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  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?
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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 (Updated 09-16-2020)
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 ½ 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 (Updated to Address Requirement 10, Component 3)
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.

iii) Process for supporting regular attendance and engagement. In addition to maintaining the attendance policy already in effect, WCPS will ensure that all students are engaging with virtual learning and attending regularly via the following process:

- Teachers will take daily attendance in PowerSchool. Students will indicate attendance via a daily discussion post in Schoology.
- Teachers will be required to contact the home of any student that fails to check daily, is not completing work, or otherwise seems disengaged from the learning process.
- If the attendance and engagement concern continue or if the teacher is unable to make contact with the student's parent or guardian, Principals will require teachers to submit to them or their designee names of any student who fails to check in daily, is not completing work, or otherwise seems disengaged from the virtual learning environment.
- The Principal or their designee will attempt to make contact with the student's parent/guardian in order to ascertain the reason for the lack of attendance and/or engagement and develop a plan of action to support the student's attendance and/or engagement.
- If the attendance and engagement concerns continue or if contact with the parent/guardian cannot be contacted, the Principal or their designee will notify the Pupil Services Department to conduct a home visit with the purpose of ascertaining the reason for the student’s absence or lack of engagement and working with the parent, principal, and teacher(s) to develop a plan to support the student’s attendance and/or engagement.

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 (Updated to Address Requirement 4, Component 1)
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 virtually or face-to-face, to support each of the phases of our Responsible Return Plan. Individual student results will inform student readiness for new content. As gaps are identified, students will be matched with instructional interventions to support content recovery in Reading/English Language Arts and Mathematics.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading/ English Language Arts Diagnostic Assessments</th>
<th>Mathematics Diagnostic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Goal: Provide an indication of current readiness/ independent reading level Diagnostic: 100 Book Challenge Independent Reading Level Assessment (IRLA) Diagnostic Metrics: IRLA data reports student performance as on or above grade level, at risk (1 grade level below) and emergency (2 or more grade levels below)</td>
<td>Goal: Provide an indication of readiness in early numeracy and mathematical problem-solving Diagnostic: iReady Mathematics Diagnostic Diagnostic Metrics: iReady data dashboard reports identify students (overall and by academic domain) as above grade level, on grade level, or one level below</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Reading/ English Language Arts Diagnostic Assessments</td>
<td>Mathematics Diagnostic Assessments</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Grades 1-8</td>
<td>Goal: Provide an indication of current readiness/independent reading level and reading comprehension Diagnostic: iReady Reading Diagnostic Diagnostic Metrics: iReady data dashboard reports identify students (overall and by academic domain) as above grade level, on grade level, one level below, 2 levels below and 3 or more levels below; Tier 1, Tier 2 and Tier 3</td>
<td>Goal: Assess the prerequisite skills of grade level content to support readiness for number and operations and algebraic thinking at grade level Diagnostic: iReady Mathematics Diagnostic Diagnostic Metrics: iReady data dashboard reports identify students (overall and by academic domain) as above grade level, on grade level, one level below, 2 levels below and 3 or more levels below; Tier 1, Tier 2 and Tier 3</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Goal: Assessment of progression toward mastery of grade level standards in relations to grade level text complexity and MDCCR standards Diagnostic: Savvas Learning My Perspectives beginning of the year diagnostic Diagnostic Metrics: MyPerspectives reports student data at 3 levels: ready for grade level (70% or higher), approaching readiness (50%-69%) and at risk (49% or below)</td>
<td>Goal: Assess prerequisite skills necessary for success in course content Diagnostic: MAP Assessments for Mathematics • MAP 6+- Foundations of Algebra, Algebra I Part 1, Sports Statistics • MAP Algebra I- Algebra I Part 2, Algebra I, Algebra 1.5, Geometry, Intermediate Algebra Prep, WWCC Developmental Score • MAP Algebra II- Algebra II, College Prep Math, WWCC Precalculus 1, WWCC Precalculus, Calculus Elementary Statistics, Data Analysis and Statistics Precalculus, Calculus Diagnostic Metrics: The MAP reports a RIT score, which represents continuous learning toward content mastery; the data dashboard will show teachers the academic level of the student and growth over time</td>
</tr>
</tbody>
</table>

Timeline for Administration of Recovery Diagnostics
- Grades K-8 September 28, 2020 - October 30, 2020
The Responsible Return plan includes small groups of students returning to face-to-face instruction beginning on September 28, 2020. The timeline includes school autonomy when scheduling within the window to support student completion of the diagnostic.

- Grades 9-12 September 21, 2020 - October 2, 2020
  - Diagnostic will be administered to all students enrolled in core English courses and Mathematics courses in S1 of the block schedule.

Interventions to Support Content Recovery and Readiness for New Content

- Professional Learning provided to the Curriculum Resource Teachers, Instructional Coaches and School Leadership Teams to support analysis of the diagnostics during Professional Learning Community (PLCs) meetings.
- Instructional teams should consider the following interventions to support content recovery and progress toward mastery of grade level content, based on analysis of the overall diagnostic results, and domain level results.

### Kindergarten - Grade 2

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Book Challenge Foundational Skills Toolkit - support individual student needs based on early literacy readiness skills</td>
<td></td>
</tr>
<tr>
<td>iReady Reading - seat license for 10% of students to engage in individualized iReady instructional activities, based on diagnostic level/performance</td>
<td></td>
</tr>
<tr>
<td>Smarty Ants - adaptive online intervention program designed to support developing literacy skills</td>
<td></td>
</tr>
<tr>
<td>Wilson Fundations - multi-level reading interventions based on diagnostic need</td>
<td></td>
</tr>
<tr>
<td>iReady Mathematics - seat license for 100% of students to engage in individualized iReady instructional activities, based on diagnostic level/performance</td>
<td></td>
</tr>
<tr>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
<td></td>
</tr>
<tr>
<td>Do the Math - intensive program for students needing extra support in mathematics; appropriate for Tier 2 or Tier 3 Instruction</td>
<td></td>
</tr>
<tr>
<td>ST Math - teachers can assign intervention lessons by standard, and students can work in their own adaptive pathway</td>
<td></td>
</tr>
<tr>
<td>Dreambox - adaptive mathematics platform that can be used for Tier 2 instruction</td>
<td></td>
</tr>
</tbody>
</table>

### Grades 3-5

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Book Challenge Reading Toolkits - support individual reading comprehension needs</td>
<td></td>
</tr>
<tr>
<td>iReady Mathematics- seat license for 100% of students to engage in individualized iReady instructional activities</td>
<td></td>
</tr>
</tbody>
</table>


Achieve 3000 Literacy Learning Platform - differentiated instruction designed to increase reading ability and comprehension
iReady Reading - seat license for 10% of students to engage in individualized iReady instructional activities, based on diagnostic level/performance

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve 3000</td>
<td>iReady Mathematics - seat license for 10% of students to engage in individualized activities, based on diagnostic level/performance</td>
</tr>
<tr>
<td>Literacy Learning</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td>Platform -</td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
</tr>
<tr>
<td>differentiated</td>
<td>Dreambox - adaptive mathematics platform that can be used for Tier 2 instruction</td>
</tr>
<tr>
<td>instruction</td>
<td>Khan Academy - Khan Academy District Dashboard allows teachers to assign courses and lessons, based on need</td>
</tr>
<tr>
<td>designed to</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td>increase reading</td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
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<tr>
<td>ability and</td>
<td>Dreambox - adaptive mathematics platform that can be used for Tier 2 instruction</td>
</tr>
<tr>
<td>comprehension</td>
<td>Khan Academy - Khan Academy District Dashboard allows teachers to assign courses and lessons, based on need</td>
</tr>
<tr>
<td>100 Book Challenge</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td>Reader’s Workshop</td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
</tr>
<tr>
<td>individualized</td>
<td>Dreambox - adaptive mathematics platform that can be used for Tier 2 instruction</td>
</tr>
<tr>
<td>support for</td>
<td>Khan Academy - Khan Academy District Dashboard allows teachers to assign courses and lessons, based on need</td>
</tr>
<tr>
<td>reading</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td>comprehension</td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
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</table>

Grades 6-8

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<tr>
<th>Grades 6-8</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Achieve 3000 Literacy Learning Platform - differentiated instruction designed to increase reading ability and comprehension</td>
<td>iReady Mathematics - seat license for 10% of students to engage in individualized iReady instructional activities, based on diagnostic level/performance</td>
</tr>
<tr>
<td>100 Book Challenge</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td>Reader’s Workshop - individualized support for reading comprehension needs</td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
</tr>
<tr>
<td>iReady Reading - 10% seat licenses purchased per school assigned by diagnostic need</td>
<td>Dreambox - adaptive mathematics platform that can be used for Tier 2 instruction</td>
</tr>
<tr>
<td></td>
<td>Khan Academy - Khan Academy District Dashboard allows teachers to assign courses and lessons, based on need</td>
</tr>
</tbody>
</table>

Grades 9-12

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>My Perspectives Plus – standards-aligned teaching activities assigned to address individual needs identified in the diagnostic</td>
<td>Bridges Intervention - Bridges Intervention lessons are intended for Tier 2 or 3 Instruction</td>
</tr>
<tr>
<td></td>
<td>Math 180 - Math 180 is an intensive program for students who are more than two grade levels behind in mathematics; lessons focus on prerequisites required for success in Algebra 1</td>
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</table>
Readiness for Future Content - Connecting the Diagnostic Results and WCPS Instructional Frameworks/Content Planning Documents in English Language Arts and Mathematics

<table>
<thead>
<tr>
<th><strong>English Language Arts</strong></th>
<th><strong>Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The return plan is based on the recommendations of the Maryland State Department of Education that the focus in English Language Arts be reading informational (RI) and reading literary (RL) standards 1-10 and writing standards 1-10 at grade level, with all other ELA standards being taught in support of achievement of the priority standards in Reading and Writing. In our Worcester County Public Schools instructional framework for ELA and curriculum documents, lessons are designed to provide teachers time for targeted instruction and station rotations. Those instructional opportunities are intentionally built into the Stage 3 UbD lessons. Teachers will continue to use formative data collected throughout instruction to determine individual needs of students as they progress through units of study. Additionally, teachers will utilize interventions previously described as tiered support to ensure student readiness for new content.</td>
<td>The recovery diagnostic will establish the baseline and identify gaps in prerequisite standards for each student. The scope and sequence documents for each Worcester County Public Schools mathematics course indicate the prerequisite standards necessary for each unit. Those standards taught during distance learning have been noted and tagged in the scope and sequence, with connections to instructional planning tools in the prior year/course. The WCPS UbD Stage 3 documents begin with a ready to learn chart that includes the prerequisite standards needed to be successful in that unit, a mini diagnostic, a whole group activity, and a small group activity for each prerequisite standard. The teacher will use the assessment data and the resources in the Ready to Learn chart to ensure “just in time” learning, which ensures accessibility of Tier 1 Instruction for all.</td>
</tr>
</tbody>
</table>

**SPECIAL EDUCATION PROTOCOL** *(Updated to Address Requirement 6, Components 1-3)*

Worcester County Public Schools Office of Special Education will follow all guidance from the Office of Special Education Programs and the Maryland State Department of Education Division of Early Intervention and Special Education Services. WCPS will continue to recognize provisions and agreements as part of the Individuals with
Disabilities Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the American with Disabilities Act (ADA).

CHILD FIND
Worcester County Public Schools will continue to identify, locate, and evaluate students suspected of having a disability and need special education and/or related services. Evaluations will be conducted remotely and in-person while adhering to health guidelines for the identified stage of return.

INFANTS AND TODDLERS
The WCPS Infants and Toddlers Program will provide services and conduct meetings virtually using audio and audiovisual formats until in-person services can be conducted safely. Referrals will continue to be processed using virtual assessments to determine eligibility for an Individualized Family Service Plan.

LEAST RESTRICTIVE ENVIRONMENT (LRE)
To the greatest extent possible IEP teams will preserve each student’s LRE - meaningful access to general education grade-level content and opportunities to engage with nondisabled peers in academic and non-academic activities.

Least Restrictive Environment (LRE) A
For students who are inside the general education classroom for 80% or more, the special education teacher will push into the virtual general education classroom to support the inclusive setting. When in-person classes resume as dictated by the stage of return the special educator will push into the in-person classroom. Additional materials will be provided in an individualized folder on Schoology to support Specially Designed Instruction and accommodations. During virtual instruction, break-out rooms will be assigned to enable individualized and small group intensive instruction. Until in-person classes resume, additional service calls will be provided by special educators and related service providers to ensure the successful implementation of the IEP.

Least Restrictive Environment (LRE) B
For students who are inside the general education classroom 79 to 40%, the special education teacher will push into the virtual general education classroom to support the inclusive setting as well as provide Specially Designed Instruction in small group virtual setting. When in-person classes resume as dictated by the stage of return the special educator will push into the in-person classroom and provide additional small group instruction. Additional materials will be provided in an individualized folder on Schoology to support Specially Designed Instruction and accommodations. During virtual instruction, break-out rooms will be assigned to enable individualized and small group intensive instruction. Until in-person classes resume, additional service calls will be provided by special educators and related service providers to ensure the successful implementation of the IEP.
**Least Restrictive Environment (LRE) C**

For students who are inside the general education classroom less than 40%, the special education teacher will provide SDI in a small group virtual setting. When in-person classes resume as dictated by the stage of return the special educator will provide small group instruction. Additional materials will be provided in an individualized folder on Schoology to support Specially Designed Instruction and accommodations. Until in-person classes resume, additional service calls will be provided by special educators and related service providers to ensure the successful implementation of the IEP.

**RECOVERY**

The primary goals of the recovery phase for special education students 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, 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 are 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, 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.

504 PLANS
Worcester County Public Schools will continue to support the individual needs of students identified for accommodations and modifications under Section 504. The case managers will honor the district process and conduct meetings virtually. Case managers will contact parents in accordance with the return to school guidance below. Decisions of the 504 team will be based on medical diagnosis and academic need resulting from the disability. The process will remain fluid, with teams meeting as student needs arise in both the virtual and face-to-face classroom.

RETURN TO SCHOOL GUIDANCE
- Prior to September 8\textsuperscript{th} case managers for IEP's, IFSP's, and 504's will contact families to review services for the virtual return to school until September 28\textsuperscript{th}.

- By September 28\textsuperscript{th}, all IEP’s/504’s will be amended or revised to reflect the services the student is receiving for the school year; virtual, hybrid, or in person services. If the child will not be returning to school in-person, the IEP/504 will reflect the manner in which the child will be receiving services.

- Amendments or revisions to IFSP’s/IEP’s/504’s will be completed throughout the school year if services change when moving in and out of various instructional delivery models.

- If a parent decides their child will not return to school or permit in person services and will continue virtual services, then the IEP/504 will be amended or revised to reflect the services provided in the virtual format.

- To the greatest extent possible IEP teams will preserve each student’s LRE - meaningful access to general education grade-level content and opportunities to engage with nondisabled peers in academic and non-academic activities.

**IFSP/IEP/504 DEVELOPMENT, IMPLEMENTATION, AND EVALUATION**
**IFSP/IEP/504 Timelines and Meetings**

- IDEA timelines remain in place and will be followed as required by law.
- Alternative formats for IFSP/IEP/504 meetings such as videoconferencing and phone calls will occur to safeguard the health and safety of participants while ensuring meaningful participation for students and families.
- IFSP/IEP/504 case managers will contact student families to determine the format that best suits their situation prior to all scheduled meetings.

**Service Delivery**

- Regardless of the instructional delivery model dictated by the phase of return, students with disabilities remain entitled to an educational experience in the least restrictive environment. Special educators, general educators and related service providers will collaborate virtually and in-person within all instructional delivery models to ensure all students access the general education curriculum and progress toward IEP goals.
- During Distance and Hybrid learning when in-person services are not possible due to health concerns services will be provided virtually through audio and audiovisual formats.
- Special educators and related service providers, when appropriate, will be assigned as an administrator within Schoology courses if the course has students enrolled who are on their caseload. Special educators and related service providers will create a separate folder for the student to access. Materials provided within the folder will support the implementation of specially designed instruction, accommodations, and progress toward IEP goals.
- During virtual instruction, break-out rooms can be assigned to enable individualized and small group intensive instruction.
- General education teachers will monitor student performance for students receiving accommodations as part of a 504 Plan and communicate needs to the case manager and/or 504 team.
- Additional “service calls” will be provided by special educators and related service providers to ensure the successful implementation of the IEP.
- Teachers and related service providers will provide Specially Designed Instruction within the virtual and in-person classroom. Services will be delivered as dictated by the IFSP/IEP/504.

**Accommodations**

- Accommodations and modifications will be provided in all educational settings, during all phases of return as dictated by the student’s IEP/504.
- Related service providers, general education, and special education teachers will collaborate in determining the appropriateness and success of a student’s accommodations and modifications through data collection and monitoring.
- The IEP/504 team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternate
solutions if the team believes an accommodation or modification is not helping the student access appropriate content in all phases of return.

**Progress Monitoring**
- Special educators, related service providers, and general educators will utilize a consistent data collection format to track student progress on IEP goals and in the general education curriculum.
- IFSP/IEP/504 teams will utilize collected progress monitoring data to inform decisions related to instruction, goal progress, accommodations, and service delivery.
- Data collection and analysis will be utilized by teams to determine the impact of instruction on student's progress within all instructional phases. Teams will make the appropriate changes to accelerate student progress.

**ASSISTIVE TECHNOLOGY**
All students have been issued an iPad to support virtual and in-person instruction. Laptops will be issued to students who demonstrate a need. Training was provided to teachers to support the use of accessibility features. Additional assistive technology will be issued as needed. The county assistive technology teacher will remain available during school hours for audio and audiovisual coaching to ensure all students can access their needed technology. The assistive technology teacher will provide coaching to teachers, students, and student families when requested.

For further MSDE guidance used to create the special education section of this plan please click on any of the links below:
- 20-01 - Serving Children with Disabilities under IDEA during School Closures due to the Covid-19 Pandemic
  - 20-01 Supplement - Recovery Efforts to Support a Continuum of IFSP Service Delivery during the COVID-19 Pandemic and Beyond
- 20-02 - Providing Continuity of Learning to Students with Disabilities Through Nonpublic Special Education Schools during COVID-19
- 20-03 - Providing Continuity of Learning to Students with Disabilities during COVID-19
  - 20-03 Supplement - Tips for Monitoring Student Progress through Alternative Service Delivery Models
  - 20-03 Supplement-Tips for Recovery Planning for Students who are Blind, Low-Vision, Deaf, Hard-of-Hearing, and DeafBlind
  - 20-03 Supplement - Specially Designed Instruction through Alternative Service Delivery Models: Implementation Tips
  - 20-03 Supplement - Teaching/Learning and the Least Restrictive Environment in Alternative Service Delivery Models
  - 20-03 Supplement - Supporting Students Who Require Extensive, Intensive, Individualized Instruction and Supports through Alternative Service Delivery Models
• 20-05 - Navigating Secondary Transition Services for Students with Disabilities during COVID-19
  o 20-05 Supplement - Tips for Recovery Planning for Secondary Transition
• 20-06 - Continuity of the IFSP for Young Children (Birth - Age 4) with Developmental Delays/Disabilities and their Families during Extended School/Closure due to the COVID-19 Pandemic
• 20-07 - Providing Continuity of Learning for Students with Disabilities who require Extensive, Intensive, Individualized Instruction and Support during the COVID-19 Pandemic
• 20-08 - Supporting the use of Assistive Technology in a Virtual and/or Distance Learning Environment
• 20-09 - Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the Re-Opening of Schools
• 20-10 - Recovery Efforts: Addressing the Reopening of Nonpublic Special Education Schools

INSTRUCTIONAL CONTENT
The Maryland College and Career Ready Standards (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 Design (UbD) process for instructional curriculum writing, from McTighe and Wiggins.

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></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Reading Company’s 100 Book Challenge – Level 2 (MSDE)</td>
<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>
</tr>
<tr>
<td>Wilson Fundations – Standards Correlation Scope and Sequence; Partially Meets</td>
<td><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>
</tr>
</tbody>
</table>

| Sample Tier 1/Core Instruction Scope and Sequence | Grade 2 Scope and Sequence |
| Sample Tier 1/Core Instruction UbD Unit | Grade 2 Unit 4 All Stages |
### Grades 3 – 5

<table>
<thead>
<tr>
<th>Resources Utilized</th>
</tr>
</thead>
</table>
| 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) |
| Sample Tier 1/Core Instruction Scope and Sequence | Grade 5 Scope and Sequence |
| Sample Tier 1/Core Instruction UbD Unit | Grade 5 Unit 7 All Stages |

### Grades 6 – 12

<table>
<thead>
<tr>
<th>Resources Utilized</th>
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</thead>
</table>
Sample Correlation to Standards Chart (each grade level/course has a similar chart) |
| Sample Tier 1/Core Instruction Scope and Sequence | Grade 10 Curriculum Tracker  
Grade 10 Scope and Sequence |
| Sample Tier 1/Core Instruction UbD Unit | Grade 8 Unit 3 All Stages |

### 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>
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</table>

Grades 6 – 8

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<tbody>
<tr>
<td>Sample Scope and Sequence</td>
<td><a href="https://www.edreports.org/search?q=Origo">Grade 7 Math Scope and Sequence</a></td>
</tr>
</tbody>
</table>

Grades 9 – 12

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<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**

| Resources Utilized | Mystery Science: [sample NGSS alignment document](#); online materials |

**Grades 3 – 5**

| Resources Utilized | TCI Science Alive!: [sample Unit Progression document](#); Mystery Science: [sample NGSS Alignment document](#), [sample Unit Teacher Guide](#); Scholastic Super Science: [sample Teacher Guide](#) |

**Grades 6 – 8**

| Resources Utilized | Stanford Integrated Science Curriculum: [sample Unit Teacher Guide](#); Explore Learning Gizmos; Scholastic Science World- [sample Teacher Guide](#) |
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/MDHE/Standards/Maryland-Physical-Education-Standards) and [Maryland Health Education Standards](https://www.maryland.gov/MDHE/Standards/Maryland-Health-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.md.gov/HS/Physical-Education-Together) 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/MDHE/Standards/Maryland-Physical-Education-Framework) 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.shpe-md.org)):

- 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 healthful lifestyle

Teachers will be familiar with the [MD APE guidelines](https://www.maryland.gov/MDHE/Standards/Maryland-Physical-Education-Guidelines) 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**

<table>
<thead>
<tr>
<th>Instructional Format &amp; Scheduling</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
<td>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. Stages 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.</td>
</tr>
</tbody>
</table>

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.
<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**

<table>
<thead>
<tr>
<th>Instructional Format &amp; Scheduling</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanitization &amp; Materials</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
- 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 (ie. 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 Maryland SEL Through The Arts 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 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/](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>
<tr>
<td>Additional Band/Marching Band Considerations</td>
</tr>
<tr>
<td>---------------------------------------------</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. |  
<table>
<thead>
<tr>
<th>Additional Band/Marching Band Considerations</th>
<th>Additional Choral Considerations</th>
</tr>
</thead>
</table>
| - 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. |  
<p>| <em>Review NFHS - Guidance for a Return to High School Marching Band</em> |</p>
<table>
<thead>
<tr>
<th>Additional Band/Marching Band Considerations</th>
<th>Additional Choral Considerations</th>
</tr>
</thead>
</table>
| - 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. |
- 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.
- Help develop, in students, a mindset promoting solitary singing.
- Review the Music & Theatre Directors’ guidance on copyrights, for virtual and in-person performance guidance on copyrighted materials.

| Additional Theatre Considerations | 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.
- Review the Music & Theatre Directors’ guidance on copyrights, for virtual and in-person performances.
- Instruction may focus on monologues, character analysis, puppetry, technical theatre (i.e. set or costume design), acting styles/periods, etc.
- Stage make-up, microphones, shared props should be avoided.

| Staffing | Music certified staff. For theatre, Music, English or Theatre certification |
| Physical Distancing | 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. |
| Class sizes | 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 |
| Large Group Gatherings | 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. |
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. |
### Staffing
Visual Art certified staff, English certified staff, Media or Digital Arts cert.

### Physical Distancing
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.

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

### Large Group Gatherings
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.

### Professional Learning (PL)
PL will support online learning and continued efforts in content-specific digital and virtual instruction, 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) and supporting our county’s digital conversion/Flip2FutureReady initiative.

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**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.

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### LIBRARY/MEDIA CENTERS
**Special Considerations for Library/Media Centers**

#### Instructional Format & Scheduling
- **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.
<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:
- In accordance with CDC guidance, children may use playground equipment only if social distancing is maintained, and if the playground structure is able to be cleaned according to CDC guidance. Other outdoor toys should be cleaned and sanitized between groups (e.g. sandbox toys, tricycles). Only one classroom of children may use the playground equipment at a time. If the playground is used, it should be cleaned at least daily. Children should wash their hands immediately after playing on the playground. Schools will use cleaners typically used at their facility. Guidance is available for schools for the selection of appropriate sanitizers or disinfectants.

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.
(Linked Document Updated to Address Requirement 7, Component 5)

School Nursing Offices/Suites (Updated to Address Requirement 7, Component 3)
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 (Linked Document Updated) by nursing staff or designee wearing an N95 mask until the student is released into parent custody.

A communication is forthcoming to all WCPS families to notify parents of symptoms of COVID-19 and the need to pick up his/her child immediately if they become ill while at school. If a family member is unable to pick up his/her child, WCPS Pupil Services staff and one school administrator per building have been fitted for N95 masks and provided a face shield, so they can safely transport the child home in a county vehicle. County vehicles will be cleaned per CDC guidelines.

Cleaning Protocol for Areas Used by a Sick Person (Updated to Address Requirement 7, Component 4)
WCPS will follow CDC guidelines for the cleaning of areas in which a person who exhibits symptoms has been. These guidelines include, but are not limited to:

- Close off isolation areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
- Wear disposable gloves to clean and disinfect. For soft (porous) surfaces such as carpeted floors or rugs, clean the surface with detergents or cleaners appropriate for use on these surfaces, according to the textile’s label. After cleaning, disinfect with an appropriate EPA-registered disinfectant on List N: Disinfectants for use against SARS-CoV-2external icon. Soft and porous materials, like carpet, are generally not as easy to disinfect as hard and non-porous surfaces. EPA has listed a limited number of products approved for disinfection for use on soft and porous materials on List N. Follow the disinfectant manufacturer’s safety instructions (such as wearing gloves and ensuring adequate ventilation), concentration level, application method and contact time. Allow sufficient drying time if vacuum is not intended for wet surfaces.
- Temporarily turn off in-room, window-mounted, or on-wall recirculation HVAC to avoid contamination of the HVAC units.
- Do NOT deactivate central HVAC systems. These systems tend to provide better filtration capabilities and introduce outdoor air into the areas that they serve.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been appropriately disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routing cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

**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.wcps.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.wcps.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 (Linked Document Updated to Address Requirement 9, Component 2). 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 re-opening 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>
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<tr>
<td>✔</td>
<td>Determine resources on hand and resources that will be needed to successfully transition back to school.</td>
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<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>
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</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. (Note: Please refer to the Communication section of the Responsible Return model for detailed information.)</td>
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<tr>
<td>✔</td>
<td>Communicate with your constituents and brainstorm effective means of reopening school with them.</td>
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<tr>
<td>✔</td>
<td>Explore and determine digital and social media platforms that can utilize to share information.</td>
<td></td>
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<tr>
<td>STATUS</td>
<td>MSDE CHECKLIST ITEM</td>
<td>WCPS NARRATIVE RESPONSE</td>
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</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>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>Maintain regular contact with leaders and policymakers 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 Responsible Return 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’ Responsible Return steering committee continues to meet regularly to evaluate progress and adapt the Responsible Return 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 46.

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 6 – 10 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 16- 38 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 10 – 16 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 38 – 41 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 38 – 41 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 41 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 42.

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 - 6 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.
    a. Pages 43 - 46 of the Responsible Return model detail WCPS' comprehensive strategic 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 48 - 49 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 41 in the Responsible Return model.