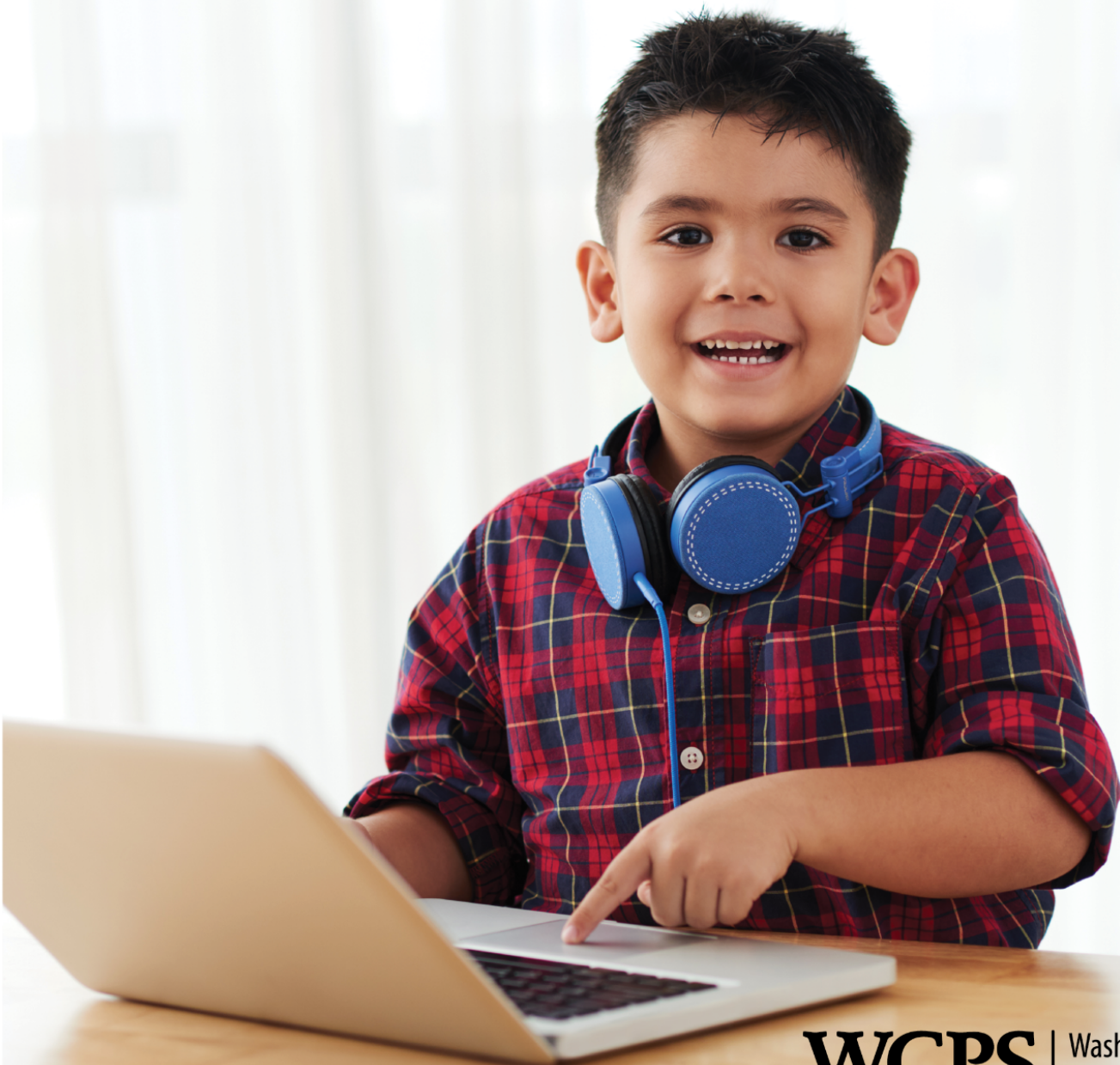


Washington County Public Schools

# ***ACCELERATE LEARNING*** **@WCPS**

***2022–2023 REOPENING PLAN***



January 2023

**WCPS** | Washington County  
Public Schools

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## **Executive Summary**

### **Background**

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

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

Throughout the summer of 2020, the MSDE published its plan titled *Maryland Together: Maryland's Recovery Plan for Education*. The plan required each local school system to create a recovery plan that addressed twelve required elements. In response, this *WCPS Accelerate Learning: 2021-2022 Reopening Plan* was drafted, shared publicly, revised, and approved by MSDE. The plan will continue to be reviewed and revised minimally every six months, with the most recent review and revision completed in **January of 2023**.

### **Introduction**

The 2022-2023 school year **began** for all students on August 29, 2022. The *WCPS Accelerate Learning: 2022-2023 Reopening Plan* reflects the intention to continue in-person learning and follow appropriate health and safety guidelines. WCPS is committed to delivering a high-quality education that results in improved student learning outcomes.

### **Plan Overview**

The 2022-2023 Reopening Plan includes a strategic focus on equity. District and school leaders analyzed disaggregated local student performance data from Spring 2022 **and Fall 2023** local assessments. The data was used to inform school and classroom-based action planning to better meet the needs of all students, with attention to students of color, students with disabilities, under-resourced students, and English learners. Strategic and district-wide approaches to acceleration were defined for these specific student groups in tier-one instruction, and tier-two and three supplemental instruction opportunities. Evidence-based interventions, including tutoring, continue to be leveraged in the ongoing work at the district and school levels.

The disaggregated data from the **Fall of 2023** continues to indicate a performance gap between student groups of special education students, English learners, students of color, and under-resourced students and the all-students group. The gaps persist in reading and mathematics, resulting in disproportionality. To reduce the gaps, WCPS has been using an



evidence-based acceleration model since the fall of 2021. Specific planning and accommodations for students with disabilities have been developed for specially-designed instruction.

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

Professional development includes summer learning sessions, a voluntary learning summit, and targeted professional learning during pre-service week and throughout the year. School-based administrators engaged in monthly professional learning around data analysis and action planning to meet strategic learning goals in the acceleration model.

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

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

Operations and logistics have been modified to ensure and maintain healthy environments, including cleaning, ventilation, physical spaces, food and nutrition services, transportation services, and technology. Guidelines were developed to ensure the safety of students and staff in extracurricular activities. Interscholastic athletics followed the guidelines established by the Maryland Public Secondary Schools Athletic Association (MPSSAA), and performing arts activities were also closely aligned.



The Academy of Blended Learning Education (ABLE) was approved by MSDE to allow WCPS to provide blended learning through synchronous, online instruction with in-person assessments for families who choose this option.

Finally, the *WCPS Accelerate Learning: 2022-2023 Reopening Plan* will ensure continuity of services, including but not limited to services to address students' academic needs and students and staff social, emotional, mental health, and other needs, which may include student health and food services. WCPS is committed to communicating with stakeholders and to updating the Reopening Plan at least every six months through September 30, 2024. WCPS will seek public input on the plan and will take such input into account during any revisions. The WCPS Reopening Plan is fluid and will change as needed; however, our guiding principles will remain constant:

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

## **Timeline and Meaningful Consultation**

**Periodic Review- January 2023:** The 2022-2023 Reopening Plan has been posted on the <http://wcpsmd.org> website. The public may submit comments on the reopening plan. There were very few updates to the plan from August 2022 submission to the January 2023 submission. Staff continue to meet with stakeholder groups on a monthly basis, but the focus and attention has shifted toward the Blueprint plan that will be submitted to MSDE in March 2023. WCPS staff have worked to ensure both the reopening and blueprint plans align.

**Periodic Review- July 2022:** Staff reviewed and revised the 2022-2023 Reopening Plan and presented the plan at the Board of Education meeting held on July 19, 2022. In addition, the 2022-2023 Reopening Plan was posted on the <http://wcpsmd.org> website with a survey for public comment on July 21, 2022. The Reopening Plan survey was distributed via email to 33,000 recipients (all parents and WCPS staff) on July 21, 2022. The communication direct link is <https://www.smores.com/gde6bk-2022-23-wcps-reopening-plan?ref=email>. A summary of the multiple choice responses can be [found here](#), and the narrative responses can be [found here](#). After reviewing the survey results, WCPS staff believe that the reopening plan addresses the feedback from the survey.

**Periodic Review - Winter 2022:** Staff reviewed and revised the 2021-2022 Reopening Plan and posted the updated version on the <http://wcpsmd.org> website with a survey for public comment on January 4, 2022. The Reopening Plan survey was distributed via email to 33,000 recipients (all parents and WCPS staff) on January 7, 2021. The communication direct link is

<https://www.smore.com/pyc59>. Stakeholder representatives received a direct invitation on January 5, 2022, and a reminder on January 20, 2022, to provide comments through the survey and to participate in a virtual review of the feedback on January 24, 2022. Senior leadership reviewed the survey data, and the same preliminary responses were sent to the participating stakeholders for their review on January 21, 2022. On January 24, 2022, from 6:00 p.m. to 7:30 p.m., a virtual stakeholder event was held, and the participants synthesized the survey responses into a summary. Essentially, the theme was that the plan was a good plan, and the focus should be on implementing and communicating the various portions of the 2021-2022 Reopening Plan. Stakeholder Feedback and the district responses are now included as part of the plan.

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

**Meaningful Consultation:** During the 2021-2022 school year, members of senior leadership met weekly with the leadership from the Washington County Association of Administrators and Supervisors (WCAAS), the Washington County Teachers Association (WCTA), and the Washington County Educational Support Personnel, Inc. (WCESP). The use of federal grant funds was a recurring topic. School principals discussed recovery needs and the use of staffing to meet learning goals. The technology department reviewed device inventory, infrastructure, and security data, and made requests for equipment, hardware, and software. Stakeholders invited to participate in the virtual meeting included:

- Student government
- Teachers and teacher association
- Parents/guardians and PTA Representatives

*WCPS Accelerate Learning: 2022-2023 Reopening Plan*

- Educational support personnel and association
- Special education, English learner, and student advocates
- School administrators and association
- WCPS Board of Education
- Community organizations

<b>ARP ESSER/Reopening Plan Community Engagement Distribution List</b>		
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*WCPS Accelerate Learning: 2022-2023 Reopening Plan*

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*WCPS Accelerate Learning: 2022-2023 Reopening Plan*

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### Maryland State Department of Education (MSDE) Requirements for Local School System Plans

**Requirement #1:** Local school systems must have their recovery plans posted on their websites. (Plan may need to be updated prior to the opening of school based on stakeholder feedback). MSDE will review all local recovery plans to ensure that the plans include all requirements for opening schools.

→ [WCPS Website](#)

**Requirement #2:** Local school systems must reflect their equity plan throughout the Reopening Plan. Local school systems must prioritize equity as schools reopen. Local school systems can use the [Equity and Excellence: The Guide to Educational Equity in Maryland](#), as a resource to develop equity goals and strategies

→ [Ensuring Equity](#)  
 → [Equity Plan](#)

**Requirement #3:** Local school systems must consult with a variety of stakeholders in the review of the Reopening Plan. Stakeholders must be provided the opportunity to provide feedback on the Reopening Plan every six months for the duration of the grant.

→ [WCPS Website](#)  
 → [Timeline and Meaningful Consultation](#)  
 → [Executive Summary](#)

**Requirement #4:** Local school systems must establish a process to determine student instructional readiness early in the school year and a plan is established for student success. School systems must identify the process to gather evidence of student readiness for new learning and baseline and projected student outcome data. Plans must identify how data-informed decisions will be used to enable students to recover learning losses and/or accelerate learning to experience success

- [2022-2023 WCPS Local Assessment Results](#)
- [Accelerating Student Learning](#)
- [Identifying Students for Supplemental Instruction / Tutoring](#)

**Requirement #5:** Local school systems must ensure that Maryland College and Career Ready Standards (MCCRS) and other State standards are taught in content areas. Content standards are essential to ensuring that PreK-12 students have a strong command of the essential skills and knowledge expected with each content area and course.

- [Accelerating Student Learning](#)
- [Identifying Students for Supplemental Instruction / Tutoring](#)

**Requirement #6:** Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA). This requirement makes clear that federal guidance is upheld at all levels of the school system. The rights of students with disabilities to a Free and Appropriate Public Education (FAPE) and equal opportunity to educational services are not abridged during a national health crisis or any extended school closure.

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

**Requirement #7:** Local school systems must follow procedures and safety protocols consistent with current guidance from the Centers for Disease Control and Prevention

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

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

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



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

→ [Attendance Tracking](#)

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

→ [Communication](#)

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

→ [Interscholastic Athletics Seasonal Planning and Preparation](#)

→ [MPSSAA Roadmap for Return of Interscholastic Athletics](#)

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

→ [Continuity of Learning for Students in Quarantine](#)

→ [Communication Plan](#)

→ [Delivery of Instruction](#)

→ [Attendance Codes for Quarantine Students](#)

## **Ensuring Equity**

WCPS adopted its Equity Policy in April of 2020, which established, as a matter of priority, a commitment to providing each student in Washington County Public Schools equitable access to the educational rigor, resources, and support needed to maximize each student's academic success and social/emotional well-being. As WCPS navigates these unprecedented times, it has employed the use of an equity lens designed to enhance choices, support decision-making, and allocation of resources; examine any unintended harm, and allow an added layer of necessary professional learning. WCPS continues to demonstrate its commitment to maximizing the academic success of each student by working to eliminate performance and opportunity gaps while valuing students' differences and supporting their successes as outlined in the [Equity Policy](#). Toward that end, WCPS has taken a number of steps to mitigate disparities among and between student groups to ensure the success of every student. The commitment of WCPS to meeting the needs of each student has been demonstrated through initiatives such as Meals on Wheels (summer meals), 1:1 devices for students, internet provision for families, and summer school and tutoring opportunities.

Using a data-driven approach, WCPS is focused on providing an instructional experience that is: differentiating to meet student needs; challenging and rigorous to encourage academic growth, and flexible to accommodate various circumstances. As WCPS moved to reopen schools, survey data from community stakeholders, spring 2021 student participation data, and local achievement data helped to guide the determination of which populations would return in each of the [Five Stages](#). As students returned, students in grades k-8 (and selected high school students) were engaged in diagnostic literacy assessments. Students in grades 1-5 participated in mathematics

assessments according to this [assessment schedule](#). Data collected from the assessments served as a baseline for teacher planning as well as progress monitoring. School staff collected formative data bi-weekly to inform the Classroom-Focused Improvement Process (CFIP). Based on the regular review of formative classroom data, scheduled local assessments, and attendance, WCPS schools monitored and assessed the impact of instruction; achievement gap reductions and informed the *Return to Learn: Reopen and Accelerate Learning Plan*.

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

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

The Supervisor of Equity & Excellence continues to provide professional learning opportunities for the Board of Education, Senior Leadership, Division of Curriculum, and building leaders that focuses on cultural proficiency, culturally responsive pedagogy, social emotional learning, and related topics, with emphasis on how these show up in virtual spaces and best practices during these challenging times.

The Supervisor of Equity and Excellence collaborates regularly with members of the Superintendent's senior leadership team and continues to be involved in the decision-making processes as WCPS navigates the continual changes based on the recommendations of local, state, and federal agencies. The Office of Equity & Excellence collaborates with the Student Services team to provide not only social-emotional support to students, but also assist in monitoring the engagement of families and outreach as it pertains to digital devices, translation of documents, outreach to families, and other key components. Additionally, the Office of Equity & Excellence works closely with the Division of Curriculum to support the development of differentiated resources as well as ensure curriculum alignment with the district's commitment to equity, diversity, and inclusion. Lastly, the Office of Equity & Excellence will collaborate with the Special Education Department to address the identification of and the needs of students with disabilities.

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

The Office of Equity & Excellence will continue collaborating with community stakeholders to identify how issues related to diversity, equity, and inclusion manifest in the greater community and will identify solutions related to the experiences of marginalized and disenfranchised groups. The Office of Equity & Excellence, alongside city government, law enforcement, institutions of

higher learning, and other community agencies, will work to develop proactive engagement opportunities, addressing concerns, and troubleshooting equity and issues raised by the community and families.

Educational equity involves providing each student with what they need to assist them in reaching their potential and preparing them for college and/or careers. WCPS will continue to provide resources and additional support to students who need them the most. Among those students whose needs demand equity are our students who are disproportionately impacted by structural inequities, students with disabilities, students requiring additional social-emotional or health-related supports, English learners, students who are living in and experiencing poverty, students who are experiencing homelessness, students who are gifted and require additional academic rigor, and students with limited to no educational engagement during the Continuity of Learning in Spring 2021. WCPS' attention to all the aforementioned areas will not only yield positive results related to student achievement and opportunity gap reduction but the improvement of the culture of the community at large.

## **Equity Plan**

The Washington County Public Schools *Equity Plan* provides guidance and strategies for addressing barriers and special circumstances that would prevent members of specific student groups from being successful. These populations include but are not limited to, English Learners, students who receive special education services, economically disadvantaged, those without internet access, students of color, and homeless students. The Equity Plan is currently being updated, and revisions are expected to be finalized in the fall of 2022.

## **Using an Equity Lens for Distance Learning**

### Setting Expectations for Distance Learning

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

### Accessibility of Online Resources

#### Section 508

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

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

### Resources

The following resources, in addition to others not listed below, provide information that can be applied to the creation of instruction that is engaging and reaches all learners in a classroom, virtual, or home setting.

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

### Questions to Consider

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

## **Student Groups**

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

### **English Learner**

Washington County Public Schools (WCPS) serves more than 600 English Learners (EL), approximately 3% of the total student population, with varying needs in 37 schools and two specialized program schools. WCPS' ELs were born in 64 different countries and speak 45 different languages. Although many students exit the EL program each year, the number of EL students and their needs continue to rise as enrollments increase. An additional 580 EL students are enrolled in WCPS but are no longer designated as EL as they have exited services by meeting English language proficiency state standards. The mobility rate of WCPS ELs is 41% for elementary school ELs compared to 18% for English-only students, 50% for middle school ELs

compared to 14% for English-only students, and 30% for high school ELs compared to 12% for English-only students. John Hattie's research on mobility and student achievement indicates a -.34% effect size. In addition, approximately 857 WCPS ELs or exited ELs were identified as not being literate in their primary language, and there has been an increase in students who have interrupted formal education upon enrollment.

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

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

Research states that ELs typically learn conversational English within one to two years; however, academic language/vocabulary skills take five to seven years on average to achieve success at grade level in their second language. EL students with interrupted or no previous formal schooling can take seven to ten years to reach grade-level English language literacy (Khatib, M. 2016).

This data holds true regardless of the student's home language, country of origin, and socioeconomic status. ELs require specific, specially designed instruction, and support in order to access, comprehend, and participate effectively in school, but with distance learning, student needs and gaps become greater.

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

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

due to language barriers, literacy, work, home responsibilities, educational attainment, and more.

Content success requires strong academic language skills best acquired in a language-rich environment that is accessible, interactive, and engaging (U.S. Department of Education, Office of English Language Acquisition. 2017). Distance learning has limited student access to opportunities to use academic English consistently to interact orally and communicate through listening, speaking, reading, and writing. To succeed, WCPS will implement ways to immerse students more in an interactive, English language-rich environment while striving to accelerate achievement through strategies and services beyond the core curriculum program. Additional systemic strategies, as well as school-, student-, and/or content-specific strategies will be implemented. Considerations for accelerating EL instruction include:

- Adding two additional EL teachers and additional EL tutors to provide an increase in individualized and intensive support in schools with increasing EL enrollment. Additionally, students who are identified as newcomers, have interrupted formal education, have low literacy, or have special needs will be prioritized with additional staff. Students will need more one-on-one time with teachers, support staff, and tutors to fully access the curriculum, EL accommodations, and accessibility features.
- Implementing scaffolded content assessments in grades K-12 in English Language Arts, mathematics, science, and social studies for beginner and intermediate English Learners.
- Piloting high school mathematics assessments with a Spanish accommodation
- Using multi-tiered interventions that require more dedicated instruction. These intervention models use regular testing to determine which students are placed in increasingly specialized programs, such as second-tier reading interventions that target literacy in small groups.
- Setting high expectations and ensuring equity of opportunity for multilingual learners, integration of content and language skills, collaboration among stakeholders, and a functional approach to language development so that language and content teachers can collaborate and coordinate instruction for multilingual learners. Assessments in English, Mathematics, Science, and Social Studies will be modified and scaffolded so that beginner and intermediate ELs can access content assessments with language scaffolds and supports, which will give classroom teachers more meaningful data and feedback on student performance to accelerate learning.
- Revising the EL curriculum to accelerate learning by aligning the new WIDA standards, WIDA Key Uses, WIDA language expectations, WIDA's proficiency level descriptors to grade-level texts, and WCPS Essential Curriculum in all content areas.
- Using WIDA ACCESS for ELLs, WIDA screener, and WCPS beginning of the year speaking and writing tasks as needs assessments to: establish when multilingual learners have attained English language proficiency according to state criteria, make decisions about program entry and exit, inform classroom instruction and assessment on which domains teachers could focus on, what the WIDA ELD Standards say about students' current proficiency levels, how teachers can scaffold using the next level up, and monitor student progress by comparing current scores to previous scores.
- Providing necessary quality and sustained professional development opportunities to paraprofessionals, teachers, and administrators to effectively teach conceptual



understandings, academic practices, and language critical to ensuring that ELs achieve content and language success. The goal is to provide educators with skills in building students' English language and literacy while teaching social studies, mathematics, science, ELA, and other disciplines as measured on local content and state assessments including ACCESS for ELLs. Educators will learn about strategies to motivate student learning and integrate oral and written English language instruction into content-area teaching. Professional development topics that will be explored are: background knowledge on ELs including culture and socioemotional experiences, scaffolding and differentiation strategies, student engagement, student-to-student interaction, language, and processes such as asking and answering questions by arguing, explaining, informing, and narrating grade-level skills using speaking, listening, reading and writing strategies.

- Offering structures for student collaboration that allow students to engage with each other in pairs or small groups for increased communication and interaction and allow students to comment, discuss, and edit each other's work. Peer-to-peer interaction can be particularly beneficial for students with the weakest English-language skills.
- Providing supplemental academic language and content tutoring support to EL students in grades pre-K through 12 to increase academic language proficiency and student performance in science, social studies, English language arts, and mathematics. Tutoring may occur during, before, or after school as well as during summer school based upon students' needs.
- Providing parent, family, and community engagement opportunities in English and their home language to learn about important topics and skills needed for learning. Strengthening home-school partnerships on behalf of EL students, recognizing and building upon EL parents' strengths, providing bilingual resources, and helping children at home with academic support is important. The professional learning outcomes are to increase parent engagement and parent access to their child's education and supplement learning at home.
- Ensuring two-way systems in multiple languages in all schools and at the WCPS International Welcome Center is in place for parents and educators to regularly communicate about school, assignments, curriculum, or other critical updates, and to ensure learning needs are being met. EL parents may feel intimidated by or unprepared to help with homework or other schoolwork, especially if they have limited educational and/or English skills. By taking advantage of language access services such as document translation, phone interpretation, and on-site interpreting, schools provide clearer communication, bridge cultural divides in the community, increase family literacy and create stronger ties with students' parents. Communication in a family's native language sends a positive message to parents that the school values them and cares enough to want every family involved, which can increase family participation in school functions, activities, and programs. Parents can be more involved in their children's academic lives if they know more about what is going on at school and what they can do to support their children's efforts.
- Increasing support by adding additional staff at the WCPS International Welcome Center (IWC) will eliminate enrollment barriers for potential EL students and families who speak languages other than English including: language, school records, immunizations, and notarizing documents, McKenney-Vento eligibility, custody, and

more. Additionally, the IWC will meet with all potential EL students and assess their eligibility for EL services using reliable, timely, and valid WIDA and Maryland screening tools. The IWC will eliminate barriers and expedite enrollment and EL identification so that students can be scheduled appropriately at their home school.

- Providing explicit English language development instruction and EL-specific English-only instruction where English language skills and content are the focus of instruction in the EL-only class.
- Providing mixed classes with English-only support where English language skills and content are the focus of instruction in classes.
- Ensuring that EL students who are identified as Gifted and Talented, Advanced Placement, International Baccalaureate, or who have disabilities under the Individuals with Disabilities Education Act (IDEA), IEP eligible or Section 504 eligible are evaluated in a timely and appropriate manner for special programs, special education and disability-related services and that their language needs are considered in evaluations and delivery of services.
- Providing additional learning opportunities before, during, and after the school day including summer school for content and academic language learning.

## **Special Education**

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

As of Fall 2021, WCPS began implementing an acceleration model for access and instruction for all students. Acceleration includes establishing positive relationships through an asset-oriented approach and engaging in a continuous reciprocal feedback interaction with all students.

**Achievement gaps in both reading and mathematics persist for students with disabilities. This does correlate to the skill gaps that exist due to disability-related needs, but it is also related to challenges with student independence in application and generalization of skills within the context of the curriculum.**

We recognize the importance of using targeted instruction to bridge skill gaps within a full and integrated tiered system of support that allows for authentic curriculum access for all students. In order to further support the targeted instruction that occurs within the higher tiers of instruction for students with specific learning needs, The Division of Curriculum and **The Department of Special Education continue to collaborate on cohesive plans of targeted instruction. There is also continued collaboration for the development of both system-wide and situation-specific mechanisms to ensure authentic access to the curriculum, as well as opportunities to build independence with application and generalization of skills. One such mechanism is the [High Leverage Practices for Implementation Tool](#)** that was developed to secure and enhance consistent application of high leverage practices for students with disabilities to access and make progress across the curriculum. This tool not only identifies and defines the practices but also gives an observational “look for” items and links to relevant resources for each.

Information dissemination and the provision of related learning opportunities for all team members involved in the development and implementation of the IEP are ongoing, with a focus on consistent and actionable guidance and support. This includes strategies and supports for building each team member's capacity to authentically participate in the processes of identifying needs, developing goals that are focused on addressing those needs within the context of the curriculum, and designing and delivering effective targeted instruction and support to ensure student access and success. We emphasize the importance of - and provide learning, tools, and support for - authentic collaboration for the [co-development and co-implementation of specially designed instruction](#). Information is directly provided via available avenues, such as case manager and provider team meetings and building-based professional learning, coaching, and mentoring. It is then made readily accessible to all staff via the Staff Special Education Resource portal. Information and learning opportunities for families participating in the process are provided on an ongoing basis as well, inclusive of maintenance of the [Special Education Parent Resource Portal](#) and provision of workshop opportunities focused on areas of interest and/or identified needs.

During the initial closure of schools due to the COVID-19 Pandemic, an [Individualized Continuity of Learning Plan](#) (ICLP) was created for every WCPS student with an active IEP. WCPS has continued to review, discuss and consider the elements of each student's IEP during each annual IEP review to determine if the elements can be implemented during times when in-person learning is deemed impossible. If an element is not able to be implemented, an ICLP is collaboratively developed and documented within the Maryland Online IEP system, including provision of prior written notice to families.

In order to ensure continued adherence with the Individuals with Disabilities Education Act and the provision of a Free and Appropriate Public Education for students with disabilities, information, guidance, and tools for the continued provision of [instruction, accommodations, and supplementary supports](#) for students, as well as continued practices such as [convening IEP meetings](#) and [conducting special education assessments](#) under emergency circumstances, have been developed and shared with teams via direct staff communication and within the Special Education Staff Portal.

Additionally, WCPS developed and provided guidance regarding an [Individualized Decision Making Process](#) for teams to determine if compensatory services were required for any student with an IEP enrolled in WCPS during the pandemic school closure. As of the end of the 2021-2022 school year, 2632 considerations were made. Nine students were determined to require compensatory service and all compensatory for those 9 students have been started or fully provided. This is in conjunction with the provision of recovery learning opportunities that continue to be provided through various avenues, such as supplemental learning within the school day and additional learning opportunities provided in the summer to which our students with disabilities are afforded equal access.

During any time of a necessary pause of in-person learning, school personnel will coordinate with families to determine the best potential times and conditions for services to be provided. Services during these emergency circumstances may include direct service, consultation among team

members and with families, co-taught instruction, and/or disability need-specific instruction and support that is collaboratively developed and provided throughout learning experiences.

Careful and collaborative monitoring of individual student progress on goals is a critical component of IEP implementation, as it drives how the instructional team targets and adjusts instruction and support for the student. Tools, guidance, and implementation support continue to be provided for team members to engage in meaningful data collection, communication, and analysis.

Under all student learning conditions:

Case Managers will:

- Collaborate and facilitate IEP meetings, including the annual review and update of the IEP and, as needed, ICLP. Virtual participation will be offered to participants, inclusive of parents, and coordinated by the case manager.
- Follow procedures and recommendations related to assessment to ensure that timelines are met and that all information needed to support decision-making is obtained, referenced, and utilized.
- Work with special education content teachers to ensure that all specialized instructional needs are met while maintaining a multi-tiered system of support.
- Ensure assigned general education teachers have updated accommodations to ensure that targeted instruction and support are provided across the curriculum.
- Partner with classroom teachers to accommodate across the learning environment and platforms to ensure that they are providing to the students with special needs in their classrooms.
- Continue to document and communicate IEP goal progress and processes.
- Support social-emotional, and behavioral goals in collaboration with parents, counselors, and social workers based upon behaviors across the learning environment, inclusive of the virtual environment, when applicable.
- Continue monthly medical assistance case management.

Content and intervention teachers will:

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

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

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

- Continue monthly medical assistance case management/billing.
- Continue to enter service documentation into the online IEP.

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

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

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

### **Special Education Birth to Kindergarten Program**

The Birth to Kindergarten Program has resumed indoor home visits and sessions inside inclusive settings, including family and center-based child care centers, as options for service delivery as of

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

### **Non-Public Special Education Schools**

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

### **Post-Secondary Transition**

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

### **Section 504 of the Rehabilitation Act of 1973**

WCPS complies with Section 504 of the Rehabilitation Act of 1973 by having each school review their students’ Section 504 plans annually as best practice. All plans are reviewed triennially as required. The plans are reviewed and adjusted (as needed) to best meet the student’s need to access their education based on the documented disability impacting a major life activity. All case managers and administrators are provided professional development annually along with a Section 504 handbook to ensure plans are being implemented with fidelity. The updated Section 504 plan form provides accommodations for students who are learning in person and for those who may be learning in a virtual (or distance learning) environment. Any new requests for Section 504 plans will be provided an opportunity for an eligibility meeting to determine if the student would meet the qualifications.

### **McKinney-Vento Homeless Education Program**

WCPS typically provides services to 700-800 students that qualify as homeless each year. We will continue to provide services to identified students and families. WCPS staff are eliminating

barriers to enrollment and maintaining school stability for students. Food services have been offered to families through the Meal Machine Program, and food deliveries are being made regularly to families living in hotels. WCPS staff will ensure that all homeless students have access to their education and assist with delivering technology and or other educational resources when needed. These students are case managed closely, and issues regarding an education barrier will be addressed. We will continue to use a variety of communication tools to stay in regular contact with families, as well as home visits. School counselors, student intervention specialists, school family liaisons, pupil personnel workers, and the county homeless coordinator will monitor these students closely to address mental health needs. WCPS will continue to work closely with community partners to develop and offer additional opportunities for students.

## **2022-2023 WCPS Local Assessment Goals and Results**

WCPS utilizes math and literacy district assessments in all grade levels. These assessments are given two or three times a year depending on the grade level or content level. Disaggregated [student performance data](#) from these assessments is used to inform school and classroom-based action planning to meet the needs of all students including students of different races, students with disabilities, under-resourced students, and English learners. Defining strategic and district-wide approaches to acceleration for these specific student groups in tier one instruction, tier two and three supplemental instruction opportunities, and evidence-based interventions, including tutoring will be ongoing work at the district and school levels.

In the 2021-2022 Every Student Succeeds Act (ESSA) plan WCPS set the following goals.

### **Math District Goals:**

- The percentage of all students who meet or exceed expectations on Math MCAP will increase from 34.9% (2019) to 50% in Spring **2023**.
- WCPS will meet all math interim targets for each student group as outlined in Maryland State ESSA consolidated plan.

### **ELA District Goals:**

- The percentage of all students who meet or exceed expectations on ELA MCAP will increase from 46% (2019) to 60% in Spring **2023**.
- WCPS will meet all ELA interim targets for each student group as outlined in Maryland State ESSA consolidated plan.

WCPS will determine if these goals have been met once Spring MCAP scores have been released by the MSDE.

## **Literacy Assessments**

A phonemic awareness screener was developed using the Language and Literacy Observational Rubrics from the Early Learning Assessment to assess early literacy skills in all PreK students. Students took the assessment in the fall of 2021 and in the spring of 2022. Below is a graph that represents the percentage of students who scored proficient, need improvement, and unsatisfactory in each subgroup of the assessment. WCPS is able to further break down this data



to the individual student and student groups. Kindergarten teachers will be able to access their students' scores to identify individual student strengths and areas in need of growth.

Area	Fall 2022				Spring 2022			
	Total Students	% Proficient	% Need Improvement	% Unsatisfactory	Total Students	% Proficient	% Need Improvement	% Unsatisfactory
Uppercase Letters	1049	31.8%	34.1%	34.0%	1041	95.8%	3.8%	0.5%
Lowercase Letters	1045	44.5%	41.9%	13.6%	1022	98.4%	1.1%	0.6%
Letter Sounds	1030	32.9%	33.7%	33.4%	1010	95.9%	3.3%	0.8%
Rhyming Words	1037	22.0%	50.4%	27.6%	1010	53.0%	38.3%	8.7%
Isolate Initial Sounds (onset)	1024	14.6%	20.1%	65.2%	1027	68.0%	15.2%	16.8%
Blending Syllables	1050	48.7%	15.9%	35.4%	982	85.3%	6.2%	8.5%
Isolating Final Sounds	1028	5.1%	9.1%	85.8%	1030	51.8%	25.1%	23.0%
Segmenting Syllables	1022	46.5%	16.1%	37.4%	982	85.3%	6.2%	8.5%

### WCPS DIBELS Kindergarten 2022-2023

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

### Percent of Student Levels Fall to Spring Comparison

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Kindergarten DIBELS		Fall 2022				Spring 2022				
Area	F22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Bench mark	S22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Bench mark
Letter Names	1447	0.0%	54.8%	15.5%	29.6%	1523	0.0%	68.0%	8.7%	23.3%
Phonemic Awareness	1447	28.9%	32.6%	16.4%	22.1%	1523	23.3%	21.2%	14.2%	41.3%
Letter Sounds	1447	21.3%	26.3%	13.4%	39.0%	1523	23.6%	30.8%	13.5%	32.0%
Decoding	1447	0.0%	22.8%	77.2%	0.0%	1523	32.2%	22.5%	9.8%	35.5%
Word Reading	1447	0.0%	28.9%	71.1%	0.0%	1523	30.1%	22.5%	14.2%	33.2%
<b>Composite</b>	<b>1447</b>	<b>35.2%</b>	<b>20.6%</b>	<b>16.5%</b>	<b>27.6%</b>	<b>1523</b>	<b>29.9%</b>	<b>30.4%</b>	<b>11.2%</b>	<b>28.5%</b>

Kindergarten DIBELS		Fall 2022 Composite Level				Spring 2022 Composite Level				
Student Group	F22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Bench mark	S22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Bench mark
American Indian/Alaska Native	2	0.0%	0.0%	100.0%	0.0%	1	100.0%	0.0%	0.0%	0.0%
Asian	29	51.7%	24.1%	3.4%	20.7%	31	58.1%	29.0%	9.7%	3.2%
Black/African American	229	33.6%	21.8%	17.9%	26.6%	235	31.5%	20.9%	12.8%	34.9%
Hispanic	225	21.8%	18.2%	17.3%	42.7%	225	24.9%	31.1%	12.9%	31.1%
Native Hawaiian/Pacific Isl	1	0.0%	0.0%	0.0%	100.0%	4	25.0%	75.0%	0.0%	0.0%

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Two or More	798	39.2%	21.3%	15.3%	24.2%	177	26.0%	27.1%	13.6%	33.3%
White	163	34.4%	18.4%	20.9%	26.4%	850	30.5%	33.4%	10.0%	26.1%
Female	704	36.5%	20.3%	14.1%	29.1%	737	30.8%	32.4%	11.8%	25.0%
Male	743	34.1%	20.9%	18.8%	26.2%	786	29.0%	28.5%	10.7%	31.8%
EL	71	8.5%	16.9%	9.9%	64.8%	70	5.7%	28.6%	11.4%	54.3%
FRM	927	27.1%	20.6%	17.6%	34.7%	797	21.5%	27.7%	12.4%	38.4%
SWD	166	19.9%	20.5%	19.3%	40.4%	157	14.6%	21.7%	12.1%	51.6%
<b>All Students</b>	<b>1447</b>	<b>35.2%</b>	<b>20.6%</b>	<b>16.5%</b>	<b>27.6%</b>	<b>1523</b>	<b>29.9%</b>	<b>30.4%</b>	<b>11.2%</b>	<b>28.5%</b>

**WCPS DIBELS First Grade 2022-2023  
Percent of Student Levels Fall to Spring Comparison**

<b>FIRST GRADE DIBELS</b>		<b>Fall 2022</b>				<b>Spring 2022</b>				
<b>Area</b>	<b>F22 Total Students</b>	<b>% Above Bench mark</b>	<b>% At Bench mark</b>	<b>% Below Bench mark</b>	<b>% Well Below Bench mark</b>	<b>S22 Total Students</b>	<b>% Above Bench mark</b>	<b>% At Bench mark</b>	<b>% Below Bench mark</b>	<b>% Well Below Benchmark</b>
Letter Names	1564	0.0%	55.1%	17.3%	27.6%	1479	0.0%	64.2%	8.9%	26.8%
Phonemic Awareness	1564	22.3%	37.4%	19.6%	20.8%	1479	18.7%	49.7%	11.4%	20.2%
Letter Sounds	1564	29.7%	24.2%	10.2%	36.0%	1479	22.7%	27.7%	13.1%	36.5%
Decoding	1564	22.0%	36.6%	17.3%	24.2%	1479	23.3%	32.0%	10.9%	33.8%
Word Reading	1564	28.3%	24.6%	10.7%	36.4%	1479	27.7%	25.1%	18.1%	29.2%
<b>Composite</b>	<b>1564</b>	<b>26.9%</b>	<b>28.3%</b>	<b>14.3%</b>	<b>30.6%</b>	<b>1479</b>	<b>29.3%</b>	<b>28.4%</b>	<b>12.7%</b>	<b>29.6%</b>

<b>FIRST GRADE</b>	<b>Fall 2022 Composite Level</b>
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DIBELS						Spring 2022 Composite Level				
Student Group	F22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Bench mark	S22 Total Students	% Above Bench mark	% At Bench mark	% Below Bench mark	% Well Below Benchmark
American Indian/Alaska Native	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	0.0%	0.0%	100.0%
Asian	32	59.4%	31.3%	0.0%	9.4%	19	68.4%	26.3%	0.0%	5.3%
Black/African American	251	27.5%	21.5%	16.7%	34.3%	251	24.7%	25.9%	10.8%	38.6%
Hispanic	250	22.0%	24.8%	15.2%	38.0%	226	19.5%	27.4%	14.2%	38.9%
Native Hawaiian/Pacific Isl	4	100.0%	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	0.0%
Two or More	852	27.0%	31.5%	13.6%	27.9%	132	24.2%	25.0%	12.9%	37.9%
White	174	24.7%	27.6%	14.9%	32.8%	849	33.2%	30.0%	13.2%	23.6%
Female	753	27.4%	29.0%	16.1%	27.6%	754	28.8%	29.6%	13.3%	28.4%
Male	811	26.4%	27.6%	12.6%	33.4%	725	29.8%	27.2%	12.1%	30.9%
EL	87	4.6%	17.2%	14.9%	63.2%	74	13.5%	17.6%	9.5%	59.5%
FRM	994	20.4%	24.6%	16.2%	38.7%	828	22.6%	25.7%	12.0%	39.7%
SWD	181	12.2%	16.0%	12.2%	59.7%	182	9.3%	26.9%	8.2%	55.5%
<b>All Students</b>	<b>1564</b>	<b>26.9%</b>	<b>28.3%</b>	<b>14.3%</b>	<b>30.6%</b>	<b>1479</b>	<b>29.3%</b>	<b>28.4%</b>	<b>12.7%</b>	<b>29.6%</b>

**WCPS Reading Inventory 2022-2023**

WCPS uses the electronic Reading Inventory (eRI) to identify the current reading level of students, according to Lexile. The assessment was given to students in grades 2 to 12 who had not previously scored 1185. WCPS uses an 1185 Lexile score to determine college and career readiness. WCPS establishes a fall target and a different spring target to measure growth in

reading. For example, in second grade a student is considered at grade level if they score a 270. In the spring, the same student would need to score a 575 Lexile to be considered on grade level.

**Percent of Students Meeting Target Fall 2022 to Spring 2022 Comparison**

Grade	Student Group	Fall 2022				Spring 2022			
		F22 Student Total	F22 Lexile Target	Made F22 Target	Total % Meeting Target	S22 Student Total	S22 Lexile Target	Made S22 Target	Total % Meeting Target
2	American Indian/Alaska Native	2	105	0	0.0%	4	420	3	75.0%
2	Asian	21	105	15	71.4%	31	420	21	67.7%
2	Black/African American	270	105	106	39.3%	246	420	93	37.8%
2	Hispanic	236	105	82	34.7%	233	420	73	31.3%
2	Native Hawaiian/Pacific Isl					2	420	2	100.0%
2	Two or More	144	105	49	34.0%	169	420	72	42.6%
2	White	872	105	445	51.0%	903	420	427	47.3%
2	Female	773	105	371	48.0%	786	420	353	44.9%
2	Male	772	105	326	42.2%	802	420	338	42.1%
2	ELL	86	105	10	11.6%	72	420	7	9.7%
2	FaRMS	950	105	349	36.7%	912	420	318	34.9%
2	SWD	191	105	38	19.9%	192	420	19	9.9%
<b>2</b>	<b>All Students</b>	<b>1545</b>	<b>105</b>	<b>697</b>	<b>45.1%</b>	<b>1588</b>	<b>420</b>	<b>691</b>	<b>43.5%</b>
3	American Indian/Alaska Native	4	420	3	75.0%	2	580	1	50.0%
3	Asian	27	420	19	70.4%	42	580	32	76.2%
3	Black/African American	252	420	98	38.9%	237	580	93	39.2%
3	Hispanic	249	420	77	30.9%	237	580	91	38.4%
3	Native Hawaiian/Pacific Isl	1	420	1	100.0%	2	580	1	50.0%
3	Two or More	166	420	72	43.4%	166	580	66	39.8%

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3	White	890	420	428	48.1%	904	580	474	52.4%
3	Female	779	420	357	45.8%	738	580	383	51.9%
3	Male	810	420	341	42.1%	852	580	375	44.0%
3	ELL	80	420	4	5.0%	74	580	5	6.8%
3	FaRMS	1007	420	371	36.8%	924	580	333	36.0%
3	SWD	175	420	17	9.7%	189	580	26	13.8%
<b>3</b>	<b>All Students</b>	<b>1589</b>	<b>420</b>	<b>698</b>	<b>43.9%</b>	<b>1590</b>	<b>580</b>	<b>758</b>	<b>47.7%</b>
4	American Indian/Alaska Native	2	580	1	50.0%	5	740	1	20.0%
4	Asian	42	580	33	78.6%	25	740	16	64.0%
4	Black/African American	242	580	101	41.7%	228	740	85	37.3%
4	Hispanic	252	580	98	38.9%	222	740	83	37.4%
4	Native Hawaiian/Pacific Isl	2	580	1	50.0%	147	740	66	44.9%
4	Two or More	164	580	69	42.1%	2	740	1	50.0%
4	White	925	580	491	53.1%	904	740	517	57.2%
4	Female	751	580	396	52.7%	741	740	382	51.6%
4	Male	878	580	398	45.3%	791	740	386	48.8%
4	Non-Binary	0	580	0	0.0%	1	740	1	100.0%
4	ELL	72	580	3	4.2%	63	740	5	7.9%
4	FaRMS	1029	580	390	37.9%	844	740	329	39.0%
4	SWD	194	580	26	13.4%	169	740	19	11.2%
<b>4</b>	<b>All Students</b>	<b>1629</b>	<b>580</b>	<b>793</b>	<b>48.7%</b>	<b>1533</b>	<b>740</b>	<b>769</b>	<b>50.2%</b>
5	American Indian/Alaska Native	5	740	3	60.0%	2	833	1	50.0%
5	Asian	27	740	18	66.7%	41	833	34	82.9%
5	Black/African American	236	740	111	47.0%	254	833	115	45.3%
5	Hispanic	234	740	113	48.3%	224	833	96	42.9%

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5	Native Hawaiian/Pacific Isl	3	740	3	100.0%				
5	Two or More	147	740	83	56.5%	157	833	69	43.9%
5	White	911	740	607	66.6%	968	833	583	60.2%
5	Female	750	740	462	61.6%	817	833	460	56.3%
5	Male	813	740	476	58.5%	829	833	438	52.8%
5	ELL	47	740	1	2.1%	58	833	7	12.1%
5	FaRMS	932	740	484	51.9%	904	833	381	42.1%
5	SWD	167	740	25	15.0%	176	833	26	14.8%
<b>5</b>	<b>All Students</b>	<b>1563</b>	<b>740</b>	<b>938</b>	<b>60.0%</b>	<b>1646</b>	<b>833</b>	<b>898</b>	<b>54.6%</b>

Grade	Student Group	Fall 2022				Spring 2022			
		F22 Student Total	F22 Lexile Target	Made F22 Target	Total % Meeting Target	S22 Student Total	S22 Lexile Target	Made S22 Target	Total % Meeting Target
6	American Indian/Alaska Native	2	925	1	50.0%	2	970		0.0%
6	Asian	40	925	15	37.5%	32	970	22	68.8%
6	Black/African American	247	925	158	64.0%	212	970	54	25.5%
6	Hispanic	231	925	146	63.2%	195	970	57	29.2%
6	Two or More	152	925	99	65.1%	123	970	48	39.0%
6	White	940	925	449	47.8%	878	970	423	48.2%
6	Female	797	925	409	51.3%	743	970	317	42.7%
6	Male	815	925	459	56.3%	699	970	287	41.1%
6	ELL	51	925	45	88.2%	52	970	1	1.9%
6	FARM	993	925	645	65.0%	763	970	212	27.8%
6	SWD	159	925	140	88.1%	126	970	15	11.9%
<b>6</b>	<b>All Students</b>	<b>1612</b>	<b>925</b>	<b>867</b>	<b>53.8%</b>	<b>1442</b>	<b>970</b>	<b>604</b>	<b>41.9%</b>
7	American Indian/Alaska Native	2	970	1	50.0%	2	1010	1	50.0%
7	Asian	37	970	12	32.4%	30	1010	25	83.3%

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7	Black/African American	240	970	161	67.1%	233	1010	100	42.9%
7	Hispanic	239	970	160	66.9%	200	1010	80	40.0%
7	Native Hawaiian/Pacific Isl	0	970	0	0.0%	1	1010		0.0%
7	Two or More	138	970	73	52.9%	147	1010	71	48.3%
7	White	918	970	421	45.9%	919	1010	492	53.5%
7	Female	798	970	402	50.4%	775	1010	401	51.7%
7	Male	776	970	426	54.9%	757	1010	368	48.6%
7	ELL	67	970	60	89.6%	36	1010	3	8.3%
7	FARM	948	970	614	64.8%	859	1010	338	39.3%
7	SWD	148	970	122	82.4%	144	1010	13	9.0%
7	<b>All Students</b>	<b>1574</b>	<b>970</b>	<b>828</b>	<b>52.6%</b>	<b>1532</b>	<b>1010</b>	<b>769</b>	<b>50.2%</b>
8	American Indian/Alaska Native	3	1010	1	33.3%	1	1050	1	100.0%
8	Asian	30	1010	4	13.3%	30	1050	22	73.3%
8	Black/African American	251	1010	129	51.4%	267	1050	107	40.1%
8	Hispanic	225	1010	120	53.3%	225	1050	93	41.3%
8	Two or More	158	1010	75	47.5%	130	1050	66	50.8%
8	White	944	1010	386	40.9%	937	1050	578	61.7%
8	Female	814	1010	348	42.8%	820	1050	448	54.6%
8	Male	795	1010	367	46.2%	770	1050	419	54.4%
8	Nonbinary	2	1010	0	0.0%	0	1050	0	0.0%
8	ELL	47	1010	36	76.6%	43	1050	1	2.3%
8	FARM	975	1010	529	54.3%	845	1050	358	42.4%
8	SWD	145	1010	132	91.0%	116	1050	18	15.5%
8	<b>All Students</b>	<b>1611</b>	<b>1010</b>	<b>715</b>	<b>44.4%</b>	<b>1590</b>	<b>1050</b>	<b>867</b>	<b>54.5%</b>
9	American Indian/Alaska Native	1	1050	1	100.0%	1	1120	1	100.0%
9	Asian	30	1050	21	70.0%	45	1120	33	73.3%



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9	Black/African American	321	1050	145	45.2%	302	1120	128	42.4%
9	Hispanic	285	1050	119	41.8%	266	1120	109	41.0%
9	Native Hawaiian/Pacific Isl	0	1050	0	0.0%	2	1120	2	100.0%
9	Two or More	153	1050	77	50.3%	165	1120	81	49.1%
9	White	1056	1050	690	65.3%	1186	1120	812	68.5%
9	Female	930	1050	527	56.7%	975	1120	599	61.4%
9	Male	915	1050	525	57.4%	992	1120	567	57.2%
9	Nonbinary	1	1050	1	100.0%	0	1120	0	0.0%
9	ELL	58	1050	4	6.9%	55	1120	1	1.8%
9	FARM	1123	1050	510	45.4%	1080	1120	497	46.0%
9	SWD	150	1050	23	15.3%	173	1120	28	16.2%
<b>9</b>	<b>All Students</b>	<b>1846</b>	<b>1050</b>	<b>1052</b>	<b>57.0%</b>	<b>1967</b>	<b>1120</b>	<b>1166</b>	<b>59.3%</b>
10	American Indian/Alaska Native	1	1120	1	100.0%	0	1150	0	0.0%
10	Asian	42	1120	34	81.0%	40	1150	29	72.5%
10	Black/African American	290	1120	150	51.7%	233	1150	124	53.2%
10	Hispanic	265	1120	117	44.2%	214	1150	107	50.0%
10	Native Hawaiian/Pacific Isl	2	1120	2	100.0%	1	1150	1	100.0%
10	Two or More	143	1120	88	61.5%	133	1150	85	63.9%
10	White	1120	1120	822	73.4%	1048	1150	759	72.4%
10	Female	931	1120	620	66.6%	813	1150	562	69.1%
10	Male	932	1120	594	63.7%	855	1150	542	63.4%
10	Non-Binary	0	1120	0	0.0%	1	1150	1	100.0%
10	ELL	64	1120	1	1.6%	38	1150		0.0%
10	FARM	1057	1120	567	53.6%	838	1150	452	53.9%
10	SWD	154	1120	35	22.7%	139	1150	36	25.9%
<b>10</b>	<b>All Students</b>	<b>1863</b>	<b>1120</b>	<b>1215</b>	<b>65.2%</b>	<b>1669</b>	<b>1150</b>	<b>1105</b>	<b>66.2%</b>
11	Asian	42	1150	31	73.8%	42	1185	36	85.7%

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11	Black/African American	230	1150	128	55.7%	197	1185	116	58.9%
11	Hispanic	209	1150	119	56.9%	192	1185	100	52.1%
11	Native Hawaiian/Pacific Isl	1	1150	1	100.0%	2	1185	2	100.0%
11	Two or More	124	1150	86	69.4%	122	1185	83	68.0%
11	White	1001	1150	774	77.3%	1051	1185	806	76.7%
11	Female	800	1150	580	72.5%	810	1185	580	71.6%
11	Male	807	1150	559	69.3%	796	1185	563	70.7%
11	ELL	35	1150	1	2.9%	33	1185		0.0%
11	FARM	807	1150	475	58.9%	735	1185	431	58.6%
11	SWD	120	1150	37	30.8%	121	1185	27	22.3%
<b>11</b>	<b>All Students</b>	<b>1607</b>	<b>1150</b>	<b>1139</b>	<b>70.9%</b>	<b>1606</b>	<b>1185</b>	<b>1143</b>	<b>71.2%</b>
12	American Indian/Alaska Native	3	1185	0	0.0%	3	1185	1	33.3%
12	Asian	40	1185	32	80.0%	46	1185	35	76.1%
12	Black/African American	166	1185	98	59.0%	154	1185	89	57.8%
12	Hispanic	172	1185	92	53.5%	167	1185	106	63.5%
12	Native Hawaiian/Pacific Isl	2	1185	2	100.0%	1	1185	1	100.0%
12	Two or More	105	1185	73	69.5%	103	1185	75	72.8%
12	White	944	1185	756	80.1%	991	1185	800	80.7%
12	Female	702	1185	525	74.8%	689	1185	524	76.1%
12	Male	727	1185	528	72.6%	775	1185	582	75.1%
12	Non-Binary	0	1185	0	0.0%	1	1185	1	100.0%
12	ELL	25	1185	0	0.0%	25	1185	2	8.0%
12	FARM	655	1185	400	61.1%	631	1185	399	63.2%
12	SWD	104	1185	23	22.1%	107	1185	42	39.3%
<b>12</b>	<b>All Students</b>	<b>1429</b>	<b>1185</b>	<b>1053</b>	<b>73.7%</b>	<b>1465</b>	<b>1185</b>	<b>1107</b>	<b>75.6%</b>

**WCPS ELA Interims 2022-2023**

In addition to the assessments above, students in grades 6-11 were assessed in math and literacy skills tied directly to the Maryland College and Career Ready Standards; these common formative assessments were used across WCPS.

**Percent of Student Proficiency Comparison**

Grade	Fall 2022 Interim Total	Fall 2022 Interim % Proficient	Spring 2021 Interim Total	Spring 2021 Interim % Proficient
6	1571	28.7%	1498	36.3%
7	1519	40.8%	1562	32.1%
8	1572	43.1%	1603	38.0%
9	1637	46.9%	1638	56.0%
10	1626	57.4%	1568	55.7%
11	1123	47.6%	1153	53.8%
12	353	42.8%	724	59.9%

		Fall 2022		Spring 2022	
Grade	Student Group	F22 Student Total	F22 % Proficient	S22 Student Total	S22 % Proficient
6	American Indian/Alaska Native	2	50.0%	2	0.0%
6	Asian	40	52.5%	34	70.6%
6	Black/African American	247	20.6%	219	29.7%
6	Hispanic	221	22.2%	203	30.5%
6	Two or More	147	21.1%	133	26.3%
6	White	914	32.6%	910	39.6%
6	Female	774	31.8%	773	43.1%
6	Male	797	25.7%	728	29.3%
6	ELL	46	2.2%	48	8.3%
6	FARM	977	21.1%	823	24.5%
6	SWD	155	5.2%	139	9.4%

WCPS Accelerate Learning: 2022-2023 Reopening Plan

6	<b>All Students</b>	<b>1571</b>	<b>28.7%</b>	<b>1501</b>	<b>36.4%</b>
7	American Indian/Alaska Native	2	50.0%	2	0.0%
7	Asian	35	74.3%	30	73.3%
7	Black/African American	228	26.3%	245	23.3%
7	Hispanic	227	31.7%	199	25.6%
7	Native Hawaiian/Pacific Isl	0	0.0%	2	0.0%
7	Two or More	127	30.7%	160	27.5%
7	White	900	46.8%	928	35.6%
7	Female	766	48.3%	796	40.6%
7	Male	753	33.1%	770	23.5%
7	ELL	61	1.6%	33	12.1%
7	FARM	904	25.2%	891	22.1%
7	SWD	143	13.3%	151	3.3%
7	<b>All Students</b>	<b>1519</b>	<b>40.8%</b>	<b>1566</b>	<b>32.2%</b>
8	American Indian/Alaska Native	3	0.0%	1	100.0%
8	Asian	31	67.7%	28	71.4%
8	Black/African American	245	33.1%	274	22.3%
8	Hispanic	216	33.8%	224	31.3%
8	Two or More	150	40.7%	126	33.3%
8	White	928	47.0%	953	43.5%
8	Female	788	49.4%	816	45.1%
8	Male	782	36.71%	790	30.5%
8	ELL	37	16.2%	41	2.4%
8	FARM	949	21.4%	859	24.6%
8	SWD	140	8.6%	125	5.6%
8	<b>All Students</b>	<b>1572</b>	<b>43.1%</b>	<b>1606</b>	<b>37.9%</b>
9	American Indian/Alaska Native	1	0.0%	1	100.0%
9	Asian	25	76.0%	40	77.5%
9	Black/African American	270	30.0%	254	40.9%
9	Hispanic	248	30.2%	221	40.7%
9	Native Hawaiian/Pacific Isl	0	0	2	100.0%
9	Two or More	128	39.1%	119	50.4%
9	White	965	56.3%	1086	62.2%
9	Female	835	54.3%	861	63.6%

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9	Male	801	39.3%	862	48.1%
9	ELL	53	7.5%	47	6.4%
9	FARM	853	22.6%	890	42.5%
9	SWD	128	15.6%	143	18.2%
<b>9</b>	<b>All Students</b>	<b>1637</b>	<b>46.9%</b>	<b>1723</b>	<b>55.9%</b>
10	American Indian/Alaska Native	1	100.0%	0	0.0%
10	Asian	33	81.8%	34	67.6%
10	Black/African American	249	43.0%	177	39.0%
10	Hispanic	244	42.6%	184	47.8%
10	Native Hawaiian/Pacific Isl	2	100.0%	1	100.0%
10	Two or More	115	55.7%	108	55.6%
10	White	982	64.0%	933	61.1%
10	Female	808	63.6%	689	62.8%
10	Male	818	51.2%	747	50.5%
10	Non-Binary	0	0.0%	1	100.0%
10	ELL	52	15.4%	35	14.3%
10	FARM	601	8.5%	677	44.6%
10	SWD	125	23.2%	108	16.7%
<b>10</b>	<b>All Students</b>	<b>1626</b>	<b>57.4%</b>	<b>1437</b>	<b>56.4%</b>
11	Asian	23	56.5%	16	62.5%
11	Black/African American	173	27.7%	108	40.7%
11	Hispanic	154	37.0%	123	51.2%
11	Native Hawaiian/Pacific Isl	1	100.0%	1	0.0%
11	Two or More	88	40.9%	63	55.6%
11	White	684	55.6%	709	59.2%
11	Female	486	51.6%	468	60.3%
11	Male	637	44.6%	552	52.5%
11	ELL	27	7.4%	19	21.1%
11	FARM	407	11.1%	451	45.2%
11	SWD	106	23.6%	75	21.3%
<b>11</b>	<b>All Students</b>	<b>1123</b>	<b>47.6%</b>	<b>1020</b>	<b>56.1%</b>
12	American Indian/Alaska Native	0	0.0%	3	0.0%
12	Asian	10	60.0%	11	63.6%
12	Black/African American	67	37.3%	76	34.2%

12	Hispanic	65	38.5%	81	51.9%
12	Two or More	30	30.0%	45	44.4%
12	White	181	47.5%	507	66.3%
12	Female	166	48.8%	325	70.2%
12	Male	187	37.4%	397	50.9%
12	Non-Binary	0	0.0%	1	100.0%
12	ELL	13	7.7%	18	22.2%
12	FARM	2	38.1%	316	44.6%
12	SWD	35	17.1%	61	26.2%
<b>12</b>	<b>All Students</b>	<b>353</b>	<b>42.8%</b>	<b>723</b>	<b>59.6%</b>

## Math Assessments

### WCPS Math Inventory 2022-2023

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

### Percent of Student Levels for Fall 2022 Assessment

Grade	Student Total	% Advanced	% Proficient	% Basic	% Below Basic
1	1512	2.1%	12.5%	22.9%	62.5%
2	1482	4.1%	13.4%	30.6%	51.9%
3	1501	1.1%	17.9%	27.3%	53.7%
4	1569	8.2%	11.2%	29.9%	50.7%
5	1503	4.6%	17.4%	19.8%	58.2%
<b>Total</b>	<b>7567</b>	<b>4.1%</b>	<b>14.4%</b>	<b>26.1%</b>	<b>55.4%</b>

### Percent of Student Levels for Spring 2022 Assessment

Grade	Student Total	% Advanced	% Proficient	% Basic	% Below Basic
K	1439	32.0%	34.6%	22.1%	11.3%
1	1312	37.0%	30.4%	14.6%	17.9%
2	1375	28.3%	27.8%	25.5%	18.4%
3	1395	16.5%	34.4%	20.1%	29.0%

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4	1353	32.7%	22.3%	20.0%	24.9%
5	1435	17.8%	30.6%	19.1%	32.5%
<b>All Grades</b>	<b>8309</b>	<b>27.2%</b>	<b>30.1%</b>	<b>20.3%</b>	<b>22.4%</b>

**Percent of Student Levels for Fall 2022 Assessment**

Grade	Student Group	F22 Students	% Advanced	% Proficient	% Basic	% Below Basic
1	American Indian/Alaska Native	1	0.0%	0.0%	0.0%	100.0%
1	Asian	30	10.0%	30.0%	33.3%	26.7%
1	Black/African American	239	0.4%	7.5%	16.7%	75.3%
1	Hispanic	242	0.4%	11.6%	16.9%	71.1%
1	Native Hawaiian/Pacific Isl	4	0.0%	0.0%	25.0%	75.0%
1	Two or More	167	3.6%	7.8%	25.1%	63.5%
1	White	829	2.5%	14.6%	25.6%	57.3%
1	Female	727	1.1%	12.7%	23.8%	62.4%
1	Male	785	3.1%	12.4%	22.0%	62.5%
1	ELL	85	0.0%	3.5%	14.1%	82.4%
1	FARM	947	0.8%	8.8%	21.2%	69.2%
1	SWD	161	1.2%	8.1%	15.5%	75.2%
<b>1</b>	<b>All Students</b>	<b>1512</b>	<b>2.1%</b>	<b>12.5%</b>	<b>22.9%</b>	<b>62.5%</b>
2	American Indian/Alaska Native	2	0.0%	0.0%	0.0%	100.0%
2	Asian	20	10.0%	10.0%	60.0%	20.0%
2	Black/African American	257	1.2%	5.8%	24.1%	68.9%
2	Hispanic	226	0.9%	8.0%	29.2%	61.9%
2	Two or More	133	3.8%	11.3%	25.6%	59.4%
2	White	844	5.8%	17.5%	33.2%	43.5%
2	Female	746	3.1%	13.3%	28.7%	55.0%
2	Male	736	5.2%	13.5%	32.6%	48.8%
2	ELL	82	0.0%	3.7%	22.0%	74.4%
2	FARM	912	2.0%	7.9%	27.2%	62.9%
2	SWD	177	0.0%	7.3%	16.9%	75.7%
<b>2</b>	<b>All Students</b>	<b>1482</b>	<b>4.1%</b>	<b>13.4%</b>	<b>30.6%</b>	<b>51.9%</b>

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3	American Indian/Alaska Native	4	0.0%	25.0%	50.0%	25.0%
3	Asian	27	7.4%	37.0%	29.6%	25.9%
3	Black/African American	238	0.4%	8.4%	20.2%	71.0%
3	Hispanic	224	0.9%	9.4%	24.1%	65.6%
3	Native Hawaiian/Pacific Isl	1	0.0%	0.0%	0.0%	100.0%
3	Two or More	155	0.0%	17.4%	25.8%	56.8%
3	White	852	1.4%	22.2%	30.3%	46.1%
3	Female	739	0.7%	14.9%	26.1%	58.3%
3	Male	762	1.6%	20.7%	28.5%	49.2%
3	ELL	68	0.0%	4.4%	7.4%	88.2%
3	FARM	947	0.3%	12.2%	25.8%	61.7%
3	SWD	164	0.0%	6.1%	13.4%	80.5%
<b>3</b>	<b>All Students</b>	<b>1501</b>	<b>1.1%</b>	<b>17.9%</b>	<b>27.3%</b>	<b>53.7%</b>
4	American Indian/Alaska Native	2	0.0%	0.0%	50.0%	50.0%
4	Asian	42	31.0%	21.4%	33.3%	14.3%
4	Black/African American	228	5.3%	10.1%	16.2%	68.4%
4	Hispanic	238	2.9%	8.0%	30.3%	58.8%
4	Native Hawaiian/Pacific Isl	2	0.0%	0.0%	50.0%	50.0%
4	Two or More	158	7.0%	6.3%	29.7%	57.0%
4	White	899	9.5%	12.8%	33.0%	44.7%
4	Female	724	6.2%	11.0%	30.8%	51.9%
4	Male	845	9.8%	11.4%	29.1%	49.7%
4	ELL	65	1.5%	1.5%	18.5%	78.5%
4	FARM	993	4.1%	6.3%	26.3%	63.2%
4	SWD	185	2.2%	4.9%	18.9%	74.1%
<b>4</b>	<b>All Students</b>	<b>1569</b>	<b>8.2%</b>	<b>11.2%</b>	<b>29.9%</b>	<b>50.7%</b>
5	American Indian/Alaska Native	5	0.0%	0.0%	20.0%	80.0%
5	Asian	24	20.8%	20.8%	16.7%	41.7%
5	Black/African American	223	1.8%	9.0%	13.5%	75.8%
5	Hispanic	222	1.8%	12.2%	19.4%	66.7%



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5	Native Hawaiian/Pacific Isl	3	0.0%	0.0%	33.3%	66.7%
5	Two or More	137	2.9%	11.7%	16.1%	69.3%
5	White	889	5.8%	21.8%	22.2%	50.2%
5	Female	716	2.9%	15.9%	16.3%	64.8%
5	Male	787	6.1%	18.8%	23.0%	52.1%
5	ELL	43	0.0%	0.0%	7.0%	93.0%
5	FARM	900	2.4%	12.3%	17.0%	68.2%
5	SWD	161	1.9%	5.6%	8.1%	84.5%
<b>5</b>	<b>All Students</b>	<b>1503</b>	<b>4.6%</b>	<b>17.4%</b>	<b>19.8%</b>	<b>58.2%</b>

**WCPS Math Interims 2022-2023**

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

**Percent of Student Proficiency Comparison**

<b>Grade</b>	<b>F22 Total Students</b>	<b>% Proficient Fall</b>	<b>S22 Total Students</b>	<b>% Proficient Spring</b>
6	1605	54.3%	1498	55.6%
7	1489	35.7%	1503	38.1%
8	1227	20.0%	1210	16.5%
Algebra 1	1573	33.7%	1779	27.4%
Algebra 2	960	22.3%	1214	22.9%
Geometry	1178	14.1%	1278	38.2%
<b>Washington County Total</b>	<b>15878</b>	<b>39.1%</b>	<b>16123</b>	<b>41.4%</b>

<b>Grade or Subject</b>	<b>Student Group</b>	<b>F22 Total Students</b>	<b>% Proficient Fall</b>	<b>S22 Total Students</b>	<b>% Proficient Spring</b>
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WCPS Accelerate Learning: 2022-2023 Reopening Plan

6	American Indian/Alaska Native	2	50.0%	2	50.0%
6	Asian	39	87.2%	33	84.8%
6	Black/African American	253	41.1%	221	43.0%
6	Hispanic	231	45.9%	211	39.3%
6	Two or More	149	41.6%	129	46.5%
6	White	931	60.6%	902	62.6%
6	Female	801	53.7%	765	58.2%
6	Male	804	54.9%	733	52.8%
6	ELL	54	13.0%	54	25.9%
6	FARM	977	21.1%	810	42.6%
6	SWD	157	15.3%	139	29.5%
<b>6</b>	<b>All Students</b>	<b>1605</b>	<b>54.3%</b>	<b>1498</b>	<b>55.5%</b>
7	American Indian/Alaska Native	2	50.0%	2	0.0%
7	Asian	32	56.3%	24	75.0%
7	Black/African American	235	22.1%	239	23.8%
7	Hispanic	232	24.1%	199	34.7%
7	Native Hawaiian/Pacific Isl	0	0.0%	1	0.0%
7	Two or More	127	22.0%	147	36.1%
7	White	861	43.8%	891	42.1%
7	Female	764	36.8%	771	41.2%
7	Male	725	34.6%	732	34.7%
7	ELL	68	13.2%	36	25.0%
7	FARM	904	25.2%	874	28.5%
7	SWD	135	11.1%	148	10.8%
<b>7</b>	<b>All Students</b>	<b>1489</b>	<b>35.7%</b>	<b>1503</b>	<b>38.1%</b>

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	American Indian/Alaska Native	3	0.0%	0	0%
8	Asian	12	50.0%	16	31.3%
8	Black/African American	213	19.7%	244	13.9%
8	Hispanic	196	18.4%	197	11.7%
8	Two or More	127	14.2%	113	16.8%
8	White	676	21.2%	640	18.6%
8	Female	613	20.2%	610	18.0%
8	Male	614	19.7%	600	15.0%
8	ELL	45	4.4%	44	4.5%
8	FARM	949	21.3%	749	12.3%
8	SWD	136	7.4%	116	4.3%
<b>8</b>	<b>All Students</b>	<b>1227</b>	<b>20.0%</b>	<b>1210</b>	<b>16.5%</b>
ALG01	American Indian/Alaska Native	1	100.0%	2	0.0%
ALG01	Asian	32	62.5%	36	41.7%
ALG01	Black/African American	265	24.2%	265	14.7%
ALG01	Hispanic	254	21.3%	235	15.7%
ALG01	Native Hawaiian/Pacific Isl	0	0.0%	1	100.0%
ALG01	Two or More	122	34.4%	119	17.6%
ALG01	White	899	38.8%	1121	33.5%
ALG01	Female	792	36.0%	881	28.5%
ALG01	Male	779	31.3%	898	26.4%
ALG01	ELL	55	16.4%	51	2.0%
ALG01	FARM	231	14.7%	945	17.0%
ALG01	SWD	117	11.1%	147	6.1%
<b>ALG01</b>	<b>All Students</b>	<b>1573</b>	<b>33.7%</b>	<b>1779</b>	<b>27.4%</b>

## 2022-2023 Student Achievement Goals

WCPS will review MCAP data from the spring of 2022 when released by MSDE. WCPS will set academic goals for all subgroups that will be measured on English and math MCAP assessments in the Spring of 2023.

Using local assessment data (Lexile), WCPS will increase the number of students reading at grade level from the spring of 2022 to the Spring of 2023 by 10 percentage points. The goals have been set by using cohort data results from the spring of 2022. The goals have been set by using cohort data results from the spring of 2022. For example, in the spring of 2022, 43.5% of second grade students read at grade level. In the spring of 2023, WCPS has set a goal of 53.5% of third students reading at grade level.

	Spring 2022				Spring 2023
Grade	S22 Student Total	S22 Lexile Target	Made S22 Target	Total % Meeting Target	Goal % Meeting Target
2	1588	420	691	43.5%	53.5%
3	1590	580	758	47.7%	53.5%
4	1533	740	769	50.2%	57.7%
5	1646	833	898	54.6%	60.2%
6	1442	970	604	41.9%	64.6%
7	1532	1010	769	50.2%	51.9%
8	1590	1050	867	54.5%	60.2%
9	1967	1120	1166	59.3%	64.5%
10	1669	1150	1105	66.2%	69.3%
11	1606	1185	1143	71.2%	76.2%
12	1465	1185	1107	75.6%	81.2%

Using local assessment data (math inventory and math interims), WCPS will increase the number of students scoring proficient or advanced from the spring of 2022 to the Spring of 2023 by 10 percentage points. The goals have been set by using cohort data results from the spring of 2022. For example, in the spring of 2022, 50.9% of second grade students scored proficient or advanced

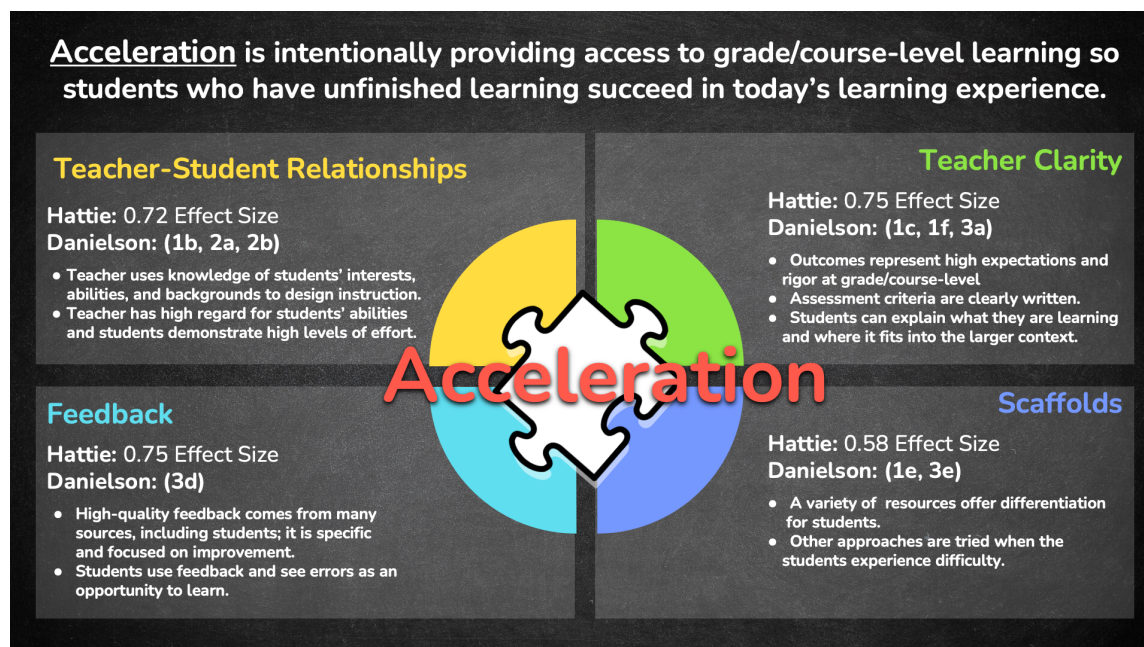
in mathematics. In the spring of 2023, WCPS has set a goal of 60.9% of third students proficient or advanced in mathematics

**Percent of Student Levels for Spring 2022 Assessment**

Grade	Student Total	Spring 2022			Spring 2023
		% Advanced	% Proficient	Total Proficient or Advanced	Goal for Total Proficient or Advance
K	1439	32.0%	34.6%	64.6%	64.6%
1	1312	37.0%	30.4%	67.4%	74.6%
2	1375	28.3%	27.8%	56.1%	77.4%
3	1395	16.5%	34.4%	50.9%	66.1%
4	1353	32.7%	22.3%	55%	60.9%
5	1435	17.8%	30.6%	58.4%	65%

**Accelerating Student Learning**

All students will have access to the Maryland College and Career-Ready Standards Pre-K-12, in all content areas, and the state frameworks have informed the work on the WCPS Essential Curriculum. The WCPS spring 2022 data shows that many students have experienced unfinished learning due to the pandemic. In response and in an effort to accelerate learning for all, it will be essential for teachers to focus on grade/course level expectations within tier one instruction. WCPS defines acceleration as intentionally providing access to grade/course-level learning so students who have unfinished learning succeed in today’s learning experience. Using John Hattie's research and the Danielson Framework, WCPS has specifically identified four teaching practices that will accelerate learning and improve student achievement.



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

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

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

additional practice, enrichment, and/or tier 2 intervention. The mathematics intervention model for all levels (elementary, middle, and high) will shift from a focus on remediating past unknown skills to a focus on acceleration, including explicit tier 2 instruction on the most critical prerequisite skills and vocabulary needed for students to be successful in current tier 1 instruction.

### Identifying Students for Supplemental Instruction / Tutoring

Students in grades k-8 (and selected high school students) will be engaged in diagnostic literacy and math assessments this fall and spring according to the 2022-2023 assessment schedule. Data collected from these assessments serve as a baseline for teacher planning and progress monitoring. School staff use assessment data to inform the Classroom-Focused Improvement Process (CFIP).

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

#### Targets for Meeting Grade Level Expectations: Reading

Grade	Fall 2021 Target	Spring 2022 Lexile Targets	Year's Growth
Pre-K		*Level 4	*Increase 2 Levels
K	DIBELS 8 Composite 306	DIBELS 8 Composite 420	DIBELS 8 Comp. 100+ points
1	DIBELS 8 Composite 330	DIBELS 8 Composite 441	DIBELS 8 Comp. 100+ points
2	DIBELS 8 Composite 329	DIBELS 8 Composite 439	DIBELS 8 Comp. 100+ points
3	Lexile 420-579	Lexile 580-739	160 points
4	Lexile 580-739	Lexile 740-833	160 points
5	Lexile 740-833	Lexile 834-925	100 points
6	Lexile 925	Lexile 970	90 points
7	Lexile 970	Lexile 1010	50 points
8	Lexile 1010	Lexile 1050	50 points
9	Lexile 1050	Lexile 1120	50 points
10	Lexile 1120	Lexile 1150	50 points
11	Lexile 1150	Lexile 1185	50 points
12	Lexile 1185	Lexile 1185	50 points

\*PreK: Using phonemic awareness screener

READING				
Grade Level	Assessment	FALL: At Risk and Require Supplemental	SPRING: At Risk and Require Supplemental	Recommended Supplemental Instruction

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		Instruction	Instruction	
PreK	Phonemic Awareness Screener	Below Level 2	Below Level 4	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Stepping Stones</li> </ul>
K	DIBELS 8	Below Composite 280	Below Composite 406	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Stepping Stones</li> <li>● Sound Partners</li> <li>● Leveled Literacy Intervention (LLI)</li> </ul>
1	DIBELS 8	Below Composite 321	Below Composite 427	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Sound Partners</li> <li>● Leveled Literacy Intervention (LLI)</li> </ul>
2	DIBELS 8	Below Composite 316	Below Composite 421	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Sound Partners</li> <li>● Read Naturally</li> <li>● Wilson</li> <li>● Leveled Literacy Intervention (LLI)</li> </ul>
3	M-Class Express	Well Below: Text Reading Online (TRO) Not Proficient: Decoding Online (DO)	Well Below: Text Reading Online (TRO) Not Proficient: Decoding Online (DO)	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Read Naturally</li> <li>● Focused Reading Intervention</li> <li>● Sound Partners</li> <li>● Wilson</li> <li>● Leveled Literacy Intervention (LLI)</li> </ul>
4	eRI	Below Lexile 580	Below Lexile 740	<ul style="list-style-type: none"> <li>● Lexia Core 5</li> </ul>
5	eRI	Below Lexile 740	Below Lexile 833	
6	eRI	Below Lexile 740	Below Lexile 833	<ul style="list-style-type: none"> <li>● Essential Curriculum</li> <li>● Targeted Instruction</li> <li>● Read Naturally</li> <li>● Wilson</li> <li>● Just Words</li> <li>● PowerUp</li> <li>● Reading Apprenticeship</li> <li>● Academic Literacy</li> <li>● Reading Apprenticeship</li> </ul>
7	eRI	Below Lexile 833	Below Lexile 925	
8	eRI	Below Lexile 925	Below Lexile 970	
9	eRI	Below Lexile 970	Below Lexile 1010	
10	eRI	Below Lexile 1010	Below Lexile 1050	



11	eRI	Below Lexile 1050	Below Lexile 1120	Framework
12	eRI	Below Lexile 1120	Below Lexile 1150	

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

<b>MATHEMATICS</b>			
Grade Level	Assessment	At Risk and Require Supplemental Instruction if. . .	End Goal for the identified at-risk students
K	Math Inventory	Tenth Percentile or Below	Grade K: $\geq$ Emerging 74
1-5	Math Inventory	Basic or Below Basic in the Spring prior to the current school year AND Below Basic, or in the tenth percentile or below, in the current school year.	Grade 1: $\geq$ 16 Grade 2: $\geq$ 142 Grade 3: $\geq$ 277 Grade 4: $\geq$ 390 Grade 5: $\geq$ 540
6	Math Interim	Below 20%	Increase of at least one performance level on Math Interim from Fall to Spring
7	Math Interim	Below 20%	Increase of at least one performance level on Math Interim from Fall to Spring
8	Math Interim	Below 20%	Increase of at least one performance level on Math Interim from Fall to Spring
HS Algebra 1	Math Interim	Below 20%	Increase of at least one performance level on Math Interim from Fall to Spring

### WCPS Tutoring Guidelines

Various assessments will be used to identify the present levels of student understanding in order to inform instructional decisions in reading and mathematics. The most important component of any assessment is understanding the purpose and having a plan for meaningful actions based on the data (CCSSO Assessment Considerations for Fall 2020). Teachers will work with principals, lead teachers, case managers, intervention teachers, and achievement coordinators to design action plans to accelerate learning for students with identified gaps in learning. The 4As process of assess, analyze, act, and adjust is used across WCPS to support meaningful actions using

assessment data. Specifically, on average, one-on-one tutoring and/or small group direct instruction can be more effective (Maryland Together, 2020). In order to support small group instruction and one-on-one tutoring opportunities, WCPS has created tutoring guidelines.

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

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

### **Elementary General Guidelines**

#### **Number of Students:**

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

#### **Documented Evidence of Learning:**

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

#### **Method of Delivery:**

- During School
- Before/After School

#### **Action Plan:**

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

### **Elementary Mathematics Tutoring Guidelines**

#### **Ongoing Student Selection: (By Marking Period)**

Students prioritized to engage in supplemental instruction/tutoring include students who score basic or below basic in the Spring prior to the current school year AND score [below basic](#), or in the tenth percentile or below, on the Math Inventory in the current school year.

Engage identified students in supplemental instruction/tutoring, beginning with least intensive (left to right):

→ Tier 2B: Acceleration-focused small group instruction using the Essential Curriculum, Stage 3, 30-minute Small Group supporting resources	→ Tier 2B: Acceleration-focused small group instruction using <b>Building Fact Fluency</b> (15 min.) in support of grade-level computational fluency.	→ Tier 3: Remedial instruction using Do The Math or Math Recovery resource
Determine who will provide the instruction, and when:		
Who: Classroom teacher, case manager, intervention teacher  When: During the school day, or Before or After School using additional Tutoring funding	Who: Math tutor paraprofessional  When: During the school day	Who: Classroom teacher, case manager or intervention teacher  When: During the school day, or Before or After School using additional Tutoring funding
Ongoing professional development for staff will be provided during the school year.		

### Elementary English Language Arts Tutoring Guidelines

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

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

- DIBELS (K&3), eRI (1-5), WCPS Interims
- See [Identifying Students for Supplemental Instruction/Tutoring- Reading](#)
- Click here for  [Screener/Assessment and Supplemental Instruction](#)
- Click here for the [Reading Intervention Site](#)

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

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

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

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

**Step 4: Progress Monitoring/Personnel**

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

**Step 5: Communication with Parents/Guardians**

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

**Secondary General Guidelines**

**Number of Students:**

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

**Documented Evidence of Learning:**

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

**Method of Delivery:**

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

**Action Plan:**

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

**Secondary Mathematics Tutoring Guidelines**

Middle School Math			
<p><b>Ongoing Student Selection (By Marking Period):</b>                      Students prioritized to engage in supplemental instruction/tutoring have the following data indicator:</p> <p><input type="checkbox"/> Students who score less than 20% on any WCPS Math Interim</p>			
<p><b>Determine which supplemental instruction/tutoring support is best for each identified student:</b></p>			
Type of Support	Targeted Acceleration	Math Intervention Grade 6, 7, 8	Beyond School Day Tutoring
<b>Who is providing the intervention?</b>	Classroom Teacher	Math Special Education Content Teacher and/or Math Tutor Para	Classroom Teacher or Certified Staff

<b>When are students receiving intervention?</b>	During an identified Intervention Period or during an extended math class (> 60 minutes)	Intervention Period during the school day	Outside the school day
<b>What Interventions are provided?</b>	→ Acceleration-focused small group instruction based on just-in-time assessment and feedback using Stage 3 of the WCPS Essential Curriculum	→ iReady interventions to support Math IEP goals, and/or → iReady interventions to support critical prior learning for on-grade level learning	→ iReady interventions to support critical prior learning for on-grade level learning → Acceleration-focused small group instruction based on just-in-time assessment and feedback using Stage 3 of the WCPS Essential Curriculum

### High School Math

**Ongoing Student Selection (By Marking Period):**  
 ALGEBRA 1 students with the following data indicator are prioritized to engage in supplemental instruction/tutoring:  
 Students who score less than 20% on any WCPS Math Interim

**Determine which supplemental instruction/tutoring support is best for each identified student:**

Type of Support	Targeted Acceleration	Beyond School Day Tutoring
<b>Who is providing the intervention?</b>	Classroom Teacher, Math Special Education Content Teacher and/or Math Tutor Para	Classroom Teacher or Certified Staff
<b>When are students receiving intervention?</b>	During a 90-minute math class (60 minutes whole group, 30 minutes flexible small groups) or during an identified Intervention Period	Outside the school day (before school, after school, during lunch)
<b>What interventions are provided?</b>	→ Acceleration-focused small group instruction using <a href="#">Supplemental Instruction Resources for Small Groups</a> provided in the WCPS	→ Acceleration-focused small group instruction using <a href="#">Supplemental Instruction Resources for Small Groups</a> provided in the WCPS Essential Curriculum

	Essential Curriculum	
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### Secondary English Language Arts Tutoring Guidelines

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

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

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

- **Focus:** Progress towards mastery of IEP goals/objectives or standards below grade level
- **Implementation:** Follow and monitor IEP goals, CLP, or [action plan](#)
- **Course options:**
  - A100: Ss with disabilities in reading (IEP in reading)
  - A100R: Small group targeted instruction

#### Additional Resources:

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

### Career and Technology Education (CTE)

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

All CTE courses lead to an end goal of an industry-recognized credential, articulated credit, and/or a dual-transcribed credit. WCPS CTE department has been working closely with MSDE and other state licensure governing boards to ensure industry-certified licensure and credentialing will still be accessible for students.

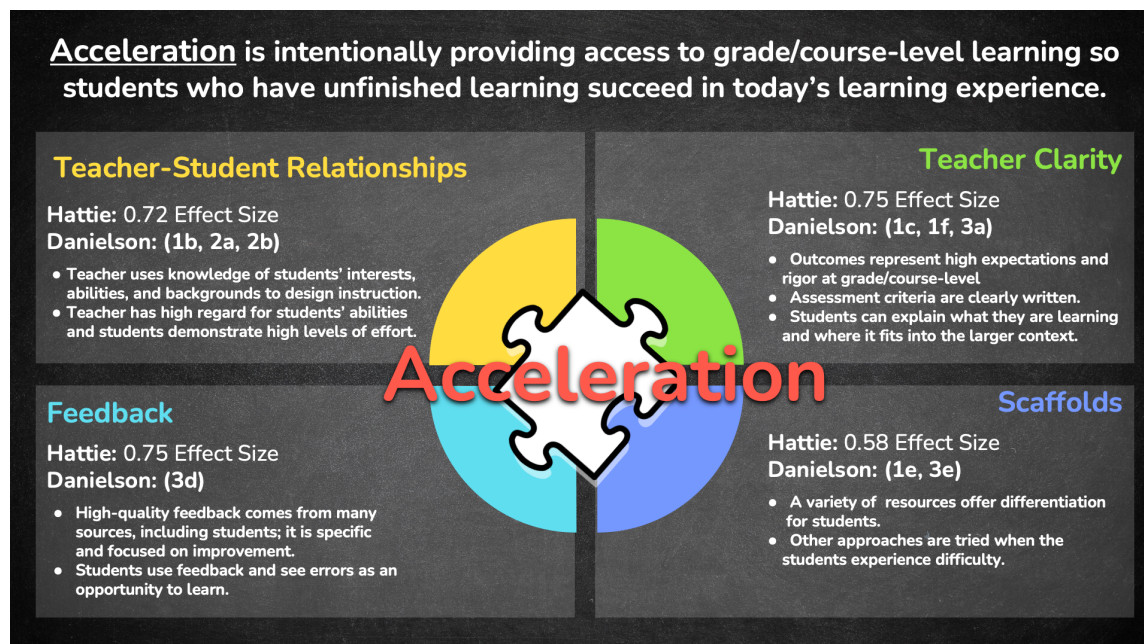


Students will have access to all CTE equipment and materials. Students will also be provided the proper personal protective equipment (PPE) to attempt to mitigate unnecessary risk. CTE programs will continue to offer rigorous and relevant instruction so that students have access to the value-added skills that our post-secondary and business partners need. Meeting rooms and equipment utilized will be properly cleaned and disinfected in accordance with MSDE's Roadmap for Recovery guidelines.

All WCPS CTE programs with a work-based learning component will continue to operate within MSDE guidelines to offer students that respective experience. WCPS will work closely with MSDE, the Department of Labor, and local and state health agencies to ensure that students have access to a safe, rigorous, and rewarding opportunity. All safety guidelines will be implemented and followed.

## Professional Learning 2022-2023

Using John Hattie's research and the Danielson Framework, WCPS has specifically identified four teaching practices that will accelerate learning and improve student achievement. Professional learning in the 2022-2023 school year will be tied to the four practices of acceleration.



## Grading

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

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

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

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

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

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

## **Health and Safety**

### **Health Services**

WCPS continues to work with our partner, Meritus Health, to provide necessary spaces for well and sick students in our school health suites. WCPS has also utilized a cross-functional committee, the COVID-19 Response Team, to develop plans for addressing the wellness of employees and students during the COVID-19 pandemic. As we move into the 2022-2023 school year, contact tracing will no longer be conducted specifically by the school system. In times of community spread, the COVID Response Team will be prepared to support the WCHD in tracing student activities; especially in outbreak situations.

### **Staff Protocols**

Staff protocols have been developed utilizing the guidance from the Centers for Disease Control and Prevention (CDC) as well as the WCHD and Dr. Masood, a pediatrician and medical director for our health services with Meritus Health. WCPS carefully monitors the most up-to-date information from the CDC, Occupational Safety and Health Administration (OSHA), and local, state, and federal government. WCPS strives to be proactive in addressing concerns and questions regarding employee wellness and safety during the COVID-19 pandemic. WCPS



continually assesses buildings, work environments, and specific job duties to ensure safe work practices and personal protective equipment (PPE) is available.

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

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

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

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

**Employees who become sick throughout the workday** should immediately report their condition to their supervisor. The employee should leave work, seek a professional medical assessment of their symptoms, and/or obtain a COVID-19 test (rapid/antigen testing is acceptable). Testing will continue to be available in school health rooms, and take-home kits are being provided as well.

**Staff Positive COVID-19 Test**

If an employee tests positive for COVID-19, the employee is to remain isolated at home for five (5) days until their symptoms are resolving and they have been fever-free for at least twenty-four (24) hours. Upon return to work, the employee shall wear a mask for an additional five (5) days, for a total of ten (10) days from the positive test result or onset of symptoms. WCPS, if needed, will gather the names and contact information of those employees that may have been exposed.

**Student Protocols**

Student protocols have also been developed for health and safety.

WCPS carefully monitors the most up-to-date information from the CDC, OSHA, and local, state, and federal government.

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

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

**Parents and Guardians are to screen their student's health daily for symptoms which may include but are not limited to:**

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

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

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

#### **During the School Day**

If a student exhibits signs/symptoms of COVID 19, the health room staff will notify you to pick up your child within a thirty (30) minute time frame to reduce person-to-person exposure. A parent/guardian has the option to consent for health room staff to conduct a rapid COVID-19 test. Further guidance will be given by the health room staff. Students who have tested positive during the school day and those who are symptomatic will be isolated in the health room and kept away from others as spacing allows. Staff will retrieve student belongings while waiting for the parent to pick up their child. Take-home test kits are also being made available for families to be able to test their children at home before sending them to school.

#### **Student Positive COVID-19 Test**

If a student tests positive for COVID-19 the parent or guardian should immediately report this to the school principal.

If a student tests positive for COVID-19, the student is to remain isolated at home for five (5) days, and until their symptoms are resolving. A student must have been fever-free for at least twenty-four) 24 hours before returning. Upon return to school, the student shall wear a mask for an additional five (5) days, for a total of ten days from the positive test result or onset of symptoms. Families should also report the positive COVID-19 test to their family physician and the Maryland Department of Health at this [link](#):-

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

### **COVID-19 Testing**

WCPS is planning to continue diagnostic testing at all school locations for the 2022-2023 school year. Rapid antigen test kits have been made available through the Maryland Department of Health and the Maryland State Department of Education. School health room staff at each school are trained in administering the test kits. Students and staff who become symptomatic during the school day may report to the school health room for testing. Individuals with a positive test result will be isolated per the guidelines listed above. With a negative test result, the student or staff member may return to the classroom when they have an improvement in their symptoms or an alternate diagnosis as identified on the [WCPS School Health Decision Aid](#) (modified from MDH decision aid).

### **Vaccinations for Students and Staff**

Over the last two (2) years, WCPS has made a significant impact on the vaccination rate of the community by offering vaccinations to staff as early as February 2021 and supporting student vaccinations through afternoon and evening clinics in each community at school sites. Moving forward, students and staff can be vaccinated through ample vaccination clinic locations in the greater Washington County community. Within twenty (20) miles of Hagerstown, thirty-two (32) vaccination locations are available including twenty-six (26) pharmacies, the county health department, Meritus Medical Center, and four (4) urgent care locations. Many more locations are also available within this radius, and are across the state line in Pennsylvania and/or West Virginia.

### **Universal Guidelines for all COVID-19 Health Precautions**

- WCPS supports the desire of each staff member or student to choose whether to wear a mask at any time during the school day. WCPS will continue to monitor guidance from the [CDC](#) on universal mask-wearing.
- When wearing a face covering, wear it properly covering the nose and mouth
- Practice good hand hygiene by regularly washing hands with soap for at least twenty (20) seconds and using alcohol-based hand sanitizer as a substitute when necessary. Students will be encouraged to wash their hands throughout the school day.
- Stay physically distanced, to the greatest extent possible.
- When coughing or sneezing, use a tissue to cover mouth and nose, dispose of tissue and wash hands
- If extenuating circumstances or needs require closer contact, address using additional situation-specific guidance outlined below.

### **Continuity of Learning for Students in Quarantine:**

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

# CONTINUITY OF LEARNING DURING QUARANTINE

<b>PROVIDING ACCESS TO INSTRUCTION</b>	 <p><b>PARENT/GUARDIANS</b> communicate and collaborate for instructional support</p>	<ul style="list-style-type: none"> <li>Initial quarantine check-in through confirmed email or phone contact with parent/guardian. <i>Discuss how and when to access initial instruction, internet accessibility, and available instructional supports.</i></li> <li>For multiple day quarantines, additional check-ins will be arranged. <i>Discuss learning progress and outcomes or need for additional support through supplemental instruction or tutoring.</i></li> </ul>
	 <p><b>TEACHERS &amp; STAFF</b> ensure continuity of learning by providing instruction and feedback</p>	<ul style="list-style-type: none"> <li>Post work to Google Classroom or provide hard copies of the work for students without internet access.</li> <li>Contact the guardian or parent/student to provide instructional support as needed, including arranging for before, during, or after school, instructional help, tutoring, peer support, etc. upon student return.</li> <li>Score and record completed work.</li> </ul>
<b>LEARNING ENGAGEMENT</b>	 <p><b>STUDENTS</b> access instruction, engage, and demonstrate evidence of learning</p>	<ul style="list-style-type: none"> <li>Login to Google Classrooms and review work provided.</li> <li>Engage in instructional activities.</li> <li>Communicate the need for additional assistance, clarification, or instructional support.</li> <li>Complete and submit assignments to be counted as present.</li> <li>Complete assessments.</li> </ul>
<b>ADDITIONAL SERVICES</b>	 <p><b>SERVICE PROVIDERS</b> ensure Individual Education Program (IEP) or English Learner Plans are implemented</p>	<ul style="list-style-type: none"> <li>Case manager participates in the initial check-in for students who receive IEP services.</li> <li>Individual Continuity of Learning Plans are implemented as previously planned or updated if required based upon individual circumstance.</li> <li>Determine if IEP services can be provided AND student is able to access and implement the Individual Continuity of Learning Plan.</li> <li>If IEP services cannot be provided or the student cannot access, services must be provided upon return.</li> <li>English Learner services are provided virtually or upon return.</li> </ul> <p>*504 services will be reinstated upon return to school</p>

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

## Communication Plan

Email and [newsletters](#) have been used by the public information office to communicate general information regarding quarantines. WCPS administrators have also presented information at public Board meetings, most recently on July 19, 2022. Discussions have occurred with representatives of the employee bargaining units on July 20, 2022, to ensure students have access to instructional materials and teachers upon their return. Pending approval of the updated reopening plan, more information will be shared directly with parents and guardians and the staff involved. Communication to families will partner with parents and guardians to help students engage in the available continuity of learning opportunities.

Contract tracing information is conducted by the Washington County Health Department (WCHD). WCHD will communicate with impacted families regarding the individual quarantine period and the requirements for returning to school.

The parent/guardian of the student identified to quarantine collaborates to create the continuity of the learning plan through communication with principal-designated staff.

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

### **Delivery of Instruction**

Students who have been attending school in person, but who may need to quarantine as directed by the WCHD will have access to assignments and assessments through Google Classroom. All students have a 1:1 device to access instructional materials remotely. If home internet services are not available, as determined by the initial check-in through confirmed email or phone contact with parent/guardian, hard copies of the assignments will be provided. Upon return, a plan for instruction before, during, or after school, will be collaboratively determined.

Because the classroom teacher has established a relationship with the student, the teacher(s) of record and staff ensure continuity of learning happens in the very best possible way to keep the learner caught up and on pace by providing access to instruction and feedback. Initial instruction opportunities will vary based on the grade level and content and will include the following:

- Post work to Google Classroom or provide hard copies of the work for students without internet access.
- Contact the guardian or parent/student to provide instructional support as needed, including arranging for before, during, or after school, or instructional help, tutoring, peer support, etc.
- Score and record work completed

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

- Logging in to Google Classrooms and review work provided or review hardcopies
- Through conversation and support with the teacher
- Completing and submitting assignments
- Communicating the need for additional assistance, clarification or instructional support as needed, including arranging for before, during or after school, or upon return instructional help, tutoring, peer support, etc.
- Completing assessments

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

### **Attendance Codes for Quarantine Students**

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

### **Quarantine Service Plan Protocols**

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

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

Service Providers ensure English Learner Plan implementation as follows:

- English Learner services are provided virtually or upon return

Section 504 plan services will be reinstated upon return to school

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

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

### **Accommodation for Students with Disabilities**

#### **Best Practices**

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

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



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

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

#### **Use of Physical Interventions to Maintain Safety**

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

### **Bus Assistance**

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

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

### **Potty Training**

For children not yet fully potty-trained:

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

### **Pre-kindergarten**

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

### **Kindergarten through grade five**

- Kindergartners should also have a change of clothes available in the event of an emergency.
- If a child has an accident, clerical staff will communicate with family members if they would prefer to come to school to change their child.
- If families do not choose to come to school, a principal-designated school employee will be contacted and will escort the child to the health office. The designated school employee will assist the child appropriately, and the school



health office staff will assist the designated school employee if available and not with another student.

- If this is a frequent occurrence, it would be advisable to conference with the family to determine additional steps for the child's success.

### **Personal Care**

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

### **Diapering**

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

### **Procedures**

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

### **Step by Step**

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

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

12. Spray the Quat disinfectant liberally on the area and allow it to dwell for 10 minutes prior to drying the surface with single-use paper towels.

### **Safe Handling**

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

### **Toileting**

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

### **Step by Step**

1. Escort the student to the changing/bathroom area.
2. Wear PPE – double gloves & mask (face shield and gown if necessary)
3. Talk to the student about what you are doing to provide reassurance.
4. Assist the student with clothes and pull up if necessary.
5. Transfer and/or assist the student to the toilet.
6. If required, stabilize the student on the toilet seat.
7. Assist the student in cleaning when the student is finished if needed. Remove top gloves if soiled as needed.
8. Transfer the student from the toilet if necessary.
9. Dispose of soiled gloves, and provide the student with a new pull-up if necessary.
10. Finish by using Hepa Quat to sanitize and disinfect.
11. Spray the Quat disinfectant liberally on the area and allow it to dwell for 10 minutes prior to drying the surface with single-use paper towels.

### **Safe Handling**

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

### **Equipment and Supplies**

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

1. Running water, soap, and paper towels
2. Adjustable changing table
  - o At the minimum, an unbroken, clean, sturdy surface off the floor should be provided.
  - o Health room can be used if determined for individual needs.
3. Lifting device

- o Training must occur before using.
  - o Depending on the size and mobility of the student, some equipment may be needed to assist in the safe handling of a student.
  - o This may include a Hoyer lift, transfer belt, and electronic lifting device with appropriate slings
4. Privacy curtain if in a classroom area outside the bathroom
  5. Gloves and mask
  6. If needed, additional PPE provided: Face shield, gown
  7. A covered and lined refuse receptacle for waste and contaminated PPE
  8. Hepa Quat sanitizing spray (3M 25H quaternary disinfectant)
  9. Chucks
  10. Supply of soap, toilet paper, wipes, and paper towels

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

### **Cleaning and Sanitation of Equipment, Classroom Tools, and Resources**

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

### **Minimize and Modify Shared Equipment Usage**

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

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

### **Shared Equipment Cleaning**

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

### **Required Online Safety Training**

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

[2022-2023 Vector Solutions Training for Returning WCPS Employees](#)

### **Recommended Training**

#### **Initial CPI Certification**

If you are not currently certified in CPI, you can complete the course by first completing online modules and then attending a full-day in-person course. Please note - This course requires the demonstration of competency with physical interventions. Participants will be required to practice these skills with other participants, which will involve a degree of close contact. Precautions and protocols are in place to minimize the number of times participants are in close proximity. To register for a class, please email Connie Hartman at [hartmcon@wcps.k12.md.us](mailto:hartmcon@wcps.k12.md.us)

#### **CPI Recertification**

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

#### **CPR/First Aid**

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

### **Resources**

#### **MASK WEARING**

Tips to support mask wearing for students with disabilities:

[Tips for supporting students with disabilities](#)

## Student Support Services

### Attendance Tracking

#### Daily Attendance

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

Concurrent instruction, teaching virtual and in-person students at the same time, was a tremendous challenge for both learners and teachers during the 2020-2021 school year. WCPS began the 2021-2022 and 2022-2023 school years with all students learning in person at our schools, and teachers will not be expected to provide concurrent instruction. Any student who prefers to participate in daily virtual synchronous instruction, starting in the 2021-2022 school year, **may apply for enrollment in the** Academy of Blended Learning Education (ABLE) program.

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

Elementary Schools - Homeroom teachers will collect student attendance in the morning in the student information system (Synergy platform) and report "ABS" for each absent student. A student will be coded by the school secretary as a half-day absence if "present" for 10%-50% of the school day. A student will be coded by the school secretary as a full-day absence if "present" for less than 10% of the school day. The length of the school day for the majority of elementary schools in Washington County is 390 minutes. Therefore, in order for an elementary student to receive credit for attending a full day, the student would have to attend school for more than 3 hours 15 minutes.

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

ABLE Program (grades 1-12) student attendance will be determined by students logging into assigned virtual synchronous learning sessions. First-period teachers will collect student attendance in the morning in the student information system (Synergy platform) and report "ABS" for each absent student. Additionally, the first-period teacher and each subsequent teacher

will use the Synergy platform Class Check-In tool and collect/select either “Checked-In Electronically” or “Not Checked In” for each student throughout the school day. A student will be coded by the school secretary as a half-day absence if “present” for 10%-50% of their scheduled classes. A student will be coded by the school secretary as a full-day absence if “present” for less than 10% of their scheduled classes.

### **Managing Student Absences During Distance or Blended Learning**

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

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

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

Each local school system is required to provide access to learning and services for any student who is in quarantine due to exposure to COVID-19. When a student is quarantined due to COVID-19, the school principal will designate a staff member to complete an initial check-in with the student/parent. If the student is too ill to participate with CoL while in quarantine, then the student’s absence will be excused with a code 17A. The student will be able to make up any missed work upon their return to school.

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

### **Process to Monitor Attendance**

WCPS offers a range of support and interventions for students who do not engage with school, regardless of whether instruction is provided in-person or through ABE. This level of support starts with careful daily monitoring of student attendance recorded in Synergy. School staff utilizes reports from Synergy throughout each day to identify students who are not participating in in-person and virtual instruction. WCPS middle and high school staff, as well as ABE staff, can use the “Class Check-In” tool in Synergy to monitor and respond to student attendance throughout

the day. Automated and/or personal phone calls are made by school staff each day to all parents of students who are not attending school. Letters, which communicate attendance expectations and identify available supports, are mailed by school staff to the parent(s)/legal guardian(s) throughout the year as students accumulate a certain number of absences. Students who are absent from school are expected to collaborate with their teacher(s) and complete missed assignments.

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

#### **Local Attendance Codes for a Government Declared Health Outbreak**

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

Present code:

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

Absence codes:

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

- 17A-Student is excluded from attending/leaves school related to a government declared health outbreak

## **Mental and Emotional Wellbeing**

### **Staff Professional Development Opportunities**

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

### **Student Lessons on Trauma and Social-Emotional Needs**

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

### **Access to School-Employed Mental Health Staff**

WCPS employs mental health staff that is available to support the needs of students. Mental health staff members are accessible to students and families through in-office visits, telephone calls, and email. School counselors and social workers provide contact information and office hours for students and families, in addition to mental health and emotional wellbeing resources.



Each school counselor and social worker provide students on their caseload with regular check-ins allowing students to indicate if they need support. Each school will provide opportunities for teacher referrals to the school counselor and/or social worker if they see a student in need. School counselors and/or social workers regularly visit students in the classroom to consistently share this information with students. Special education social workers will be providing support through services with their caseloads based on a student's IEP. School psychologists are available for consultation with staff.

#### **Access to School-Based Health Clinics**

There are two centers in WCPS schools with health clinics (Western Heights Middle and South Hagerstown High School) that are housed within the school health office. These are available to enrolled students. At this time, there is no means to provide telehealth services, as these providers for the school-based health clinics are linked to outside agencies.

#### **Access to Outside Mental Health Providers and Supports**

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

#### **Restorative Practices Strategies**

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

#### **Collaboration among WCPS Stakeholders**

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

school resource officers, student intervention specialists, and any other staff who work with students and families.

## **Home and Hospital Teaching**

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

### **Intermittent HHT**

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

### **Full-Time HHT**

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

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

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

### **Unique Circumstances**

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

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

## **Faculty and Staff Support Services**

### **Human Resources/Benefits**

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

### **Employee Assistance Program**

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

### **Preparing for When Someone Gets Sick**

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

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

## **Operations and Logistics**

### **Facilities and Maintaining Healthy Environments**

#### **Cleaning and Disinfection**

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

#### **Ventilation**

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

#### **Water Systems**

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

#### **Communal Spaces**

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

#### **Personal Protective Equipment**

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

#### **Food and Nutrition Services**

The WCPS food services team has established plans that will be dictated by the mode of instruction and by the waivers provided for food-service operations by the United States Department of Agriculture and accepted by the Maryland State Department of Education on behalf of all Local Education Agencies (LEA) in the state. Breakfast and lunch will be served on

the free, reduced price, and paid model for the 2022-2023 school year unless schools are in the community eligibility program where all meals are free every day.

## **Transportation Services**

The WCPS Transportation Department has prepared a thorough plan to continue transporting students as in-person instruction continues. WCPS has returned to full in-person attendance of students unless they have enrolled in the Academy of Blended Learning Education (ABLE). Due to the ongoing driver shortage, some routes have been consolidated and double backs have been put in place to ensure students can arrive at school on time.

- All school vehicle drivers and attendants will [clean and disinfect the school vehicle](#) in accordance with WCPS protocols.
- All school vehicle drivers and attendants will receive ongoing training for new policies and procedures.
- All school buses will be scheduled for their required annual safety inspections per MVA COMAR regulations.
- Staff and students may choose to wear a mask on the bus as a normal capacity of 40-60 students per route should be expected.

## **Parents and Students**

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

- Students should remain seated at all times and are encouraged to sit around the same students each day.
- Prior to exiting the bus, students should remain seated and not congregate in the aisle.
- Continue to adhere to all directives provided by the driver and follow all Transportation Bus Rules.

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

## **Drivers and Attendants**

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

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

### **Bus Configuration**

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

- All students will have assigned seats and should be seated around the same students each day.
- To increase/improve airflow:
  - Whenever feasible, windows may be opened to the maximum extent possible. Even during the winter months 3-4 windows on each side of the bus will be opened slightly to create airflow. The driver will be encouraged to start the bus early to provide heat in the bus prior to departing the bus lot.
  - Driver side window may be open, and fans may be utilized to increase the airflow whenever possible.

### **Bus Cleaning/Specialized Equipment**

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

- Handholds/rails, pull cords, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions.
- Window ledges.
- Spot cleaning walls and seats to include seatbacks.
- Parents of students with safety vests should clean the safety vest each evening.
- If a student or staff member who was on a bus has experienced symptoms, the bus may be taken out of service for cleaning and disinfecting prior to being placed back into service.

## **Technology**

### **Student Devices**

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

### **Internet Access**

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

### **High-Quality Digital Resources**

WCPS is a one-to-one system and therefore most curriculum resources are available digitally. When a digital resource is not available, students will be provided with an appropriate print copy

of the resource. All curriculum resources are vetted by content specialists, principals, and teachers to ensure they are high quality and align with the Maryland College and Career Ready Standards.

### **Security**

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

## **Communication**

WCPS has provided reassurance to the learning community of our efforts to prevent the spread of COVID-19 and meet the needs of students. Communications focus on the following themes and strategies:

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

### **Communication Channels**

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

- **WCPS Connect** - The mass notification system will be used by central office and school administrators to distribute phone calls, text messages, emails, and/or mobile app push notifications.
- **WCPS Remind** - The communication platform will be used by teachers to make phone calls, text messages, emails, and/or mobile app push notifications.
- **WCPS Website** - System wide communications will be shared under the “News” section at [www.wcpsmd.com](http://www.wcpsmd.com).
- **COVID-19 Response Website** - Updates to student and staff protocols as well as general COVID-19 information and resources will be shared with the community on the [COVID-19 Response website](#).

- **COVID-19 Dashboard** - The WCPS COVID-19 Response Team will report the number of daily positive COVID-19 cases among students and staff at each WCPS facility on the [COVID-19 dashboard](#), which is included on the COVID-19 Response website.
- **Social Media** - The community can follow [Facebook](#), [Twitter](#), and [YouTube](#) for Accelerate Learning @ WCPS information
- **Channel 99** - Information will be posted and will air on WCPS' Public Education/Government (PEG) channel, which is channel 99 for Antietam Broadband cable subscribers
- **News Media** - System wide updates will also be shared with local media outlets
- **Signage** - Various signage will be deployed across the school system with educational and health-related reminders (i.e. handwashing, social distancing, etc.)

## **Extracurricular Activities**

### **Interscholastic Athletics Seasonal Planning and Preparation**

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

The WCPS return plan for interscholastic athletics and activities embodies these guiding principles while aligning with the MSDE and the MPSSAA educational and health and safety decisions in order for education-based athletics and activities to resume under normal operations. As such, WCPS will return to the normal MPSSAA guidelines per COMAR for the fall, winter, and spring seasons for the 2022-2023 school year.

### **Guiding Principles**

- The health and safety of WCPS student-athletes, coaches, and all athletic stakeholders will remain our top priority
- WCPS will follow normal MPSSAA guidelines for health and safety for student-athletes including required student physicals and information on concussion, sudden cardiac arrest, and heat acclimatization for parents and students.
  - [Physical Examination Form](#)



- Evaluación física
- Activities may be modified, delayed, or canceled based on what is in the best interest of our student-athletes, coaches and other athletic stakeholders

**Personal Protective Equipment (PPE):**

- Personal Protective Equipment (PPE) remains available for students and staff but not required.

**Hygiene Practices and Considerations:**

- Continue to make hand sanitizer available at entrances, practice locations, and other high-touch locations.
- Avoid sharing personal items (water bottles, towels, etc.)

**Guidelines for Performing Arts: 2022-2023**

**Guiding Principles:**

- The health and safety of WCPS students and staff will remain our top priority.
- Activities may be modified, delayed or canceled based on current community metrics and guidance.

**Personal Protective Equipment (PPE):**

- Personal Protective Equipment (PPE) remains available for students and staff but not required. Teachers who need additional materials to cover instrument bells or other PPE supplies should contact Micah Socks.

**Director and School Considerations:**

- Continue to make hand sanitizer available at entrances, rehearsal locations, and other high-touch locations.
- Avoid sharing wind instruments.
- Live streaming copyrighted material violates copyright law unless the proper approvals and licenses have been secured for each work. [NAfME Copyright Guidance](#).