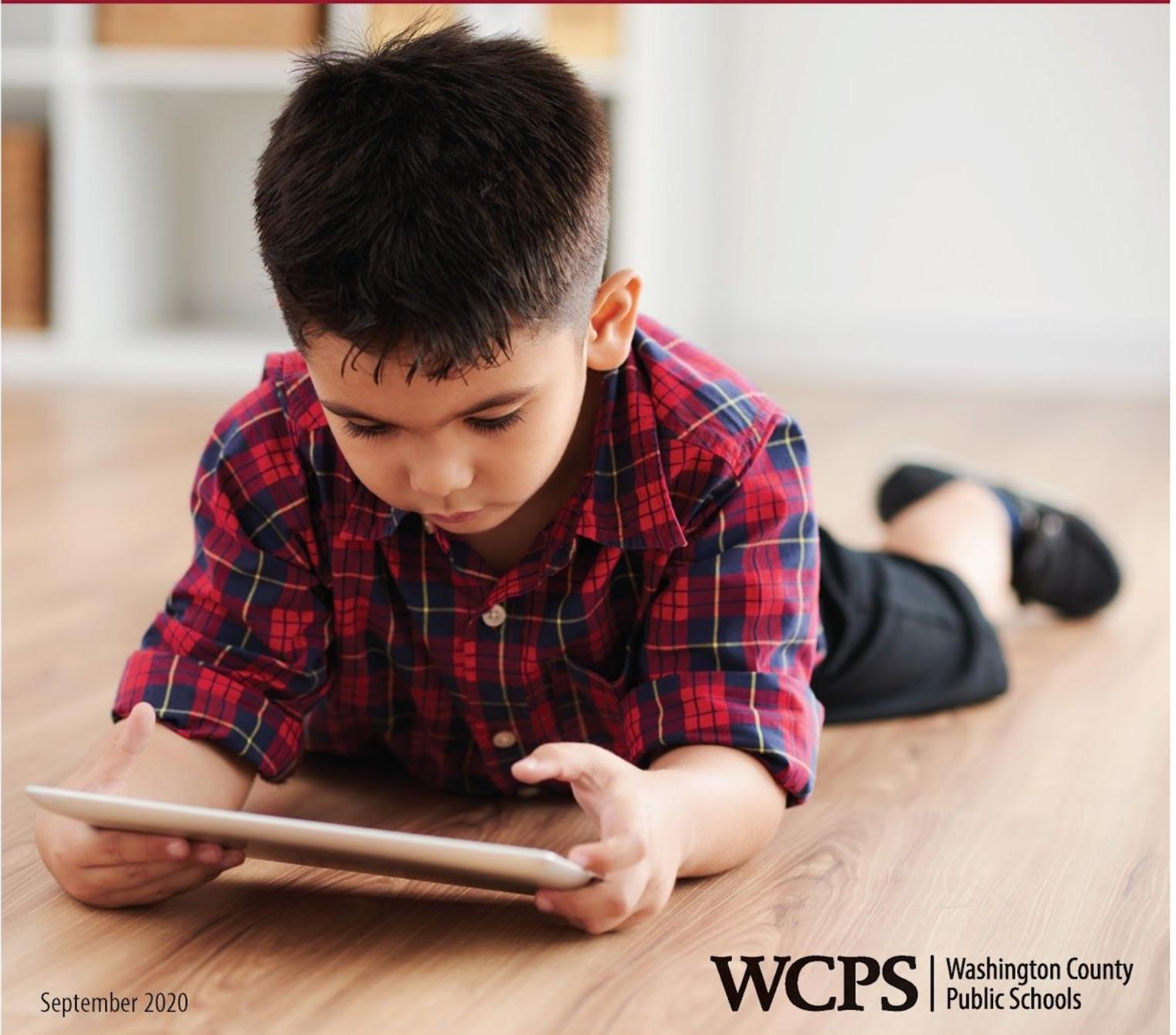


Washington County Public Schools

RETURN TO LEARN PLAN
REOPEN AND ACCELERATE LEARNING

@WCPS



September 2020

WCPS | Washington County
Public Schools

Table of Contents

<u>Washington County Board of Education</u>	6
<u>Executive Summary</u>	7
<u>Work Group Members</u>	8
<u>Timeline</u>	19
<u>Maryland State Department of Education (MSDE)</u>	20
<u>Thirteen Requirements for Local School System Plans</u>	20
<u>Reopening Maryland Schools K-12 Decision Matrix</u>	22
<u>Ensuring Equity</u>	23
<u>Equity Plan</u>	25
<u>Using an Equity Lens for Distance Learning</u>	26
<u>Student Groups</u>	29
<u>English Learner</u>	29
<u>Special Education</u>	32
<u>Special Education Content/Intervention Teachers</u>	33
<u>Special Education Case Managers</u>	33
<u>Special Education Related Service Providers</u>	34
<u>Special Education Birth to Kindergarten Program</u>	34
<u>Non-Public Special Education Schools</u>	34
<u>Post-Secondary Transition</u>	35
<u>Role of the Family</u>	35
<u>Section 504 of the Rehabilitation Act of 1973</u>	35
<u>McKinney-Vento Homeless Education Program</u>	35
<u>Accelerating Student Learning</u>	36
<u>Curriculum and Instruction</u>	36
<u>Career and Technology Education (CTE)</u>	36
<u>Advanced Learners</u>	37
<u>Other Curriculum Subjects</u>	38
<u>Assessment and Intervention</u>	38
<u>Fall Diagnostic Assessments</u>	38
<u>Table of Assessments</u>	39
<u>Implementation Support</u>	40
<u>Valid and Reliable Assessment Data Efforts</u>	40

<u>Recommendations for Professional Learning</u>	<u>43</u>
<u>Implementation Models</u>	<u>45</u>
<u>Distance Learning Definitions</u>	<u>45</u>
<u>Distance Learning: Excellent Initial Instruction</u>	<u>46</u>
<u>Distance Learning Schedules</u>	<u>48</u>
Student Engagement for the 2020-2021 School Year (Virtual Model)	<u>48</u>
<u>Daily Schedules for Elementary Teachers and Students</u>	<u>49</u>
<u>Sample Elementary Schedule for Distance Learning</u>	<u>50</u>
<u>Secondary Middle and High School Student Schedule</u>	<u>51</u>
<u>Middle and High School Teacher Schedule</u>	<u>52</u>
<u>Students in School: Five Stages</u>	<u>54</u>
<u>Estimated Student Attendance by School for Five Stages 9.16</u>	<u>61</u>
<u>Health and Safety</u>	<u>65</u>
<u>Health Services</u>	<u>65</u>
<u>Staff Protocols</u>	<u>65</u>
<u>Staff Positive COVID-19 Test</u>	<u>67</u>
<u>Student Protocols</u>	<u>67</u>
<u>Face Covering</u>	<u>68</u>
<u>During the School Day</u>	<u>69</u>
<u>Student Positive COVID-19 Test</u>	<u>69</u>
<u>Social Distancing</u>	<u>70</u>
<u>Personal Protective Equipment</u>	<u>70</u>
<u>Student Support Services</u>	<u>71</u>
<u>Attendance Tracking</u>	<u>71</u>
<u>Daily Attendance</u>	<u>71</u>
<u>Method for WCPS Teachers to Report Daily Attendance</u>	<u>72</u>
<u>Engaging Students Who are Consistently Marked Absent</u>	<u>73</u>
<u>New Local Attendance Codes for a Government Declared Health Outbreak</u>	<u>74</u>
<u>Mental and Emotional Wellbeing</u>	<u>74</u>
<u>Staff Professional Development Opportunities</u>	<u>74</u>
<u>Student Lessons on Trauma and Social-Emotional Needs</u>	<u>75</u>
<u>Access to School-Employed Counselors and Social Workers</u>	<u>75</u>
<u>Access to School-Based Health Clinics</u>	<u>76</u>
<u>Access to Outside Mental Health Providers and Supports</u>	<u>76</u>

WCPS Return to Learn Plan: Reopen and Accelerate Learning

<u>Restorative Practices Strategies</u>	<u>77</u>
<u>Collaboration among WCPS Stakeholders</u>	<u>77</u>
<u>Home and Hospital Teaching</u>	<u>77</u>
<u>Intermittent HHT</u>	<u>78</u>
<u>Full-Time HHT</u>	<u>78</u>
<u>Unique Circumstances</u>	<u>79</u>
<u>Evening Supports for Distance Learning</u>	<u>79</u>
<u>Virtual Video Library</u>	<u>79</u>
<u>School-Based Distance Learning Hotline</u>	<u>80</u>
<u>Anytime Learning @ WCPS (AL@WCPS)</u>	<u>80</u>
<u>Faculty and Staff Support Services</u>	<u>80</u>
<u>Human Resources/Benefits</u>	<u>80</u>
<u>Available Leave Options</u>	<u>81</u>
<u>Preparing for When Someone Gets Sick</u>	<u>81</u>
<u>Operations and Logistics</u>	<u>81</u>
<u>Facilities and Maintaining Healthy Environments</u>	<u>81</u>
<u>Shared Objects</u>	<u>81</u>
<u>Cleaning and Disinfection</u>	<u>82</u>
<u>Ventilation</u>	<u>82</u>
<u>Water Systems</u>	<u>82</u>
<u>Physical Barriers and Guides</u>	<u>82</u>
<u>Communal Spaces</u>	<u>82</u>
<u>Food and Nutrition Services</u>	<u>83</u>
<u>Transportation Services</u>	<u>84</u>
<u>Parents and Students</u>	<u>85</u>
<u>Drivers and Attendants</u>	<u>85</u>
<u>Bus Configuration</u>	<u>86</u>
<u>Bus Cleaning/Specialized Equipment:</u>	<u>86</u>
<u>Educational Support Personnel</u>	<u>87</u>
<u>Technology</u>	<u>87</u>
<u>Devices</u>	<u>87</u>
<u>Internet Access</u>	<u>87</u>
<u>High-Quality Digital Resources</u>	<u>88</u>
<u>Security</u>	<u>88</u>
<u>Centralized Information Technology (IT) Call Center</u>	<u>88</u>

WCPS Return to Learn Plan: Reopen and Accelerate Learning

<u>Communication</u>	88
<u>Priorities</u>	89
<u>Community Messages</u>	89
<u>Staff Communications</u>	90
<u>Extracurricular Activities</u>	91
<u>Interscholastic Athletics Seasonal Planning and Preparation</u>	91
<u>Guiding Principles</u>	91
<u>Maximizing Participation Opportunities</u>	91
COVID-19: Return to Play Fall 2020 First Semester Voluntary Conditioning and Skill Based Engagement Seasons	92
<u>Guiding Principles:</u>	92
<u>First Semester Voluntary Conditioning and Skill Based Engagement Seasons</u>	92
<u>First Semester Conditioning</u>	93
<u>Coaching Contracts</u>	94
<u>Athletic Participation Fee</u>	94
<u>Required Documentation for Participation</u>	94
<u>First Semester Voluntary Conditioning and Skill Based Engagement Guidelines</u>	94
<u>General Guidelines</u>	95
<u>COVID-19 Exposure</u>	95
<u>Use of Face Coverings</u>	96
<u>Hygiene Practices</u>	96
<u>Entrance/Exit Strategies</u>	96
<u>Check-In Procedures</u>	97
<u>2020 Semester I Out-of-Season Conditioning and Sport-Specific Instruction Seasons-Activity and Equipment Guidelines</u>	97
<u>Goals</u>	98
<u>Guidelines</u>	98
<u>Key Components for Coach Planning</u>	99
<u>Resources/Ideas for Coaching in the Virtual Space</u>	100
<u>Guidelines for Returning to Performing Arts Activities: COVID-19 FALL 2020 First Semester Voluntary Rehearsals and Skill Based Engagement Seasons</u>	101
<u>Introduction</u>	101
<u>Cloth Face Coverings</u>	101
<u>Director and School Preparation for In-Person Rehearsal</u>	102
<u>Outdoor Rehearsals with Limited Group Size</u>	102
<u>Limitations on Gatherings</u>	103

WCPS Return to Learn Plan: Reopen and Accelerate Learning

<u>Facilities Cleaning</u>	<u>104</u>
<u>People Who Feel Sick Should Stay at Home</u>	<u>104</u>
<u>WCPS Teacher Resources</u>	<u>105</u>
<u>MSDE's COVID-19 Checklist</u>	<u>105</u>
<u>Appendices</u>	<u>107</u>
<u>Appendix A: WCPS Spring 2020 Distance Learning Plan</u>	<u>107</u>
<u>Appendix B: WCPS Students First COVID-19 Task Force Participants</u>	<u>107</u>
<u>Appendix C: WCPS Students First COVID-19 Task Force</u>	<u>107</u>
<u>Appendix D: Board of Education Presentation August 4, 2020</u>	<u>107</u>
<u>Appendix E: Maryland Together: Maryland's Recovery Plan for Education</u>	<u>107</u>
<u>Appendix F: Maryland's Roadmap to Recovery</u>	<u>107</u>
<u>Appendix G: WCPS Equity Plan</u>	<u>107</u>
<u>Appendix H: Individual Continuity of Learning Plan</u>	<u>107</u>
<u>Appendix I: Assessment Protocol</u>	<u>107</u>
<u>Appendix J: IEP/ICLP Decision Making Process Guide</u>	<u>107</u>
<u>Appendix K: Multi-tiered System of Support in Distance Learning</u>	<u>107</u>
<u>Appendix L: Conducting IEP/IFSP Meetings</u>	<u>107</u>
<u>Appendix M: Administering Assessments</u>	<u>107</u>
<u>Appendix N: Communicating with Families</u>	<u>107</u>
<u>Appendix O: Progress Monitoring</u>	<u>107</u>
<u>Appendix P: Continuum of Tiered Behavioral Supports</u>	<u>107</u>
<u>Appendix Q: Google Classroom Organization</u>	<u>107</u>
<u>Appendix R: Google Classroom Training Scripts</u>	<u>107</u>
<u>Appendix S: Application Tutorials</u>	<u>108</u>
<u>Appendix T: Employee Wellness During the COVID-19 Pandemic</u>	<u>108</u>
<u>Appendix U: Student Wellness and Safety Protocol During the COVID-19 Pandemic</u>	<u>108</u>
<u>Appendix V: 2020-2021 Coronavirus - Attendance and Enrollment FAQ</u>	<u>108</u>
<u>Appendix W: Supervisor Support for Employee Wellness</u>	<u>108</u>
<u>Appendix X: Center for Disease Control Coronavirus COVID-19</u>	<u>108</u>
<u>Appendix Y: INOVA Employee Assistance</u>	<u>108</u>
<u>Appendix Z: Coping with Stress During Infectious Disease Outbreaks</u>	<u>108</u>
<u>Appendix AA: WCPS Cleaning and Disinfecting</u>	<u>108</u>
<u>Appendix BB: Food and Nutrition Services Back to School</u>	<u>108</u>
<u>Appendix CC: WCPS COVID-19 Transportation Protocols</u>	<u>108</u>
<u>Appendix DD: MPSSAA Roadmap for Return of Interscholastic Athletics</u>	<u>108</u>

[Appendix EE: WCBOE Approves Superintendent's Plan to Return to In-Person Instruction - News](#) [108](#)

[Appendix FF: WCPS Bus Cleaning - August 26 2020](#) [108](#)

Washington County Board of Education



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Executive Summary

Washington County Public Schools (WCPS) is committed to delivering a high-quality education that results in improved student learning outcomes under the exceptional circumstances of the COVID-19 pandemic. In the spring of 2020, Maryland public school campuses closed 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 ([Appendix A](#)). The plan was revised based on feedback, and then evaluated and approved by the Maryland State Department of Education (MSDE).

For the benefit of all of our students, WCPS is committed to returning to learning, keeping the health and safety of students and staff at the forefront, and following the guidance from health officials. To help continue mitigating the risk of COVID-19 spread, the Board of Education has determined that WCPS will begin the 2020-2021 school year with an improved distance learning model. Small groups of students will begin to return for in-person instruction beginning on September 16, 2020 and continue expanding, as health metrics allow, following five distinct phases. Our Return to Learn 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

Superintendent Dr. Boyd Michael established multiple groups of diverse and knowledgeable professionals from across the district to consider all of the information gathered and the bodies of research that continue to grow in order to develop a reopening plan. Workgroups were created under two strategic areas—curriculum and instruction; and operations, health, and safety. The initial Return to Learn Plan represented here is the culmination of significant hours of collaborative research, discussion, and planning by these learning community stakeholder groups.

Feedback from the spring of 2020 was used to enhance the Distance Learning Plan and plan to begin school for students in full distance learning on August 31, 2020. The district continues to create plans to safely transition students in small groups back to the school buildings until all WCPS students are able to return.

Work Group Members

The curriculum and instruction committee was tasked with ensuring that the required standards for learning in each content area were prioritized and organized to support teachers and students through both distance and in-person learning. To accomplish the work, several subcommittees

WCPS Return to Learn Plan: Reopen and Accelerate Learning

were formed, including the elementary and secondary curriculum standards committees, the elementary and secondary scheduling committees, the elementary and secondary professional development committees, and the technology committee.

The operations, health, and safety committee was tasked with planning to ensure the health and safety of students and staff, and it also included several subcommittees. The student services committee addressed attendance tracking, home and hospital teaching, and mental and emotional wellbeing. The operations subcommittee collaborated to ensure procedures to safely manage transportation, food and nutrition services, and the physical spaces of school buildings following guidelines for health, safety, and cleaning protocols.

Elementary Curriculum Standards Committee Membership

Stacy Henson, Coordinator for Early Learning/Center for Education Services

Gina Hoover, Pre-K Teacher/Emma K. Doub Elementary

Lucinda Rector, Pre-K Teacher/Lincolnshire Elementary

Bridget Herbert, Pre-K Teacher/Emma K. Doub Elementary

Spencer Taylor, Kindergarten Teacher Sharpsburg Elementary

Carrie Ward, Kindergarten Teacher/Fountaindale Elementary

Lisa Teeter, Kindergarten Teacher/Ruth Ann Monroe Primary

Jen Buhrman, Kindergarten Teacher/Cascade Elementary

Caitlin Somerville, Kindergarten Teacher/Hickory Elementary

Emily Taylor, Grade 1 Teacher/Bester Elementary

Karen McCarthy, Grade 1 Teacher/Fountaindale Elementary

Hannah Martirano, Grade 1 Teacher/Williamsport Elementary

Beth Forrest, Grade 1 Teacher/Smithsburg Elementary

Michelle Vascik, Grade 1 Teacher/Lincolnshire Elementary

Maria Fagert, Grade 2 Teacher/Maugansville Elementary

Melissa McCarter, Grade 2 Teacher/Boonsboro Elementary

Mary Kercheval, Grade 2 Teacher/Ruth Ann Monroe Primary

Lori O'Leary, Grade 2 Teacher/Pleasant Valley Elementary

Meghan Hauenstein, Grade 2 Teacher/Hickory Elementary

Katie Spielman, Grade 2 Teacher/Maugansville Elementary

Sarah Browning, Grade 3 Teacher/Rockland Woods Elementary

Susan Day, Grade 3 Teacher/Eastern Elementary

Ann Palmer, Grade 3 Teacher/Jonathan Hager Elementary

Nichole Tarkanick, Grade 3 Teacher/Rockland Woods Elementary

Stephanie Flory, Grade 3 Teacher/Lincolnshire Elementary

Lisa Racine, Grade 4 Teacher/Clear Spring Elementary

Robbie Burton, Grade 4 Teacher/Eastern Elementary

Kelsie Eichelberger, Grade 4 Teacher/Salem Avenue Elementary

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Emily Pinkham, Grade 4 Teacher/Maugansville Elementary
Kris Shumaker, Grade 4 Teacher/Greenbrier Elementary
Rebecca Shoemaker, Grade 4 Teacher/Hancock Elementary
Kim Rishell, Grade 4 Teacher/Williamsport Elementary
Rachel Crane, Grade 5 Teacher/Paramount Elementary
Kristen Caudill, Grade 5 Magnet Teacher/Emma K. Doub Elementary
Lauren Myers, Grade 5 Teacher/Lincolnshire Elementary
Stephanie Boschen, Grade 5 Magnet Teacher/Fountaindale Elementary
Marsha Flowers, Grade 5 Teacher/Hancock Elementary
Jessica Barthman, Special Education Teacher/Eastern Elementary
Erin Myers, Special Education Teacher/Salem Avenue Elementary
Leslie Robison, Special Education Teacher/Maugansville Elementary
Karsten Powell, Special Education Teacher/Williamsport Elementary
Randi Nash-Miller, Special Education Teacher/Salem Avenue Elementary
Tamsyn Wilson, Principal/Smithsburg Elementary
Dana Peake, Principal/Ruth Ann Monroe Primary
Raegon Clutz, Principal/Emma K. Doub Elementary

Elementary English Learner (EL) Committee Membership

Lindsay Bishop, EL Teacher/Fountain Rock Elementary/Boonsboro Campus
Kim Keefer, EL Teacher/Jonathan Hager
Tilsim Newman, EL Teacher/Pangborn Elementary
Leslie Robison, EL Teacher/Maugansville Elementary
Paula Moore, Supervisor of ESOL and World Languages
Georgine Rabenold, EL Lead Teacher/Center for Education Services

Secondary Curriculum Standards Committee Membership

Anne Wolter, Grade 6 ELA Teacher/Western Heights Middle
Theresa Bechtel, Grade 6 ELA Teacher/Smithsburg Middle
April Shupp, Grade 6 ELA Teacher/Hancock Middle
Alicia Walz, Grade 6 ELA Teacher/Antietam Academy
Linda Becker, Grade 6 Math Teacher/Boonsboro Middle
Derrick Fox, Grade 6 Math Teacher/Clear Spring Middle
Teresa Parker, Grade 6 Math Teacher/E. Russell Hicks Middle
Erin Artz, Grade 6 Math Teacher/Western Heights Middle
Alexander Jamison, Grade 6 Math Teacher/Springfield Middle
Carolyn Hawbaker, Grade 6 Science Teacher/E. Russell Hicks Middle
Mariah Clelland, Grade 6 Science Teacher/Springfield Middle

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Elizabeth McAllister, Grade 6 Science Teacher/Western Heights Middle
Jon Scovell, Grade 6 Social Studies Teacher/Springfield Middle
Brian Stottlemeyer, Grade 6 Social Studies Teacher/Boonsboro Middle
Tim Ackinclose, Grade 6 Social Studies Teacher/Clear Spring Middle
Amy Stotlemeyer, Grade 6 Social Studies Teacher/E. Russell Hicks Middle
Ivy Storm, Special Education Reading Teacher/E. Russell Hicks Middle
Brooke Francis, Special Education Reading Teacher/Springfield Middle
Kadee Bard, Special Education Math Teacher/Western Heights Middle
Emily Clark, Special Education Math Teacher/E. Russell Hicks Middle
Matt Rinehart, Special Education Math Teacher/Northern Middle
Aspen Kisas, Special Education Reading Teacher/Smithsburg High
Kat Kenderdine, Special Education Reading Teacher/South Hagerstown High
Brenda Horning, Special Education Math Teacher/Smithsburg High
Pamela Kline, Special Education Math Teacher/Williamsport High
Robyn Carter, Special Education Math Teacher/Hancock High
Kaitlin Errichetto, Grade 7 ELA Teacher/E. Russell Hicks Middle
Jenna Hartwig, Grade 7 ELA Teacher/Northern Middle School
Amber Woody, Grade 7 ELA Teacher/Boonsboro Middle
Danielle Brinegar, Grade 7 ELA Teacher/Springfield Middle
Chris Rudisill, Grade 7 Math Teacher/Springfield Middle
Tiffany Lewis, Grade 7 Math Teacher/Western Heights Middle
Mike Leith, Grade 7 Math Teacher/Hancock Middle
Dave Herbert, Grade 7 Math Teacher/Smithsburg Middle
Hannah Allen, Grade 7 Math Teacher/Northern Middle
Shawn Gasaway, Grade 7 Science Teacher/E. Russell Hicks Middle
Tina Poole, Grade 7 Science Teacher/Western Heights Middle
Sara Crosten, Grade 7 Science Teacher/Hancock Middle
Jim Rossi, Grade 7 Social Studies Teacher/Northern Middle
Trey Cobb, Grade 7 Social Studies Teacher/Smithsburg Middle
Amanda Baran, Grade 7 Social Studies Teacher/Boonsboro Middle
Vanessa Tydings, Grade 7 Social Studies Teacher/Western Heights Middle
Nici Harpster, Grade 8 ELA Teacher/Springfield Middle
Kendall Snee, Grade 8 ELA Teacher/Springfield Middle
Gabby Oney, Grade 8 ELA Teacher/Western Heights Middle
Joan Myers, Grade 8 ELA Teacher/Clear Spring Middle
Jen High, Grade 8 ELA Teacher/Antietam Academy
Steph Fogle, Grade 8 Math Teacher/Northern Middle
Dana Smalls, Grade 8 Math Teacher/Springfield Middle

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Tammi Quinn, Grade 8 Math Teacher/Boonsboro Middle
Jen Long, Grade 8 Math Teacher/Smithsburg Middle
Heather Smith, Grade 8 Science Teacher/Boonsboro Middle
Milinda Mills, Grade 8 Science Teacher/Springfield Middle
Donna Rishell, Grade 8 Science Teacher/Smithsburg Middle
Cody Bard, Grade 8 Social Studies Teacher/Western Heights Middle
Leigh Face, Grade 8 Social Studies Teacher/Springfield Middle
Kaitlin Bailey, Grade 8 Social Studies Teacher/E. Russell Hicks Middle
Jesse Smith, Grade 8 Social Studies Teacher/Smithsburg Middle
Duane McNair, Principal/E. Russell Hicks Middle
Becky Higgins, High School ELA Teacher/North Hagerstown High
Linzy Billy, High School ELA Teacher/South Hagerstown High
Kelly Welgoss, High School ELA Teacher/Smithsburg High
Taylor Fink, High School ELA Teacher/Boonsboro High
Judy Spence, High School ELA Teacher/Boonsboro High
Jaime Bowden, High School ELA Teacher/Williamsport High
Paul Steeve, High School ELA Teacher/Williamsport High
Kathy Pepper, High School ELA Teacher/Smithsburg High
George Gildersleeve, High School Math Teacher/Clear Spring High
Katie Yoder, High School Math Teacher/Williamsport High
Steven Lindsay, High School Math Teacher/Smithsburg High
Jena Staley, High School Math Teacher/North Hagerstown High
Keith Long, High School Math Teacher/South Hagerstown High
Kelly Knight, High School Math Teacher/Boonsboro High
Sarah Stone, High School Science Teacher/South Hagerstown High
Angie Stouffer, High School Science Teacher/Smithsburg High
Carl Wise, High School Science Teacher/Hancock High
Sherry Spithaler, High School Science Teacher/Boonsboro High
Patty Leazier, High School Science Teacher/North Hagerstown High
Bobby Burkhart, High School Science Teacher/Williamsport High
Brian Henry, High School Science Teacher/Washington County Technical High
Chastity Gloyd, High School Science Teacher/Clear Spring High
Gretchen Smith, High School Social Studies Teacher/North Hagerstown High
Sarah Zusan, High School Social Studies Teacher/Smithsburg High School
Lauren Merroth, High School Social Studies Teacher/South Hagerstown High
Beth Kromka, High School Social Studies Teacher/Williamsport High
Chris Spaid, High School Social Studies Teacher/Boonsboro High
Chris Cline, Principal/Smithsburg High

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Mike Kuhaneck, Principal/Boonsboro High

World Languages Committee Membership

Diana Reyes, Spanish Teacher/Williamsport High
Rachel Dayley, Spanish Teacher/Williamsport High
Shelby Smith, Spanish Teacher/E. Russell Hicks Middle
Aubrey Swisher, Spanish Teacher/Boonsboro High
Jenny May, Spanish Teacher/Hancock Middle-High
Carmen Alvarez-Harden, Spanish Teacher/South Hagerstown High
Lisa Miller, Spanish Teacher/Smithsburg High
Sarah Morales, Spanish Teacher/North Hagerstown High
Caroline Schlegel, Spanish Teacher/Smithsburg High
Steve Schawalder, Spanish Teacher/Clear Spring High
Kristine Davidson, Japanese Teacher/Boonsboro High
Elspeth Allen, French Teacher/Williamsport High
Beth Ann Shaffer, French Teacher/South Hagerstown High
Coleen Watson, German Teacher/North Hagerstown High
Laura Deyerberg, German Teacher, Williamsport High
Jennifer Maze, German Teacher, Northern Middle
Paula Moore, Supervisor of ESOL and World Languages

Secondary English Learner (EL) Committee Membership

Leann Buchanan, EL Teacher/Washington County Technical High/Clear Spring Middle and High
Brie Knepper, EL Teacher/South Hagerstown High
Laura Mestre, EL Teacher/North Hagerstown High
Nicole Holloman, EL Teacher/North Hagerstown High
Lindsay Bishop, EL Teacher/Boonsboro Campus/Fountain Rock Elementary
Kelly Morton, EL Teacher/Williamsport High
Elizabeth Phillipson, EL Teacher/Springfield Middle
Katy Pagan, EL Teacher/Northern Middle
Elizabeth Hanna, EL Teacher/E. Russell Hicks Middle
Brittany Taylor, EL Teacher/E. Russell Hicks Middle/Emma K. Doub Elementary
Georgine Rabenold, WCPS EL Lead Teacher
Paula Moore, Supervisor of ESOL and World Languages

Visual and Performing Arts Committee Membership

Jennifer Roberts, Elementary General Music Teacher/Fountaindale Elementary
Lindsey Sullivan, Elementary General Music Teacher/Williamsport Elementary

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Jeffrey Seivers, Elementary General Music Teacher/Pangborn Elementary
Rachel Barnhart, Elementary Art Teacher/Emma K. Doub Elementary
Priscilla Howard, Elementary Art Teacher/Clear Spring Elementary
Elizabeth Ditch, Elementary Art Teacher/Rockland Woods Elementary
Sara Minnick, Elementary Art Teacher/Fountaindale Elementary
Jennifer Jones, Elementary Instrumental Music Teacher/Fountaindale/Old Forge Elementary
Allison Wadding, Elementary Instrumental Music Teacher/Eastern/Pangborn/Paramount/Potomac Heights/Maugansville Elementary
Amy Cochrane, Elementary Instrumental Music Teacher/Jonathan Hager Elementary
Christina Martin, Middle School Performing Arts Teacher/Clear Spring Middle
Lindsay Pompa, Middle School Performing Arts Teacher/Springfield Middle
Jason Ankerbrand, Middle School Performing Arts Teacher/Boonsboro Middle
Robert Croft, Middle School Visual Art Teacher/Northern Middle
Matthew Wilson, WCPS Art Curriculum Specialist
Kelci Rote, Middle School Visual Art Teacher/Springfield Middle
Joshua Edwards, High School Visual Art Teacher/Clear Spring High
Marsha Secrest, High School Visual Art Teacher/North Hagerstown High
Todd Geiman, High School Visual Art Teacher/Barbara Ingram School for the Arts
Michelle Rafter, High School Visual Art Teacher/Williamsport High
Chase Remsburg, High School Visual Art Teacher/Smithsburg High
Susan Mott, High School Visual Art Teacher/Hancock Middle-Senior High
Micah Socks, Supervisor of Visual and Performing Arts

Elementary Scheduling Committee Membership

Jana Palmer, Chair/Executive Director of Elementary Education/Center for Education Services
Raegon Clutz, Principal/Emma K. Doub Elementary (small magnet school)
Matt Semler, Principal/Jonathan Hager Elementary (middle-sized with Summit)
Jamie Hade, Principal/Lincolnshire Elementary (large Title 1 with life skills/autism)
Erin Wolford, Principal/Maugansville Elementary (large elementary with life skills)
Rhonda Smith, Principal/Williamsport Elementary (large magnet with life skills)
April Bishop, Principal/Greenbrier Elementary (small school)
Matt Wagner, Principal/Hickory Elementary (small title 1 – open school)
Amy Norris, Principal/Paramount Elementary (middle-size elementary with a behavior program)

Secondary Scheduling Committee Membership

Richard Akers, Chair/Executive Director of Secondary Education/Center for Education Services
Beth Allshouse, Principal/Northern Middle (6-period day/IB program)
Matt Hoffman, Principal/Smithsburg Middle (block schedule)

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James Aleshire, Principal/North Hagerstown High (large school/IB program)
Heath Wilcox, Principal/South Hagerstown High (large school/high poverty)
Rob Hovermale, Principal/Barbara Ingram School for the Arts (unique schedule)
Rodney Gayman, Principal/Washington County Technical High School (unique schedule)

Elementary Professional Development Committee Membership

Joni Burkhart, Chair/Supervisor of Professional Development/Center for Education Services
Dan Fowler, Principal/Eastern Elementary
Dana Peake, Principal/Ruth Ann Monroe Primary
Tara Burger, Assistant Principal/Salem Avenue Elementary
Sarah Anderson, Teacher/Clear Spring Elementary
Marcie Burleson, Lead Teacher/Salem Avenue Elementary
Katie Mouer, Lead Teacher, Rockland Woods Elementary
Ashley Hobbs, Lead Teacher, Emma K. Doub Elementary
Adrienne Mayonado, Assistant Principal/Lincolnshire Elementary

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Joni Burkhart, Chair/Supervisor of Professional Development/Center for Education Services
Jona French, Supervisor of Library Media and Instructional Technology/Center for Education Services
Mike Kuhaneck, Principal Boonsboro High
Tim Eskridge, Principal, Clear Spring High
Beth Allshouse, Principal/Northern Middle
Lindsey Reynolds, Principal/Boonsboro Middle
Kara Burhans, Assistant Principal/North Hagerstown High
Annie Anders, Lead Teacher/Barbara Ingram School for the Arts
Chris Gaddy, Teacher/Smithsburg Middle
Peggy Heebner, Teacher/E. Russell Hicks Middle
Jessica Weitzel, Lead Teacher/Williamsport High
Scott Buhrman, Content Specialist Social Studies High School
Brad Delauter, Assistant Principal/Hancock Middle-Senior High
Sara Sandeen, Lead Teacher/South Hagerstown High
Kelly Buckwater-Daniels, Assistant Principal/Smithsburg Middle
Catherine Harpster, Teacher/Springfield Middle
Lisa Fichthorn-Scumpieru, Digital Integration Specialist

Technology Committee Membership

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Paula Moore, Supervisor of ESOL and World Languages/Center for Education Services

Lisa Fichthorn-Scumpieru, Digital Integration Specialist/Center for Education Services

Kim Peer, Digital Integration Specialist/Center for Education Services

Chris Cline, Principal/Smithsburg High

Keith Allshouse, Principal/Sharpsburg Elementary

Kristy Rubeck, Library Media/Bester Elementary

Christy Hagerty, Library Media/South Hagerstown High

Christine Hurley, Library Media/Boonsboro Middle

Amy Monninger, Teacher/Sharpsburg Elementary

Sarah Chlebowski, Lead Teacher/Smithsburg High

Ben Hurley, Coding/Robotics/Pangborn Elementary

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Robert Stike, Assistant Principal/Smithsburg High

Christine Corbeil, Principal/Clear Spring Middle

Raegon Clutz, Principal/Emma K. Doub Elementary

Michelle Talbert-Smith, Pupil Personnel Worker/Boonsboro High School

Misti Winders, Pupil Personnel Worker/Western Heights Middle School

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Sandy Bryan, Data Analytics Specialist/Center for Education Services

Maggie Cain, Application Administrator/Center for Education Services

Leigh Ann Barnhart, Application Administrator/Center for Education Services

Bill Bakner, Manager of Applications, Analytics, and Data Architecture/Center for Education Services

Lisa Barnhart, Secretary/Boonsboro Elementary

Brittany Miller, Math Teacher/Smithsburg High

Carly Shockey, Grade 2 Teacher/Emma K. Elementary

Christina Martin, Music Teacher/Clear Spring Middle

Laura Mills, Data Analytics Specialist/Center for Education Services

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Home and Hospital Teaching Committee Membership

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Heather Dixon, Student Intervention Specialist/South Hagerstown High
Amy Warrenfeltz, Student Intervention Specialist/South Hagerstown High
Mike Telemeco, Principal/Pleasant Valley Elementary
Kelly Buckwalter-Daniels, Assistant Principal/Smithsburg Middle
Kara Burhans, Assistant Principal/North Hagerstown High
Adam Robinson, Assistant Principal/North Hagerstown High
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Brenna Creedon, Special Education Supervisor/Center for Education Services
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Shannon Cassidy, Co-chair/Coordinator of Mental Health/Center for Education Services
Katie Eck, Counselor/North Hagerstown High
Justyna Jordan, Counselor/Fountain Rock Elementary/Pleasant Valley Elementary
Duane McNair, Principal/E. Russell Hicks Middle
Darrell Marriott, Assistant Principal/North Hagerstown High
Britta Wright, Counselor/Clear Spring Middle
Amy Shaffer-Post, Social Worker/Center for Education Services
Kate Harsh, School Psychologist/Center for Education Services

Operations Planning Committee Membership

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Mike Embly, Supervisor of Food and Nutrition Services/Center for Education Services
Erin Poster, Regional Base Kitchen Manager/Boonsboro Middle
Kristine Daywalt, Regional Base Kitchen Manager/Williamsport High
Pammy Fraley, Regional Base Kitchen Manager/Northern Middle
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Kristy Wrightson, Regional Base Kitchen Manager/Center for Education Services
Dawn Brown, Regional Base Kitchen Manager/Northern Middle
Matt Burton, Operations Manager/Center for Education Services
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Margaret Bussard, Custodial Engineer/Western Heights Middle
Dan Martin, Custodial Engineer/Williamsport High
Tim Ruppenthal, Custodial Engineer/Clear Spring Middle
Robert Mills, Custodian/Smithsburg Elementary

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Bryan Johnson, Supervisor of Transportation/820 Commonwealth
Karen Lawhorne, Driver/820 Commonwealth
Toni Humphries, Special Education Driver/820 Commonwealth
Deb Spielman, Driver Trainer/820 Commonwealth
Terri Baker, Director of Human Resources/Center for Education Services
Janice Howells, School Health Programs Coordinator/Center for Education Services
Eric Michael, Supervisor of Athletics, Health, and Physical Education/Center for Education Services
Micah Socks, Supervisor of Visual and Performing Arts/Center for Education Services
Kathleen Unger, Teacher/Springfield Middle
Jennifer Sweeney, Teacher/Paramount Elementary
Anne Marie Hines, President, Washington County Educational Support Personnel
Kristy Burgan, Parent
Jennifer Myren, Parent
Gabiella Brown, Student

COVID-19 Students First Task Force Facilitator

April Bishop, (Former) Deputy Superintendent/Center for Education Services

Curriculum/Distance Learning Membership

Peggy Pugh, (Former) Associate Superintendent for Curriculum and Instruction/Center for Education Services
Kate Long, Middle School Social Studies Content Specialist/Center for Education Services
Jeff Gladhill, Director of Special Education/Center for Education Services
Paula Moore, ESOL and World Languages Supervisor/Center for Education Services
Allison Smith, Supervisor of Equity and Excellence/Center for Education Services
Maureen Margevich, Supervisor of Testing and Accountability/Center for Education Services
Jona French, Supervisor of Library Media and Instructional Technology/Center for Education Services
Joni Burkhart, Supervisor of Professional Development/Center for Education Services
Katie Lingg, Digital Integration Specialist/Center for Education Services
Sarah Anderson, Teacher/Clear Spring Elementary
Christine Hurley, Teacher/Springfield Middle
Micah Socks, Supervisor of Visual and Performing Arts/Center for Education Services

Elementary Schools Membership

Jana Palmer, Executive Director of Elementary Education/Center for Education Services

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Dan Fowler, Principal/Hickory Elementary
Dana Peake, Principal/Ruth Ann Monroe Primary
Carly Pumphrey, Principal/Clear Spring Elementary
Kathryn (Kate) Thomas, Teacher/Clear Spring Elementary
Lea Taylor, Teacher/Hickory Elementary
Megan Small, Teacher/Ruth Ann Monroe Primary
Lea Taylor, Teacher/Hickory Elementary
Stacey Bishop, Parent/Elementary
Heather Wetzal, Parent/Elementary

Secondary Schools Membership

Richard Akers, Executive Director of Secondary Education/Center for Education Services
Gary Willow, (Former) Principal/Smithsburg High
Katy Barnhart, Teacher/Smithsburg High
Kelli Kittel, Parent/High School
Edey McDougal, Student/High School
Jenny Ruppenthal, Principal/Springfield Middle
Craig Shearer, Teacher/Springfield Middle
Stacie Hood, Parent/Middle School
Layla Kadir, Parent/Middle School

Marshall Street and LifeSkills Membership

Sarah Stare, Principal/Marshall Street/JDC
Nancy Schmitt, Coordinator Life Skills/MSS JDP
Doni Grossnickle, Registered Nurse/Meritus
Christine White, Life Skills Teacher/Ruth Ann Monroe Primary
Glenda Zimmerman, Summit Teacher/Salem Avenue Elementary
Tina Leard, Itinerant Para Behavioral Support/Center for Education Services
April Crohare, Parent
Laurie Baturin, Parent

Logistics and Operations Membership

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Bryan Johnson, Supervisor of Transportation/820 Commonwealth
Jason Guderjohn, Operations Manager/Center for Education Services
Rob Rollins, Director of Facilities Planning and Development/Center for Education Services

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Erin Anderson, Communications Officer/Center for Education Services
Terri Baker, Director of Human Resources/Center for Education Services
Janice Howells, School Health Programs Coordinator/Center for Education Services

Timeline

In April 2020, the *Students First COVID-19 Task Force* ([Appendix B](#) & [C](#)) representing students, parents, teachers, staff, and administration convened to plan together to meet the educational needs of WCPS' students during the COVID-19 pandemic.

The workgroups gathered and organized information to advise the superintendent of the concerns, questions, and ideas for student learning and achievement during marking period 4 (ready to learn at home), summer (retain learning), and marking period 1 (re-enter learning at school).

Washington County Teachers Association (WCTA) and Washington County Educational Support Personnel (WCESP) bargaining representatives provided questions for consideration throughout April and May and continued to meet regularly with senior staff through the summer.

In June and July, additional stakeholder feedback was sought through teacher, administrator, and parent surveys. A total of 746 teachers, 90 administrators, and 7,043 parents and guardians responded. Over 200 teachers were asked to provide input through summer workshops. The curriculum workshops continued through the summer, and every one of them discussed student and staff learning, expanding educator input into the plan for reopening and accelerating learning.

In early July 2020, a second stakeholder workgroup was formed to collaboratively draft this plan to return to learning for the fall of 2020. At the July 14, 2020, Board of Education meeting, Board members voted and unanimously agreed to begin the 2020-2021 school year with all Pre-K through grade 12 students engaged in distance learning.

The motion approved by the Board included the following:

Based on the continuing COVID-19 pandemic and the serious health risks associated with the said pandemic, and for the safety of all WCPS students and staff, I move to adopt a model of full distance learning for Washington County Public Schools beginning August 31, 2020, and continuing until it is safe for students to physically return to school, and to authorize the superintendent to develop and implement the operational plans necessary to support this model.

In August of 2020, Washington County Public Schools published its Return to Learn Plan for reopening and accelerating learning. The plan overview ([Appendix D](#)) was shared at the Board's Public Business Meeting on August 4, 2020, and the plan was posted to the district website www.wcpsmd.com by August 14, 2020, as required by the Maryland State Department of Education. During the September 1, 2020 Board meeting, the five phases for returning students for in-person instruction was presented publically ([Appendix EE](#)). The first groups of students were scheduled to return for in-person learning on September 16, 2020. Educational Support Personnel were notified to return to work on September 8, 2020, and teaching staff were notified to report to work in-person no later than September 16, 2020.

Maryland State Department of Education (MSDE)

Throughout the summer, the MSDE published its plan titled *Maryland Together: Maryland's Recovery Plan for Education* ([Appendix E](#)). The plan required each local school system to create a recovery plan that addressed thirteen required elements.

Thirteen Requirements for Local School System Plans

Requirement #1: Local school systems must have their recovery plans completed and posted to their website by August 14, 2020. The Maryland State Department of Education (MSDE) will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.

→ [WCPS Website](#)

Requirement #2: The local school system's equity plan must be reflected throughout the local recovery plan.

→ [Ensuring Equity](#)

→ [Equity Plan](#)

Requirement #3: Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.

→ [Work Group Members](#)

Requirement #4: Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.

→ [Assessment and Intervention](#)

→ [Special Education Assessment](#)

→ [Multi-tiered System of Support in Distance Learning](#)

→ [Special Education Content Teachers](#)

Requirement #5: All local school systems must ensure that Maryland College and Career Ready Standards, prekindergarten through grade 12, are taught in all content areas and the state frameworks are followed for each content.

- [Curriculum and Instruction](#)
- [Distance Learning](#)
- [Career and Technology Education](#)
- [Advanced Learners](#)
- [Other Curriculum Subjects](#)

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).

- [Special Education](#)
- [Section 504 of the Rehabilitation Act](#)

Requirement #7: Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and Guidance from the CDC for an individual who tests positive for COVID-19.

- [Health and Safety](#)
- [Employee Wellness and Safety Protocol](#)
- [Supervisor Guidance on Employee Wellness and Safety](#)

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

- [Facilities and Maintaining Healthy Environments](#)
- [WCPS Cleaning and Disinfecting](#)

Requirement #9: Local school systems must follow protocols for the safe transportation of students to and from school.

- [Transportation Services](#)
- [WCPS COVID-19 Transportation Protocols](#)

Requirement #10: Local school systems must develop a system for tracking attendance when students are engaged in distance learning.

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

Requirement #11: Each local school system must develop its own plan for communication.

- [Communication](#)

Requirement #12: The COVID-19 Checklist (Appendix A) must be utilized in the development of the recovery plan.

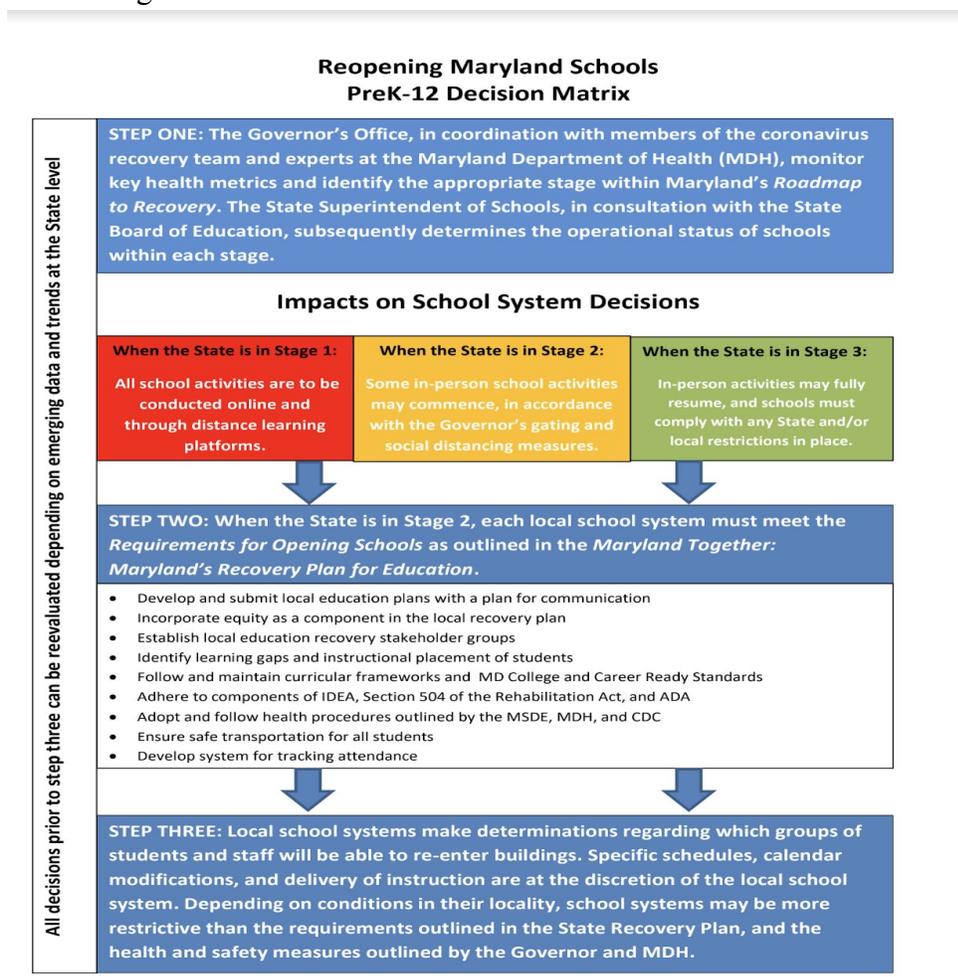
→ [COVID-19 Checklist](#)

Requirement #13: The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap forwarded for interscholastic athletics and activities must align with the MSDE and the LSS Educational and Health and Safety decisions in order for education-based athletics and activities to resume during Stage One and Stage Two of the Governor’s Maryland Strong: Roadmap to Recovery.

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

Reopening Maryland Schools K-12 Decision Matrix

Part of the MSDE recovery plan includes a decision-making matrix that outlines the considerations and responsibilities for reopening Maryland schools. The matrix aligns with the Governor’s state recovery plan, *Maryland’s Roadmap to Recovery* ([Appendix F](#)). In accordance with state and local guidance, Washington County Public Schools will begin to safely transition small groups of students in school buildings, focusing on the most vulnerable and those who are not thriving in a virtual environment.



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 ([Appendix EE](#)). 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 ([see 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.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

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 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 in order 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* ([Appendix G](#)) 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
<p>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)</p>
Accessibility of Online Resources
<p>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).</p> <ul style="list-style-type: none"> ● 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 etc.?
- 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

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 indicates 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.

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. English Learners 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 are becoming greater.

WCPS ELs may experience increased 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 support 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 interactive. Distance learning has prevented and limited student access to opportunities to use academic English consistently to interact and communicate through listening, speaking, reading, and writing. To succeed, WCPS will implement ways to immerse students more in an 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, are needed to ensure success when WCPS resumes instruction. Considerations for reopening and accelerating EL instruction include:

- Increasing synchronous and face to face live-time instruction to provide necessary background knowledge, to model language and processes, and to ask and answer questions. Students will need more one-on-one time with teachers, support staff, and tutors to fully access the curriculum, EL accommodations, and accessibility features.
- Providing more direct support to ELs who are newcomers or beginners or those who have limited literacy in their primary or second language and have interrupted schooling. ELs need increased access to scaffolding, interaction, and comprehensible input for content and academic language learning.
- 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 synchronously and asynchronously.
- Providing supplemental academic language and content tutoring support to EL students in grades Pre-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 professional development to increase language and literacy skills, to virtually offer all services to children and families, including listening, reading, writing, and speaking in English needed to be academically successful. Educators need to learn about strategies to motivate student learning and integrate oral and written English language instruction into content-area teaching. 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 content state assessments and ACCESS for ELLs.
- Providing parent, family, and community engagement opportunities in English and their home language to learn about important topics and skills needed for distance/hybrid/in-person 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 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.
- Collecting information on common barriers to accessing the curriculum for ELs and moving quickly to respond to needs.
- 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.
- Supporting the instructional objectives of the Gifted and Talented program, 504 plan, and/or individualized education plan (IEP) for students identified as twice or third exceptional.
- Providing technology, internet access, and other resources so that EL students can consistently access teachers, assignments, curriculum, and instructional support without barriers.
- Administering language placement assessments including the KWAPT and WIDA screener as students return to school in a face-to-face environment. All ELs enrolled during COVID-19 closures received provisional EL status so they will need to be given the language placement assessments to determine language level to ensure that correct scheduling, accommodations, accessibility features, scaffolding, and other supports are in place.

- Providing additional learning opportunities before, during, and after the school day including summer school for content and academic language learning.
- Considering procedures for students who arrive on their unassigned days at school and being flexible with procedures, staffing, and scheduling of EL teachers to meet EL student needs.

Special Education

While the majority of students in Washington County Public Schools (WCPS) with an individualized education program (IEP) already have an [Individualized Continuity of Learning Plan](#) (ICLP), students entering our system may not ([Appendix H](#)). Due to the circumstances of COVID-19 and continuous updates/changes through local/state/federal government and the Centers for Disease Control, WCPS will continue to update ICLPs and/or IEPs at every meeting. This will ensure each student's education is seamless and continuous. With some possible logistics changes, an IEP can continue to be implemented during extended periods of distance learning. However, when all services can not be implemented and/or in light of other extenuating circumstances, the team (inclusive of the parent/family) may develop or review and update an ICLP amendment. Any decision regarding the implementation of an IEP or an ICLP will be documented clearly within the Maryland Online IEP system, including prior written notice to families. The IEP or ICLP amendment will then be implemented accordingly. For the beginning of the 2020-21 school year, there will be a priority checklist for special educators in order to ensure continuity of provision of specialized instruction and related processes.

WCPS will plan to provide in-person small group instruction, when permissible and as necessary. Also, when permissible, assessments will be conducted according to an assessment protocol, with consideration of all Maryland and Washington County Health Department guidelines, to ensure the safety of students, staff, and our larger community ([Appendix I](#)).

Individual case managers and service providers will continue to work with team members and parents to determine if an IEP can be implemented as written; if the existing ICLP can be implemented; or, if the ICLP needs to be updated for implementation. The IEP/ICLP Decision-Making Guide can assist in guiding this decision making ([Appendix J](#)). Prior Written Notice (PWN) to document necessary changes to an IEP or ICLP will be provided.

Case managers and service providers will provide tiered instruction and support, per the multi-tiered system of support in Distance Learning guidance document and related links, including links to the pages developed for intervention ([Appendix K](#)). Updated progress for each student with a disability shall be documented within the WCPS Formative Progress Monitoring System every two weeks for each goal. This is a collaborative process and should not be

completed by one person alone. An internal *Google Document* will be used for special education staff to post questions and comments. It will be continuously reviewed and updated with feedback and guidance.

Special Education Content/Intervention Teachers

Content and intervention teachers will continue intervention groups required for a free appropriate public education (FAPE), as guided by the special education website on the employee portal and virtually through *Google Meet*, *Google Classroom*, or other approved mode of videoconferencing. An example of intervention is small group or individual instruction focused on a goal area or a skill deficit, such as basic reading skills.

Interventions are available for both students with disabilities and general education students. The employee portal resources are located at the following URL:

<https://sites.google.com/wcps.k12.md.us/teacherskeeplearningatwcps/k-12-resources/intervention-and-special-education-resources-and-instruction>

Special Education Case Managers

Case Managers will:

- Collaborate and facilitate the holding of virtual IEP meetings, including the annual review and update of the IEP *and* completing/updating any necessary ICLP amendments ([Appendix L](#)).
- 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 ([Appendix M](#)).
- 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 and support them with online integration to ensure that targeted instruction and support are provided.
- Ensure that each student assigned is connected to a teacher of record, with support as needed, to show progress in each skill gap area.
- Partner with classroom teachers to accommodate the online learning curriculum that they are providing to the students with special needs in their classrooms.
- Communicate with all parents of students on the caseload regarding the online learning plan and to plan for the provision of service and support through an IEP or an ICLP ([Appendix N](#)). This should include a discussion of how co-planning with general educators will ensure access to the content of the distance learning lessons.

- Recommend to parents and teachers other online learning resources that students might be able to access to support the maintenance of skills related to needs.
- Continue to document and communicate IEP goal progress and processes electronically ([Appendix O](#)).
- Support social-emotional, behavioral goals in collaboration with parents, counselors, and social workers based upon reported behaviors from the distance learning environment ([Appendix P](#)).
- Continue monthly medical assistance case management/billing including previous eligible billing.

Special Education Related Service Providers

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, through approved virtual platforms. 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. When permitted, in-person assessments should be completed according to the Assessment Protocol.
- Continue monthly medical assistance case management/billing.
- Continue to enter service documentation into the Online IEP.

Special Education Birth to Kindergarten Program

The Birth to Kindergarten Program will continue to virtually offer all services to children and families. This includes Child Find activities, evaluations for eligibility determination, family assessments, Child Outcome Summaries, IFSP/IEP development and direct services to children, and reflective coaching with caregivers. 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 those community settings. Birth to Kindergarten Integrated Preschool Programs will offer specialized instruction and related services based on student IEP/ICLPs.

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) and Individual Continuity of Learning Plan (ICLP) amendment, as developed collaboratively with the school and families of each student.

Role of the Family

During times of distance learning, school personnel will coordinate with families to determine the best potential times for IEP/ICLP services to be provided. Service type, duration, and frequency are collaboratively determined by the team, inclusive of families to the greatest extent possible. They are then outlined on the IEP/ICLP. Services during distance learning 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.

Section 504 of the Rehabilitation Act of 1973

Each school will review student 504 plans to adjust and plan for student accommodations to best meet the student's access to his/her education based on his/her disability. The 504 plan will be adjusted with notes on the plan to indicate what accommodations will be for in-person instruction and what accommodations will be for blended and/or distance learning instruction. These plans will be reviewed with families in a virtual meeting setting within the first two months of the school year. Any new requests for 504 plans will be provided an opportunity for an eligibility meeting held virtually 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. During this time of crisis, 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 online participation in the spring is being analyzed to address students that were unable to access their education so that issues can be addressed for the start of the 2020-2021 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 and increase internet options throughout the county.

Accelerating Student Learning

Curriculum and Instruction

According to the research regarding how the world's high performing systems approached distance learning, jurisdiction-level curriculum frameworks that set common expectations provided a clear framework around which to organize distance learning (www.ncee.org, June 2020). WCPS curriculum is aligned to Maryland College and Career Ready Standards (MCCRS). These standards are essential in ensuring that students have a strong command of the skills and understandings associated with the critical areas. These skills and understandings are critical to building the foundational knowledge needed for the success of students. The WCPS curriculum includes a plan for accelerating students' learning instead of remediating by:

- identifying grade-level content and processes as the academic priority
- prioritizing the most critical prerequisite skills from unfinished learning
- embedding diagnostic tools and tasks focused on the most critical content and processes of each unit to diagnose student strengths and needs
- supporting teachers in making strategic instructional decisions using just-in-time data so students reach grade-level expectations through multiple means

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-transcripted 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).

WCPS Return to Learn Plan: Reopen and Accelerate Learning

WCPS has evaluated all CTE programs of study to determine the best way to transition to virtual learning while still ensuring the integrity of the curriculum being taught. 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. When possible, these small group gatherings will follow all social distancing protocols and guidelines outlined by local, state, and national agencies. 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.

All WCPS CTE programs will be provided the required supplies to operate within the outlined guidelines. All PPE requirements will be met in accordance with MSDE local and state agency guidelines. WCPS CTE staff have been trained and will work diligently to ensure all students, if onsite, will have a safe and rich learning experience. WCPS CTE department will evaluate program inventory needs and will provide machinery, consumables, and new virtual technology resources to ensure a rigorous and relevant experience for students exists.

Advanced Learners

Elementary Gifted and Talented Education (GATE) teachers will continue GATE groups and any services regularly provided including ELA groups, math groups, and other enrichment groups for teaching the elementary GATE curriculum utilizing Google Classroom or other online resources. GATE teachers will work with classroom teachers to develop differentiated lesson plans/coursework to meet the needs of our gifted learners or other highly able learners. GATE teachers will make recommendations to parents and teachers of other online resources and non-electronic resources that students can access. Middle and high school students will continue with services in their coursework including magnet, merit, honors, Advanced Placement (AP),

and/or International Baccalaureate (IB). This content will be appropriately rigorous and differentiated to meet the needs of our gifted students.

Other Curriculum Subjects

Washington County Public Schools strongly believes that all students should have access to a well-rounded curriculum which includes access to the arts, physical education, health, and world languages. At the elementary level, encore subjects are delivered to students on a daily basis. At the secondary level, our distance learning schedule provides the opportunity for daily instruction in these areas. Our distance learning schedule allows for the flexibility to honor student and parent choice selection of these courses. All of these content areas had representation on the curriculum committee to ensure these courses will be taught with fidelity regardless of the mode of instruction whether taught in distance learning or in-person, or a combination thereof.

Assessment and Intervention

Fall Diagnostic Assessments

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). This Google Site (<https://sites.google.com/wcps.k12.md.us/wcpsreadingintervention/home/elementary/diagnostics>) was designed specifically to communicate the purpose of various reading assessments and support effective use of the data to accelerate student learning. 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 built in blocks of time during the instructional day and outside of the classroom. At the start of the year, interventions will be scheduled and planned for based on assumptions and any current data. As assessment data is collected this school year adjustments will be made to meet the just in time needs of our students.

MyIGDIs and DIBELS are universal screening tools that will be used in Pre-K and Kindergarten to assess early literacy skills. The Kindergarten Readiness Assessment (KRA) also provides information about the students' level of readiness to learn language/literacy, math, social foundations, and physical well-being/motor development. The KRA is not able to be administered

WCPS Return to Learn Plan: Reopen and Accelerate Learning

through distance learning, so similar mock assessments will be developed to guide learning. The electronic Reading Inventory (eRI) will be used in grades K to 12 to identify the current reading level of students, according to Lexile. Math Inventory, a universal screening tool, will be used in grades 1 to 5 at the beginning of the school year to identify present levels and mid-year for Kindergarten.

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 common formative assessments used across WCPS. Professional development at the school and county level will be provided to assist teachers in using the information most effectively to accelerate student learning.

WCPS is using grant funds to purchase an assessment system that will provide various diagnostic tools and formative assessments to be used throughout the year to measure student progress in grades K to 12.

Table of Assessments

ELA		
Grade Level	Assessment	Administration Recommendations
Pre-K	MyIGDIs	one-on-one
K	DIBELS	one-on-one
K	**KRA	One-on-one; face-to-face
1-12	eRI	Small groups
2-11	Previ or AP Course aligned assessments	Small or whole groups
Math		
Grade Level/Course Content	Assessment	Administration Recommendations

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Pre-K	KRA Readiness Assessment (county created)	One-on-one; face-to-face
K	**KRA	One-on-one; face-to-face
K	Math Inventory	Small Groups Mid-year administration
1-5	Math Inventory	Asynchronous Window: Sept 14 - Oct 2
Grades 6-12	County-Created, Course-Aligned Assessments	Asynchronous

** KRA cannot be administered virtually, so a mock KRA simulation will be provided.

The above-mentioned assessments will also be used to identify the specific strengths and needs of students achieving below grade level.

Implementation Support

WCPS is invested in educators to ensure the available digital tools and resources are understood and used effectively. Expert teachers supported distance learning beyond their individual classroom this summer by sharing their successes through the Summer 2020 Learning Together and United in Practice Professional Development Summits. Three themes emerged from the secondary professional learning committee: clarity, expectation, and consistency of teacher practice and student learning in an online learning environment, effective systemic communication with parents, students, and teachers, and creating a student-centered environment in a distance learning environment.

Valid and Reliable Assessment Data Efforts

[WCPS Testing Calendar](#)

Purpose: Principals are encouraged to share the “all” information with families in general communication. Teachers are encouraged to share the specific information with families just before administration. This will be essential for gathering valid data.

Grade	Assessment	Parent Information
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WCPS Return to Learn Plan: Reopen and Accelerate Learning

Level		
	<p>ALL - Principals may share in a school level communication</p>	<p>It is important for teachers to plan meaningful instruction specific to your child’s needs. In the coming weeks, students will be participating in a variety of experiences to show what they know and can do. No one answers everything correctly, so don't worry if your child misses something. It is important that this process is consistent and reliable, so please allow your child to be the one to answer the questions independently, to the best of his/her ability. Look for specific information from your child’s teacher soon.</p>
preK	MyIGDIs	<p>Your child is going to answer some questions. The information obtained will be used to determine a starting point for instruction. No one answers everything correctly, so don’t worry if your child misses something. You will have access to the results in a few weeks. After your child’s teacher has reviewed the information, he/she will contact you. It’s important that the data we collect is secure and reliable; to that end, please allow your child be the one to answer the questions independently, to the best of his/her ability.</p>
K-2	DIBELS	<p>Your child is going to answer some questions. This is a timed screening tool, but it’s not a race! The information obtained will be used to determine a starting point for instruction. No one answers everything correctly, so don’t worry if your child misses something. You will have access to the results in a few weeks. After your child’s teacher has reviewed the information, he/she will contact you. It’s important that the data we collect is secure and reliable; to that end, please allow your child be the one to answer the questions independently, to the best of his/her ability.</p>
PreK-5	F&P/ Literably (Reading Running Records)	<p>We are going to have your child read some text and answer some questions. This is kind of like a test, but it's not one that is graded. This is going to help your child’s teacher determine where to start to help grow his/her reading skills, and it will also show us how much he/she grows through the school year. No one answers everything correctly, so don't worry if he/she misses something. It's important that this process is consistent</p>

WCPS Return to Learn Plan: Reopen and Accelerate Learning

		and reliable, so I'd like to ask that your child be the one to answer the questions independently, to the best of his/her ability. This will be timed, but it's not a race!
1-12	eRi	Your child is going to read and answer some questions. This is kind of like a test, but it's not one that is graded. This is going to help your child's teacher determine where to start to help grow his/her reading skills, and it will also show us how much he/she grows through the school year. No one answers everything correctly, so don't worry if he/she misses something. It's important that this process is consistent and reliable, so I'd like to ask that your child be the one to answer the questions independently, to the best of his/her ability. This will be timed, but it's not a race!
3-11	SchoolNet Previ Learn READING Interims	<u>Reading:</u> Your child is going to read some passages and answer some questions about the reading. Although this is like a test, it is not graded. Instead, the information the teacher collects from this experience will help the teacher decide areas to reinforce with your child and also areas to help your child grow even further. These questions are generated from grade level standards. It's important that this process is consistent and reliable, so I'd like to ask that your child be the one to answer the questions independently, to the best of his/her ability, even if you see them selecting answers that you think may be incorrect. Please encourage your child to do his/her best and know this is not a race.
Grades 1-8, Algebra 1, Geometr y, Algebra 2	SchoolNet Previ Learn MATH Interims	<u>Math:</u> Your child will respond to a series of grade-level math tasks which correspond to concepts recently learned in math class. The information the teacher collects from this experience will help the teacher decide areas to reinforce with your child and also areas to help your child grow even further. It is important that this process is consistent and reliable, so we ask that your child be the one to answer the questions independently to the best of his/her ability, even if you see responses that you think may be incorrect. An on-screen calculator will be provided for only specific questions on which the calculator is allowable.

		Thank you for encouraging your child to do his/her best.
K-5	Math Inventory	Your child will respond to a variety of math tasks which will adapt to his/her ability levels and individual learning needs. Built-in supports include read-alouds in English or Spanish (to ensure we are measuring students' math—not reading—readiness) and growth-mindset feedback to encourage students. Although this is like a test, it is not graded. No one answers everything correctly, so do not worry if he/she misses something. This information is going to help your child's teacher determine where to start to help grow his/her math skills, and it will also show how much he/she grows through the school year. It is important that this process is consistent and reliable, so we ask that your child be the one to answer the questions independently to the best of his/her ability.
1-8	iReady Math	For Teachers ONLY (When communicating with families, please state the following): Your child participates in a math intervention titled iReady. I need to know what your student already knows and what he/she still needs to learn so we can plan how to teach him/her best and meet his/her unique needs. The i-Ready Diagnostic can help us get this information and build a personalized online lesson pathway for each child. Your child will respond to a variety of math tasks which will adapt to his/her ability levels and individual learning needs. Although this is like a test, it is not graded. No one answers everything correctly, so do not worry if he/she misses something. It is important that this process is consistent and reliable, so we ask that your child be the one to answer the questions independently to the best of his/her ability, even if you see responses that you think may be incorrect. A calculator is not allowable for this Diagnostic. Encourage your student to use scrap paper to work out problems and to try his/her best.

Recommendations for Professional Learning

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 ([Appendix Q](#)).

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- 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 ([Appendix R](#)).
 - 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

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 ([Appendix S](#)).
 - 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 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 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

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

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.

Implementation Models

Distance Learning Definitions

Distance and/or e-learning is the overarching term for a variety of learning modalities involving virtual experiences whether they are asynchronous or synchronous. As decisions are made, a full understanding of the benefits, limitations, and considerations of each modality is important.

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

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

A blended learning program is a combination of synchronous and asynchronous teaching and learning that requires access to the Internet, an electronic device, web conferencing tools, and a learning platform. Local school system educators deliver instruction aligned with the school’s curriculum and monitor student attendance, growth, IEP requirements, and provide differentiation for individual students. The use of the local school system educators and curriculum allows for the flexibility of moving between synchronous instruction received entirely at home via web conferencing and traditional instruction delivered in the brick and mortar environment. Possible options are listed below:

- Option 1: Blended learning can be delivered by synchronous instruction provided by the local school system educator to students in the classroom and/or remote locations and complemented by the asynchronous use of a vendor course and/or resources.
- Option 2: Blended learning can be delivered synchronously with the local school system educator instructing students in a classroom while broadcasting this instruction live to students in remote locations. These remote students are able to participate and interact with the teacher and classmates. This instruction is supported by asynchronous activities and resources.
- Option 3: Blended learning can be delivered remotely through synchronous instruction to a class of students by the local school system educator and supported by asynchronous lessons and resources aligned with the local school curriculum.

Some examples of how web conferencing tools can support blended learning beyond full class instruction are by providing opportunities for social-emotional connections, differentiating for small groups, meetings that involve parents, delivering conferences, and providing tutoring/enrichment, and office hours.

Distance Learning: Excellent Initial Instruction

Synchronous Learning (meet real-time to learn together)	
Is...	Is NOT...
<p>Always...</p> <ul style="list-style-type: none"> ● Connected to the priorities of the grade level/course ● Communicating expectations for learning ● Developing a culture of learning through content ● Including routines that support learning ● Structured (launch, meaning-making, 	<ul style="list-style-type: none"> ● Q&A ● Communicating expectations for “doing” assigned work ● Focused on compliance ● Only teacher talk

<p>and opportunity to consolidate understanding)</p> <ul style="list-style-type: none"> ● Intellectually engaging and cognitively challenging ● Meaningful discourse (student-to-student) ● Connected to asynchronous learning ● Eliciting evidence of student understanding ● Specific and timely feedback ● Flexible and responsive to students <p>Depending on purpose, could include...</p> <ul style="list-style-type: none"> ● Modeling (explicit instruction) ● Investigations/Inquiry ● Grouping students suitable to the learning expectations 	
Asynchronous Learning (independent learning; not online at the same time)	
Is...	Is NOT...
<p>Always...</p> <ul style="list-style-type: none"> ● Connected to and supported by synchronous learning; a continuation of the learning ● Quality over quantity <p>Depending on purpose, could include...</p> <ul style="list-style-type: none"> ● Videos supporting synchronous learning ● Independent practice ● Independent reflection of learning ● Evidence of thinking and learning ● Student choice to include multiple representations, strategies, or pathways ● Teacher feedback ● Students using feedback to improve work ● Formal assessments ● A means to accelerate learning 	<ul style="list-style-type: none"> ● A checklist of things to complete ● Lacking purpose ● Stand-alone tasks: Absent of connections to synchronous learning

Distance Learning Schedules

Washington County Public Schools (WCPS) will start the school year in a virtual-only instructional model due to the current public health risks associated with COVID-19.

Student Engagement for the 2020-2021 School Year (Virtual Model)

Model	Grade PreK	Grade K	Grades 1-5	Grades 6-8	Grades 9-12
Synchronous Hours Virtual per day	5	5	5	5	5
Days per week	5	5	5	5	5
Total hours per week	25	25	25	25	25
Asynchronous Hours Virtual	30 minutes	1	1.5	2	2
Days per week	5	5	5	5	5
Total hours per week	2.5	5	7.5	10	10
Total Synchronous and Asynchronous Hours	27.5	30	32.5	35	35

Daily Schedules for Elementary Teachers and Students

8:00-9:00 Teacher/Parent Communication Time				
11:30-12:30 Lunch Teachers (30-minute lunch/30 minutes planning)				
2:30-3:30 Professional Development (Collaborative planning, CFIPs, PD, Faculty Meetings, PLCs, etc.)				
	ELA	Math	Sci/SS	Encore
Pre-K	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 2 hours needed to be able to do small group daily Sci/SS integrated <p>Student Time:</p> <ul style="list-style-type: none"> 45 minutes Synchronous 15-20 minutes Asynchronous 	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 2 hours needed to be able to do small group daily <p>Student Time:</p> <ul style="list-style-type: none"> 45 minutes Synchronous 15-20 minutes Asynchronous 	Integrated with ELA	<p>Schedule Time:</p> <ul style="list-style-type: none"> 30 minutes <p>Student Time:</p> <ul style="list-style-type: none"> 30 minutes Synchronous 20-30 minutes Asynchronous <p>Teachers:</p> <ul style="list-style-type: none"> 30 minutes planning
K	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 2 hours needed to be able to do small group daily <p>Student Time:</p> <ul style="list-style-type: none"> 60 minutes Synchronous 15-20 minutes Asynchronous 	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 2 hours needed to be able to do small group daily <p>Student Time:</p> <ul style="list-style-type: none"> 60 minutes Synchronous 15-20 minutes Asynchronous 	Integrated with ELA	
Grades 1-5	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 90 minutes needed to be able to do small group daily 	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> 90 minutes needed to be able to do small group daily 	<p>Teacher Schedule Time:</p> <ul style="list-style-type: none"> Sci/SS could be integrated with ELA 30 minutes daily 	

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	Student Time: <ul style="list-style-type: none"> ● 60 minutes Synchronous ● 15-20 minutes Asynchronous ○ 	Student Time: <ul style="list-style-type: none"> ● 60 minutes Synchronous ● 15-20 minutes Asynchronous 	Student Time: <ul style="list-style-type: none"> ● 30 minutes Synchronous ● 20-30 minutes Asynchronous 	
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The elementary schedule guidelines include:

- Student Day - 9:00 am - 2:30 pm
- Teacher Day - 8:00 am - 3:30pm
- Student Lunch - 11:30 am - 12:30 pm
- Encore - 30 minutes (Classroom teacher planning)
- ELA/S/SS - 120 minutes
 - Pre-K & K: 120 minutes with integration of ELA/S/SS
 - Grades 1-5: ELA -90 minutes + SCI/SS - 30 minutes
- Math
 - Pre-K and K: 120 minutes to allow for small groups.
 - Grades 1-5: 90 minutes
- Designated Teacher/Parent Communication Time - 8:00 am - 9:00 am
- Teacher Lunch and Planning - 11:30 am - 12:30 pm (30-minute lunch/30-minute planning)
- Teacher Professional Development - 2:30 pm - 3:30 pm
- Any additional time used for sci/ss, small group, tutoring, intervention, or student reading/math conferencing.
- Elementary planning - no less than 250 minutes of planning time per week in not less than 30-minute blocks of time scheduled during the student day.
- Asynchronous learning for students can occur throughout the day (before or after school, during lunch if not going to the meal machines, and/or any time available throughout the school day while not participating in synchronous learning activities.)
- Consider staggering the ELA and Math blocks across the grade levels. This better enables the use of county math and reading paraprofessional positions and the school-based intervention who focus on one content and Gifted and Talented teachers.

Sample Elementary Schedule for Distance Learning

(This will vary within the guidelines provided by the school.)

Time	PK	K	1	2	3	4	5
8:00 - 9:00	Teacher/Parent Communication Time						

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9:00 - 9:30	Encore	ELA/S/SS	Math	ELA	Math	ELA	Math
9:30 - 10:00	ELA/S/SS	ELA/S/SS	Math	ELA	Math	ELA	Math
10:00-10:30	ELA/S/SS	ELA/S/SS	Encore	ELA	Math	ELA	Math
10:30- 11:00	ELA/SS/S	ELA/S/SS	Math	Encore	Sci/SS	Math	ELA
11:00- 11:30	ELA/S/SS	Math	Sci/SS	Sci/SS	Encore	Math	ELA
11:30 - 12:30	11:30-12:30 Student Lunch Teachers (30- minute lunch/30 minutes planning)						
12:30 - 1:00	Math	Math	Sci/SS	Sci/SS	Sci/SS	Encore	ELA
1:00 - 1:30	Math	Math	ELA	Math	ELA	Math	Encore
1:30 - 2:00	Math	Math	ELA	Math	ELA	Sci/SS	Sci/SS
2:00 - 2:30	Math	Encore	ELA	Math	ELA	Sci/SS	Sci/SS
2:30 - 3:30	Professional Development (Collaborative planning, CFIPS, PD, Faculty Meetings, PLCs, etc.)						

Secondary Middle and High School Student Schedule

(This will vary within the guidelines provided by the school.)

Time	Monday - Friday
9:00 - 9:35	Period 1

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9:35 - 9:45	Transition
9:45 - 10:20	Period 2
10:20 - 10:30	Transition
10:30 - 11:05	Period 3
11:05 - 11:15	Transition
11:15 - 11:50	Period 4
11:50 - 12:50	Lunch
12:50 - 1:25	Period 5
1:25 - 1:35	Transition
1:35 - 2:10	Period 6
2:10 - 3:30	Asynchronous, small group, tutoring

Middle and High School Teacher Schedule

(This will vary within the guidelines provided by the school.)

Monday-Friday
Parent & Student Communication 8:30

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Period 1 9:00-9:35	Period 1 Planning 8:50-9:45
Period 2 9:45-10:20	Period 2 Planning 9:35-10:30
Period 3 10:30-11:05	Period 3 Planning 10:20-11:15
Period 4 11:15-11:50	Period 4 Planning 11:05-12:00
30-minute Duty-Free Lunch Parent & Student Communication 11:50-12:50	
Period 5 12:50-1:25	Period 5 Planning 12:40-1:35
Period 6 1:35-2:10	Period 6 Planning 1:25-2:20
2:30- 4:00 collaboration, professional development, conferencing, teaming, or other related activities	
<p>The secondary schedule guidelines include:</p> <ul style="list-style-type: none"> ● Student Day - 9:00 am - 2:10 pm ● Teacher Day - 8:30 am - 4:00 pm ● Student Lunch - 11:50 am - 12:50 pm ● Designated Teacher/Parent Communication Time - 8:30 am - 9:00 am ● Teacher Lunch and Parent & Student Communication- 11:30 am - 12:30 pm (30-minute lunch) ● Secondary planning - no less than 250 minutes of planning time per week in not less than 30-minute blocks of time scheduled during the student day. 	

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

WCPS Return to Learn Plan: Reopen and Accelerate Learning

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.

Students in School: Five Stages

At the September 1, 2020 Board of Education meeting, the Board approved an expanded plan to reopen schools to students in five stages. Based on the plan, the first students will return to classrooms on Wednesday, September 16, 2020.

The motion approved by the Board includes the following:

I move to approve the Superintendent's overall plan for returning students, teachers, and staff to school buildings for in-person instruction, beginning with moving into Stage 2 on Wednesday, September 16. Moving forward, the Superintendent shall determine when it is appropriate to move from each stage as determined by the Governor's metrics. As we move through stages,

WCPS Return to Learn Plan: Reopen and Accelerate Learning

students' families will have a choice whether to return to school buildings until said time as distance learning ends.

As with all aspects of school operations through this pandemic, we anticipate there will be adjustments made to the plan as WCPS reviews details, collaborates with partners and stakeholders, and responds to COVID-19 in our community.

Below is the process for following the governor's health metrics and for returning students to classrooms.

**RETURN TO LEARN PLAN
STUDENTS IN SCHOOL**

HEALTH METRICS TO GUIDE REOPENING



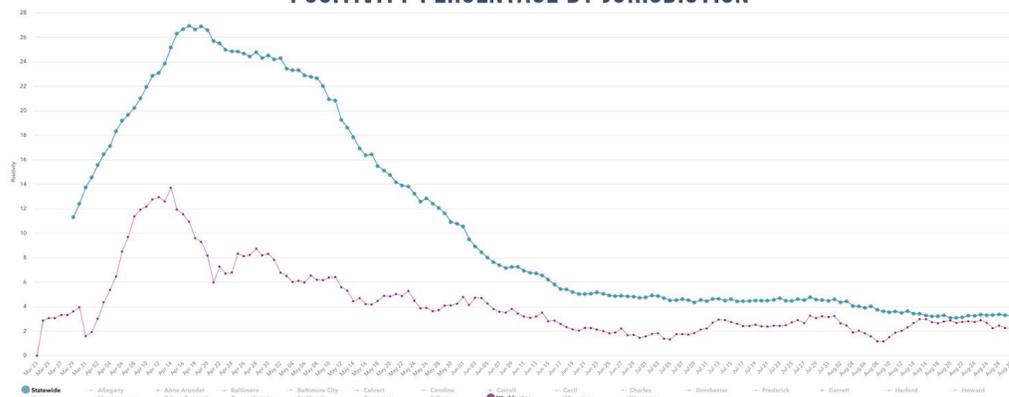
Washington County Public Schools follows applicable guidelines from the Maryland Department of Health, local health department, and the CDC for safe reopening of in-person instruction.

Washington County Board of Education Meeting – September 1, 2020



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STUDENTS IN SCHOOL**

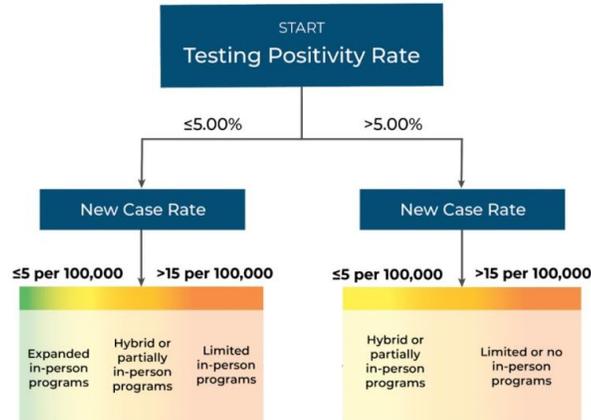
POSITIVITY PERCENTAGE BY JURISDICTION



Washington County Board of Education Meeting – September 1, 2020



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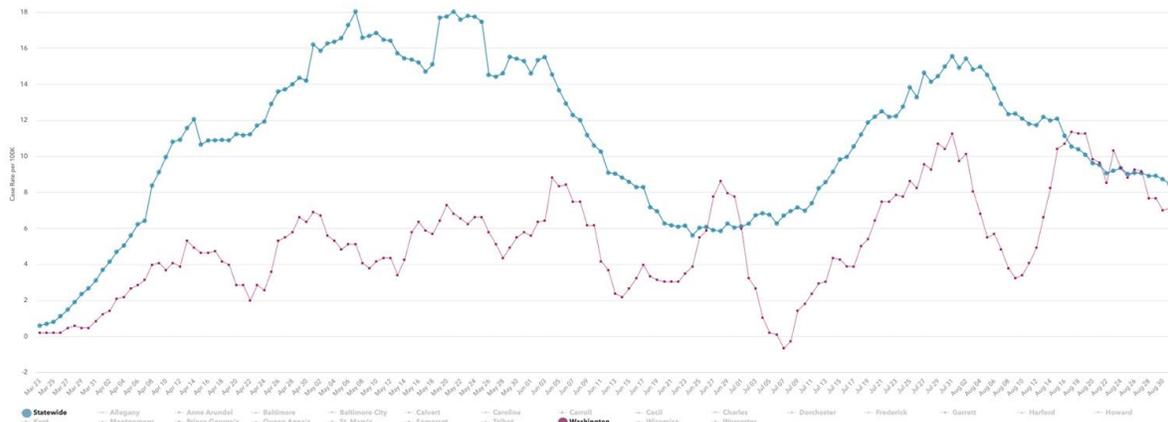


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AVERAGE CASE RATE PER 100K BY JURISDICTION

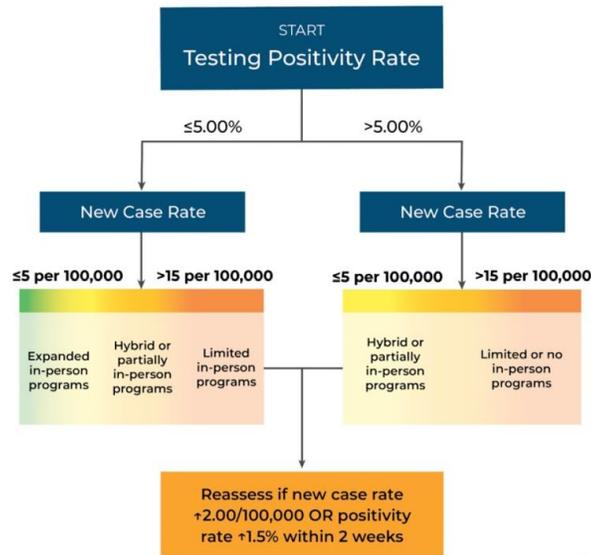


Washington County Board of Education Meeting – September 1, 2020

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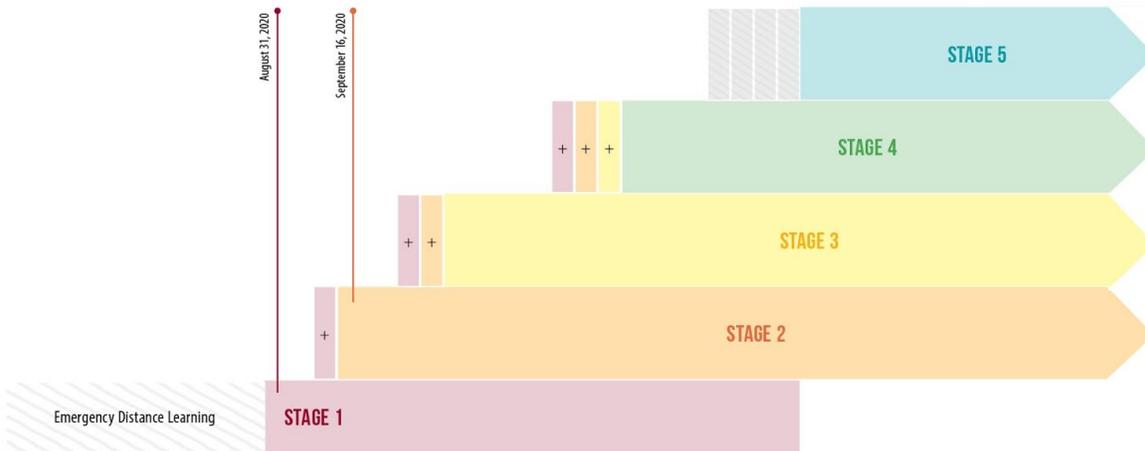
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Washington County Board of Education Meeting – September 1, 2020

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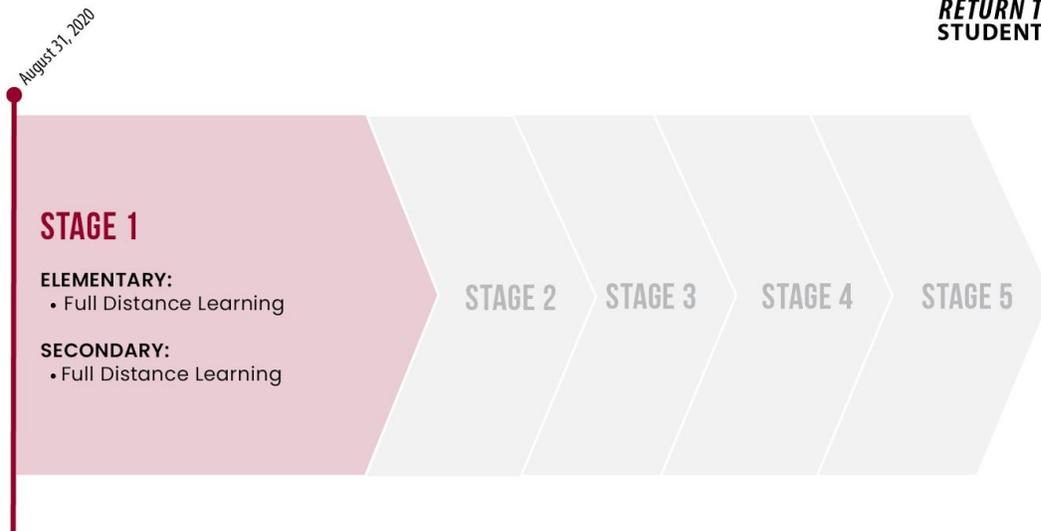


Washington County Board of Education Meeting – September 1, 2020

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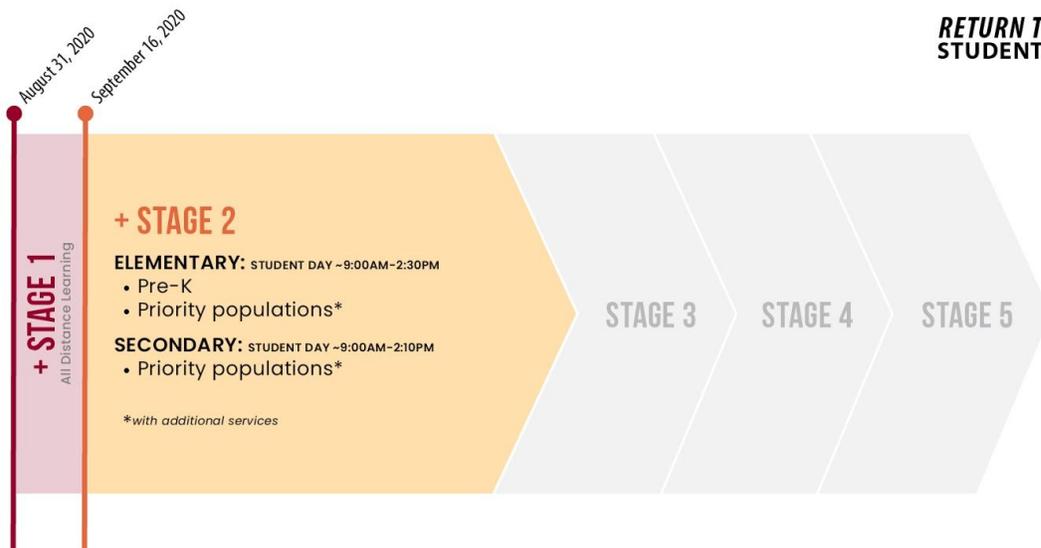
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Washington County Board of Education Meeting – September 1, 2020

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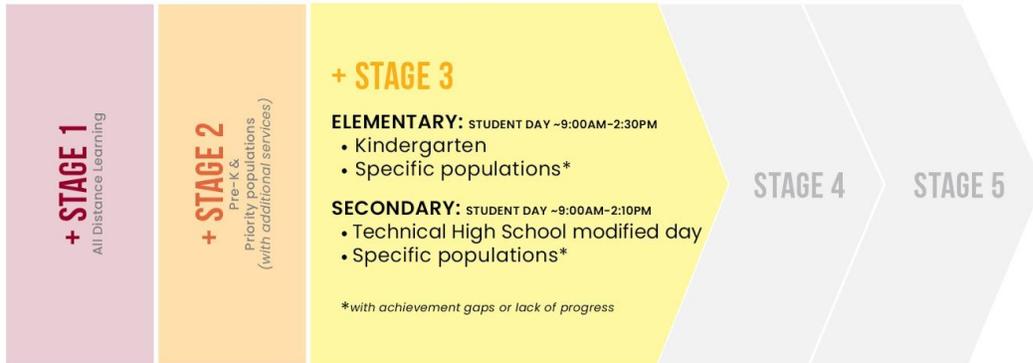


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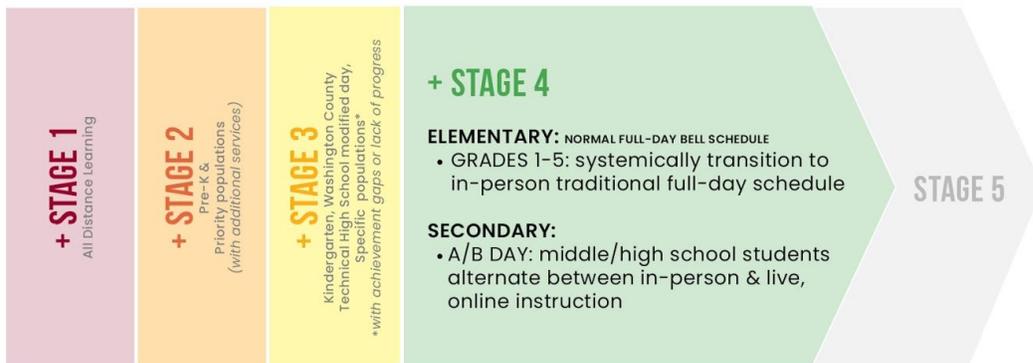
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Washington County Board of Education Meeting – September 1, 2020

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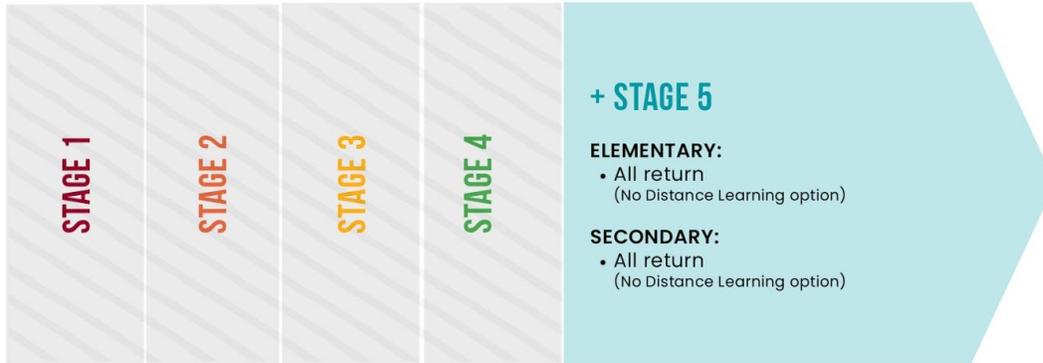


Washington County Board of Education Meeting – September 1, 2020

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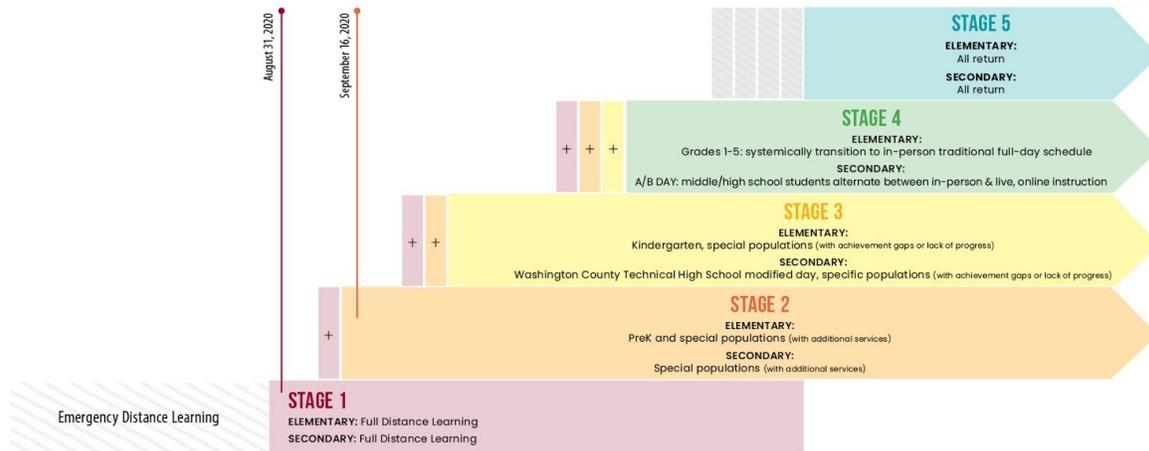
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STUDENTS IN SCHOOL**



Washington County Board of Education Meeting – September 1, 2020

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**RETURN TO LEARN PLAN
STUDENTS IN SCHOOL**



Washington County Board of Education Meeting – September 1, 2020

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Estimated Student Attendance by School for Five Stages 9.16

Middle School	Stage 1 Distance Learning Class Schedule	Stage 2 EL, SE, & 504		Stage 3 + Struggling students in ESSA groups & WCTHS w/ a modified day Distance Learning Class Schedule	Stage 4 + all students on an A/B day schedule. Distance learning continues. Normal Class Schedule	Stage 5 All students every day. No Distance Learning option. Normal Class Schedule
		48	86			
Boonsboro	0	48	86	*86	**632	632
Clear Spring	0	16	47	*47	**350	350
E. Russell Hicks	0	81	161	*161	**915	915
Hancock	0	13	16	*15	**105	105
Northern	0	63	131	*132	**825	825
Smithsburg	0	39	80	*80	**576	576
Springfield	0	48	126	*126	**869	869
Western Heights	0	58	143	*143	**972	972
Total	0	366	790	*790	5,139	5,139

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High	Stage 1	Stage 2 EL, SE, & 504		Stage 3 + Struggling students in ESSA groups & WCTHS w/ a modified day	Stage 4 + all students on an A/B day schedule. Distance learning continues.	Stage 5 All students every day. No Distance Learning option.
	Distance Learning Class Schedule	Distance Learning Class Schedule		Distance Learning Class Schedule	Normal Class Schedule	Normal Class Schedule
Barbara Ingram	0	20	36	*36	**339	339
Boonsboro	0	35	119	*119	**882	882
Clear Spring	0	15	60	*60	**474	474
Hancock	0	12	26	*23	**134	134
North	0	69	223	*223	**1363	1363
Smithsburg	0	56	121	*121	**746	746
South	0	92	262	*262	**1428	1428
WC Technical	0	26	70	*559**	**559	559
Williamsport	0	67	137	*137	**914	914
Total	0	392	1054	*1,540	6,839**	6,839

** Plus other special populations with performance gaps

** Modified schedule for most students

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Elementary	Stage 1	Stage 2		Stage 3	Stage 4	Stage 5
	Distance Learning	SE, 504, EL & Pre-K		+ K	+ Grades 1-5 as capacity allows & struggling students in ESSA groups	All students
	Distance Learning Class Schedule	Distance Learning Class Schedule		Distance Learning Class Schedule	Distance learning continues. Normal Class Schedule	No Distance Learning option. Normal Class Schedule
Bester	0	50	91	153	**456	456
Boonsboro	0	48	89	139	**496	496
Cascade	0	10	19	35	**133	133
Clear Spring	0	33	41	83	**348	348
Eastern	0	57	97	97	**429	429
Emma K. Doub	0	39	54	82	**342	342
Fountaindale	0	20	28	71	**346	346
Fountain Rock	0	31	42	83	**265	265
Greenbrier	0	32	51	56	**229	229
Hancock	0	30	37	69	**210	210
Hickory	0	36	55	92	**286	286
Jonathan Hager	0	50	59	112	**391	391
Lincolnshire	0	99	108	171	**499	499

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Maugansville	0	110	115	194	**687	687
Old Forge	0	25	37	81	**309	309
Pangborn	0	118	142	256	**680	680
Paramount	0	36	50	97	**407	407
Pleasant Valley	0	34	38	46	**207	207
Potomac Heights	0	41	48	102	**317	317
Rockland Woods	0	72	97	172	**607	607
Ruth Ann Monroe	0	119	176	225	**544	544
Salem Avenue	0	95	114	185	**684	684
Sharpsburg	0	25	40	74	**312	312
Smithsburg	0	32	49	88	**340	340
Williamsport	0	65	101	124	**527	527
Total	0	1307	1778	*2887	10,060	10,060

*Plus *other special populations with performance gaps

**As capacity allows

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 to develop plans for addressing the wellness of employees and students during the COVID-19 pandemic.

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. Budi, a pediatrician and medical director for our nursing program with Meritus Health ([Appendix T](#)).

Washington County Public Schools (WCPS) is carefully monitoring 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 the federal government. WCPS is striving to be proactive in addressing concerns and questions that may arise regarding employee wellness and safety during the COVID-19 pandemic. WCPS is assessing buildings, work environments, and specific job duties to ensure safe work practices and that personal protective equipment (PPE) is available and utilized.

Across all WCPS locations, face coverings should be worn while traveling in buildings. Each employee will be provided two WCPS masks upon return to work. All employees are encouraged to practice social distancing and wash and sanitize their hands frequently. Other precautions may be in place at specific work locations like room occupancy capacity and one-way traffic hallways.

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

- New onset cough or shortness of breath
- Temp 100.4 F or greater
- Muscle/body aches

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- Fatigue
- Sore Throat
- Headache
- Loss of Taste/Smell
- Nausea/Vomiting/Diarrhea
- Congestion/Runny Nose

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.

Employees should stay home if they have a new onset of cough or shortness of breath, or show any two symptoms of COVID-19 identified above. Employees should:

- self-isolate and seek medical attention; and
- contact their principal or supervisor.

Currently, WCPS is not performing health screenings such as checking the temperature of employees reporting to work daily. However, if an employee becomes sick throughout the workday, they are to immediately report their condition to their supervisor. The employee may be asked to leave work, seek a professional medical assessment of their symptoms, and/or obtain a COVID-19 test. The CDC defines exposure as being in close proximity (within 6 feet for a cumulative 15 minutes over a period of 24 hours) to an individual during the:

- 48 hours prior to onset of symptoms for an individual testing positive with COVID-19; or
- 48 hours prior to a positive test result for an individual who is asymptomatic.

If an employee thinks they have been exposed, has symptoms, or has tested positive for COVID-19, WCPS employees are not to report to work and are required to notify their supervisor if they have:

- exposure to a COVID-19 positive individual;
- been contacted by an identified state contact tracer;
- symptoms; or,
- tested positive for COVID-19; or,
- have traveled out of state to a location identified by the Maryland Department of Health in their most current travel advisory.

Supervisors are to immediately report the communication with the employee to responseCOVID19@wcps.k12.md.us . This email address 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.

For employees in quarantine or isolation, authorization to work remotely may only be approved by Human Resources based on the essential functions of the employee's job. Employees requesting this accommodation should contact Regina Keller, Human Resources Department, 301.766.2953, or kellereg@wcps.k12.md.us.

Student Protocols

Student protocols have also been developed for health and safety ([Appendix U](#)). Washington County Public Schools (WCPS) is carefully monitoring 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 governments. WCPS is striving to be proactive in addressing concerns and questions that may arise regarding student wellness and safety during the COVID-19 pandemic. WCPS is assessing buildings, buses, and staff to ensure safe school environments and that personal protective equipment (PPE) is available and utilized. Parents should be aware that school staff will be following the same requirements that are listed below for students.

For the safety of students and staff, visitors to school buildings will only be allowed to access the secure vestibule unless other prior arrangements have been made with the building administrator.

The CDC defines exposure as being in close proximity (within 6 feet for a cumulative 15 minutes over a period of 24 hours) to an individual during the:

- 48 hours prior to onset of symptoms for an individual testing positive with COVID-19; or
- 48 hours prior to a positive test result for an individual who is asymptomatic.

Parents/guardians are to screen their student's health daily for symptoms which may include, but are not limited to:

- New onset cough or shortness of breath
- Temp 100.4 F or greater
- Muscle/body aches
- Fatigue
- Sore Throat
- Congestion/Runny Nose
- Headache
- Loss of Taste/Smell
- Nausea/Vomiting/Diarrhea
- Congestion/Runny Nose

Students who have a new onset of cough or shortness of breath or show any two symptoms of COVID-19 identified above, or students in the same household as individuals who are showing signs/symptoms, are to stay home. Self-isolate the student and students in the same household and seek professional medical assessment before returning to school. The student(s) is/are to remain isolated at home until they submit a release note from a medical professional allowing his/her return to school.

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 72 hours without fever-reducing medication.

Face Covering

A face covering is required throughout the school day. This includes all WCPS buildings, buses, and vehicles.

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- If your child forgets a face covering, a cloth or disposable mask will be provided to them.
- If the school determines that the face covering is not adequate, a cloth or disposable mask will be provided to them.
- If your child is medically unable to wear a face covering, you must discuss and resolve this matter with the building principal or program coordinator a minimum of 48 hours before sending your child to school.
- If utilizing school transportation, students will follow protocols established by the Transportation Department.
- Maintain spacing guidelines as established by the Maryland State Department of Education (MSDE).
- 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.

Students in the same household must be picked up by parent/guardian the same day, regardless of any signs/symptoms present. This includes students who may be attending other school buildings. After leaving school, the student and students in the same household should self-isolate and seek professional medical assessment before returning to school. The student(s) is/are to remain isolated at home until they submit a release note from a medical professional allowing his/her return to school.

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. If a student tests positive for COVID-19, the student is to remain isolated at home until they submit a release note from a medical professional allowing his/her return to school.

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 and a release note from a medical professional will be required to return to school. WCPS cannot disclose the identities of individuals who test positive or are suspected of being positive for COVID-19 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.

Social Distancing

Social distancing with full enrollment will be difficult to accomplish in many of our school buildings and buses. WCPS has been following the additional revised guidance made available through the Academy of Pediatrics which is more flexible than that from the CDC.

Social Distancing can be accomplished with a phased return to school approach for our most at-risk youth.

Personal Protective Equipment

WCPS is sourcing several types of Personal Protective Equipment (PPE) from various suppliers. Also, we have received shipments of disposable masks in adult, pediatric and clear “speech” versions, N-95 masks for cleaning or specialty medical use in health rooms, vinyl and nitrile exam gloves, goggles, disposable face shields, infrared thermometers, hand sanitizer, isolation gowns, and shoe coverings. The table below demonstrates the PPE that will have been received and is available for the return of staff and students on August 31.

Type of PPE	Unit of Measure	Quantity Available
Disposable 3-ply mask	each	293,500
Disposable clear mask	each	1800
Goggles	each	820
Face shields	each	4,750
Vinyl gloves	each	1,066,200
Nitrile gloves	each	83,500
N95 or KN95 masks	each	3,610
Infrared thermometers	each	440

Isolation gowns	each	2,100
Shoe coverings	pair	3,675
Sanitizer	4 oz. bottles	8,000
Sanitizer w/pump	gallon bottles	4,992
Disinfecting buckets w/wipes	each	2,700
Wipe refills for buckets	each	2,400

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).

Definition for a student that is “present” during distance learning - A student who signs in to a synchronous distance learning session will be considered present for that course/period.

Definition for a student that is “present” during blended learning - Student attendance will be determined by student presence with assigned synchronous learning sessions, whether face-to-face or virtual. A student who is present during a synchronous face-to-face or virtual learning session will be considered present for that course/period.

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.

Calculating full-day and half-day attendance during distance or blended learning:

- A student is in attendance for the entire day if "present," as defined above, for more than 50% of their daily schedule/blended learning sessions.
- A student will be coded as a half-day absence if "present," as defined above, for 10%-50% of their daily schedule/blended learning sessions.
- A student will be coded as a full-day absence if "present," as defined above, for less than 10% of their daily schedule/blended learning sessions.

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 each day.

A student who is unable to access daily synchronous virtual learning during distance learning because of having no internet access at their home may be provided with asynchronous instructional materials from the school and/or school district for the student to complete until access is possible. These materials may be a combination of assignments from the student's teachers of record, as well as instructional materials/videos that can be downloaded to a student's school-issued device at the school site. Attendance reporting and calculation for this small population of students will take place weekly. Each student participating with asynchronous-only learning will be coded in the student information system with the new ASY present code. A student will maintain their ASY present code for the week as long as the principal and parent/guardian have certified in writing each week that instructional materials were provided to the student and that completed work has been returned to the school for grading. The ASY code will be removed for the week and the student will be marked absent for the week if no completed work is returned to the school for the given week.

Method for WCPS Teachers to Report Daily Attendance

All teachers are required to use Synergy to report daily attendance during synchronous distance or blended learning. Each day, the homeroom teacher for elementary schools and the first-period teacher for secondary schools will submit daily ABS codes through the "Take Attendance" option exactly as it was used for traditional face-to-face instruction, to report students not participating with synchronous learning. As was the case during

traditional instruction, each teacher throughout the day will follow a procedure to report student attendance for each class. The consistent procedure this year will involve all teachers, including the period 1 for secondary schools, using the new “Class Check In” feature in Synergy for all scheduled classes. Class Check In is under the TeacherVUE Home menu. At the start of each class, the teacher will mark each student as “Checked In Electronically” or “Not Checked In”. The “Checked In-Person” option will be used when we return to traditional face-to-face or blended instruction. In order to accurately report this information, students will be required to “connect” with their teacher during the synchronous session (chat window if a video is not working). Each school will review these procedures with teachers prior to the start of the school year. Application Administrator team members will be available to provide support to schools and teachers via the Samanage work order system.

Engaging Students Who are Consistently Marked Absent

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 our student information system (SIS). School staff utilizes reports from the SIS throughout each day to identify students who are not participating with in-person and virtual instruction. WCPS staff is utilizing a new “Class Check In” tool in our SIS to track student engagement with in-person and virtual instruction throughout the day. Automated and/or personal phone calls are made by school staff each day to all parents of students who are not engaged with 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 able to collaborate with their teacher(s) and complete missed assignments.

Students 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 the SIS. 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, technology, internet services, and supports are in place to improve student attendance, achievement, and engagement with virtual or in-person instruction. At this time, SST meetings are held virtually; however the function, focus, and purpose of SST has not changed. The outcome to 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 during in-person or virtual learning.

New 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 ([Appendix V](#)).

New Present code:

- HHC - Home and Hospital Teaching assigned related to a government declared health outbreak
- ASY - Student receiving asynchronous-only instruction during distance learning due to having no access to the internet.

New 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 the current challenges facing our staff and students, professional development related to mental health and emotional

wellbeing will be a significant focus of our recovery efforts. In planning for professional development needs of staff, WCPS is focused on directing efforts toward training that will support staff engagement of student mental health needs, as well as, the staff's own mental health needs and emotional wellbeing. Trainings 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 Education for Professionals, and Identifying Signs and Symptoms of Emotional Distress. Training made available to staff to support their own mental health needs will include 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 and an in-person format. 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 Pre-K to grade twelve. The topics include, but are not limited to, self-regulation, anxiety, stress, resilience, change, behavior, and equity. Other strategies (virtual and in-person) 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 twice 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 Counselors and Social Workers

WCPS employs school-based staff that are available to support the mental health needs and emotional wellbeing of students. Staff members are accessible through WCPS email, Google voice, Google classrooms, and/or school counselor/social worker virtual wellness

space when in a virtual setting. School counselors and social workers will provide their contact information and office hours for students and families in addition to mental health and emotional wellbeing resources through a newsletter. Additionally, all staff members have WCPS emails that can be used to communicate with both students and parents. Each school counselor and social worker will provide all students on their caseload a weekly check-in through a confidential Google form allowing students to indicate if they need to connect. Each school will provide a google form 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 will be checking in with students in the classroom setting at least twice a month as part of the reopening plan to consistently share this information with students. Special education social workers will be providing support through check-ins with their caseloads based on a student's IEP.

WCPS employees have access to assistance with mental health needs and support for their emotional wellbeing through the WCPS benefits office and can access that information via the benefits webpage. School psychologists will provide office hours for consultation with staff.

Access to School-Based Health Clinics

There are three centers in WCPS schools with health clinics (Bester Elementary, 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. Additionally, WCPS has maintained communication with all connected providers to know who is available during closures and who is providing telehealth services. The mental health coordinator maintains the 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, a 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, blended, or distance 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.

When a parent requests HHT paperwork from their child's school during distance or blended learning, school staff will remind parents that when instruction is delivered virtually, there is a unique opportunity to empower students to engage with their teachers and peers online. **HHT may not be necessary for some students during distance learning.** Many physical or emotional conditions that have previously prevented a student from attending school are not an issue during online instruction. Students who historically have needed HHT may thrive during

distance or blended learning. It is important that parents discuss this option with their approving provider when determining if HHT is still the best option during distance learning. Regular school attendance with health plans, 504s, and other accommodations are always preferable to HHT (the most restrictive educational environment), however, many of these accommodations may not be necessary while instruction is being provided online.

Intermittent HHT

Whether the district model of instruction for all students is face to face, blended, or distance learning, starting in the fall of 2020 and moving forward, intermittent 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

Whether the district model of instruction for all students is face-to-face, blended, or distance learning, starting in the fall of 2020 and moving forward, 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.

More specifically, if the district model of instruction is face-to-face 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. If the district model of instruction is blended or distance learning when a new application is approved, then the student will continue to receive at least six (6) hours of weekly instruction from their teacher of record, if willing, or district assigned virtual HHT instructor. If the district model of instruction switches from blended or distance learning to face-to-face during the school year, all current full-time HHT students will be assigned a virtual HHT instructor by the district office and will receive six (6) hours of weekly instruction. If the district model of instruction switches from face to face to blended or distance learning during the school year, all current full-time HHT students will maintain their virtual HHT instructor assigned by the district office, when possible, in order to provide continuity of learning with the same instructor.

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.

Evening Supports for Distance Learning

To further support Distance Learning, additional resources will be available to families who have questions about content, asynchronous assignments, or technology.

Virtual Video Library

Each grade level and content will provide a virtual library of video resources for each unit of study. Families can search this virtual library by topic for assistance with content or asynchronous assignments. These videos will be short descriptions of specific content that will serve as a tutorial resource to better understand a concept.

School-Based Distance Learning Hotline

Each school will provide a daily staff schedule for answering the main office line for assistance through a helpdesk approach to families. These teachers will be available to assist with issues from 4:00-8:00 pm each evening Monday through Thursday. These helpdesk teachers will be knowledgeable of technology tools and the curriculum resources and will have a common list of Frequently Asked Questions with answers to best support questions. Depending on the issue, the helpdesk teacher could directly answer the question or may refer the family to the virtual library of videos, the Instructional Technology (IT) Call Center, or email the child's teacher for immediate follow-up the next day.

Anytime Learning @ WCPS (AL@WCPS)

Families who have extenuating circumstances preventing a student from participating in the WCPS Distance Learning school day experience, even with all possible supports provided by WCPS, will be offered an opportunity to apply for enrollment in AL@WCPS in place of their home school. The child would be assigned a teacher of record and an AL@WCPS Google Classroom. The teacher will share videos, resources, and assignments for the students to complete. The students will engage in learning and be counted as present by viewing the videos, checking in synchronously with the teacher, and completing the assignments weekly. Students who do not complete the assignments weekly (after appropriate supports) will be removed from this opportunity and asked to join their home school classroom. WCPS is offering additional pay to teachers within our system to coordinate these efforts.

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. WCPS has instituted the following guidelines to support supervisors in promoting a safe work environment for our employees ([Appendix W](#)). CDC guidance continues to update information to share with employees on how to best care for themselves and help protect others in their home and community. ([Appendix X](#)).

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 ([Appendix Y](#)). Information and support for coping with stress during infectious disease outbreaks were also shared with all staff ([Appendix Z](#)).

Available Leave Options

The Families First Coronavirus Protection Act (FFCRA or Act) requires WCPS to provide its employees with paid sick and expanded family and medical leave for specified reasons related to COVID-19. WCPS has communicated information with employees regarding their rights under the FFCRA through hard copy and electronic communications. WCPS has also emailed employees an electronic form to receive individualized guidance and counseling on FFCRA leave options.

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

Shared Objects

WCPS has been sourcing various items since the onset of the pandemic as far back as the beginning of February. We have sourced and received quotations for shared classroom supplies with individual student kits in grades Pre-K through grade 5. These kits will include, pencils, crayons, markers, scissors, and a glue stick. The kits will be delivered in time for students to return to the classroom. Similar conceptual kits can be provided for

art students and specialty trade programs to limit cross-contamination among students of all grade levels.

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 throughout the day cleaning of high-contact touchpoints, daily cleaning of common spaces and restrooms, and weekly cleaning of classrooms during distance learning to limit access to private classroom spaces to provide a sense of security for teachers ([Appendix AA](#)).

Ventilation

WCPS has worked with an external vendor to measure and procure every filter used within the air handling units of the entire system. WCPS has installed new filters in all units throughout the system before the opening of school on August 31, 2020. The new filters will meet recommendations from the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) standards for MERV (Minimum Efficiency Reporting Value) 13 metrics. New air handling systems installed since 2008 already contain the filters meeting the MERV 13 standard and thus do not need to be upgraded at this time.

Water Systems

All schools contain at least one bottle filling station. The secondary and newer schools contain many more. The facilities team is assessing each school for potential locations to install additional bottle fillers in place of traditional water fountains to limit the possibility for mouth contact on “bubblers.” WCPS will supply reusable water bottles for each staff member.

Physical Barriers and Guides

Each school administrative team is evaluating the flow of traffic in their building for the placement of traffic flow signage to prevent bottlenecks and close contact between students and staff. Additionally, the facilities team is evaluating the need to install plexiglass barriers in meeting rooms, around secretary desks, or other areas where close contact may exist between school staff and members of the public doing business with the schools.

Communal Spaces

All classrooms, gymnasiums, and cafeterias will be supplied with disinfectant and single-use paper towels so that each space can be regularly sanitized as needed by the user. Additionally, operations staff will be able to quickly disinfect classrooms and large

communal spaces with electrostatic sprayers that have been procured. Rooms that are sprayed will only need to be out of service for 10-15 minutes while the disinfectant dries.

Food and Nutrition Services

The WCPS food services team has established several 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. The department is eagerly waiting for the opportunity to continue its normal summer meals program into the school year. This program is the most efficient and provides the greatest service to our children in most need of nutritional services. In some cases, our most impoverished families do not live near a school and will not have the transportation to get to a school site every day to get lunch ([Appendix BB](#)). Current meal locations are:

Meal Locations	Address
Brownsville Church of the Brethren	1911 Rohrersville Road, Knoxville, MD 21758
Bester Elementary School	385 Mill Street, Hagerstown, MD 21740
Boonsboro High School	10 Campus Avenue, Boonsboro, MD 21713
Cascade Elementary School	14519 Pennersville Road, Cascade, MD 21719
Children In Need	131 W. North Avenue, Hagerstown, MD 21740
Clear Spring Middle School	12628 Broadfording Road, Clear Spring, MD 21722
Cortland Manor	Cortland Drive and Little Hayden Circle, Hagerstown, MD 21742
Emmanuel Baptist Temple	16221 National Pike, Hagerstown, MD 21740
Hagerstown Seventh-day Adventist Church	11507 Robinwood Drive, Hagerstown, MD 21742
Hancock Middle-Senior High School	289 W. Main Street, Hancock, MD 21750
Jonathan Hager Elementary School	12612 Sedgwick Way, Hagerstown, MD 21740
Noland Village	1071 Noland Drive, Hagerstown, MD 21740
Otterbein Church	108 E. Franklin Street, Hagerstown, MD 21740

Pangborn Elementary School	195 Pangborn Boulevard, Hagerstown, MD 21740
Salem Avenue Elementary School	1323 Salem Avenue Extended, Hagerstown, MD 21740
Sharpsburg Elementary School	17525 Shepherdstown Pike, Sharpsburg, MD 21782
Smithsburg Elementary	67 N. Main Street, Smithsburg, MD 21783
Springfield Middle School	334 Sunset Avenue, Williamsport, MD 21795
Valley Meadows	11201 Scarlet Oak Drive, Hagerstown, MD 21740

Transportation Services

The WCPS transportation department has prepared a thorough plan to transport students when the opportunity to resume in-person instruction commences. The plan has been reviewed by the Washington County Health Department for consideration of social distancing measures. While we recognize that we may not be in full compliance with 6 feet physical distancing rules, transportation services are a must for the equitable return of students. The seating plan calls for one student per seat for a capacity of 24 students. Those living within the same household may choose to sit within the same seat, but that will not increase the capacity of seating within the bus. As WCPS moves to the full return of students, environmental pressures will continue to press on bus capacity limitations or school arrival and dismissal times will have to change substantially to accommodate limited capacities on buses ([Appendix CC](#)). As we move through the early stages of the Return to Learn Plan, staff will make direct contact with families that are scheduled to return to determine the transportation needs for each individual student.

- All school vehicle drivers and attendants will receive training on how to effectively clean and disinfect the school vehicle prior to transporting students ([Appendix FF](#)). The initial round of training for all current WCPS and contract drivers was conducted between September 9 and September 15, 2020.
- All school vehicle drivers and attendants will receive training on new policies and procedures prior to transporting students.
- All school buses will receive at least a Type B summer safety inspection in accordance with MVA COMAR regulations prior to transporting students.
- All school buses will be scheduled for their required annual safety inspections per MVA COMAR regulations.
- All school parent drop-off/pick-up locations and student parking locations will be evaluated in order to maintain social distancing and maximize flow.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- Students and parents are encouraged to social distance and wear a face covering while waiting at a bus stop and walking to/from school or a bus stop
- Specialized transportation routes are created to safely transport students with Individualized Education Plans.

Parents and Students

Follow all WCPS guidelines for COVID-19 screenings and procedures prior to being transported. Face coverings are **required** to be worn for all students while riding the school bus. Students who are unable to wear a face covering due to special circumstances should contact their school to obtain permission to ride without a face covering.

- Face coverings and proper social distancing are recommended while waiting at the bus stop.
- 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 we reopen. 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 congestions 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 are **required** to wear face coverings. Drivers and Attendants who are unable to wear a face covering due to special circumstances should contact their supervisor to obtain permission to work without a face covering.

- 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 line-up at school or during any other layover.

- Each bus will be provided with hand sanitizer. All staff is 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*).

- Seating may be up to 1 student per seat.
- Students residing in the same household may be allowed to be seated together.
- The seat behind the driver should remain empty when alternate seating is available, unless the student is from the same household as the driver.
- 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.
- If there are seats that must remain vacant, they may be marked or blocked.
- Visual reminders will be posted for students regarding the use of face coverings.
- To increase/improve airflow:
 - Whenever possible, windows may be opened to the maximum extent possible when weather permits.
 - 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 heightened cleaning frequency. Buses and specialized equipment should be cleaned at the conclusion of each run and cleaned in between morning and afternoon routes and at the conclusion of the day. Disposable gloves may be worn to clean and disinfect. 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.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- Window ledges.
- Spot cleaning walls and seats to include seat backs.
- Specialized Equipment required for transport will be cleaned in between each bus run.
- 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 will be taken out of service and cleaned and disinfected prior to being placed back into service.

Educational Support Personnel

The critical role of Educational Support Personnel depends largely on the mode of returning to school. The role of each staff member is being carefully reviewed to determine a potential involvement in distance learning. Additionally, new opportunities are likely as we envision an increased need for substitute teachers and technology help desk support. In a distance learning environment WCPS will work to provide:

- rotating or flexible work schedules to accommodate physical distancing.
- opportunities for professional development/training to meet job-related requirements as well as to enhance personal job skills for career development.
- reassignment to work reasonably related to their assigned job functions.

Technology

Devices

WCPS one-to-one technology deployment will continue for all students in grades 3-12. Additional devices have been purchased to replace outdated equipment and to convert the remaining secondary schools to Chromebooks. When the Chromebooks are deployed to the secondary schools, any device that can be updated with the current OS will be redeployed at the elementary level. When all the new and redeployed devices are redistributed, WCPS will be one-to-one with student devices from grades Pre-K-12.

Internet Access

All WCPS school buildings have an external WIFI hotspot. Access to the WIFI is available 24/7. WCPS has also purchased 20 mobile hotspots that could be placed on a bus(es) and driven to locations for access.

Internet access hotspots will be available for families in need to ensure access in the 2020-2021 school year. Hotspots are available for students based on WCPS established criteria. WCPS has partnered with local Internet Service Providers (ISP) to provide low-cost internet to qualifying students.

WCPS has applied for the Governor’s Emergency Education Relief grant and the Rural Broadband grant to be able to fund the implementation of internet access for households that do not currently have services. The funds may be used to pay for service in areas where broadband service is available or to provide cellular service “pucks” in places where only cell service exists.

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 daily basis.

Centralized Information Technology (IT) Call Center

A technology call center will be available to provide telephone and email support to students and families of Washington County Public Schools. Families will be able to submit an online form requesting support or call for live support for their child’s WCPS issued devices. The operators will be trained on basic troubleshooting techniques with a focus on customer service. The goal is for the IT Call Center to begin with staff available from 8 a.m. - 8 p.m. Monday through Friday.

Communication

WCPS will reassure the learning community of our efforts to prevent the spread of COVID-19 and meet the needs of students through the period of distance learning. Communications focus around the following themes and strategies:

- Plans are being developed with the support of stakeholders across the school system, including a wide variety of input from students, parents, and WCPS staff.
- Through distance learning, staff members are still preparing for students to physically return to schools. General safety practices are already in place in schools, and the necessary preparations are being made to safely welcome back students.
- WCPS provides staff and families with general health protocol reminders and best practices.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- 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** - Updates, Frequently Asked Questions (FAQ), COVID-19 information, and distance learning resources will be shared at www.wcpsmd.com/returntolearn. This will be accessible from the home page of the WCPS website.
- **Social Media** - The community can follow [Facebook](#), [Twitter](#), and [YouTube](#) for WCPS Return to Learn information
- **Signage** - Various signage will be deployed across the school system to educational and pandemic-related reminders

Priorities

- All students, educators, and staff should feel comfortable and safe in their school environments.
- Student learning is paramount.
- Reflection on recent experiences with distance learning has informed the recovery planning.
- We are moving fast and we must stay flexible and agile; we will explore, reflect, and acquire new knowledge to ensure continuous improvements are achieved.

Community Messages

[“Return to Learn” Update](#) | [Actualización "Volver a aprender"](#) | ["Retour à l'Apprentissage"](#) - July 8, 2020

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - July 15, 2020

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - July 30, 2020

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - August 7, 2020

WCPS Return to Learn Plan: Reopen and Accelerate Learning

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - August 14, 2020

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - August 21, 2020

[Changes at School Meal Sites](#) | [Changements: Sites de Repas](#) | [Cambios en los Sitios de...](#) - August 25, 2020

[Return to Learn Update](#) | [Actualización: Volver a Aprender](#) | [Mise à Jour: Retour à Apprendre](#) - August 27, 2020

[1st Day of School Prep](#) | [Preparación de Primer Día Escolar](#) | [1er Jour de Préparation à l'École](#) - August 28, 2020

[Update: Free Meals for Kids](#) | [Actualización: Comidas Gratuitas](#) | [Mise à jour: Repas Gratuits](#) - September 1, 2020

[Distance Learning Assistance](#) | [Ayuda para Aprendizaje a Distancia](#) | [Aide à l'Apprentissage...](#) - September 2, 2020

[Health and Safety in Stage Two](#) | [Salud y Seguridad en la 2da...](#) | [Santé et Sécurité à la 2ème...](#) - September 14, 2020

[WCPS Return to Play](#) | [WCPS Regreso a los Deportes](#) | [Retour au jeu WCPS](#) - September 15, 2020

[Exploring Stage 3](#) | [Explorando la Etapa 3](#) | [Explorer l'Étape 3](#) - September 23, 2020

[Return to Play Update](#) | [Actualización: Volver a Jugar](#) | [Mise à Jour: Retour au jeu](#) - September 24, 2020

[Return to Play Update](#) | [Actualización: Volver a Jugar](#) | [Mise à Jour: Retour au jeu](#) - September 29, 2020

[Return to Learn - Stage 3](#) | [Volver a Aprender - Etapa 3](#) | [Retour à l'Apprentissage - Étape 3](#) - October 5, 2020

[Return to Play Update](#) | [Actualización: Volver a Jugar](#) | [Mise à Jour: Retour au jeu](#) - October 14, 2020

Staff Communications

[Return to Learn Update for Staff](#) - July 22, 2020

[Return to Learn Update for Staff](#) - July 15, 2020

[Return to Learn Update for Staff](#) - July 22, 2020

[Personal Protective Equipment Guide](#) - July 30, 2020

[Technology Updates](#) - July 30, 2020

[WCPS Employee Wellness – COVID-19](#) - July 30, 2020 (updated August 3, 2020)

[Technology Re-boot](#) - August 6, 2020

[Return to Learn Update for Staff](#) - August 14, 2020

[Return to Learn Update for Staff](#) - August 21, 2020

[Guidelines - Recording Live Lessons](#) - August 25, 2020

[Return to Learn Update for Staff](#) - September 1, 2020

[Health and Safety in Stage Two](#) - September 14, 2020

[Professional Learning for Teachers](#) - September 24, 2020

[From the Superintendent](#) - October 1, 2020

[Return to Learn Staff Update](#) - October 8, 2020

Extracurricular Activities

Interscholastic Athletics Seasonal Planning and Preparation

Guiding Principles

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. Research has also shown that interscholastic athletics and activities promote the health and well-being of students mentally, emotionally, and physically creating positive psychological and academic outcomes. 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 roadmap forward for interscholastic athletics and activities embodies these guiding principles, while gradually aligning with the MSDE and the MPSSAA educational and health and safety decisions in order for education-based

athletics and activities to resume during Stage one and Stage two of the Governor's Maryland Strong: Roadmap to Recovery. As such, the staged reopening of interscholastic athletics should mirror WCPS instructional and logistical decisions by allowing for an incremental return of participation, using factual data, and aligning with local and state health department recommendations and restrictions.

Maximizing Participation Opportunities

There are three possible states of athletic activities, based on the guidance of MPSSAA, WCPS, and local and state health departments. These states incorporate instructional decisions, social distancing requirements, size of gatherings, transportation, and many other factors that would be deemed locally necessary to administer interscholastic athletic activities. The three states of activities are outlined in detail in the *MPSSAA Roadmap for Return of Interscholastic Athletics* and are as follows:

- Total cancellation of all activities
- Modified or gradual resumption of athletic activity
- Full resumption of activities ([Appendix DD](#)).

COVID-19: Return to Play Fall 2020 First Semester Voluntary Conditioning and Skill Based Engagement Seasons

WCPS formed the Return to Play Committee to develop and provide guidance along with protocols for student athletes, coaches, and stakeholders to re-engage in athletic activities. WCPS and the Return to Play Committee will align and utilize the MPSSAA Roadmap for Return of Interscholastic Athletics as the guiding document to safely navigate a return to play activities for all stakeholders. WCPS and MPSSAA believe it is crucial not only to the physical, emotional, and mental well-being of our high school students across the county to return to physical activity and athletic competition but for attaining a high level of academic engagement as well. WCPS recognizes that there will be varying degrees of participation across sports and we must reimagine sports in order to maximize participation opportunities.

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
- Voluntary conditioning may occur when WCPS is in stages 2-5. When WCPS is in Stage 1 Athletics and extracurricular activities will remain virtual.

First Semester Voluntary Conditioning and Skill Based Engagement Seasons

- **Fall Sports**
 - Monday September 21, 2020 to Friday October 23, 2020
- **Spring Sports**
 - Monday October 26, 2020 to Friday December 4, 2020
- **Winter Sports**
 - Monday December 7, 2020 to Friday January 22, 2021

First Semester Sports Season Lineup	Notes	Team Practices for in season teams
<u>Fall Sports</u> September 21, 2020 - October 23, 2020		<ul style="list-style-type: none"> ● Check-in beginning at 3:45 PM ● Practice between 4:00 PM - 8:00 PM ● Activities will be limited to 2 hours. ● Subject to modification or cancellation at any time ● All participation by student-participants is voluntary
<u>Spring Sports</u> October 26, 2020 - December 4, 2020	Closed Nov 23 - Nov 27 (Thanksgiving Week)	
<u>Winter Sports</u> December 7, 2020 - January 22, 2021	Closed Dec 21 - Jan 3 (Winter Break)	

First Semester Conditioning

First Semester Conditioning Season	Notes	Conditioning for out of season teams
<u>Spring/Winter optional conditioning activities</u> September 21, 2020 - October 23, 2020		<ul style="list-style-type: none"> ● Check-in beginning at 3:45 PM ● Conditioning from 4:00 PM - 8:00 PM ● Activities will be limited to 2 hours. ● Subject to modification or cancellation at any time ● All participation by student-participants is voluntary
<u>Fall/Winter optional conditioning activities</u> October 26, 2020 - December 4, 2020	Closed Nov 23 - Nov 27 (Thanksgiving Week)	
<u>Fall/Spring optional conditioning activities</u> December 7, 2020 - January 22, 2021	Closed Dec 21 - Jan 3 (Winter Break)	

Coaching Contracts

Coaches will receive 50% of their stipend (Semester 1 coaching stipend) for participation in these fall conditioning and skill based engagement activities. Coaches will receive the other 50% of their coaching stipend in the spring (either shortened/modified competition schedule or continued small-group conditioning and skills based engagement sessions) if it is determined these activities can be held in a safe manner.

Athletic Participation Fee

No athletic participation fee will be charged for the first semester skills based engagement seasons.

Required Documentation for Participation

- Must register through Family ID.
- [WCPS Parent/Student-Athlete Participation COVID-19 Acknowledgement Form](#)
- Students will need to provide documentation of an updated preparticipation physical evaluation (sports physical) before participating in any conditioning and re-engagement activities
 - [Pre-Participation Physical Form](#)
 - [Evaluación física](#)

First Semester Voluntary Conditioning and Skill Based Engagement Guidelines

- All activities will be voluntary for both students and coaches
- All activities will be open to all high school students
- There will be no tryouts
 - Tryouts may be conducted if a competitive season is able to happen during the second semester
- All activities will be held outside, in the gym or weight room.
- All activities must be held on school campus
 - Exception: Golf
- Activities held Monday through Friday from 4:00 PM to 8:00 PM
 - Activities will be limited to 2 hours.
- All activities must be conducted in pods of 10-15 students and follow current social distancing guidelines
 - One coach per 10-15 student-athletes
 - Pods must remain consistent throughout the duration of the “conditioning and skill based engagement season”
- Coaches are expected to hold practices a minimum of 3 days each week
- Week 1 = Small Pod (10-15 students) conditioning/re-acclimatization activities only
- Weeks 2-5 = Small Pod (10-15) skill based coaching/instruction may take place
- The use of locker rooms will not be permitted
 - Students must show up “ready to practice”
- Teams must follow sport-specific guidelines on allowable activities and equipment

General Guidelines

- Certified Athletic Trainers (Pivot Physical Therapy) will be on site during these times.
- WCPS Heat and Humidity Procedures will be monitored and enforced by our Athletic Trainers.
- Students must bring their water bottles labeled with their names. The sharing of water bottles will not be permitted.
- Coaches may provide individually pre-packaged hydration and recovery drinks.
- Coaches may lead conditioning and re-acclimatization activities in pods of 15 or fewer students.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- One coach per 15 athletes
- All participants, including coaches, must maintain a distance of 6 feet from on another. If at any time it is not possible to maintain 6 feet of distancing among participants, face coverings must be worn.
- Pod composition must remain consistent during each session and throughout the conditioning and re-acclimatization activities. Students will remain in the same pod from their first to last day of participation.
- At least 25 yards of separation must be maintained between each pod of 15 students.
- Indoors will only be allowed one pod of students at a time per location (gym, weight room).

COVID-19 Exposure

- Once activities begin, if any participant/coach within a pod 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 pod 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 and a release note from a medical professional may be required to return to school.
- *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.*

Use of Face Coverings

- Students and staff must follow WCPS guidelines for face coverings while on school property.
- All students and coaches must have a face covering with them (on their person) at all times.
- Students engaged in high-intensity physical activity **outdoors** do not need to wear a mask when socially distanced.
- Coaches are expected to comply with and enforce the use of face coverings whenever social distancing of 6 feet is difficult to maintain.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- Students and staff must use face coverings while indoors at all times.
- During weight conditioning and while in the weight room, students must use face coverings at all times, even while lifting.

Hygiene Practices

- Hand sanitizing stations will be available.
- Students are encouraged to bring their own hand sanitizer.
- Students should be reminded not to touch their faces.
- 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

- Carpooling is not recommend
- Parents/caregivers who choose to remain on site must remain in vehicles and should avoid congregating in the parking lot or on athletic fields.

Check-In Procedures

- All students and coaches will check in with the Athletic Trainer at the check in location prior to reporting to their designated field.
- Each team will have a designated check-in time prior to each session
- Students should arrive promptly and remain in their vehicles until their pod's check-in time
- Athletic trainers will use the WCPS Attendance Tracking sheet to check students and coach in prior to each session
- COVID-19 signs and symptoms signage will be displayed as reminders at the check-in area.

2020 Semester I Out-of-Season Conditioning and Sport-Specific Instruction Seasons-Activity and Equipment Guidelines

***Intrasquad and small group games/scrimmages and contact activities are not permitted**

Sport	Sport-Specific Permitted Equipment
Fall	
Cheerleading	Mats
Cross Country	N/A
Football	Footballs, Kicking Tees, Long Bags

WCPS Return to Learn Plan: Reopen and Accelerate Learning

Golf	Clubs, Golf balls
Soccer	Balls, Goals, Shin Guards
Volleyball	Volleyballs, Knee/Elbow Pads, Volleyball Nets/Padding
Unified Tennis	Racquets, Tennis Balls
Spring	
Softball	Bats, Softballs, Gloves, Batting Cages, Protective Nets, Catchers Equipment, Pitching Machines, Batting Helmets
Baseball	Bats, Baseballs, Gloves, Batting Cages, Protective Nets, Catchers Equipment, Pitching Machines, Batting Helmets
Girls Lacrosse	Sticks, Lacrosse Balls, Goals, Goggles, Goalie Equipment
Boys Lacrosse	Sticks, Lacrosse Balls, Goals, Goalie Equipment, Helmets
Tennis	Racquets, Tennis Balls
Outdoor Track and Field	Shot Puts, Starting Blocks, Discus, Pole Vault Poles (for approach only), Hurdles, Long Jump Sand Pits
Unified Track and Field	Turbo Jav, Shot Put
Winter	
Basketball	Basketballs, Basketball Hoops, Rebounders
Indoor Track and Field	Short Puts, Starting Blocks, Pole Vault Poles (for approach only), Hurdles
Wrestling	Mats
Unified Bocce	Bocce Courts, Bocce Balls, Palina

Virtual Season- When Washington County is in Stage 1 of the recovery plan (virtual only), our student athletes will have the opportunity to participate in a virtual season.

This framework is intended for a virtual season in which coach contracts are fulfilled/paid.

Goals

- To use sports as the vehicle to engage as many students in a virtual setting as possible.
- To provide those students with opportunities that are focused on their social, emotional, and physical health.
- To teach students about sportsmanship, the rules of the game, and sports history through dialog, research, lecture, assignments and reflection.

Guidelines

- All communication with students must occur through the Google/Zoom platform or WCPS-issued email account.
 - No one-on-one communication is permitted.
- Team Definition. For the purpose of an all virtual environment, the word “team” will mean the collection of students who choose to attend a meeting held by a head coach/staff. There will be no limitations on who can attend as long as they are registered students for that school.
- There will be no “cuts.” All students who are interested in the sport may attend/engage with the coaching staff.
 - If a student’s actions violate the WCPS Student Code of Conduct or the WCPS Athletics Handbook the incident must be documented and reported to the athletic director and admin for review and appropriate discipline. A student in this situation may be removed by the head coach from virtual team gatherings.
- Coaches who have questions about technology should contact their athletic director.
- Head coaches will develop the following documents and submit them for approval to their athletic director and school administration prior to the start of the season. We will set a county-wide deadline and create examples of these.
- A vision statement for the team’s virtual gatherings that includes at least 3 three goals related to the emotional, social and physical health of students involved in the program. These goals will be shared with all students on the team.
- A weekly schedule that incorporates the key components below and utilizes the entire coaching staff.
- A set of team gathering rules/etiquette for the virtual environment that will be posted on the school’s athletics website for the school and shared in detail with all attendees at the first meeting and referenced at all future meetings.
- Head coaches will start their season with an informational meeting for all student-athletes and their parents/guardians.
- Athletic directors will provide oversight for all teams by attending at least one team gathering per week per sport and by staying in regular communication with head coaches throughout the season

Key Components for Coach Planning

- Coaches must take and store attendance for each session

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- During virtual gatherings students may opt to turn on their camera but are not required to do so.
- Head coaches must incorporate assistant coaches in virtual gatherings.
- Only paid assistant coaches can facilitate gatherings / break-off sessions with groups of students by themselves.
- Example virtual session timeline:
 - Social - 20-minute online meeting in which the coach can check in to see how all students are doing
 - Mental - 15-minute segment in which sport specific teaching occurs (Xs and Os, playbooks)
 - Physical - 30-minute (minimum) period in which the SAs are expected to engage in prescribed physical activities
- Include regular email communication between gatherings, possibly to include references/assignment
 - mental exercises (brain teasers, challenges, video quizzes)
 - quizzes on sports related rules/concepts
 - quotes and inspirational messages
 - clips of recommended workouts
- Consider any of these coordinated virtual team bonding activities
 - sportsmanship activities
 - structured, safe dialog on social issues facing our communities, county, state, nation
 - sport specific film study, review, and analysis
 - nfhslearn.com courses for your sport
 - shared movie watching (possibly sport-specific), meal preparation, etc
 - publish periodic trivia quizzes on Twitter to engage students, coaches, and the entire community with questions about the history of each school's program.
 - student-generated fun, informative videos highlighting aspects of high school athletics, their value, etc.
 - update website pages (could assign tasks to sub-groups w/asst. coaches)
 - compile team statistics/history for your school/AD (could assign tasks to sub-groups w/asst. coaches)
- Consider using the BSN program *IMPACT Now* which includes the Kevin Atlas program *Believe in You* <http://kevinatlas.com/>
- Consider implementing a version of the *94 Feet* series in which ADs/coaches conduct 2-on-1 interviews with student-athletes about their daily activities while they are social distancing, as well as what their future plans are?

Resources/Ideas for Coaching in the Virtual Space

Relevant Magazine/journal articles

- *Seven Essentials to Successfully Coach Virtual Teams*
<https://www.skipprichard.com/7-essentials-to-successfully-coach-virtual-teams/>
- *Staying Connected with your Teams during the Pandemic*
<https://www.nfhs.org/articles/staying-connected-with-your-teams-during-the-pandemic/>

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- *Tape and Twitter: Recruiting offers new challenges for high school athletes, coaches*
https://observer-reporter.com/sports/tape-and-twitter-recruiting-offers-new-challenges-for-high-school-athletes-coaches/article_47e03426-93a3-11ea-8d9a-5b436ee666a2.html
- *Special Olympics Our Top Ten Ideas for Virtual Coaching Sessions*

<https://media.specialolympics.org/resources/covid-19/6-Our-Top-10-Ideas-for-Virtual-Coaching-Sessions.pdf>

- *Coronavirus & Youth Sports- Calls For Coaches*
https://assets.aspeninstitute.org/content/uploads/2020/04/Calls-for-Coaches-Adapted-for-COVID-19-Response-FINAL_1.pdf
- Website: *Project Play, applies and shares knowledge that helps stakeholders build health communities through sports* <https://www.aspenprojectplay.org/>
- *Online Training, Classes and Workouts* <https://www.sportsengine.com/virtual-programs>
- *BSN SPORTS Coaching Clinics* <https://www.varsitybrands.com/virtual>
- pandemic tips for sports community
<https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- Project Play is reporting on the latest developments in youth sports and physical activity related to COVID-19. Articles, webinars, coach resources. See attachment.
- <https://www.aspenprojectplay.org/coronavirus-and-youth-sports>
- Coach responsibility to prepare athletes

<https://thesportjournal.org/article/a-coachs-responsibility-learning-how-to-prepare-athletes-for-peak-performance/>

- Mental training importance
www.psychologytoday.com/us/blog/the-power-prime/201811/what-mental-training-sports-is-really-all-about%3famp
- Good potential apps:
<https://www.google.com/amp/s/www.washingtonpost.com/sports/2020/04/28/youth-sports-teams-take-practices-locker-rooms-online-during-pandemic/%3foutputType=amp>
- Ex app- <https://www.homecourt.ai>
- <https://coachad.com/news/transformational-over-transactional-coaching/>
- <https://coachad.com/articles/five-strategies-for-team-support-during-covid-19/>
- <https://coachad.com/news/atlanta-falcons-coach-advises-high-school-coaches-on-racial-tension-coronavirus/>
- <https://nfhslearn.com/courses/covid-19-for-coaches-and-administrators>
- www.azcentral.com/story/sports/high-school/2020/05/09/arizona-high-school-football-teams-conduct-virtual-spring-football/3090935001/
- <https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- <https://www.theitem.com/stories/coaching-during-quarantine-wilson-halls-ripley-embrace-s-team-building-during-virus-pandemic,344384>
- <https://playfootball.nfl.com/nfl-way-to-play/staying-active-at-home/>

Guidelines for Returning to Performing Arts Activities: COVID-19

FALL 2020 First Semester Voluntary Rehearsals and Skill Based Engagement Seasons

Earliest suggested start date for “in-person” rehearsals is September 21, 2020

Introduction

The COVID-19 pandemic presents unique challenges for performing arts programs in schools. The purpose of this document is to provide WCPS teachers with guidelines for returning students to these activities in a safe and healthy environment. The guidance below follows the guidelines from the “Return to Play” Committee and provides further specifics for performing arts:

Cloth Face Coverings

Follow all guidance from state and local health departments.

- 6 feet of social distancing should be maintained at all times.
- Cloth face coverings must be worn by directors, teachers, staff, adjudicators, and other personnel.
- Schools will have face coverings available for students if needed.

Director and School Preparation for In-Person Rehearsal

- Communicate new procedures with performing arts students and families, including the required items for rehearsals and clear expectations for rehearsal procedures.
- Distribute and collect back the [WCPS COVID Pledge Form](#) from each participant in hard copy at the student’s first rehearsal. This must be on file for students to participate.
- Review [WCPS Heat and Humidity Procedures](#) for outdoor activities.
- Acquire from your school bottles of hand sanitizer and wipes to be available for each section rehearsing. Schools will also have face coverings available if students do not have their own.
- Develop a plan for your rehearsal facility to limit students entering the building and establish paths to the rehearsal area to ensure distancing and minimize any potential contact.
 - Establish which restrooms will be accessible.
 - Small storage rooms should be avoided where possible.
 - Students should only bring materials that can be easily transported with them to and from rehearsal.
- Identify shelter location for a thunderstorm/severe weather and ensure proper distancing can be achieved.
- Work with school administration and the athletic director to align rehearsals to designated outside field locations and athletic trainer availability. Discuss with school administration the

plans currently in place for student drop off and check-in. Most are using the athletic trainer to assist with maintaining records for contact tracing and tracking pods. Parents will need to be aware of the traffic flow and process.

Outdoor Rehearsals with Limited Group Size

Pre-Rehearsal

- All staff and students should self-assess for signs/symptoms of COVID-19 prior to rehearsal.
- A record should be kept of all individuals present, by pod, using the [WCPS Sign-in sheet](#).
- The WCPS teacher of record should be the person to record attendance. Schools will have an isolation area and athletic trainer available for any student with signs/symptoms.
- Attendance for each person should be recorded and stored so there is a record of everyone present in case a student develops COVID-19. Any person with positive symptoms reported should not be allowed to take part in rehearsals and should be sent home immediately. Students should contact their primary care provider or other appropriate health-care professional.

Procedure for Entering Rehearsal

- Participants and staff will report to the designated entrance area and will have their attendance checked using the procedure established at your school.
- Each team/activity will have a designated check-in time prior to each session.
- Students should arrive promptly and remain in their vehicles until their pod's check-in time.
- If students do not need to enter the facility, they should remain outside.
- All people entering the building must wear a face covering and maintain social distancing.
- Process for entering and exiting the facility should be communicated in advance for social distancing to remain in place and ease of contact tracing.
- Students may only access restrooms one at a time using the pre-established restroom.

Exiting Rehearsal

- Students should sanitize hands immediately following rehearsal before entering vehicles.
- Only students needing to return large equipment should re-enter the facility, following all posted guidelines.

Limitations on Gatherings

- Staff to student ratio of 1 staff to 15 or fewer students.
- Rehearsal times are limited to 2 hours. Activities involving singing or playing instruments should be limited to 30 min. or less within the 2-hour block. The [WCPS Heat and Humidity Procedures](#) may further limit or restrict this time for outdoor rehearsals.

WCPS Return to Learn Plan: Reopen and Accelerate Learning

- “Pods”/sections MUST be separated by at least 25 yards around the building/parking lots/athletic field spaces.
- Students should report to rehearsals in proper gear and immediately return home to shower after rehearsal.
- Rehearsals should be conducted in “pods” of students with the same grouping of 15 students or less always rehearsing together. This ensures more limited exposure if someone develops an infection.
- Rehearsals should take place outdoors when possible.
- Singing is permitted with a mask.
- Car-pooling to or from rehearsals is discouraged.
- Instruments, equipment, music stands, props, and other equipment should not be shared without proper cleaning and disinfecting.
- All students shall bring their own water bottle labeled with their names. Water bottles must not be shared. Hydration stations (water coolers, water fountains, etc.) should not be utilized.
- Rehearsals are closed to parents and spectators at this point.

Facilities Cleaning

- Work with the custodial team at the school site to communicate rehearsal schedules.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
- Appropriate clothing/shoes should be worn at all times.
- Students must be encouraged to shower as well as wash their rehearsal clothing immediately upon returning to home.

People Who Feel Sick Should Stay at Home

- Once activities begin, if any participant/staff within a pod 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/staff within a pod is diagnosed with and/or receives a positive notice of COVID-19, the participant/staff is to remain isolated at home until they submit a release note from a medical professional allowing his/her return to school.
- 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

WCPS Return to Learn Plan: Reopen and Accelerate Learning

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.

Additional Points to Consider

- Consider limiting the number of physical surfaces that are required to be moved and handled. Limit or exclude the use of any props and equipment. If required, each will be assigned to one individual and that individual is the only person that should move/use that prop or piece of equipment.
- Digital resources should be used over print when possible.
- Please kindly ask that parents/guardians be mindful of our processes and procedures, and ask that they also do not congregate near rehearsal areas at drop-off and pick-up. Parents should remain in or near their vehicles and practice social distancing.

WCPS Teacher Resources

[WCPS COVID Pledge Form](#)

[WCPS Heat and Humidity Procedures](#)

[WCPS Sign-in sheet](#)

Research

- Center for Disease Control: Considerations for Youth Sports
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>
- College Band Directors National Association COVID-19 Response Committee Report
<https://www.cbdna.org/covid19/>
- National Federation of State High School Associations (NFHS) Music Committee Sports Medicine Advisory Committee (SMAC): Guidance for a Return to High School Marching Band
<https://www.nfhs.org/media/3812337/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>

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

WCPS Return to Learn Plan: Reopen and Accelerate Learning

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.

Appendices

Appendix A: [WCPS Spring 2020 Distance Learning Plan](#)

Appendix B: [WCPS Students First COVID-19 Task Force Participants](#)

Appendix C: [WCPS Students First COVID-19 Task Force](#)

Appendix D: [Board of Education Presentation August 4, 2020](#)

Appendix E: [Maryland Together: Maryland's Recovery Plan for Education](#)

Appendix F: [Maryland's Roadmap to Recovery](#)

Appendix G: [WCPS Equity Plan](#)

Appendix H: [Individual Continuity of Learning Plan](#)

Appendix I: [Assessment Protocol](#)

Appendix J: [IEP/ICLP Decision Making Process Guide](#)

Appendix K: [Multi-tiered System of Support in Distance Learning](#)

Appendix L: [Conducting IEP/IFSP Meetings](#)

Appendix M: [Administering Assessments](#)

Appendix N: [Communicating with Families](#)

Appendix O: [Progress Monitoring](#)

Appendix P: [Continuum of Tiered Behavioral Supports](#)

Appendix Q: [Google Classroom Organization](#)

Appendix R: [Google Classroom Training Scripts](#)

Appendix S: [Application Tutorials](#)

Appendix T: [Employee Wellness During the COVID-19 Pandemic](#)

Appendix U: [Student Wellness and Safety Protocol During the COVID-19 Pandemic](#)

Appendix V: [2020-2021 Coronavirus - Attendance and Enrollment FAQ](#)

Appendix W: [Supervisor Support for Employee Wellness](#)

Appendix X: [Center for Disease Control Coronavirus COVID-19](#)

Appendix Y: [INOVA Employee Assistance](#)

Appendix Z: [Coping with Stress During Infectious Disease Outbreaks](#)

Appendix AA: [WCPS Cleaning and Disinfecting](#)

Appendix BB: [Food and Nutrition Services Back to School](#)

Appendix CC: [WCPS COVID-19 Transportation Protocols](#)

Appendix DD: [MPSSAA Roadmap for Return of Interscholastic Athletics](#)

Appendix EE: [WCBOE Approves Superintendent's Plan to Return to In-Person Instruction - News](#)

Appendix FF: [WCPS Bus Cleaning - August 26 2020](#)