Worcester County Public Schools

Model for Recovery for Education
2020-2021

v. 2020-08-13
BOARD OF EDUCATION

Eric W. Cropper, President
Sara D. Thompson, Vice President
Barry Q. Brittingham
William E. Buchanan
Todd A. Ferrante
William L. Gordy
Elena J. McComas

EXECUTIVE LEADERSHIP

Louis H. Taylor, Superintendent of Schools
H. Stephen Price, Chief Safety Officer
Denise R. Shorts, Chief Academic Officer,
   Grades PK - 8
Vincent E. Tolbert, Chief Financial Officer
Annette E. Wallace, Ed.D., Chief Operating &
   Academic Officer, Grades 9 - 12

RESPONSIBLE RETURN
STEERING COMMITTEE

C. Dwayne Abt, Ed.D., Human Resources Supervisor
Amy D. Gallagher, Coordinator of Accountability &
   Assessment
H. Stephen Price, Chief Safety Officer
Denise R. Shorts, Chief Academic Officer,
   Grades PK - 8
Carrie N. Sterrs, Coordinator of Public Relations
   & Special Programs
Louis H. Taylor, Superintendent of Schools
Vincent E. Tolbert, Chief Financial Officer
Annette E. Wallace, Ed.D., Chief Operating &
   Academic Officer, Grades 9 - 12
Worcester County Public Schools also extends special thanks to the 7,144 students, parents/guardians, teachers, staff, and community members who lended their voices to this document through our stakeholder surveys!
FROM THE SUPERINTENDENT

Dear Worcester County families and community,

From the very beginning of our school system's response to the COVID-19 pandemic in March, I have been incredibly proud of the way in which our school system community has handled this crisis. Now, as we look toward September, my pride has only grown as we unveil our Responsible Return model for the 2020-2021 school year.

Our team has been hard at work for the past several months to prepare for an unprecedented Back to School experience, all the while adapting to the ever-evolving challenges that still face us during this time.

While we recognize that there is no single model or solution that can fulfill the instructional, operational or logistical nuances that this pandemic has created, I am proud of the work and collaboration that has gone into crafting this model. I would also like to extend my special thanks to all those named in the prior pages who have dedicated an immense amount of time to help us design this model.

Lastly, I want to stress to you that this model is a living document, as we recognize the need to be flexible and agile, shifting our approach as conditions change. We ask for your continued patience and understanding as we try to make the best decisions possible during these seemingly impossible circumstances.

Sincerely,

Louis H. Taylor,
Superintendent of Schools
INTRODUCTION

In March 2020, Worcester County Public Schools (WCPS) closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the school year students engaged in Continuity of Learning throughout the school system.

While our preferred model of instructional delivery is a traditional educational environment, we anticipate continued public health restrictions when school resumes in the fall. The purpose of WCPS' Responsible Return model outlined in this document, is to maximize face to face learning opportunities if school cannot resume at full capacity due to COVID-19.

In this model, our intent is to provide face-to-face learning to the greatest extent possible to maximize student learning, while also taking prudent steps to keep our students, staff, and community safe, and adhering to any applicable public health orders. We also understand that for a variety of reasons students may need a remote learning environment, or that a COVID-19 surge may require us to revert to remote learning for temporary periods.

In addition, this model is based on the available public health information at the time of its creation. The plan will be adjusted based on newly available data and guidance from public health officials.

A FOCUS ON EQUITY

While creating and revising the Responsible Return model, we will continue to ask ourselves the following questions and examine each decision through the following equity lens questions:

- Who are the under-represented groups affected by this option? What are the potential impacts on these groups?
- Does this option worsen existing disparities or produce other unintended consequences?
- How have we intentionally involved stakeholders?
- Are there barriers to more equitable outcomes?
- How will we mitigate the negative impacts and address barriers?
- What are the impacts to the community or staff? Can we mitigate the negative impacts, if so, how?
# TABLE OF CONTENTS

**INSTRUCTIONAL PROGRAM** ................................................................. 1

- SCHEDULE .................................................................................. 1
  - STAGE ONE: Distance Learning ..................................................... 1
  - STAGE TWO: Hybrid Learning A – Tiered Support Model .............. 2
  - STAGE THREE: Hybrid Learning B – Alternating Week Model ....... 2
  - STAGE FOUR: Face-to-face Learning ............................................ 3

- STUDENT ATTENDANCE ............................................................... 4

- GRADING ..................................................................................... 5

- DIAGNOSTIC TESTING ................................................................. 5

- SPECIAL EDUCATION PROTOCOL .............................................. 6

- INSTRUCTIONAL CONTENT ........................................................ 7

**OPERATIONS & SAFETY** ................................................................ 29

- SAFETY PROTOCOLS ................................................................... 29
  - CLEANING ............................................................................. 29
  - PERSONAL PROTECTIVE EQUIPMENT (PPE) ............................... 29
  - SCREENING ............................................................................ 30
  - SOCIAL DISTANCING .............................................................. 30

- OPERATIONAL PROTOCOLS ......................................................... 31
  - ATHLETICS ............................................................................ 31
  - FACILITY USE ....................................................................... 31
  - FOOD SERVICE ...................................................................... 31
  - TRANSPORTATION .................................................................. 31

- SOCIAL EMOTIONAL SUPPORT ...................................................... 32

**COMMUNICATION** ........................................................................ 33

**REFERENCES** .............................................................................. 36

**APPENDIX A: MSDE COVID-19 CHECKLIST** ..................................... 37

**APPENDIX B: CROSSWALK OF WCPS RESPONSIBLE RETURN MODEL & MARYLAND’S RECOVERY PLAN FOR EDUCATION** ......................... 39
INSTRUCTIONAL PROGRAM

SCHEDULE
Although it is our hope that schools can re-open without restrictions in the Fall, Worcester County Public Schools (WCPS) has created four stages on the county’s continuum for a responsible return to school:

STAGE ONE: Distance Learning
When the announcement was made that buildings would close in response to the COVID-19 pandemic, WCPS began work on the Continuity of Learning Plan to guide the transition of students and staff to learning in the online classroom. This transition was made possible by WCPS’ investment in technology and online learning over the last several years. The Continuity of Learning Plan was a comprehensive framework, required by the Maryland State Department of Education, that outlined how our district would operate to support continued instruction and learning during the building closures. In WCPS, our Continuity of Learning Plan was written to:

• establish technology specifications for distance learning in WCPS.
• define roles and responsibilities of every stakeholder in WCPS in support of distance learning.
• set expectations for parents, students, teachers, administrators, and community members.
• outline time allotments for distance learning at the various academic levels.
• explain grading, assessment and teacher feedback expectations for students.
• highlight the commitment to equity, support for special education, social-emotional wellness and responsiveness to community needs.
• identify resources to support students and families during the COVID-19 building closures.

As we look toward Recovery of Learning, the goal is to use the lessons learned during Continuity of Learning, including formal and informal feedback from stakeholder groups, as we transition to a long-term Distance Learning Plan. With a strong foundation already in place, this committee worked to revise and the Continuity of Learning Plan as a guide for learning in the Fall of 2020 and beyond and a more permanent plan for distance learning opportunities in the future. The work around distance learning was completed with a focus on:

• procedures for the safe collection of work in the event of additional building closures.
• exemplars for providing feedback to students to support learning and engagement in the online classroom.
• review of feedback from stakeholder groups, such as teachers, students, parents and school and district administrators.
• schedules for increased synchronous learning opportunities in the online classroom.
• enhanced roles for specific employee groups to support student engagement and outreach, such as educational assistants, school counselors and pupil personnel workers.

Resources:
Distance Learning Plan
Guide for Teacher Feedback
Collection of Work / Paper during COVID-19
Teacher Advisory Group Feedback

STAGE TWO: Hybrid Learning A – Tiered Support Model
Worcester County Public School System is committed to all students meeting academic success during the 2020-2021 school year. The 2020 Summer Academy program offered an opportunity for WCPS to bring in small groups of students for targeted instruction: this model was met with success and offers a framework for moving forward.

During this stage, students that require school-based Tier 2 and Tier 3 supports will be targeted to receive face to face instruction, as well as receiving their school-based identified interventions. It is WCPS’ intention to begin this stage in early/mid-September. In the spirit of the Governor’s orders there will be no gatherings in classrooms larger than 15 people. All health and safety guidelines as described in the Responsible Return plan will be followed.

STAGE THREE: Hybrid Learning B – Alternating Week Model
As health and state guidance allows, WCPS intends to broaden the number of students that receive face-to-face instruction beyond identified Tier 2 and 3 students. To that end, an alternating A Week / B Week model will allow for heterogenous grouping of our students and will also allow for teachers to differentiate instruction for students in order to meet their individual needs and to address closing any gaps that may have developed during our closure. This structure will also allow for compensatory recovery for our special education students with special considerations being paid to those students who did not engage during our closure or who did not have internet connectivity and received learning packets.

Our hybrid learning model for our elementary students, grades PreK3/4-5, will be to bring as many students back as possible during their A Week / B Week assignment while maintaining social distancing and possible limitations to the number of people who can be in the classroom. Students who are an A Week student will return to class
while students who are B Week students will remain at home receiving both synchronous and asynchronous instruction in $\frac{1}{2}$ day blocks.

During the hybrid learning model, middle and high school students will also be returning on an A Week / B Week schedule. As with our elementary students if students are an A Week student, they will return face-to-face during A Weeks. During B Weeks they will join their classes synchronously by video conferencing into their lessons following their daily schedules. This model will allow for students to maintain their schedules through a synchronous hybrid model. Asynchronous work will also be required during this model.

Both elementary and middle and high school students who do not have internet connectivity and received packets during Continuity of Learning in the Spring will, as often as possible, be scheduled face-to-face during both A and B Weeks.

When in the classroom, all students should have assigned seating. At the elementary school level, students should be restricted to their grade level/homeroom class, with the exception of special area subjects, to the greatest extent possible (i.e. teachers rotate, not students). At the middle school level, students should remain with their cohort/team throughout the day to the extent feasible, with the exception of special area subjects. For transition to special areas, schools will determine a safe process and procedure for movement throughout the building (i.e. Signage, monitoring, physically distancing, tape on floors, etc.)

High Schools should also consider ways to cohort or cluster students, though we recognize that this is more challenging at the high school level. WCPS high schools are already using a block scheduling format which naturally limits the number of interactions between students and staff. In order to limit travel within the school, high schools may try to cluster students in the school (a “school within a school”) aiming to reduce interactions with other groups when students move to their next class.

As previously noted, social distancing is another important practice to help mitigate the transmission of the virus. Schools will be developing plans to maintain six feet of distance between individuals, as feasible. To the extent possible, desks should be spaced six feet apart and facing in the same direction. In elementary schools, carpet time activities should be eliminated.

In Pre-Kindergarten, the relative impact of social distancing among children is likely small based on current evidence and the difficulty to implement. Therefore, PreK should focus more on the effective mitigation strategies that have been discussed in this model. These strategies include hand washing, infection prevention education, social distancing from one another, wearing face masks/coverings, and spending time outdoors.

**STAGE FOUR: Face-to-face Learning**
All students would return in person with new safety requirements. Classrooms, schedules, and protocols may need to be modified to meet health requirements.
TEACHER PLANNING TIME
In the elementary and middle schools during both the face-to-face and hybrid modes, teachers will receive their planning time when their students go to their special area classes. Elementary distance learning teachers will receive their planning as scheduled by their building administrators. High school teachers will also receive their planning time through the schedules developed by building administrators.

STUDENT ATTENDANCE
While participating in distance learning, students are expected to attend all scheduled synchronous learning sessions and complete all asynchronous work. During this time, teachers will have daily interactions with students in a virtual classroom environment, sometimes including small group sessions, to address students’ strengths and challenges and ensure that the students are mastering the content. Small group synchronous sessions provide opportunities for students to receive enrichment, additional supports, and/or special education services. Small group sessions may be led by the classroom teacher, special educator, or other support personnel.

i) Distance Learning Class Attendance - To be marked as present in a class, students are required to be in the synchronous session(s) and/or have participated in asynchronous learning

- **What is “Present”?**
  To be counted “present” a student must reply to the daily attendance discussion in Schoology with their name. At the high school level, students will need to do this for each class period. For elementary and middle school students, this will only need to be done for the student’s first scheduled teacher of the day.

- **Process for recording attendance**
  - Students replying with their name to the discussion post should be marked present in PowerSchool. Students may reply with their name up to seven days after the initial date.
  - Teachers will need to create a new discussion post for each in-session day.
  - From a practical standpoint, this will require teachers to record attendance in PowerTeacher, for a given day-- potentially up to 7 days after the actual date. If a student does not sign in on the discussion post on Monday, but does sign in for both Monday and Tuesday on Tuesday, they should be counted as present for both Monday and Tuesday. Discussion posts should be locked after 7 days.
  - Teachers will have discretion to count students as present beyond signing the attendance post, but all students should be strongly encouraged to reply to each daily post with their name.
For students completing paper packets, return of the packet each week counts as the student having attended each day that week.

- It is strongly recommended that teachers maintain attendance by hand and only enter it into PowerSchool AFTER the due dates/special considerations period have passed for their students.
- It is important to also emphasize that attendance is not the same as the student’s grade. As per the Recovery of Learning Plan and county policy, grading will proceed as normal regardless of the in-person, hybrid, or virtual nature of the instruction.

ii) Daily Attendance - Students will only be considered present for the day if they meet the requirements of the WCPS Attendance Policy.

**PROCESS FOR ATTENDANCE MONITORING**
Students are required to follow the school calendar, which includes at least 180 school days. Attendance only occurs on in session school days as listed on the WCPS 2020-2021 school year calendar.

**Grade Level Hours per Day in Distance Learning**
The below includes work completed offline i.e. synchronous and asynchronous work. More details are included in the WCPS Distance Learning Plan, linked on page 27.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Hours per Full Day of Attendance (inclusive of work completed offline)</th>
<th>Hours per Half Day of Attendance* (inclusive of work completed offline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten – Half Day Program</td>
<td>2 Hours</td>
<td></td>
</tr>
<tr>
<td>Pre-Kindergarten – Full Day Program</td>
<td>4 Hours</td>
<td></td>
</tr>
<tr>
<td>K – 5</td>
<td>4 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>6 – 8</td>
<td>5 – 6 hours</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>9 – 12</td>
<td>6 hours</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

*Time does not have to be consecutive

All attendance will be recorded and stored on our PowerSchool platform.

**GRADING**
Worcester County Public Schools’ will follow our grading policy throughout the 2020/21 school regardless of what stage of learning we are utilizing: distance, hybrid, or face-to-face learning.

**DIAGNOSTIC TESTING**
It is a top priority for WCPS to complete diagnostic testing early in our students return to assist us in determining gaps in learning that have occurred since our closing in the
spring. In order to assist us in determining these gaps we will be utilizing the diagnostic assessments below listed for the following grade bands. All assessments in grades K-12 can be administered during whichever Stage of reopening that we are in:

- PreK – Diagnostic assessments aligned with the Early Learning Assessment (ELA) in both reading and math
- Grade K-100 Book Challenge Independent Reading Level Assessment (IRLA) in reading and a diagnostic assessment aligned with the Early Learning Assessment (ELA) in math
- Grades 1-8- iReady diagnostic assessments in both reading and math
- Grades 9-12- My Perspectives, Realize platform beginning of the year diagnostics for English and MAP assessments for Mathematics

SPECIAL EDUCATION PROTOCOL

The primary goals for special education students during Recovery of Learning are to address student-specific needs arising from the transition back into school buildings; consider whether or not a student has experienced a regression of skills and/or lack of progress using diagnostic assessments and other relative forms of data; and if regression and/or lack of progress is present, identify opportunities for recovery, including additional, new, or different services and accommodations.

If incremental steps for a partial re-opening of buildings takes place, Individualized Education Program (IEP) teams will review the IEP to determine what changes, if any, must be made in light of the partial re-introduction to school. IEP teams will determine whether the student has any new needs arising from the return to school and address, as appropriate, through changes to the IEP. If there is data to demonstrate a regression of skills and/or lack of progress, IEP teams will begin identifying mitigation and/or recovery opportunities. IEP teams will utilize the same documentation process and parent agreement or IEP meeting protocol outlined for the extended school closures. IEP teams will implement the IEP (with Parent agreement outside of the IEP team meeting), or revise IEP using the IEP team meeting.

If schools resume full operations of school buildings, IEP teams will use the WCPS SPED Recovery Checklist to identify any needs arising from the return to school, assess whether, and to what extent, the student has experienced a regression of skills and/or lack of progress on the general education curriculum, and identify compensatory/recovery services. The above decisions can be made through parent agreement or through the IEP team meeting process. The determinations may be influenced by factors, including student’s response to transition back to school, time needed to collect data, annual IEP meeting date and/or triennial evaluation date.

The IEP Team will analyze multiple data sources to determine whether a student has experienced regression and/or a lack of progress. The IEP team will consider factors including, but not limited to: data from county-wide diagnostic assessments; data on
the student’s progress during the school closures (progress monitoring); data on the 
student’s ability to recoup skills and make progress on IEP goals; length of school 
closure, including time without any instruction and time with virtual and/or long-
distance learning; documentation of accommodations and/or services provided (e.g., 
amount of instruction and services including dates, times, and duration); 
accommodations and/or services the IEP team was unable to provide; additional 
special education needs that result from the extended school closure.

If the IEP team determines the student has experienced regression and/or a lack of 
progress, the team will consider compensatory/recovery opportunities that address 
the specific needs of the student. Therefore, missed services do not automatically 
result in a one-for-one compensatory award. Some examples of 
compensatory/recovery services that may be tailored to the specific needs of the 
student include tutoring, additional related services, weekend/evening/summer 
programming. Services are intended to address the regression and/or lack of 
progress; therefore, these additional and/or new services should supplement – not 
supplant – the student’s IEP.

**INSTRUCTIONAL CONTENT**

The [Maryland College and Career Ready Standards](https://www.marylandpublicschools.org/cms/lib/MD01001589/Centricity/Domain/138/MCCRS-Overview.pdf) (MCCRS) are essential in ensuring 
that students have a strong command of the skills and understanding associated with 
the critical areas. These skills and understandings are critical to building the 
foundational knowledge needed for the success of our students.

As a district, we employ a backward designed format following the [Understanding by 

The Understanding by Design framework has teachers, with the support of district 
instructional coordinators, begin by unpacking the standards and analyzing curricular 
aims (Stage 1 portion of UbD template). This deep level of understanding includes 
reflecting and deciding on the knowledge and skills students will gain, the big ideas 
that students should be able to transfer to other learning, and the enduring 
understandings that students should retain long after the unit has concluded. 
Following Stage 1, instructional coordinators and teachers carefully design 
performance-based assessments (Stage 2 portion of the UbD template) that, by the 
end of the unit, should reveal if students acquired the learning designated in Stage 1. 
For daily lesson planning, teachers have a clear vision of what learning events (Stage 
3 portion of the UbD template) students will need to experience in order to be 
prepared for the final assessment task. This backward mapped design for WCPS 
curricula and our strategically crafted scope and sequences ensure that MD College 
and Career Ready Standards PreK-12 are taught in all content areas and the State 
Frameworks are followed for each content. Grade-level standard mastery is the focus 
for every unit. Teacher lesson planning then addresses the question, *how do I get my 
students to access this learning?* This scaffolding and differentiating allows teachers 
to address possible lost learning without sacrificing the priority of teaching grade level 
standards.
READING / ENGLISH LANGUAGE ARTS

WCPS Literacy curriculum for Pre-Kindergarten 4 to grade 5 has been designed to reflect a balanced literacy approach to instruction. The literacy block in grades K-5 is comprised of UbD units developed in partnership with CenterPoint, Inc. and serving as explicit, rigorous tier one instruction. K-5 also utilizes workshop model instruction using the Lucy Calkins Units of Study: Writing and the American Reading Co. 100 Book Challenge in order to reinforce tier one learning and provide differentiated, personalized instruction one-on-one in student conferencing. Our K-2 students receive explicit, systematic instruction in foundational reading skills through our use of Fundations.

Our English Language Arts curriculum for grades 6-12 builds on this solid foundation by continuing to provide students with multiple opportunities to build standard mastery with increasingly complex text across each grade level scope and sequence. Utilizing MyPerspectives gradual release instructional path, teachers provide explicit, standard-aligned instruction and modeling with a complex whole group anchor text. Armed with formative assessment data, 6th-12th grade teachers then reinforce and differentiate learning in small groups. All of this leading to an independent learning performance task in which students apply their learning and synthesize ideas across many texts.

All grade levels and courses from Pre-K 4 to grade 12 follow carefully designed scope and sequences that identify the grade-level MCCRS to be addressed in each unit. For each grade band, sample scope and sequence documents, sample UbD units including stages 1-3, and information about curricula resources are provided below.

**Pre-Kindergarten 4 – Grade 2**

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>Grade 2 Scope and Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Reading Company’s 100 Book Challenge – Level 2 (MSDE)</td>
<td>Grade 2 Unit 4 All Stages</td>
</tr>
<tr>
<td>Lucy Calkins Units of Study: Writer’s Workshop – Research base; Sample Correlation to Standards Chart (each unit for each grade has a similar chart)</td>
<td></td>
</tr>
<tr>
<td>Wilson Fundations – Standards Correlation Scope and Sequence; Partially Meets <a href="https://www.edreports.org/reports/overview/wilson-fundations">https://www.edreports.org/reports/overview/wilson-fundations</a>; Wilson’s Response to Rating</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Tier 1/Core Instruction Scope and Sequence

<table>
<thead>
<tr>
<th>Sample Tier 1/Core Instruction UbD Unit</th>
<th>Grade 2 Unit 4 All Stages</th>
</tr>
</thead>
</table>
Grades 3 – 5

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>American Reading Company's 100 Book Challenge – Level 2 (MSDE) Lucy Calkins Units of Study: Writer's Workshop – Research base; Sample Correlation to Standards Chart (each unit for each grade has a similar chart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Tier 1/Core Instruction Scope and Sequence</td>
<td>Grade 5 Scope and Sequence</td>
</tr>
<tr>
<td>Sample Tier 1/Core Instruction UbD Unit</td>
<td>Grade 5 Unit 7 All Stages</td>
</tr>
</tbody>
</table>

Grades 6 – 12

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>Savvas Learning (formerly Pearson) MyPerspectives - Fully Meets <a href="https://www.edreports.org/reports/overview/myperspectives-2017">https://www.edreports.org/reports/overview/myperspectives-2017</a> Sample Correlation to Standards Chart (each grade level/course has a similar chart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Tier 1/Core Instruction Scope and Sequence</td>
<td>Grade 10 Curriculum Tracker Grade 10 Scope and Sequence</td>
</tr>
<tr>
<td>Sample Tier 1/Core Instruction UbD Unit</td>
<td>Grade 8 Unit 3 All Stages</td>
</tr>
</tbody>
</table>

MATHEMATICS
Mathematics instruction focuses on the assigned grade level or course's Maryland College and Career Ready Standards (MCCRS) with strategic and intentional just in time support with critical prerequisite standards. The vision of the mathematics program is: ALL students will learn mathematics at high levels with conceptual understanding when afforded powerful learning experiences that encourage student engagement and ownership and when the teacher purposefully uses formative assessment to drive and differentiate instruction. The Scope and Sequence for each course identifies the MCCRS for the assigned course as well as the prerequisite skills needed to be successful in each unit. If a prerequisite standard was covered during distance learning, then it is noted, so the teacher may assess students or review data to design the appropriate level of support required to allow students to access the grade level content. Lessons that blend conceptual understanding, procedural fluency, and real-world application are provided in through our resources: Origo Stepping Stones Pk-6, Illustrative Mathematics Open Up Resources (7 & 8), and Illustrative Mathematics – Kendall Hunt (HS).
###Pre-Kindergarten 3 – Grade 2

<table>
<thead>
<tr>
<th>Resource</th>
<th>Origo Education's Stepping Stones 2.0 Partially Meets, <a href="https://www.edreports.org/search?q=Origo">https://www.edreports.org/search?q=Origo</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Scope and Sequence</td>
<td><a href="https://www.edreports.org/search?q=Origo">Grade 2 Math Scope and Sequence</a></td>
</tr>
</tbody>
</table>

###Grades 3 – 5

<table>
<thead>
<tr>
<th>Resource</th>
<th>Origo Education’s Stepping Stones 2.0 Partially Meets, <a href="https://www.edreports.org/search?q=Origo">https://www.edreports.org/search?q=Origo</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Scope and Sequence</td>
<td><a href="https://www.edreports.org/search?q=Origo">Grade 3 Math Scope and Sequence</a></td>
</tr>
</tbody>
</table>

###Grades 6 – 8

| Resource | Grade 6: Origo Education’s Stepping Stones 2.0 Partially Meets, [https://www.edreports.org/search?q=Origo](https://www.edreports.org/search?q=Origo)  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Scope and Sequence</td>
<td><a href="https://www.edreports.org/search?q=Illustrativemath">Grade 7 Math Scope and Sequence</a></td>
</tr>
</tbody>
</table>

###Grades 9 – 12

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Scope and Sequence</td>
<td><a href="https://www.edreports.org/reports/overview/kendall-hunts-illustrative-mathematics-traditional-2019">High School Algebra 1 Scope and Sequence</a></td>
</tr>
</tbody>
</table>

###SCIENCE

WCPS Science curriculum for kindergarten to grade 12 is designed to fully support the Next Generation Science Standards (NGSS) with a strong focus on 3-dimensional teaching and learning. WCPS science UbD units emphasize the use of phenomena and are designed to actively engage students in scientific and engineering practices by applying crosscutting concepts to deepen their understanding of the core ideas in science. All grade levels and courses follow scope and sequences that identify the
NGSS performance expectations, key focus points, Science and Engineering Practices (SEPs), and Crosscutting Concepts to be addressed in each unit.

All NGSS performance expectations will be taught in each grade band, consistent with previous years. During the Recovery of Learning, additional priorities and focus will be placed on utilizing several practices and crosscutting concepts in instruction, going beyond those indicated by specific performance expectations for that grade/course. Science curriculum and instruction in grades 6-12 will also continue to incorporate the MCCRS for Literacy in Science & Technical Subjects.

Additionally, current UbD units will be updated to include the articulation of Disciplinary Core Ideas (DCIs) and indicate DCIs from previous grades that are intended to provide a foundation for student understanding of the DCIs in the current performance expectations. Any foundational DCIs covered in a prior grade during distance learning will be noted so teachers can assess, review, and personalize student learning to ensure the needs of all learners are met and build standard mastery.

For additional details regarding Maryland Science Curriculum, click [here](#). A detailed description of all Next Generation Science Standards is linked below, along with sample WCPS curricular documents for science instruction. For each grade band, science instructional resources are also provided.

**DCI Arrangement of Next Generation Science Standards, K-12**

**WCPS Science K-8 Year at a Glance**

**Sample Scope and Sequence- High School Chemistry**

**2020-2021 WCPS Science UbD Unit- Sample Template**

**Kindergarten – Grade 2**

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>Mystery Science- <a href="#">sample NGSS alignment document</a>; online materials</th>
</tr>
</thead>
</table>

**Grades 3 – 5**

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>TCI Science Alive!- <a href="#">sample Unit Progression document</a>; Mystery Science- <a href="#">sample NGSS Alignment document</a>, <a href="#">sample Unit Teacher Guide</a>; Scholastic Super Science- <a href="#">sample Teacher Guide</a></th>
</tr>
</thead>
</table>

**Grades 6 – 8**

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>Stanford Integrated Science Curriculum- <a href="#">sample Unit Teacher Guide</a>; Explore Learning Gizmos; Scholastic Science World-<a href="#">sample Teacher Guide</a></th>
</tr>
</thead>
</table>
**Grades 9 – 12**

| Resources Utilized | NGSS Storylines- sample unit plan; Explore Learning Gizmos; CK12; and online materials |

**SOCIAL STUDIES**

Social Studies instruction in WCPS from kindergarten to 12th grade is focused on supporting all MSDE Social Studies standards and the connection between Social Studies and literacy. Students in kindergarten through 5 grade follow UbD units designed to teach MSDE content and expose students to literacy and historical thinking skills (standard 6). The UbD units are supported by Teacher Curriculum Institute (TCI) and other state and national resources for financial literacy, Maryland history, etc. In grade 6 through 12, students in Social Studies classes continue with their rigorous UbD units aligned to the content standards, with an additional emphasis on standard 6- skills and processes. Curriculum has been written in these grades to include evidence-based argument sets teaching students historical thinking skills and contextualization and aligned to MSDE standard 6. Teachers in grades 6-8 use TCI, Junior Achievement, Financial Fitness for Life and the Stanford History Education Group (SHEG) to follow the MSDE standards and approved MSDE frameworks. Students in grades 9-12 continue expanding their knowledge of History with challenging MSDE, Advanced Placement, and Dual Enrollment classes. Students in grades 6-12 also focus on completing service learning to fulfill their graduation requirement and focus on supporting their local community. Historical writing is also a large piece of social studies; students in grades 6 through 12 are exposed to multiple years of research paper writing and evidence-based writing in order to understand the nuances of historical writing.

WCPS follows [MSDE Social Studies standards and frameworks](#). For each grade band, the resources are provided.

- **Sample Scope and Sequence- 9th grade Government**
- **Sample UbD Unit- Grade 5**

**Kindergarten – Grade 2**

| Resources Utilized | People and Places McGraw Hill and TCI Textbooks and Online Materials |

**Grades 3 – 5**

| Resources Utilized | TCI Textbooks and Online Materials, Financial Fitness for Life, Junior Achievement Curriculum Additional Resources- Maryland and Maryland Adventure Textbooks |
**Grades 6 – 8**

| Resources Utilized | TCI Textbooks and Online Materials, Financial Fitness for Life, Junior Achievement Curriculum Additional Resources- 6th- Holt McDougal 8th- Glencoe |

**Grades 9 – 12**

| Resources Utilized | Government- Pearson, Financial Literacy through the Maryland Council on Economic Education and Junior Achievement US History- McGraw Hill World History- Glencoe Psychology- Worth AP and Dual Enrollment Classes- textbooks based on approved list from College Board, etc. |

**PHYSICAL EDUCATION / HEALTH**

All [Maryland Physical Education Standards](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards) and [Maryland Health Education Standards](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards) will be taught, consistent with previous years, however, during the Recovery of Learning period, *additional* priorities will be placed on integrating social emotional learning (SEL) concepts and trauma-informed teaching into instruction, and adjusting learning targets and success criteria to reflect the content during Recovery of Learning, as directed by the [Maryland Physical Education Together](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards) document (MSDE, June 2020). Differentiation and personalized learning will be key to strengthening PE and Health instruction during this time, making sure the needs of all learners are met.

**Physical Education (All Grade Levels)**

The [MD Physical Education framework](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards) was updated in May 2020 and will be utilized for comprehensive PE instruction in the 2020-21 school year. The units that are taught will be based on creating physically literate individuals who can (as described by the [Society of Health and Physical Educators of MD](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards)):

- Learn the skills necessary to participate in a variety of physical activities
- Know and understand the implications and benefits of involvement in various types of physical activities
- Participate regularly in physical activity
- Be physically fit
- Value physical activity and its contributions to a healthy lifestyle

Teachers will be familiar with the [MD APE guidelines](https://www.maryland.gov/Principles-and-Policies/Health-and-Sports/Physical-Education/Physical-Education-Standards) for teaching students with disabilities in the PE classroom, as to ensure equity for all students.
**Health Education (All Grade Levels)**

The [MD Health Education framework](#) was updated in May 2020 and will be utilized for comprehensive Health instruction in the 2020-21 school year. Within the eight, skills-based health education standards, there are health topics that must be covered at varying grade levels. Those topics include: Mental and Emotional Health, Substance Abuse Prevention, Family Life and Human Sexuality, Safety and Violence Prevention, Healthy Eating, Disease Prevention and Control.

[Click here to view the Health Education framework by grade band.](#)

**Special Considerations for PE/Health**

| Instructional Format & Scheduling | For Elementary students – Stage 1 – All instruction is asynchronous. Students are assigned lessons each week and submit their work/progress as directed.  
Stage 2 – face-to-face instruction with small groups. All distance learning is asynchronous. Students are assigned lessons each week and submit their work/progress as directed.  
Stage 3 - This is the A Week/B Week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and asynchronously on alternating weeks. Students are assigned lessons each week and submit their work/progress as directed.  
  
For Secondary students – Stage 1 – All instruction is asynchronous. Students are assigned lessons each week and submit their work/progress as directed. This instruction will occur when they are regularly scheduled to have PE class.  
Stage 2 – face-to-face instruction with small groups. Those students distance learning will participate asynchronously. This instruction will occur when they are regularly scheduled to have PE class.  
Stage 3 – This is the A Week/B week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and asynchronously on alternating weeks. This instruction will occur when they are regularly scheduled to have PE class.  
  
Face-to-Face PE instructional activities should be prioritized into Low-Risk, Medium-Risk, and High-Risk activities, as defined by the [MSDE Physical Education Together](#) guidance document. Instruction should focus more on individual pursuits, rather than team sports or team activities, at this time. Encourage the use of technology apps and software when possible.  
  
| Risk definitions | Low-risk activities: activities performed at home, through distance learning  
Medium-risk activities: activities which require strict physical distancing and mitigation strategies without the use of equipment. |

*Currently the CDC recommends a minimum of 150 minutes of PE per week for Elementary ages, and a minimum of 225 minutes of PE per week for secondary ages.*
<table>
<thead>
<tr>
<th><strong>High-risk activities</strong>: activities which allow some conditions (e.g., equipment use), to return to normal, but close attention needs to continue to be made to mitigate the spread of COVID-19</th>
</tr>
</thead>
</table>
| **Sanitization & Materials** | Be sure that access to materials is equitable for all students. If an instructional activity requires equipment, please follow these guidelines:  
  - Minimize the materials  
  - Provide a material per student  
  - Wash with warm, soapy water AND disinfect between uses  
  - Keep an extra material or two, in case of cross-contamination  
  - Do not use cloth or porous materials, they are difficult to disinfect properly  
  - Encourage frequent hand washing  
  - Provide hand sanitizer |
| **Staffing** | PE and/or Health certified staff |
| **Physical Distancing** | Position students at least 6 feet apart in the classroom/gymnasium. When working one-on-one with a student, a mask must be worn by both the student and the teacher. Utilize painter’s tape or cones, to mark off sections within the gym or other instructional areas. Consider repurposing spaces (i.e. Tennis courts, ballfields, etc.) to help in physically distancing students. Speak to and get guidance from school administration before considering use of locker rooms. |
| **Class sizes** | The number of individuals in a face-to-face classroom setting will be in accordance with state capacity directives. Creative scheduling and rotations will need to be used, to keep classes much smaller than previously. |
| **Large Group Gatherings** | Avoid large group gatherings when possible. Offer online options for events, showcases, gallery shows/openings, games, etc. If necessary, encourage outdoors facilities be used, provide PPE and hand sanitizer, offer virtual options or alternatives, share successes after the fact. Virtual field trips to museums are encouraged. |
| **Professional Learning (PL)** | PL will support online learning and continued efforts in content-specific digital and virtual instruction, SEL and PE/Health connections as advised in the Crosswalk of SEL and PE/Health Education document, supporting an anti-racism approach to education (MD guidance document forthcoming) and supporting our county's digital conversion/Flip2FutureReady initiative. |

**Notes:**
- For additional and more comprehensive recommendations, please see the MD Physical Education Together guidance document (June 2020).
• Also review SHAPEAmerica’s Reentry Considerations for Pk-12 PE, Health & Physical Activity.
• A reminder that MSDE and COMAR do not allow for any exceptions to students having the required PE/health. When a student is not physically or medically able to participate in traditional PE class, a modified Adapted Physical Education

FINE & PERFORMING ARTS
All Maryland Fine Arts Standards will be taught, consistent with previous years, however, during the Recovery of Learning period, additional priorities will be placed on incorporating SEL concepts and health related topics into instruction, and adjusting learning targets and success criteria to reflect the creative process during Recovery of Learning, as directed by the Maryland Arts Together document (MSDE, June 2020). Differentiation and personalized learning will be key to strengthening fine arts instruction during this time, making sure the needs of all learners are met.

While our district UbD units are written aligned to previous MD Art Standards (we are in the process of realigning all units to new standards), all teachers currently write their Universal Design for Learning lessons aligned to the new MD Fine Arts Standards. Using the Elements of Art and Design Principles as a guide, each grade-banded unit incorporates.

Visual Arts
Prekindergarten 3 - Grade 2
Prek3-Grade 2 art units focus on the Elements of Art: Line, Shape and Color, while addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.
Sample Line Unit for Prek-1

Grades 3 - 5
Art units focus on the Elements of Art: Line, Shape, Color, Space, Form, Value and Texture, while addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.
Sample Color Unit for grades 4/5

Grades 6 - 8
Art units focus on the Elements of Art: Shape, Color, Space, Form, Value and Texture, while addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.
Sample Form Unit for grades 6-8
Grades 9 - 12
High school art courses Art I, Art II, Advanced Art, Utilitarian Art, Design and Photo. UbD units for these courses are under development, as we realign them to the updated standards. Teachers’ UDL lessons address and align with the MD fine arts anchor standards and artistic processes. Ubd units which have been completed outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format. Teachers follow the College Board courses and course outlines for Ap Art and Design, AP Art History.

Sample Art 1 Unit

Special Considerations for Visual Art

| Instructional Format & Scheduling | For Elementary students – Stage 1 – All instruction is asynchronous. Students are assigned lessons each week and submit their work/progress as directed. Stage 2 – face-to-face instruction with small groups. All distance learning is asynchronous. Students are assigned lessons each week and submit their work/progress as directed. Stage 3 - This is the A Week/B Week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and asynchronous instruction on alternating weeks. Students are assigned lessons each week and submit their work/progress as directed. |
| | For Secondary students – Stage 1 – All instruction is synchronous, and may have asynchronous components. This instruction will occur when they are regularly scheduled to have art class. Stages 2 – face-to-face instruction with small groups. Those students distance learning will participate synchronously and asynchronously. This instruction will occur when they are regularly scheduled to have art class. Stage 3 – This is the A Week/B week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and synchronously and asynchronously on alternating weeks. This instruction will occur when they are regularly scheduled to have art class. |
| Sanitization & Materials | • Be sure that access to materials is equitable for all students • Designated bins for Clean/Used art supplies, particularly when the art room or classroom does not have a sink |

Encourage the use of art technology apps and software when possible.
- Teachers should disinfect between classes, using appropriate and school-safe cleaners
- Encourage frequent hand washing
- Provide hand sanitizer
- As directed by the National Art Education Association (NAEA), it may be necessary to ask students to bring a few ‘high-touch’ supplies from home and store them in a plastic bag in the room (i.e. individual student art kits). If students are not able to provide those materials, the school must provide, to ensure equitable access.
- Teachers may wish to plan projects and lessons around minimal art materials or save complex materials projects during alternating times.
- It is recommended that wet materials NOT be used at this time (i.e. clay, plaster, papier-mache, etc.), unless they are provided in single-use packs (NOT recycled).
- Darkrooms should not be used at this time.

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Visual Art certified staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Distancing</td>
<td>Position students at least 6 feet apart in the classroom. When working one-on-one with a student, a mask must be worn by both the student and the teacher.</td>
</tr>
<tr>
<td>Class sizes</td>
<td>The number of individuals in a face-to-face classroom setting will be in accordance with state capacity directives.</td>
</tr>
<tr>
<td>Large Group Gatherings</td>
<td>Avoid when possible. Offer online options for events, showcases, gallery shows/openings, etc. If necessary, encourage outdoors facilities be used, provide PPE and hand sanitizer, offer virtual options or alternatives, share successes after the fact. Virtual field trips to museums are encouraged.</td>
</tr>
<tr>
<td>Professional Learning (PL)</td>
<td>PL will support online learning and continued efforts in content-specific digital and virtual instruction, SEL and the arts connections as advised in the <a href="https://example.com">Maryland SEL Through The Arts</a> document, supporting an anti-racism approach to arts education (MD guidance document forthcoming) and supporting our county’s digital conversion/Flip2FutureReady initiative.</td>
</tr>
</tbody>
</table>

**Note:** For additional and more comprehensive recommendations, please see the [Maryland ARTS TOGETHER guidance document](https://example.com) (June 2020). See page 17 of the document for additional guidance

**Music**

*Prekindergarten 3 - Grade 2:*

Music units focus on the Elements of Music, Exploring Voice, Percussive Instruments, Steady Beat, Singing & Performing, Rhythm, Environmental Sounds, Classifying Instruments, Improvisation, Form and Aurally Describing Music, while addressing the anchor standards and artistic processes. Ubd units outline transfer goals,
understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.

**Sample Kindergarten Singing and Performing Unit**

*Grades 3-5:*
Music units focus on the *Music Composition, Musical Form, Performing the Elements of Music, Improvisation, Rhythm, Melody, Analyzing and Interpreting World Music, Categorizing Band and Orchestral Instruments* while addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.

**Sample grade 3 Rhythm Unit**

*Grades 6 - 8*
Music units focus on the *Preparation for Performances, Adjudications, Sight Reading, Expression of Music, Creation of Music, and Music Theory, in Band, Chorus and Orchestra.* While addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.

**Sample grade 8 Sight-Reading Unit – Vocal**

*Grades 9 - 12*
Music units focus on the *Preparation for Performances, Adjudications, Sight Reading, Expression of Music, Creation of Music, and Music Theory, in Band, Chorus and Orchestra.* While addressing the anchor standards and artistic processes. Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.

**Sample HS Chorus Sight-Reading Unit – Vocal**

**Theatre**

*Grades 9 - 12*
Introduction to Theatre and Technical Theatre courses teach the MD Fine Arts Theatre standards, while also outlining transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format.

**Sample Set Construction Technical Theatre Unit**

**Special Considerations for Music/Theatre**

| Instructional Format & Scheduling | For Elementary students – Stage 1 – All instruction is asynchronous. Students are assigned lessons each week and submit their work/progress as directed. |
Stage 2 – face-to-face instruction with small groups. All distance learning is asynchronous. Students are assigned lessons each week and submit their work/progress as directed.
Stage 3 - This is the A Week/B Week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and asynchronous instruction on alternating weeks. Students are assigned lessons each week and submit their work/progress as directed.

For Secondary students – Stage 1 – All instruction is synchronous and may have asynchronous components. This instruction will occur when they are regularly scheduled to have music class.
Stages 2 – face-to-face instruction with small groups. Those students distance learning will participate synchronously and asynchronously. This instruction will occur when they are regularly scheduled to have music class.
Stage 3 – This is the A Week/B week hybrid model. Students will participate in face-to-face instruction on alternating weeks, and synchronously and asynchronously on alternating weeks. This instruction will occur when they are regularly scheduled to have music class.

During face-to-face learning, allow for like instrument grouping when possible. Encourage the use of music technology apps and software and theatre apps and software when possible.

**Additional changes to these considerations may be made once the national Colorado aerosol study releases its findings.
***Preliminary Results from the Performing Arts Aerosol national study: https://www.nfhs.org/articles/preliminary-results-of-performing-arts-aerosol-study-depict-hopeful-outlook-for-future-music-activities/

<table>
<thead>
<tr>
<th>Sanitization &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be sure that access to materials is equitable for all students</td>
</tr>
<tr>
<td>• Do NOT share instruments of any kind without proper sterilization in between uses. The Fine Arts Coordinator has secured school-safe 'Sterisol™ (alcohol-based cleaner for instruments) for each teacher to be able to properly sterilize instruments. For sharing mallets, percussion, gloves may be worn, if there is not time to disinfect between use. (Plastic recorders should be washed with warm, soapy water and swabbed clean between uses, only after the results of the Covid-19 aerosol study are complete).</td>
</tr>
<tr>
<td>• Encourage frequent hand washing</td>
</tr>
<tr>
<td>• Provide hand sanitizer</td>
</tr>
</tbody>
</table>
- Music stands, piano keys and computer keyboards should be wiped down and disinfected between use with appropriate cleaners.
- Utilize repair vendors (i.e. Joel Smith Music, Music & Arts) to assist with ongoing sterilization when necessary.
- Schools may need to improve air circulation and ventilation in music rooms.

### Additional Band/Marching Band Considerations

- Cloth masks should be worn when possible during Stage 1 or 2, and face shields are not acceptable for performances/parades.
- Review the [Music & Theatre Directors’ guidance on copyrights](#) for virtual and in-person performances.
- For emptying spit valves, it is recommended that each student have the equivalent of a puppy pad to empty their valve onto.
- For playing instruments, it is still recommended that students wear masks, but cut a slit into the mask where they will blow into the instrument. (or sew instrumental, overlapping masks).
- Students should all face the same direction, not be seated in the ‘choral curve’ that we often put students in. Students should be staggered so that they are not directly behind or in front of another student.
- Brass and some select instruments may have bell covers on the end to prevent the spread of potential aerosols.

*Review NFHS - [Guidance for a Return to High School Marching Band](#)*

### Additional Choral Considerations

- Utilize and plan with online instructional tools such as vocal tracks, online vocal warm-ups, repertoire for solos, materials for sight-reading, etc.
- Until further updates are available, *public and large group* singing should be considered an unsafe practice. For in-class singing, focus on solos, very small ensembles, physically distancing when singing.
- Teachers may consider small station-style rotations, so that singing would only occur in groups of 2-4, observing physical distancing, facing the same direction.
- Consider that wearing masks during chorus could present dangers to students, “decreasing levels of oxygen with rebreathing” and “causing headaches with increased CO2 levels”, according to UofMD infectious bio-aerosol specialist, Dr. Halstead. Therefore, students should not sing with a mask for more than 30 minute intervals.
<table>
<thead>
<tr>
<th><strong>Regarding risers and choral student placement within the classroom, please make sure all students face the same direction (to limit the outward spread of aerosols in another person’s direction). Avoid the ‘choral curve’ that we often put students in. Also, stagger students on the risers, so that one student is not breathing into the back of another student.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Help develop, in students, <a href="https://www.example.com">a mindset promoting solitary singing</a>.</strong></td>
</tr>
<tr>
<td><strong>Review the <a href="https://www.example.com">Music &amp; Theatre Directors’ guidance on copyrights</a>, for virtual and in-person performance guidance on copyrighted materials.</strong></td>
</tr>
<tr>
<td><strong>Additional Theatre Considerations</strong></td>
</tr>
<tr>
<td><strong>Each school may wish to require (student-provided or school-provided) cloth masks with clear windows. Facial expression is a large part of a theatre course, therefore, having the window mask may allow for students to ‘read’ another student’s expression during instruction. Be sure access to the cloth masks with clear windows is equitable for all students enrolled.</strong></td>
</tr>
<tr>
<td><strong>Review the <a href="https://www.example.com">Music &amp; Theatre Directors’ guidance on copyrights</a>, for virtual and in-person performances.</strong></td>
</tr>
<tr>
<td><strong>Instruction may focus on monologues, character analysis, puppetry, technical theatre (i.e. set or costume design), acting styles/periods, etc.</strong></td>
</tr>
<tr>
<td><strong>Stage make-up, microphones, shared props should be avoided.</strong></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
</tr>
<tr>
<td>Music certified staff. For theatre, Music, English or Theatre certification</td>
</tr>
<tr>
<td><strong>Physical Distancing</strong></td>
</tr>
<tr>
<td>Position students at least 6 feet apart in the classroom, using tape or cones to designate spaces. When working one-on-one with a student, a mask must be worn by both the student and the teacher. Instrument storage should not be used if possible, have student keep their instrument with them.</td>
</tr>
<tr>
<td><strong>Class sizes</strong></td>
</tr>
<tr>
<td>The number of individuals in a face-to-face classroom setting will be in accordance with state capacity directives. MD recommends 10:1, up to 14:1</td>
</tr>
<tr>
<td><strong>Large Group Gatherings</strong></td>
</tr>
<tr>
<td>It is not recommended to have a large-scale winter performance. We are hopeful that way may be able to offer spring concert options if conditions continue to improve. Offer online options for events, showcases, class concerts or performances, small ensembles, etc. If necessary, encourage outdoors facilities be used (i.e. small ensemble Lawn Concerts with physical distancing by all), provide PPE and hand sanitizer, offer virtual options or alternatives, share successes after the fact. Also, if necessary to perform live, schools may choose to offer audience-free performances to decrease risk.</td>
</tr>
</tbody>
</table>
Professional Learning (PL)

PL will support online learning and continued efforts in content-specific digital and virtual instruction, proper cleaning and sanitization of music instruments, SEL and the arts connections as advised in the Maryland SEL Through The Arts document, supporting an anti-racism approach to arts education (MD guidance document forthcoming), supporting music technology professional development workshops, and supporting our county's digital conversion/Flip2FutureReady initiative.

Note: For additional and more comprehensive recommendations, please see the Maryland ARTS TOGETHER guidance document (June 2020). See page 30 of the document for additional guidance.

Media Arts

Grades 9 - 12

Communication Arts courses focus on units in History of Broadcast Journalism, Creating News Packages, Video Editing, Fair Use, Use of Broadcast Equipment. While addressing the anchor standards and artistic processes, Ubd units outline transfer goals, understandings and essential questions, skill and knowledge acquisition, as well as assessment. Each teacher develops their own unique Stage 3 (lesson plan) following universal design for learning format. We are still in the process of writing units for these courses.

Sample Comm. Arts Unit

Special Considerations for Media Arts

| Instructional Format & Scheduling | For Elementary students – Face-to-face instruction occurs during the week students are present. That week, an ‘assignment’ is given to students for their virtual work. Virtual work will be asynchronous.  
For Secondary students – Students can participate in the class being offered, at their regularly scheduled time. Additional guidance on this will be forthcoming. |
| Sanitization & Materials | • Be sure that access to materials is equitable for all students  
• Consider switching to solo journalistic or media projects  
• Frequent wiping down of computers and workstations  
• Provide hand sanitizer  
• Individuals using camera or studio equipment may consider using gloves or making sure equipment is disinfected between uses. Be sure to use wipes safe for electronics.  
• Electronic safe wipes should also be used to wipe down keyboards and computer workstations between classes. |
<table>
<thead>
<tr>
<th>Staffing</th>
<th>Visual Art certified staff, English certified staff, Media or Digital Arts cert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Distancing</td>
<td>Position students at least 6 feet apart in the classroom, as well as in the TV studio. Editing crew may need to work in shifts. If students are in a computer lab or at computer workstations, they must sit at every other station. When working one-on-one with a student, a mask must be worn by both the student and the teacher.</td>
</tr>
<tr>
<td>Class sizes</td>
<td>The number of individuals in a face-to-face classroom setting will be in accordance with state capacity directives.</td>
</tr>
<tr>
<td>Large Group Gatherings</td>
<td>Avoid when possible. Offer online options for events, showcases, etc. If necessary, encourage outdoors facilities be used, provide PPE and hand sanitizer, offer virtual options or alternatives, share successes after the fact.</td>
</tr>
<tr>
<td>Professional Learning (PL)</td>
<td>PL will support online learning and continued efforts in content-specific digital and virtual instruction, SEL and the arts connections as advised in the <a href="#">Maryland SEL Through The Arts</a> document, supporting an anti-racism approach to arts education (MD guidance document forthcoming) and supporting our county’s digital conversion/Flip2FutureReady initiative.</td>
</tr>
</tbody>
</table>

**Note:** For additional and more comprehensive recommendations, please see the [Maryland ARTS TOGETHER guidance document](#) (June 2020). See page 28 of the document for additional guidance.

**LIBRARY/MEDIA CENTERS**

**Special Considerations for Library/Media Centers**

**Instructional Format & Scheduling**

<p>| For Elementary students | Face-to-face instruction occurs during the week students are physically present in school. Virtual instruction to students may be provided via video conferencing sessions, pre-recorded videos, menus of activities, tutorials, and research assistance. Virtual instruction can synchronous and/or asynchronous. |
| For Secondary students | Students can participate in face-to-face instruction with the school librarian in the library or in content area classrooms. Additional guidelines for secondary library face-to-face instruction and usage will be forthcoming. Virtual instruction to students may be provided via video conferencing sessions, pre-recorded videos, menus of activities, tutorials, and research assistance. Virtual instruction can synchronous and/or asynchronous. |</p>
<table>
<thead>
<tr>
<th>Sanitization &amp; Materials</th>
<th>General:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• disinfect all common areas between classes/use, using appropriate and school-safe cleaners. a supervision plan must be in place to provide librarians time to sanitize common areas between users.</td>
</tr>
<tr>
<td></td>
<td>• remove or store any materials that cannot be sanitized (i.e. puppets, pillows, cloth furniture, etc.).</td>
</tr>
<tr>
<td></td>
<td>• encourage frequent hand washing.</td>
</tr>
<tr>
<td></td>
<td>• provide hand sanitizer.</td>
</tr>
<tr>
<td></td>
<td>• display signs/practices enforcing cdc safety and social distancing guidelines in the library space.</td>
</tr>
<tr>
<td></td>
<td>• implement a traffic flow plan around the library to minimize social contact.</td>
</tr>
<tr>
<td></td>
<td>• rearrange furniture to accommodate social distancing.</td>
</tr>
<tr>
<td></td>
<td>• utilize assigned seating practices</td>
</tr>
<tr>
<td>Material Use Considerations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• provide equitable access to all materials for all students.</td>
</tr>
<tr>
<td></td>
<td>• limit the sharing of materials by encouraging students to bring their own supplies. have a plan in place to provide these materials to students who are unable to provide their own supplies.</td>
</tr>
<tr>
<td></td>
<td>• limit or avoid the use of shared devices as much as possible. shared devices/equipment will be quarantined or sanitized according to cdc guidelines before reuse.</td>
</tr>
<tr>
<td></td>
<td>• individuals using electronics and other equipment (i.e. studio/morning announcements equipment, 3-D printers, robotics, etc.) may consider using gloves, in addition to making sure equipment is disinfected between uses.</td>
</tr>
<tr>
<td>Book Browsing and Circulation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• limit access to library shelves. browsing of books/library materials should be conducted using the online catalog as much as possible.</td>
</tr>
<tr>
<td></td>
<td>• designate an area(s) for used items to be quarantined once returned.</td>
</tr>
<tr>
<td></td>
<td>• books will be quarantined for 72 hours after being returned before they can be re-circulated. each school librarian will develop and communicate a plan for book return and quarantine for their school.</td>
</tr>
<tr>
<td></td>
<td>• wear gloves when checking in and re-shelving books.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Library Media Specialist certified staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Distancing</td>
<td>Position students at least 6 feet apart in the classroom. When working one-on-one with a student, a mask must be worn by both the student and the teacher</td>
</tr>
</tbody>
</table>
Class sizes

The number of individuals in a face-to-face classroom setting will be in accordance with state capacity directives.

CAREER TECHNOLOGY EDUCATION PROGRAMS (CTE)

Disinfecting Equipment and Workspaces
- Students will wear appropriate PPE for the program of study in which they are enrolled.
- Students will follow the current COVID-19 CDC guidelines while in the classrooms and shop/lab areas. When appropriate, students will wear gloves when using equipment. Students will be provided with disinfectant to clean their workspaces and equipment when they have finished using it.

Internships/Work-Based Learning
- The opportunity to participate in work-based learning and internships is an option for students who meet program eligibility requirements.
- Students, parents, and worksite supervisors will be required to sign a document that outlines the expectation that the worksite and the student will follow the most current COVID-19 CDC guidelines. Parents and students also indicate on the document that they understand the risks involved and that WCPS does not assume this responsibility.

Accelerate Completion of Credentials
- When appropriate and permitted, students will return to WTHS to work with instructors to complete technical skills assessments.
- Additional opportunities to work with instructors on TSA skills may be provided outside the school day (summer, after-school, Saturdays) as COVID-19 CDC guidelines, funding, and transportation permit.

Transportation to/from Worcester Technical High School
- COVID-19 CDC guidelines for transporting students will be followed.
- All WCPS transportation guidelines will be followed.

AFTERSCHOOL PROGRAMS
WCPS Afterschool programs will continue to service students in grades 1-12, as we have for the past 20 years. Students will be offered three sessions (fall, winter and spring) of afterschool classes, running Monday through Thursday, for 60-150 minutes per night, dependent upon the funding source. All programs are free to students and transportation is available and free at 10 of the 12 afterschool programs. Seven of our twelve programs will offer supper, while the other five programs offer an afterschool snack. At-risk students will be identified and given first priority for the afterschool programs. The term ‘at-risk’ is defined in this context as, students who need intervention or remediation in reading and math, as well as students who are identified as at-risk for their social-emotional needs, EL students, or students who are
at-risk for attendance or engagement. Identification of these students will be made by the schools. Curriculum Resource Teachers, Classroom Teachers, School Counselors, Behavior Counselors, etc. may all make recommendations to the school Administrators.

<table>
<thead>
<tr>
<th>Type of afterschool program</th>
<th># of schools served</th>
<th>Approx. # of days</th>
<th>Approx. # of min. per night</th>
<th>Curriculum and/or programs offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st CCLC funded programs (C.A.R.E. and Academy 100)</td>
<td>5</td>
<td>100</td>
<td>150</td>
<td>Academic-focused curriculum which aligns with 21st CCLC goals (reading, math, science, etc.) and MD State Standards, enrichment programs, service learning, character education. Social-emotional development is strongly recommended. General information about the 21st CCLC grant programs can be found <a href="#">HERE</a>.</td>
</tr>
<tr>
<td>Locally funded programs</td>
<td>4</td>
<td>50-75</td>
<td>60-120</td>
<td>Academic-focused curriculum which supports all MD State standards, COMAR subjects and local and state assessments. Programs are encouraged to infuse the special areas, where possible. Social-emotional development is strongly recommended.</td>
</tr>
<tr>
<td>Supplemental grant funded programs* (DW Foundation)</td>
<td>3</td>
<td>100</td>
<td>120</td>
<td>STEM-focused curriculum which supports MD State Standards, with additional reading connections added. Programs are encouraged to infuse the special areas, where possible. Social-emotional development is strongly recommended. General information about the DW Foundation can be found <a href="#">HERE</a>.</td>
</tr>
</tbody>
</table>

*This middle school grant is pending approval. We hope to hear from the funder very soon.

WCPS Afterschool programs will run in tandem with our regular day school schedule. In Stage 2, the small groups of students at each school coming in for face-to-face instruction, may participate in small afterschool programs, focused on tutoring, interventions, remediation, character education, etc. In Stage 3, if a student is attending school during “A” weeks, then they are also eligible to attend afterschool during “A” weeks. Students who attend school on “B” weeks, are eligible to attend afterschool during “B” weeks.
The afterschool program at each school has an Administrator or Administrator’s Designee that plans for, runs, manages, and reports out on the afterschool program. This may be an Assistant Principal, an Extended School Administrator or an afterschool Site Director. These personnel are compensated through our local operating budget or by the 21st CCLC grant.

Most all classes are taught by WCPS certified Teachers or Educational Assistants. Any classes offered which are taught by community members, are either taught with a certified WCPS staff member in the class, and thorough background checks are done on all afterschool program teachers.

All safety recommendations that are followed during the regular school day (masks worn, 6 feet physically distancing, smaller class sizes, etc.) must be adhered to in the afterschool program as well. General afterschool information and information that is school-specific, can be found on our Afterschool Programs website.

EARLY CHILDHOOD
Special Considerations for Children Requiring Diapering
For students who are not potty-trained, WCPS recommends that early childhood teachers implement regular protocols. Students should not be sent to the nurse, as to limit well children visiting the nursing suite unnecessarily.

WCPS will continue to follow the guidance from MSDE’s Office of Childcare for addressing students with diapering needs:

Caring for Infants and Toddlers Diapering
When diapering a child, wash your hands and wash the child’s hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. Steps include:

- Prepare (includes putting on gloves)
- Clean the child
- Remove trash (soiled diaper and wipes)
- Replace diaper
- Wash child's hands
- Clean up diapering station
- Wash hands

After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.

If reusable cloth diapers are used, they should not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic-lined, hands-free covered diaper pail to give to parents/guardians or laundry service.
OPERATIONS & SAFETY

SAFETY PROTOCOLS

CLEANING

Worcester County Public Schools (WCPS) is committed to the safety of all students and staff. Following cleaning and disinfecting guidance from the Centers for Disease Control (CDC), Worcester County Public Schools has developed the following protocols:

Cleaning during the school day. Custodians will be expected to:
- Clean and disinfect restrooms multiple times during the school day.
- Clean and disinfect all water stations multiple times per day.
- Disinfect door handles throughout the school multiple times per day.

Cleaning when students leave the building:
- Students will be asked to wipe down their personal area at the end of the school day.
- Teacher will wipe down their teaching station and student areas where instruction had taken place.
- Custodial staff will clean and disinfect all areas in any rooms that are used. (i.e. door handles, light switches, lamp switch, personal desk space, etc.)

Playgrounds:
- Playgrounds will be closed until we reach stage four of learning (face-to-face).

Water fountains:
- Water fountains will be closed until further notice. Schools will be responsible for closing water fountains and labeling each with signage to discourage use.
  - To minimize the risk of Legionnaire's disease and other diseases associated with water, WCPS will establish protocols to ensure that all water systems are safe to use after prolonged disuse.
- Students will be encouraged to bring their own water bottles; however, Food Service will be able to provide bottled water.

Ventilation:
- WCPS will ensure ventilation systems are fully operational and air filtration systems are well maintained.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Making WCPS a safe place for students to learn and staff to flourish is of utmost importance to school leaders. PPE contributes to a safe work/school environment. Providing employees and students with CDC guidelines, instructions and procedures as to how PPE should be used will be vital in keeping our schools and communities safe. Bulleted below are items in addition to the CDC guidelines.
• Reception desks: Plastic barriers will be placed(installed) at all facilities with a reception desk.
• Students and staff shall wear face coverings whenever feasible, including in common areas of the school such as hallways, cafeterias, auditoriums, gymnasiums, etc.
• Each school shall have extra PPE (Masks, gloves) on hand in case a student or staff member needs a replacement.
• There are some individuals for whom wearing a mask is contraindicated. Some students and staff will not be able to wear a mask for health reasons, specifically if they have breathing problems or have a condition that prevents them from being able to remove the mask without assistance. If an employee or student identifies that they cannot wear a face covering for a health reason, a doctor’s notes would be needed from the employee or student’s parent/guardian.

SCREENING
WCPS drafted screening guidelines that were approved by the superintendent. Staff members not able to pass screenings shall not report to work and must contact their supervisor. Employees shall be allowed to use any accrued leave when not able to perform their duties.

Protocol for Persons Who Test Positive for COVID-19
WCPS has created an Exposure Protocol in collaboration with the Worcester County Health Department (WCHD). This protocol will be followed by both students and staff. Guidance was also used through documents developed by the Maryland State Department of Health Documents.

WCPS in partnership with the WCHD have created documents to help guide school response and operations based on the level of community spread, a draft decision tree for responding to COVID-like symptoms in the school setting, a nursing decision tool for students or staff who become ill during the school day, and a flow chart for responding to reports of COVID-positive cases in the school setting.

School Nursing Offices/Suites
WCPS will ensure that each nursing suite will be equipped with adequate PPE. In addition, each school will establish an isolation area in its nursing suite or other appropriate location for students who exhibit symptoms of respiratory-spread illness. This isolation area must have proper ventilation/airflow. This area must be in close proximity to and monitored by nursing staff or designee wearing an N95 mask until the student is released into parent custody.

SOCIAL DISTANCING
Keeping space between one another is one of the best tools we have to avoid being exposed to the coronavirus and slowing its spread. WCPS will follow Maryland’s Stage 2 Guidelines of 6-foot social distancing when practical.
Schools will ensure that hallways and common areas shall have traffic patterns established. Each school will also develop a plan to address safe locker usage. These plans will be individual to each school and follow all safety and cleaning protocols.

**Signage** will be displayed through school buildings encouraging safe social distancing practice. WCPS is following guidelines established by the [CDC](https://www.cdc.gov) and [Maryland’s Recovery Plan for Education](https://www.maryland.gov).

**OPERATIONAL PROTOCOLS**

**ATHLETICS**
WCPS has followed guidelines presented by the CDC, the Maryland Public Secondary School Athletic Association, the Bayside Athletic Conference and the WCPS Return to Play Team in developing the [Athletic Recovery Plan](https://www.wcpsmd.org).

This plan is a living document intended to outline potential policies and procedures with positive approaches for the safe return of interscholastic athletics and extracurricular activities. Decisions to allow the incremental return of interscholastic athletics will be made using factual data and aligning with state and local recommendations and restrictions. The WCPS Return to Play Team will make recommendations specific to Worcester County Public Schools athletic programs to the Superintendent of Schools as the state moves through stages one, two, and three of recovery.

**FACILITY USE**
No use of WCPS buildings or facilities by outside organizations or agencies with the exceptions of the Worcester County Board of Elections and Worcester County Emergency Management will be allowed during stages 1 or 2 of [Maryland’s Recovery Plan for Education](https://www.maryland.gov).

**FOOD SERVICE**
Student Lunch Programs are an important part of Worcester County Public Schools. These programs are critical to student health and well-being and ensure that students have the nutrition they need throughout the day to learn. WCPS has developed a [Food Service Recovery Plan](https://www.wcpsmd.org), to ensure the WCPS Food Service program is flexible and meets the needs of students and families no matter WCPS's current stage of learning (i.e. distance learning, hybrid, or face-to-face).

**TRANSPORTATION**
Worcester County Public Schools (WCPS) has worked collaboratively with stakeholders to develop the [Transportation Recovery Plan](https://www.wcpsmd.org). This is a living document intended to outline options for the safe transportation of as many students as possible, while observing current recommended health guidelines, in order to serve and support WCPS instructional programs.
SOCIAL EMOTIONAL SUPPORT
Supporting student’s social and emotional needs is important as it can lead to better health and educational outcomes for students while creating a positive school climate for all. WCPS has created a phased plan to address the immediate and long-term social and emotional well-being of all students, families, and staff.

Phase 1
- Build opportunities for elevating staff and student voices and incorporate in reopening planning
- Staff Professional Learning Opportunities about the developmental and behavioral impact of trauma with a specific focus on the pandemic and racism, the importance of self-care, trauma informed teaching strategies, and de-escalation strategies
- Promote resources for student and staff wellness
- Ongoing Professional Learning Opportunities for Administrators and Supervisors about equity, racism, and mental health needs of students, families, and staff

Phase 2
- Virtual Town Halls for families
- Engage families frequently – provide activities to familiarize them with new protocols, back to school opportunities, etc.
- Creation of WCPS Trauma Team
- Multi-disciplinary support teams including family input
- Social Emotional Lessons (SEL) embedded into core academic content areas to ensure they can be delivered in abbreviated school days and at-home learning
- Intentional Strategies for helping students reconnect
  - Back to school events – virtual or in person
  - Virtual or in person school tours
  - Peer mentors/buddies
  - Continue to provide online school counseling services, including requests via Microsoft Forms, so that students can have open access to their school counselor whether learning is occurring in person or virtually.

Long Term Recovery
Tier 1:
- SEL Lessons - evidenced based and implemented with fidelity
- SEL Screenings - Staff, Students, and Families
- Signs of Suicide
- Restorative Practices
- Develop systems for supporting all staff. Do not rely on self-referral
- Address secondary traumatic stress and compassion fatigue
- Communicate about Community Resources for staff
Tier 2:
- Group Counseling
- Mentoring
- Identify needs of families and provide resources and assistance to those who may need food, shelter and other resource navigation

Tier 3:
- Individual Counseling
- Wraparound Services

Disciplinary Considerations
- Avoid punitive/exclusionary discipline unless absolutely necessary
- Implement culturally responsive, restorative practices
- View student behavior through trauma-informed lens
- Anticipate higher levels of resistance and defiance as demands increase

COMMUNICATION
The goal of Worcester County Public Schools' Office of Public Relations & Special Programs (OPR) is to inform, engage and inspire trust from all stakeholders and our community, regardless of circumstances like those presented by the COVID-19 pandemic. Whether the school system operates in a traditional manner, implements hybrid learning or a distance learning plan, the OPR will continue its efforts to keep Worcester County Public Schools’ 1,200 employees, 6,900 students, their families, and the Worcester County community informed about the work of the school system.

No matter the environment, the OPR relays vital information to all stakeholders, supports crisis situations, continues to build and enhance the Worcester County Public Schools brand, directs community relations, responds to the media, and leads many other “business as usual” communication efforts. Considering the changing dynamics of the 2020-21 school year and Worcester County’s plan to potentially deliver alternative learning modes simultaneously, we anticipate an increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health advisories, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed, we must remain agile, flexible, creative, and responsive.

Worcester County Public Schools anticipates the need to simultaneously deploy targeted messages through varying communication channels to reach the multiple stakeholder groups it serves. As schools open with modifications to schedules, classes, or logistics, smooth transitions will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:
• In the hybrid model proposed, delivery of relevant information to in-person students, families, and staff, as well as those participating in the remote learning environment.
• Implementation of a school status (open/closed) alert mechanism
• Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
• Increased real-time communications at the school level for enrolled students and families.

The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of Worcester County’s entire community, the OPR will need to enhance its translation services, which may include the use of internal staff and/or online tools, to ensure that all non-English speaking families receive (or have access through online translation mechanisms) information in their chosen language(s) at the same time as every other family in the school system.

INTERNAL COMMUNICATION
Worcester County Public Schools provides crisis and regular updates to employees via multiple channels including email, social media, video, automated notifications, and face-to-face or virtual meetings.

• WCPSAll Email – Email to employees continues to serve as the primary channel for internal communications; however, information shared on the Responsible Return plan will be branded as such when disseminated through this channel.
• Automated Notifications – The school system and all schools provide important updates and crisis alerts utilizing the SchoolMessenger automated broadcast platform. Faculty and staff lists have been established for targeting internal messages.
• Currently in Development: Responsible Return Intranet – Internal employee SharePoint webpage designed and managed by the OPR in partnership with the WCPS Recovery Team to provide school system recovery plans, educator and school guidance, and access to support and services driven by the Responsible Return plan, including access to an established Help Desk for remote learning support.

CHILD CARE
Additionally, Worcester County Public Schools' realizes that employees may need additional resources to support their return to work. This has led to the development of a Child Care Resource Page to assist employees in their search to secure childcare during uncertain or fluctuating circumstances.
EXTERNAL COMMUNICATION

External communication will be situationally adaptive. Major announcements and day-to-day messaging for external stakeholders (families, students, employees, community members, media, elected officials, and others) will include emails, eNewsletter, automated notifications, websites, media engagement and news coverage, social media, and video. Key communication tools to support the Responsible Return plan include, but are not limited to:

- **Summer School Webpage** – A public-facing webpage has been developed on the existing Worcester County Public Schools [website](#) to convey plans for the 2020 Summer School program, including health and safety protocols, instructional resources, FAQs, and any other pertinent resources.

- **Responsible Return Webpage** - A new public-facing webpage has been developed on the existing Worcester County Public Schools [website](#) to convey remote and hybrid learning plans, implementation, and supports for families and students. Content, while still evolving, will include high-value topics: instructional schedules, curriculum support resources, student expectations, access to the public-facing Help Desk, Food Services program, social emotional health, special education, FAQs, and pertinent community resources.

- **To be developed: Responsible Return eNewsletter** – A regularly disseminated e-Newsletter will be developed, which provides critical updates and information for all stakeholders.

- **Automated Notifications** - The district and all schools provide important updates and crisis alerts utilizing the SchoolMessenger broadcast platform. With the potential for fluctuation in schedules and/or plans, these immediate contact tools become increasingly important.

- **Media Response** - Reactive and proactive activity with local, regional, and national media to provide timely and accurate responses to media inquiries. Produce and promote Worcester County stories about schools, student achievement, and district activities.

- **Videography** - Produce high quality visual storytelling for all audiences. The school system [website](#) and social media, including Facebook Live, and potentially new broadcast outlets will serve as content distribution platforms.

- **Social Media** - Maximize the use of our school system social media channels to provide content that encourages interaction and engagement with external audiences. The OPR will also practice social listening to identify and dispel any rumors or misinformation related to the school system and the Responsible Return plan.

The OPR will also support school-level outreach and communication as school administration utilize [already established channels](#) to provide school-specific messaging. This support will continue through the established protocols.

COMMUNITY OUTREACH & ENGAGEMENT / STAKEHOLDER FEEDBACK

The school system must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align
with and support Worcester County Public Schools’ mission, vision, and strategic plan. These partnerships will prove to be vital as ongoing feedback is sought on the Responsible Return model. The OPR will provide leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other school system departments. Examples include eliciting feedback on the draft Responsible Return model, securing funding or other resources to resolve critical needs and food insecurities, mental health support, transportation needs, and affordable internet access for families and students.

**CRISIS COMMUNICATION**

The health and safety of Worcester County Public Schools students and staff, whether in an in-person, hybrid, or remote learning environment, is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockdowns, shelter in place, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building level emergency messaging under the direction of the Chief Safety Officer, the OPR, and any appropriate personnel (i.e. Mental Health Coordinator).

Returning to in-person learning during the ongoing pandemic creates the potential for fluctuations in school status (open/closed) in response to virus outbreaks. This reality, together with rapidly changing health advisories, drive the need to develop a system-wide school status (open/closed) alert mechanism. The system must be easily managed by sources close to each school and displayed in a manner for families to easily understand the plan should fluctuations in scheduling or virus outbreaks occur.

**SCHOOL AND CENTRAL OFFICE MARKETING & COMMUNICATION SUPPORT**

In tandem with activities driven by the Responsible Return plan, including the design and production of COVID-19 related signage and graphics, business-as-usual initiatives will continue to support the strategic communications needs of Worcester County Public Schools. We anticipate constant fluidity and priority shifts for what’s necessary today, while simultaneously executing for the future state of schools.

**Resources:**
School System Website: www.worcesterk12.org
Social Media Channels: Twitter | Facebook | YouTube | Instagram

**REFERENCES**

Portions of the Worcester County Public Schools Responsible Return model was informed by and/or adapted from the following resources:
- Jeffco Public Schools’ Restart Model, v. May 2020
- Georgia Department of Education
- Massachusetts Department of Education
**APPENDIX A: MSDE COVID-19 CHECKLIST**

In an effort to fully address the components of Maryland’s Recovery Plan for Education, the Maryland State Department of Education (MSDE) has created a checklist for school systems to assist local school system’s planning process. Below is Worcester County Public Schools’ (WCPS) response to each item.

<table>
<thead>
<tr>
<th>STATUS</th>
<th>MSDE CHECKLIST ITEM</th>
<th>WCPS NARRATIVE RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Establish a crisis team and outline steps that should occur to implement reopening plans. Decisions may include means of communicating with faculty and staff, communication with community members, communication with board members, updating social media, and social distancing considerations.</td>
<td>Beginning in mid-March 2020, under the direction of the Superintendent, WCPS established a vanguard crisis team consisting of the executive leadership cabinet, including the three Assistant Superintendents and Chief Financial Officer, as well as the Human Resources Supervisor, and Coordinator of Public Relations &amp; Special Programs. This crisis team was expanded to become what is described in this document as the Responsible Return steering committee. The steering committee, under the direction of the Superintendent began leading subcommittee workgroups comprised of varying stakeholders to begin planning work in key areas, utilizing MSDE’s Recovery Plan for Education as its framework. (Note: Please see the full listing of those who contributed to the Responsible Return model at the beginning of this document.) Each subcommittee conducted needs assessments to establish protocols and guidance for both WCPS’ 2020 Summer Academy program and the 2020-2021 school year. All protocols and guidance were developed in partnership with the Worcester County Health Department, using guidance from the Centers for Disease Control and the Maryland Department of Health. Throughout the subcommittee work, additional stakeholders were consulted for feedback. As this feedback was gathered, the Responsible Return model was revised as appropriate.</td>
</tr>
<tr>
<td>✓</td>
<td>Make a list of responsibilities and assign individuals to those tasks</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Determine what the most essential needs are and resolve those issues first.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Determine resources on hand and resources that will be needed to successfully transition back to school.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Determine professional development, as well as, processes and procedures that will be needed to address concerns created by the pandemic.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Develop predetermined responses to questions and concerns that may be asked by community members.</td>
<td>The Responsible Return Communications subcommittee crafted a comprehensive communications strategy, including the gathering of stakeholder feedback, establishment of FAQs, and the implementation tools for effectively reaching stakeholders both prior to schools reopening and throughout the school year.</td>
</tr>
<tr>
<td>✓</td>
<td>Communicate with your constituents and brainstorm effective means of reopening school with them.</td>
<td>Note: Please refer to the Communication section of the Responsible Return model for detailed information.)</td>
</tr>
<tr>
<td>✓</td>
<td>Explore and determine digital and social media platforms that can utilize to share information.</td>
<td></td>
</tr>
<tr>
<td>STATUS</td>
<td>MSDE CHECKLIST ITEM</td>
<td>WCPS NARRATIVE RESPONSE</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>✔️</td>
<td>Be prepared to communicate with the press realizing that everything that you share will be of the utmost importance.</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Maintain regular contact with leaders and policy-makers at the State and local levels.</td>
<td>The Superintendent of Schools continues to have open dialogue with local community and business leaders as well as elected officials at the local, regional, and state levels.</td>
</tr>
<tr>
<td>✔️</td>
<td>Remain open and receptive to ideas and suggestions.</td>
<td>WCPS remains committed to welcoming feedback from all stakeholders to ensure the <em>Responsible Return</em> model is reflective of the unique needs of the school system community.</td>
</tr>
<tr>
<td>✔️</td>
<td>Take action when necessary and utilize the crisis team for reflection and determination of next steps.</td>
<td>WCPS’ <em>Responsible Return</em> steering committee continues to meet regularly to evaluate progress and adapt the <em>Responsible Return</em> model as necessary.</td>
</tr>
</tbody>
</table>
APPENDIX B: CROSSWALK OF WCPS RESPONSIBLE RETURN MODEL & MARYLAND’S RECOVERY PLAN FOR EDUCATION

Within its Recovery Plan for Education (v. June 2020), the Maryland State Department of Education (MSDE) has enumerated 13 requirements that all school systems must address as part of its recovery plan. Below is a crosswalk between the requirements set forth by MSDE and the location(s) in which Worcester County Public Schools’ Responsible Return model addresses that requirement.

1. Local school systems must have their recovery plans completed and posted to their websites by August 14, 2020. The MSDE will review all local recovery plans to ensure that the plans include and address all requirements for opening schools.
   a. The WCPS Responsible Return model can be found by visiting the school system’s website, www.worcesterk12.org.

2. The local school system’s equity plan must be reflected throughout the local recovery plan.
   a. WCPS’s commitment to equity is woven throughout the strategies and protocols developed in the Responsible Return model; however, specific references to equity can be found in the following:
      i. Introduction – page iv
      ii. Distance Learning Plan – page 2

3. Local school systems must establish a recovery plan stakeholder group that is representative of their schools and community.
   a. Throughout the creations and finalization process of the Responsible Return model, WCPS consulted with stakeholders representing students, parents, faculty, staff, and members of the Worcester County community. The complete list of stakeholders can be found within the front matter of this document.
   b. Additionally, the Worcester County Board of Education and Superintendent wanted to give the entire school system community an opportunity to share input on the model while it was in draft format. This was conducted through community-wide surveys, referenced on pages 35-36.

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.
   a. On pages 5 – 6 of the Responsible Return model, WCPS articulates the use of diagnostic testing for all students to identify any gaps in learning. Additionally, a checklist has also been developed to accomplish this determination for students identified for Special Education services.

5. All local school systems must ensure that MD College and Career Ready Standards (MDCCRS) PreK-12 are taught in all content areas and the state frameworks are followed for each content.
   a. Pages 7 - 28 of the Responsible Return model detail how WCPS will ensure the MDCCRS are taught in all grade levels and across instructional content areas.
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).
   a. Pages 6 - 7 of the Responsible Return model and the linked documents embedded within that section address how WCPS will continue to be in compliance with IDEA, Section 504, and ADA, regardless of the stage of learning.

7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the MD Department of Health (MDH) and guidance from the Centers for Disease Control (CDC) for an individual who tests positive for COVID-19.
   a. Pages 29 - 31 of the Responsible Return model detail the safety protocols WCPS has established in consultation with the Worcester County Health Department, utilizing guidance from the CDC and the MDH.

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 MDH and the CDC guidance.
   a. WCPS has established protocols for the safe collection of work, which is a document embedded within the Responsible Return model on page 2.
   b. Pages 29 - 31 of the Responsible Return model detail the safety protocols WCPS has established in consultation with the Worcester County Health Department, utilizing guidance from the CDC and the MDH.
   c. WCPS has established a Food Service Recovery Plan that is embedded on page 31 of the Responsible Return model.

9. Local school systems must follow protocols for the safe transportation of students to and from schools.
   a. WCPS has established a comprehensive Transportation Plan, embedded in the Responsible Return model on page 31.

10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.
    a. Both the Distance Learning Plan, embedded on page 2, and pages 4 - 5 of the Responsible Return model detail WCPS' procedures for tracking attendance for those students engaged in distance learning.

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

12. The COVID-19 checklist must be utilized in the development of the recovery plan.
    a. Please see Appendix A on pages 37 - 38 in the WCPS' Responsible Return model.

13. The Maryland Public Secondary School Athletic Association (MPSSAA) Roadmap Forward for interscholastic athletics and activities must align with the Maryland State Department of Education 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 on the Governor’s Maryland Strong: Roadmap to Recovery.
    a. WCPS' Return to Play team has crafted the WCPS Athletic Recovery Plan, which is embedded on page 31 in the Responsible Return model.