Health Staff

WCPS employs mental health staff that are available to support the needs of students. Mental health staff members are accessible to students and families through in-office visits, telephone calls, and email. School counselors and social workers provide contact information and office hours for students and families, in addition to mental health and emotional wellbeing resources. Each school counselor and social worker provides students on their caseload with regular check-ins allowing students to indicate if they need support. Each school will provide opportunities for teacher referrals to the school counselor and/or social worker if they see a student is in need. School counselors and/or social workers regularly visit students in the classroom to consistently share this information with students. Special education social workers will be providing support through services with their caseloads based on a student's IEP. School psychologists are available for consultation with staff.

Access to School-Based Health Clinics

There are two centers in WCPS schools with health clinics (Western Heights Middle and South Hagerstown High School) that are housed within the school health office. These will be available to students when schools are open in-person. At this time, there is not a means to provide telehealth services as these providers for the school-based health clinics are linked to outside agencies.

Access to Outside Mental Health Providers and Supports

WCPS maintains ongoing partnerships and collaborative connections with several mental health providers within our community. As a system we maintain documents to share with parents about available providers, we commit to Memorandums of Understanding with various mental health providers to allow services in the schools, and we also have contractual agreements with various mental health providers for them to see students at school covered through grant funds. The mental health coordinator maintains an updated list of agencies as well as resources that families can access for mental health needs. School staff members are familiar with all connected agencies and how to make necessary referrals for students to get services as needed. All referrals made are

tracked and monitored by the mental health coordinator to ensure access to services.

Restorative Practices Strategies

WCPS has started the first phase of implementation of restorative practices which includes training of several groups of staff in the initial restorative practices/circles, training of 11 trainers for WCPS and training for administrators on facilitating restorative conferences. Restorative practices is a framework of student-centered communication and behavioral support provided by trained staff to better curve and build upon positive behaviors and academic growth in the classroom. The plan will be continued in a virtual format with training and use of strategies. Staff members have been trained to utilize those strategies with the students in their classrooms and schools both virtually and face-to-face. As we are providing this training in stages, all staff can build relationships with students through a brief check-in at the beginning of each class, assessing students' needs, and/or allowing students to be ready to access their learning. Staff will also be provided restorative questions as an option to utilize with students when poor behavior has occurred. Staff will access their school counselor and/or social worker if a student needs additional support.

Collaboration among WCPS Stakeholders

WCPS will utilize staff across disciplines and departments to reach students and families to provide services and access to outside resources. This collaboration can include, but is not limited to, pupil personnel workers, social workers, special education social workers, school psychologists, school counselors, administrators, curriculum specialists, lead and mentor teachers, school resource officers, student intervention specialists and any other staff who work with students and families.

Home and Hospital Teaching

Home and Hospital Teaching (HHT) is mandated by COMAR and provides a reduced workload for students who are documented as being too ill to participate in their school of enrollment due to a physical or emotional condition. During face-to-face learning, HHT services will continue to be delivered for a student with a physical or emotional condition that prevents the student from attending their school of enrollment as determined by a licensed physician. These services will be provided online. Should a parent request HHT services be provided in the home, in person the request must be made at the time the HHT application is submitted and will be reviewed by the Director of Student Services. Regular school attendance with health plans, 504s, and other accommodations are always preferable to HHT (the most restrictive educational environment).

Intermittent HHT

HHT will be delivered in a virtual context to all students on approved intermittent HHT through their school of enrollment. These students' classroom teachers will be compensated at the rate agreed upon in the Negotiated Agreement for this instructional time. If a student's classroom teacher elects to not provide intermittent HHT instruction, the teacher will notify the school HHT coordinator who in turn will inform the district HHT coordinator so that an intermittent HHT instructor can be assigned.

Full-Time HHT

Full-time HHT will be delivered in a virtual context, when possible, to all students on approved full-time HHT. If a student requires an alternative instructional method, the parent, school administrator, or case manager will contact the district HHT coordinator to discuss the available options while adhering to the current school system policy and health department/Centers for Disease Control guidelines at the time the application is submitted. The Director of Student Services will review the request for an exception to virtual HHT instruction.

When a new application is approved, then the student will be assigned a virtual HHT instructor by the district office and receive six (6) hours of weekly instruction.

COMAR stipulates that full-time HHT is a minimum of six (6) hours per week. WCPS provides full-time HHT students with six (6) hours of weekly instruction. This has been the standard for many years, is published in the WCPS Student Services manual, and has worked well for full-time HHT students who are physically or emotionally fragile. Full-time HHT students who have an Individualized Education Plan (IEP) will continue to have their case reviewed by their IEP team to confirm that six (6) hours of weekly instruction is appropriate in order to meet the student's disability-related needs. This review will be done in consultation with the student services office if it is suspected that these hours will need to be increased in order to meet the needs of the student.

Unique Circumstances

Students who have an immediate family member that is medically fragile and chooses not to attend school do not qualify for intermittent or full-time HHT. A licensed provider must complete an approved HHT application documenting the student's personal welfare is at-risk in order to receive HHT.

If a student without HHT paperwork/approval chooses to or is required to self-quarantine during face to face instruction due to family exposure to a communicable disease, then the student will need to coordinate a learning plan with their school for the duration of their quarantine. These days of absence will be excused and the student can make up all missed work if the parent provides a physician's note to the school or if excused by the principal. If this quarantine occurs during blended or distance learning, then instruction and learning should not be impacted.

Faculty and Staff Support Services

Human Resources/Benefits

WCPS is carefully monitoring the most up-to-date COVID-19 information from the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and local, state, and the federal government. CDC guidance continues to update [employee wellness](#) information to share with employees on how to best care for themselves and help protect others in their home and community.

Employee Assistance Program

WCPS is sharing helpful resources while we all navigate the COVID-19 pandemic. Inova Employee Assistance Program (EAP) responded during the COVID-19 pandemic with a six-session Mindfulness workshop with 1-on-1 coaching. Confidential [counseling and childcare](#) assistance and referrals were included in the employee benefits package. Information and support for [coping with stress](#) during infectious disease outbreaks were also shared with all staff.

Preparing for When Someone Gets Sick

All efforts will be taken to mitigate the spread of COVID-19, however, it is important to understand what will happen when someone has a positive COVID-19 test.

- Advise staff and families of sick students of home isolation criteria
- Isolate those who are sick and seek their release from school buildings within 30 minutes of notification to the household
- Clean and disinfect utilizing Environmental Protection Agencies (EPA) identified cleansers and electrostatic sprayers
- Notify health officials and assist in identifying close contacts

Operations and Logistics

Facilities and Maintaining Healthy Environments

Cleaning and Disinfection

An in-depth [cleaning and disinfecting procedure](#) has been created to maintain safe facilities for staff and students. A phased approach has been provided to include cleaning throughout the day of high-contact touchpoints, daily cleaning of common spaces, restrooms, and classrooms.

Ventilation

WCPS will continue to use filters that will meet recommendations from the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) standards for MERV (Minimum Efficiency Reporting Value) 13 metrics. The individual room air purifiers will also continue to be used during the school year. These units are an additional layer of air cleansing to help control environmental impurities. Individual room air purifiers purchased during the 2020-2021 school year include a HEPA filter and UV light and are sized to clean the air in a 1000 sq.ft. space to provide additional support to the overall building system. Each classroom is equipped with an individual room purifier

Water Systems

All schools contain at least one bottle filling station. Additional bottle filling stations are being added at many traditional water fountain locations.

Physical Barriers and Guides

Each school administrative team is evaluating the use of barriers in their facility. Barriers are used in offices and conference rooms. Desktop barriers were placed on student desks during the

2020-2021 school year and are still available for continual use.

Communal Spaces

All classrooms, gymnasiums, and cafeterias will be supplied with cleaning agents and single-use paper towels so that each space can be cleaned as needed by the user. Operations staff has equipment that can be used for additional layers of cleaning and disinfecting.

Personal Protective Equipment

Since the beginning of the pandemic, WCPS has consistently provided personal protective equipment (PPE) for staff and students. Regularly provided items include hand sanitizer, vinyl and nitrile gloves, disposal face masks in adult and youth sizes, clear face masks to allow viewing of the mouth and lips, N95 or KN95 masks upon request, gowns, shoe covers, and face shields. In January, WCPS added personal use size packs of sanitized wipes that students and staff could take to use at anytime throughout the day and “on the go” packs of facial tissues. Each of these items is readily available in school buildings for students and staff to take and use as needed.

Food and Nutrition Services

The WCPS food services team has established plans that will be dictated by the mode of instruction and by the waivers provided for food-service operations by the United States Department of Agriculture and accepted by the Maryland State Department of Education on behalf of all Local Education Agencies (LEA) in the state. Breakfast and lunch will be served free of charge at all school locations effective August 30, 2021, and remain in place until the last day of school in June 2022.

Transportation Services

The WCPS Transportation Department has prepared a thorough plan to continue transporting students as in-person instruction continues. As WCPS moves to the full return of students, [transportation protocols](#) have been updated.

- All school vehicle drivers and attendants will [clean and disinfect the school vehicle](#) in accordance with WCPS protocols.
- All school vehicle drivers and attendants will receive ongoing training for new policies and procedures.
- All school buses will be scheduled for their required annual safety inspections per MVA COMAR regulations.
- All staff and students will wear face coverings per the federal order issued by the CDC.

Parents and Students

Follow all WCPS guidelines for COVID-19 screenings and procedures prior to being transported. Face coverings may be worn while riding the school bus.

- Students should sit only in the seat to which they are assigned.
- Prior to exiting the bus, students should remain seated and not congregate in the aisle.
- Continue to adhere to all directives provided by the driver and follow all Transportation Bus Rules.

It should also be noted that parents have other options outside of WCPS provided transportation. As always, parents may choose to provide their own transportation, students of the appropriate age may drive and park on the school campus as designated by school principals, and students may walk to schools as allowed by parents/guardians. School principals and transportation administrators have reviewed and created additional plans for parent drop-off locations at every school in preparation for a larger influx of personal transportation. School resource officers will be involved if “local” traffic congestion occurs during arrival or dismissal periods.

Drivers and Attendants

Follow all WCPS guidelines for COVID-19 screenings and procedures prior to reporting to work. All Drivers and Attendants may wear face coverings.

- Drivers who become ill during their route should contact their supervisor immediately.
- To minimize exposure, drivers are encouraged to refrain from exiting their school buses while on school property or congregate in any manner unless necessary. This includes, but not limited to, while waiting in the line-up at school or during any other layover.
- Each bus will be provided with hand sanitizer. All staff are encouraged to regularly wash or sanitize their hands.

Bus Configuration

“Local school systems may not be able to meet the demands of adherence to CDC recommendations. However, each school system must put into practice innovative ways to combat the spread of COVID-19” (*Maryland Together: Maryland’s Recovery Plan for Education*).

- Students not residing in the same household may be seated together.
- All students will have assigned seats and if possible, the seat will be based on the route, so students are loading in the rear and working forward, and vice versa on the return trip.
- To increase/improve airflow:
 - Whenever feasible, windows may be opened to the maximum extent possible. Even during the winter months 3-4 windows on each side of the bus will be opened slightly to create airflow. The driver will be encouraged to start the bus early to provide heat in the bus prior to departing the bus lot.
 - Driver side window may be open, and fans may be utilized to increase the airflow whenever possible.

Bus Cleaning/Specialized Equipment

School buses will have a heightened cleaning frequency. Buses and specialized equipment should be cleaned once all morning runs have concluded and again once all afternoon runs have been completed. Disposable gloves may be worn to clean and disinfect. Additional cleaning between routes may occur if possible. The focus for cleaning will be on “high-touch” areas of the bus, such as:

- Handholds/rails, pull cords, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.
- Window ledges.
- Spot cleaning walls and seats to include seatbacks.

- Parents of students with safety vests should clean the safety vest each evening.
- If a student or staff member who was on a bus has experienced symptoms, the bus may be taken out of service for cleaning and disinfecting prior to being placed back into service.

Technology

Devices

WCPS is a “one-to-one” school district, providing computing devices for all students in grades Pre-K through 12.

Internet Access

All WCPS school buildings have an external WIFI hotspot. Access to the WIFI is available 24/7. **If families do not have internet service during quarantine, please work with the school to request downloaded or printed materials.**

High-Quality Digital Resources

WCPS is a one-to-one system and therefore most curriculum resources are available digitally. When a digital resource is not available, students will be provided with an appropriate print copy of the resource. All curriculum resources are vetted by content specialists, principals, and teachers to ensure they are high quality and align with the Maryland College and Career Ready Standards.

Security

All WCPS student devices are monitored, and content filtered. WCPS network is monitored on a real-time basis.

Communication

WCPS will reassure the learning community of our efforts to prevent the spread of COVID-19 and meet the needs of students when in-person learning resumes for all students in the fall of 2021. Communications focus on the following themes and strategies:

- Plans are being reviewed and updated with the support of stakeholders across the school system, including a wide variety of feedback from students, parents, and WCPS staff.
- WCPS continues to monitor and review evolving recommendations from the Centers for Disease Control and Prevention (CDC) as well as guidance from Governor Larry Hogan and state and local health departments. General safety practices are already in place in schools, and the necessary preparations are being made to safely welcome back students for in-person learning this fall.
- The health and safety of our learning community and the greater Washington County community remains top priority. WCPS follows our community health metrics and provides staff and families with general health protocol reminders and best practices.
- Updates to the community will be translated into Spanish and French to enhance access to information for more families.

Communication Channels

System-wide internal and external communications will be coordinated through the WCPS Public Information department. Staff will use the following outlets to communicate with the learning community regarding matters related to COVID-19:

- **WCPS Connect** - The mass notification system will be used to distribute phone calls, text messages, emails, and/or mobile app push notifications.
- **WCPS Website** - Systemwide communications will be shared under the “News” section at www.wcpsmd.com.
- **COVID-19 Response Website** - Updates to student and staff protocols as well as general COVID-19 information and resources will be shared with the community on the [COVID-19 Response website](#).
- **COVID-19 Dashboard** - The WCPS COVID-19 Response Team will report the number of daily positive COVID-19 cases among students and staff at each WCPS facility on the [COVID-19 dashboard](#), which is included on the COVID-19 Response website.
- **Social Media** - The community can follow [Facebook](#), [Twitter](#), and [YouTube](#) for Accelerate Learning @ WCPS information
- **Channel 99** - Information will be posted and will air on WCPS’ Public Education/Government (PEG) channel, which is channel 99 for Antietam Broadband cable subscribers
- **News Media** - Systemwide updates will also be shared with local media outlets
- **Signage** - Various signage will be deployed across the school system with educational and health-related reminders (i.e. handwashing, social distancing, etc.)

Extracurricular Activities

Interscholastic Athletics Seasonal Planning and Preparation

Annually over 3,500 WCPS student-athletes participate in interscholastic athletic competitions administered by the MPSSAA and unified sports. Education-based athletics distinguishes itself from youth sports as an extension of the classroom that supports the educational mission of our school system. Research on student participation in interscholastic athletics and activities shows the undeniable enhancement they bring to the academic mission of schools as an inherent educational extension to the classroom that keeps students more engaged in academics which in turn fosters post-graduate success. With a focus on students’ mental health and social and emotional wellbeing, research has shown the benefits of exercise, social interaction, and sense of belonging – all components of interscholastic athletics participation. Additionally, coaches play an integral role in mentoring students’ social and emotional growth and development.

In this regard, the WCPS return plan forward for interscholastic athletics and activities embodies these guiding principles, while aligning with the MSDE and the MPSSAA educational and health and safety decisions in order for education-based athletics and activities to resume under normal operations. As such, WCPS will return to the normal MPSSAA guidelines per COMAR for the fall, winter, and spring seasons for the 2021-2022 school year. **In an effort to remain in-person, we ask that our spectators and community members follow the posted guidelines for masking and socially distancing.**

Guiding Principles

- The health and safety of WCPS student-athletes, coaches and all athletic stakeholders will remain our top priority
- Activities may be modified, delayed or cancelled based on what is in the best interest of our student-athletes, coaches and other athletic stakeholders

Sports Physicals

- Students will need to provide documentation of an updated preparticipation physical evaluation (sports physical) before participating in any summer conditioning and re-acclimatization activities
 - Returning Student-Athletes: the sports physical are good for one calendar year from the date of the physical examination.
 - Schools have these on file
 - **Incoming Freshmen and New Students:** the sports physical must be dated by **July 15, 2021** or within the calendar year of an examination or a new physical examination form must be submitted.
 - [Physical Examination Form](#)
 - [Evaluación física](#)
 - New students will need to turn in a hard copy of their sports physical to the athletic trainer upon arrival at their first conditioning and re-acclimatization session

COVID-19 Awareness and Pledge Form

- Students and parents/guardians must sign the [WCPS Parent/Student-Athlete Participation Acknowledgement Statements](#) form prior to any participation in summer conditioning and re-acclimatization activities
- All students will need to turn in a hard copy of this form to the athletic trainer upon arrival at their first conditioning and re-acclimatization session

Conditioning Activity Guidelines and Rules

- The only activities permitted will be those focused on conditioning and strength training
- Conditioning and re-acclimatization activities may only be conducted if approved by the

Athletic Director and school administration

- [WCPS HEAT AND HUMIDITY PROCEDURES](#) will be monitored and enforced by our Athletic Trainers
- Activities will be limited to one two hour session per day (per student group/pod)
- Students must bring their own hydration bottles labeled with their names. The sharing of water bottles is not permitted.
- Coaches may provide pre-packaged hydration and recovery drinks
- Students will remain in the same workout group for the day and if possible from their first to last day of participation.
- Maximum athletes allowed in weight rooms at one time is determined by size of the room and being able to maintain social distancing.
- Capacities are;
 - Boonsboro High 39
 - Clear Spring 15
 - Hancock 15
 - North Hagerstown 25
 - Smithsburg 21
 - South Hagerstown 27
 - Williamsport 33

Practice Guidance

- Students and coaches should practice social distancing to the extent possible in every aspect of a practice.
- Students should make every effort to remain with the same group during practice to the extent possible.
 - Ex: Varsity and JV practices should be conducted separately.
 - Don't move athletes up and down on the roster or for practice.
- No team meetings in classroom (Virtual Meetings are preferred)
- No close quarters, in person coach's meetings. Meet virtually or where social distancing can occur.
- Keep coaches separated during practice sessions and games.
- Locker room use is on a limited basis.

Face Coverings (Updated protocols take effect on August 9, 2021)

**Rules apply to WCPS teams competing inside and outside of Washington County. Non-WCPS visiting teams must also comply with these rules.*

- **Indoors:** All student-athletes, coaches, officials, game management staff and spectators will wear face coverings. The exceptions include student-athletes actively participating in athletic contests and athletic practices, face coverings are optional during these activities. Face coverings must be worn on the sidelines/bench and in locker rooms at all times.
- **Outdoors:** All student-athletes, coaches, officials, game management staff and spectators are recommended to wear face coverings when physical distancing cannot be maintained. The exceptions include student-athletes actively participating in athletic contests, and athletic practices. Face coverings must be worn on the sidelines at all times. Officials may also remove face coverings when competitions begin. All individuals are encouraged to wear face coverings in any setting whenever they would feel more safe.
- **Buses:** All student-athletes and coaches are required to wear face coverings when students are on the bus as outlined in section 361 of the Public Health Service Act ([42 U.S.C. 264](#)).
- [CDC Guidance: Use of Face Masks](#)

Hygiene Practices

- Hand sanitizing stations will be made available
- Students are encouraged to bring their own hand sanitizer
- The sharing of personal property (towels, water bottles, etc.) will not be permitted
- Team huddles, handshakes, fist bumps, spitting, chewing of sunflower seeds, and other activities that promote transmission of illness will not be permitted

Entrance/Exit Strategies

- Use entrances and exits designated by the school

Check-in Procedures

- Participants and coaches will report to the designated workout areas. Students should come dressed for conditioning activities. Locker rooms will be available on a limited basis.
- Coaches must take attendance and maintain an attendance record for every practice and workout session.
- Coaches must share attendance records with Athletic Trainers for each session.

Transportation

- Transportation is not provided to WCPS extracurricular and athletic activity practices.
- Carpooling is not recommended for practices or competitions.
- WCPS can transport at full capacity on a bus to athletic contests.
- Masks must be worn on the bus at all times.
- No food or drinks allowed on a bus at any time.

- Note: This would require removal of face covering which is not permitted.
- Coaches/ADs will be required to keep a copy of the WCPS_Social Distance Bus Seating Chart (link) for each trip.
 - Student-athletes and coaches should sit in the same seat for each trip.

COVID-19 Exposure

- Once activities begin, if any participant/coach within a team/group is identified as potentially having exposure to COVID-19 they may be asked to:
 - Not return to school;
 - Self-quarantine/self-monitor; and,
 - Seek a professional medical assessment.
- An isolation/quarantine period of up to 14 days and a release note from a medical professional may be required to return to school.
- If any participant/coach within a group is diagnosed with and/or receives a positive notice of COVID-19,
 - The participant/coach is to remain isolated at home until they submit a release note from a medical professional allowing his/her return to school.
 - An isolation/quarantine period of up to 14 days may be required.
 - The [COVID Return to Play Form](#) is **recommended** to return to athletics.

WCPS cannot disclose the identities of individuals who test positive or are suspected of being positive for COVID19 because of privacy laws. WCPS will conduct contact tracing and collaborate with health officials as needed to gather names and contact information of individuals, including students, that may have been exposed to limit the risk of exposure to others.

Guidelines for Performing Arts: 2021-2022 Updated January 11, 2022

Based on approval of COMAR 13A.01.07, Face Coverings in School Facilities, on January 5, 2022

Guiding Principles:

- The health and safety of WCPS students and staff will remain our top priority.
- Activities may be modified, delayed or cancelled based on what is in the best interest of our students, staff and other stakeholders

Personal Protective Equipment (PPE) Indoors:

- According to the updated *COMAR 13A.01.07, Face Coverings in School Facilities*, the following individuals are exempt from the requirements to wear a face covering while inside a school facility:

- o “Any person who is actively engaged in exercise”
- o “Any person who is actively playing a musical instrument requiring the removal of the face covering”
- o “Any student who is participating in a school approved fine arts dress rehearsal or performance”
- With the exception of the requirements above, well-fitting masks are required to be worn by all students and staff in performing arts settings.
- Students are still encouraged to wear face coverings in all settings.
- Wind and brass instrumental players should use bell covers. Teachers who need additional materials to cover instrument bells or other personal protective equipment (PPE) supplies should contact Micah Socks.

Director and School Considerations for Indoor Concerts and Performances:

- Audience members must wear a mask and should be encouraged to practice social distancing to the greatest extent possible.
- Consider separate concerts where possible. Ex: 6th grade band concert at 6:00, 7th grade at 7:30, to limit the size of the audience. Allow ample time to clear the auditorium between performances.
- Consider multiple performances. Ex: Families of students with last name A-M, families come to the 6:00 performance, families of students with last names N-Z have families come to the 7:30 performance.
- Live streaming copyrighted material violates copyright law unless the proper approvals and licenses have been secured for each work. [NAfME Copyright Guidance](#)
- Please ask that parents and guardians be mindful of WCPS processes and procedures by promptly exiting the auditorium following the performance, picking up students, and not congregating indoors.

MSDE’s COVID-19 Checklist

The following checklist was used to prioritize system and school needs as WCPS planned for the reopening of schools. ...

- Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations. ...
- Make a list of responsibilities and assign individuals to those tasks. ...
- Determine what the most essential needs are and resolve those issues first. ...
- Determine resources on hand and resources that will be needed to successfully transition back to school. ...

- Determine professional development, as well as, processes and procedures that will be needed to address concerns created by the pandemic. ...
- Develop predetermined responses to questions and concerns that may be asked by community members. ...
- Communicate with your constituents and brainstorm effective means of reopening school with them. ...
- Explore and determine digital and social media platforms that can be utilized to share information. ...
- Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance. ...
- Maintain regular contact with leaders and policy-makers at the State and local levels. ...
Remain open and receptive to ideas and suggestions. ...
- Take action when necessary and utilize the crisis team for reflection and determination of next steps.