

WCPS | Washington County Public Schools

VIRTUAL EDUCATION *plan*

WCPS is committed to ensuring that our students receive uninterrupted instruction, regardless of the circumstances

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VIRTUAL EDUCATION *plan*

WCPS | Washington County
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STUDENT INSTRUCTION & DELIVERY

Washington County Public Schools (WCPS) is committed to ensuring that our students receive uninterrupted instruction, regardless of the circumstances. With our robust Essential Curriculum, provision of student devices, integration of digital tools, and extensive professional learning opportunities, WCPS is fully equipped to transition into virtual learning should the need arise.

The WCPS Essential Curriculum is designed to support virtual learning by providing teachers with clear learning goals and instructional scaffolds that can be adapted to the needs of all students, regardless of their learning environment. Teachers can access our High-Quality Instructional Materials (HQIM) resources electronically. The curriculum also includes diagnostic and formative assessments to track student progress and adjust instruction accordingly. By using the Essential Curriculum, teachers can ensure that their virtual instruction aligns with state standards and that students receive a high-quality education, whether they are learning in person or online.

WCPS has purchased Google Workspace, which will play a pivotal role in facilitating virtual instruction. Google Workspace provides tools designed to foster connectivity, collaboration, and resource sharing in an online educational setting. With Google Classroom, educators can effortlessly organize classes, distribute assignments, and maintain open lines of communication with their students. This tool not only simplifies file exchange between teachers and students but also provides a dedicated space for real-time feedback and grading, thereby enhancing the overall learning experience. The integration of various Google Workspace applications, such as Docs, Sheets, Slides, and Drive, with Classroom enables the seamless creation and submission of assignments, fostering a collaborative learning environment. Through these applications, students can collaborate in real time, regardless of their physical location. Additionally, Google Meet extends Google Workspace's capabilities by enabling synchronous classroom sessions, office hours, and group discussions through high-quality video conferencing. This integration of tools within Google Workspace supports a comprehensive virtual learning experience that is both

efficient and engaging, ensuring that education remains accessible and interactive for students everywhere.

Beginning in the 2026–2027 school year, WCPS will operate with a 2:1 student-to-device ratio at the elementary level. As a result, not all elementary students will have access to an individual Chromebook at the same time. WCPS will provide available technology and support to students and families; however, in the event of a systemwide closure, the district may need to use temporary asynchronous learning schedules for some grade levels until sufficient devices can be secured. If schools are closed, students will engage in synchronous instruction via the Google Classroom and Google Meet platforms, following the schedule outlined below:

When ONE elementary school is closed...

WCPS will follow the plan outlined below by providing extra Chromebooks to that school.

When the ENTIRE school system is closed...

WCPS will implement a temporary asynchronous instructional schedule for students in grades PK–2. The **asynchronous schedule** would serve as a temporary measure until the district can secure the necessary devices for all PK–2 students.

INSTRUCTIONAL DAY SCHEDULE:

Instruction will include 4 hours of synchronous learning. Teachers will provide asynchronous opportunities for students to further their learning. The virtual learning model will include a balanced approach to synchronous and asynchronous instruction to ensure continuity of learning while maintaining developmentally appropriate practices. Synchronous learning will provide structured, teacher-led instruction, opportunities for real-time interaction, feedback, and monitoring of student engagement. Asynchronous learning will complement this instruction by allowing students to practice, apply, and extend their learning independently through meaningful, standards-aligned tasks. Together, this balance ensures that students receive consistent access to direct instruction while also developing independence and reinforcing skills outside of live instructional time.

ASYNCHRONOUS PLAN

1. ACTIVATION OF THE EMERGENCY ASYNCHRONOUS LEARNING PLAN:

These asynchronous learning plan may be activated in situations including, but not limited to:

- Inclement weather
- Building emergencies
- Utility outages
- Public health concerns
- Unforeseen closures determined by district leadership

The Superintendent or designee will communicate when asynchronous learning days are implemented.

2. DISSEMINATION OF INFORMATION: COMMUNICATION TO STAFF

- Teachers will review asynchronous procedures with students and families throughout the school year to ensure readiness in the event of an emergency closure.

COMMUNICATION TO FAMILIES:

Families will receive communication through multiple platforms, including:

- District and school messaging systems
- Email
- Text notifications

Family communication will include:

- Daily learning expectations
- Suggested schedules and routines
- Teacher contact information
- Directions for accessing assignments and packet pickup
- Procedures for submitting work

Communication should be family-friendly, concise, and translated when appropriate.

3. INSTRUCTIONAL EXPECTATIONS: REQUIRED CONTENT AREAS

Asynchronous instruction for Pre-K through Grade 2 will include learning opportunities in:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

Additional integrated opportunities may include:

- Social-emotional learning
- Fine arts
- Movement and wellness activities

Instructional activities should reinforce previously taught standards and skills and remain developmentally appropriate.

4. EXPECTATIONS FOR TEACHERS

PREPARATION EXPECTATIONS:

Teachers will prepare emergency asynchronous learning materials in advance to ensure continuity of instruction.

Teachers should:

Prepare Learning Activities

- Develop up to 3–5 days of emergency learning activities
- Include lessons for:
 - ELA
 - Math
 - Science
 - Social Studies
- Include clear directions and examples for families
- Ensure lessons are accessible and manageable within the home environment

Instructional Design: Activities should:

- Reinforce previously taught concepts
- Include opportunities for independent practice
- Incorporate hands-on, play-based, and movement activities when appropriate
- Encourage reading, discussion, & problem-solving

Organization of Materials

- Teachers will:
 - Organize lessons by day and subject
 - Clearly communicate expectations and estimated completion times
 - Ensure students know how to access assignments before emergency closures occur

Communication Expectations

During asynchronous instruction, teachers are expected to:

- Maintain communication with students and families
- Be available during designated office hours
- Respond to parent questions within one school day when possible
- Notify administration regarding concerns about student access or participation

- Teachers should provide encouragement, flexibility, and support for families during emergency situations.

5. STUDENT LEARNING TIME EXPECTATIONS

The following instructional time expectations are intended to provide meaningful engagement while maintaining flexibility for families:

GRADE LEVEL	SUGGESTED DAILY LEARNING TIME
Pre-K	Approximately 2.5 hours
K–Grade 2	Approximately 4 hours

Time may include:

- Independent practice
- Teacher-created activities
- Reading and discussion
- Hands-on learning
- Educational games and movement activities
- Offline learning experiences

Learning time does not need to occur consecutively and may be completed throughout the day.

6. EXPECTATIONS FOR PARENTS/CAREGIVERS

Parents and caregivers serve as important partners in supporting young learners during asynchronous instruction.

Families are encouraged to:

- Establish a predictable daily routine
- Support students in accessing and completing assignments
- Encourage reading and conversation
- Communicate with the teacher when support is needed

Families are not expected to replace classroom instruction. The goal is to support participation, engagement, and continuity of learning.

7. ATTENDANCE AND PARTICIPATION

Student participation may be measured through:

- Completion of assignments
- Teachers will maintain documentation of participation according to district expectations.

8. TECHNOLOGY AND MATERIALS

- If emergency asynchronous instruction becomes a long-term instructional need outside of the school setting, the district will evaluate technology needs and, as feasible, purchase devices, materials, or additional resources necessary to support equitable student access to instruction.

9. SUPPORT FOR STUDENTS WITH SPECIALIZED NEEDS

- Students receiving Special Education services, ML services, intervention support, or related services will continue to receive reasonable access to accommodations and learning opportunities during asynchronous instruction as feasible.
- Teachers, service providers, and support staff will collaborate with families to support student success.

One challenge with synchronous instruction is to ensure that students without internet access remain engaged and supported. One effective approach involves utilizing the offline capabilities of digital devices. WCPS can pre-load learning materials onto Chromebooks. These materials may include recorded video lessons, interactive assignments, and digital textbooks. During the Covid-19 pandemic, WCPS provided mobile hotspots to students. In addition, WCPS worked with community partners to establish community WiFi access points in public spaces such as libraries, outdoor athletic facilities, and schools, allowing students to access the Internet from a broader range of locations

WCPS believes that many of the effective teaching practices that occur during in-person learning can occur in a virtual learning setting. Some educators thrived teaching in a virtual environment. WCPS has captured some of those successes and built professional development opportunities around effective virtual instruction, including the use of digital tools. WCPS has articulated a comprehensive set of elements essential for effective virtual learning, adapted from the INACOL Standards for Quality Online Teaching. These elements are designed to ensure that virtual learning environments are not only effective but also engaging and inclusive for all students. The key elements highlighted by WCPS include:

- **Being Efficient:**
Emphasizes the importance of streamlined processes and resources in the learning environment, ensuring that students and teachers can focus on the learning itself without unnecessary distractions.
- **Evaluating Online Learners:**
This involves assessing student progress and ensuring that evaluations are meaningful and reflective of student learning.
- **Maximizing Course Tools & Features:**
Utilizing the full range of functionalities provided by online platforms to enhance learning experiences. This includes interactive tools, multimedia resources, and collaborative spaces that can support diverse learning needs.
- **Active & Collaborative Learning:**
Encouraging students to actively participate in their learning through discussions, group work, and projects that foster collaboration among peers.
- **Effective Online Discussions:**
Facilitating discussions that are engaging, inclusive, and conducive to a deeper understanding of course material. This requires thoughtful planning and moderation to ensure all voices are heard.
- **Facilitating for Learning:**
Teachers act as facilitators rather than traditional lecturers, guiding students through their learning journey in a way that encourages exploration, questioning, and application of knowledge.
- **Community Building:**
Creating a sense of community within the online learning environment, where students feel connected to their peers and supported by their instructors.
- **Creating Safety & Trust:**
Ensuring the online learning environment is a safe space where students feel comfortable sharing their thoughts and taking risks in their learning.

These elements are part of WCPS's broader effort to implement virtual learning effectively, combining the best aspects of in-person and online education to provide a rich, flexible, and engaging learning experience for all students. Further details and resources related to these elements can be found through WCPS's dedicated blended learning resources.

MIDDLE & HIGH SCHOOL — A/B DAY VIRTUAL SCHEDULES

This model supports schools operating on an A/B day schedule, where Periods 1,3,5, and 7 (odd-numbered periods) meet on A Day and Periods 2,4,6, and 8 (even-numbered periods) meet on B Day, while ensuring that students receive no more than four (4) total hours of synchronous instruction on a virtual inclement weather day, in alignment with MSDE guidance.

Exceptions:

- Boyd J. Michael, III Technical High School has only 7 periods and will omit period 8.
- The InnovatED Learning Center (ILC) electEd and supportED programs have only 7 periods and will omit period 8 (connectED has 8 periods).
- Barbara Ingram School for the Arts (BISFA) has 10 periods and will omit periods 9 and 10.

A DAY (ODD-NUMBERED PERIODS)

TIME	PERIOD	FORMAT
9:00–10:00	PERIOD 1	<i>Synchronous Instruction</i>
10:05–11:05	PERIOD 3	<i>Synchronous Instruction</i>
11:10–12:10	PERIOD 5	<i>Synchronous Instruction</i>
12:15–1:15	PERIOD 7	<i>Synchronous Instruction</i>

B DAY (EVEN-NUMBERED PERIODS)

TIME	PERIOD	FORMAT
9:00–10:00	PERIOD 2	<i>Synchronous Instruction</i>
10:05–11:05	PERIOD 4	<i>Synchronous Instruction</i>
11:10–12:10	PERIOD 6	<i>Synchronous Instruction</i>
12:15–1:15	PERIOD 8	<i>Synchronous Instruction</i>

ELEMENTARY SCHOOL – VIRTUAL DAY SCHEDULES

This model provides four (4) full hours of synchronous instruction for elementary students, runs from 9:00 a.m. to 1:15 p.m., and does not include encore/special area blocks. All instructional blocks are synchronous and MSDE-compliant.

PRE-K – 2ND GRADE (9:00–1:15)

TIME	BLOCK	DESCRIPTION	SYNCHRONOUS
9:00–10:00	CORE BLOCK 1	ELA <i>live whole-group instruction</i>	Yes
10:00–10:05 Break / Transition			
10:05–11:05	CORE BLOCK 2	MATH <i>live instruction</i>	Yes
11:05–11:10 Break / Transition			
11:10–12:10	SMALL GROUPS / INTERVENTION	<i>Live small-group instruction & conferencing</i>	Yes
12:10–12:15 Break / Transition			
12:15–1:15	OFFICE HOURS / STUDENT SUPPORT	<i>Required live office hours, check-ins, and conferencing</i>	Yes

**Each school will develop and communicate a specific schedule for Encore staff to ensure consistency, student access, and instructional continuity across all grade levels.*

3RD – 5TH GRADE (9:00–1:15)

TIME	BLOCK	DESCRIPTION	SYNCHRONOUS
9:00–10:00	CORE BLOCK 1	ELA <i>live instruction</i>	Yes
10:00–10:05 Break / Transition			
10:05–11:05	CORE BLOCK 2	MATH <i>live instruction</i>	Yes
11:05–11:10 Break / Transition			
11:10–12:10	CORE BLOCK 3	SCIENCE / SOCIAL STUDIES <i>live instruction</i>	Yes
12:10–12:15 Break / Transition			
12:15–1:15	OFFICE HOURS / STUDENT SUPPORT	<i>Required live office hours, check-ins, and conferencing</i>	Yes

**Each school will develop and communicate a specific schedule for Encore staff to ensure consistency, student access, and instructional continuity across all grade levels.*

STUDENT ATTENDANCE

STUDENT ATTENDANCE PROCEDURES FOR VIRTUAL INSTRUCTION DAYS

- Attendance will be taken for all students during each Virtual Instruction Day
- Students will have opportunities to make up missed work upon returning to in-person instruction
- Students With Internet Access
 - Students must join live synchronous instruction via Google Meet to be counted present
 - A minimum of four (4) hours of synchronous instruction will be provided
 - Attendance will be recorded in Synergy
- Students Without Reliable Internet Access & Temporary Asynchronous PK-2 Students
 - Students will be marked present if they submit completed work upon returning to school
- If advance work cannot be provided:
 - Students will be granted two additional school days to submit work and be counted as present
 - If the work is not submitted within the allowed timeframe, the student will be marked absent
 - If work is submitted on the next scheduled school day, attendance must be changed from absent to present

ATTENDANCE DEFINITIONS

- **Present and Engaged** — *evidence must include:*
 - Participation in scheduled Google Meet instruction
 - Camera on during live instruction
- **Secondary Schools**
 - Students must attend at least half of a class period to be present (*example: 30 minutes of a 60-minute class*)
 - Attendance is taken each period
- **Elementary Schools**
 - Two (2) or more hours of synchronous instruction = Full day present
 - Thirty (30) minutes to two (2) hours = Half-day present
 - Less than 30 minutes = Absent for the day
- **Absent**
 - No participation in the scheduled Google Meet instruction
 - Camera not turned on during instruction*
- **Absence Code**
 - Code 07 (Hazardous Weather)
 - Used for students who do not attend virtual synchronous classes
 - Counts as an excused absence

The school system will define and implement 'verified student presence' as participation in synchronous instruction and/or completion of assigned asynchronous learning tasks that demonstrate active engagement. Verified presence will be documented through measures such as participation in live virtual sessions, submission of assigned work, and interaction within the learning platform, ensuring consistency across all schools.

SECONDARY SCHOOLS:

Throughout the virtual instruction day, teachers will continue to take period attendance in Synergy to indicate if students were absent during the virtual instruction period. The procedures for taking, reporting, and reconciling attendance are modified for virtual attendance. Secondary attendance administrative assistants will reference the WCPS Secondary Student Attendance Procedures for Virtual Instruction Days document.

All students with connectivity issues will be able to engage in make-up work arranged by the teacher with the student as soon as connectivity is restored or upon return to in-person instruction. Students will be granted two additional school days to submit work and be counted as present. Teachers will determine appropriate deadlines for work completion. Students will be required to activate cameras when appropriate.

TECHNOLOGY

WCPS will ensure all students have access to a device, ensuring virtual learning opportunities for all. WCPS has also provided teachers and staff with materials and equipment to deliver instruction virtually, including multiple devices, cameras, and digital resources. Schools conduct regular device replacements to keep students equipped with up-to-date technology. Teachers maintain class materials on Google Classroom, enabling students to access them for virtual learning. In cases where home internet access is insufficient or non-existent, alternative locations such as local libraries, school buildings with extended Wi-Fi coverage in parking lots, and public or commercial establishments like coffee shops are recommended for accessing online resources. As free or reduced-cost internet programs sponsored by local carriers or government agencies become available, families will promptly receive communications about their availability. The WCPS special education department will support schools in providing assistive technology for students with disabilities who need different resources to access learning in the virtual environment. Schools may also send hard-copy work home with students and provide pick-up locations throughout the virtual learning period for students with connectivity concerns. In addition, students will be supported in making up any work that could not be completed due to access issues upon their return to school.

NUTRITION

WCPS has a robust summer meals program that is able to be launched within a few days' notice and would serve as our emergency model. The Food and Nutrition Services department can support mobile meals in the community and pick-up sites outside regional schools. Historically, the department has been able to offer either daily breakfast and lunch pick-ups or bulk non-congregant meal distributions. Times and locations for meal distribution will be shared the day prior to a virtual learning day as part of the communication to families.

STAFFING ASSIGNMENTS

Both school- and central-office-based administrators, supervisors, teachers, paraprofessionals, technical personnel, related services personnel, and clerical personnel are equipped with devices that extend beyond the workplace, enabling them to fulfill their duties from off-site locations. With access to all essential systems, this personnel can efficiently manage tasks, oversee operations, and facilitate communication.

All teachers will adhere to their regular schedules, including designated planning time, whether on-site or off-site.

All ESP staff members who are actively employed on a regular basis will be compensated for their standard hours worked, except in cases where they are personally unable to fulfill their duties and choose to utilize accrued leave. If a staff member is available for work but the school system does not have assignments for them, they will still receive payment for their standard hours.

VIRTUAL EDUCATION PLAN STAFFING LEVELS

ASSIGNMENT	V-CODE 1	V-CODE 2	V-CODE 3
STAFFING & PERSONNEL ASSIGNMENTS	- Virtual instruction for students - All locations are closed to the public - All locations are open to personnel	- Virtual instruction for students - All locations are closed to the public - All locations are open to <u>designated</u> personnel	- Virtual instruction for students - All locations are closed to the public - All locations are open to designated <u>essential</u> personnel

EDUCATIONAL SUPPORT PERSONNEL – ESP

TRANSPORTATION (Bus Drivers/Bus Attendants /Crossing Guards)	- Limited/alternative hours available - The supervisor determines the work assignment	Do not report	Do not report
CLERICAL	- Full-duty days - On-site	- Full-duty days - The supervisor determines whether on-site or off-site work assignment	- Full-duty days - Off-site work assignment
FOOD SERVICE ASSISTANTS	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment
FOOD SERVICE REGIONAL MANAGERS/ ASSISTANT MANAGERS, FIELD MANAGER, & SENIOR MANAGER	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment
FOOD SERVICE SATELLITE LEADERS (Kitchen Managers I & II)	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment	- Limited/alternative hours available - The supervisor determines the work assignment
GARAGE/ MAINTENANCE	- Full-duty days - On-site	- Full-duty days - On-site	- Limited/alternative hours available - The supervisor determines the work assignment

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ASSIGNMENT	V-CODE 1	V-CODE 2	V-CODE 3
CUSTODIANS/ OPERATIONS	• Full-duty days • On-site	• Full-duty days • On-site	• Limited/alternative hours available • The supervisor determines the work assignment
RNS/LPNS/CNAS/CMTS/ COTAS/ SLPAS	• Full-duty days • On-site	• Full-duty days • The supervisor determines the work assignment, which may require off-site work assignment	• Limited/alternative hours available • The supervisor determines the work assignment
PARAPROFESSIONALS	• Full-duty days • On-site	• Full-duty days • The supervisor determines the work assignment, which may require off-site instructional support	• Full-duty days • Off-site instructional support
TECHNICAL (Systems Technicians, Publications Specialists, Printing Technicians, Print Shop Specialists)	• Full-duty days • On-site	• Full-duty days • The supervisor determines the work assignment, which may require off-site work assignment	• Full-duty days • The supervisor determines the work assignment, which may require off-site work assignment
SCHOOL SAFETY AND SECURITY ASSISTANTS	• Full-duty days • The supervisor determines the work assignment, which may require off-site work assignment	• Full-duty days • The supervisor determines the work assignment, which may require off-site work assignment	• Limited/alternative hours available • The supervisor determines the work assignment, which may require off-site work assignment
TEACHERS – ALL UNIT I			
TEACHERS (All Unit I)	• Full-duty days • On-site	• Full-duty days • Off-site instruction	• Full-duty days • Off-site instruction
ADMINISTRATORS & SUPERVISORS – ALL UNIT II			
ADMINISTRATORS & SUPERVISORS (All Unit II)	• Full-duty days • On-site	• Full-duty days • On-site	• Principals and department heads have full-duty days with on-site or off-site work assignments as directed by the superintendent • All other A&S will have full-duty days with off-site work assignments

ASSESSMENT & LEARNING SUPPORT

WCPS uses online assessment systems that provide various diagnostic tools and formative assessments to be used throughout the year to measure student progress in grades preK to 12. The assessment systems can provide monitoring in a virtual setting. Assessments reflect beginning-of-year, middle-of-year, and end-of-year targets. Student progress is monitored through an early warning dashboard in the student information system. WCPS also uses GoGuardian, a digital learning platform that provides teachers and administrators with tools to monitor student computer activity during assessments. State-mandated testing is not available in a virtual school setting. 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.

LEARNING SUPPORT FOR STUDENTS WITH IEPs:

This is a comprehensive plan for ensuring that students with Individualized Educational Programs (IEPs) are receiving their required services and a free and appropriate education in a virtual learning environment.

- Special Education Case Managers will collaborate with general educators to integrate universal design for learning (UDL) and differentiation into virtual lessons and materials. They will also ensure that accommodations and supplementary aids specified in Individualized Educational Plans (IEPs) are implemented effectively in the virtual environment.
- Paraprofessionals will provide virtual support to students based on their accommodations outlined in their IEPs. This support may include assistance with assignments, technology use, or any other specific needs identified in the student's plan.
- Providers of special education direct instruction and related services will coordinate to deliver these services virtually according to each student's IEP. This ensures that students continue to receive the support they need to make progress toward their educational goals.
- Any adjustments to services, such as changes in frequency or delivery mode, will be developed by the IEP team. This team typically includes a general

education teacher, special education teacher, IEP chair, parents or guardians, and other relevant stakeholders. Parent agreement is essential for any modifications to be implemented.

- All adjustments to services and agreements reached by the IEP team will be documented in the Prior Written Notice (PWN). This ensures transparency and clarity regarding the decisions made about the student's educational program.

LEARNING SUPPORT FOR STUDENTS WITH 504 PLANS:

This is a comprehensive list for ensuring that students with 504 Plans are receiving their required free and appropriate education in a virtual learning environment.

- School administration, school counselors, teachers, and related service providers will be responsible for ensuring students with 504 accommodations have those delivered in the virtual environment.
- Section 504 plans will be reviewed and adjusted to best meet the needs of the student in a virtual environment. Parent agreement is essential for any modifications to be implemented.
- All adjustments to services and agreements reached by the Section 504 team will be documented in the notes section of the plan. This ensures transparency and clarity regarding the decisions made about the student's educational program.

STUDENT WELLNESS

ALL STUDENTS RECEIVE LESSONS TO SUPPORT SOCIAL AND EMOTIONAL NEEDS

WCPS will engage students in lessons through the school counseling curriculum developed from various resources as part of COMAR school counseling standards, with a focus on the student's social-emotional wellbeing as a component. The curriculum is available in a virtual format to provide continuity in support. 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. 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 a virtual education 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 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 well-being resources. Each school counselor and social worker provides students on their caseload with regular check-ins and a Google form, 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 virtual classroom to consistently share this information with students. Special education social workers will provide support through services based on their caseloads based on a student's IEP. School psychologists are available for consultation with staff.

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 Behavioral 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 Behavioral Health Coordinator to ensure access to services. Students and families will continue to be referred, and it will be up to the partnering agency to determine how to meet with students outside of the virtual education setting.

COLLABORATION AMONG WCPS STAKEHOLDERS

WCPS will utilize staff across disciplines and departments to reach students and families and 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.

COMMUNITY COMMUNICATION

In the event of a necessary transition to virtual learning, the WCPS Communications team will use all available communications platforms to engage students, parents/guardians and families, and staff. Messaging will focus around providing timely updates, resources, and support to maintain engagement and minimize disruption to learning.

When a prolonged school closure is imminent, WCPS will deploy an internal message to all staff, informing them that the virtual learning plan will be going into effect. This will include specific directions, including but not limited to: staff reporting details, equipping students with the necessary resources for virtual learning, and preparing staff to provide continuous instruction.

The primary communications tool for systemwide messaging is the Finalsite Connect mass notifications system, which can utilize phone call messages, text messaging, emails, and mobile app push notifications to deliver communications to all stakeholders. Updates will be shared in a Smore digital newsletter format, which is responsive and easier to read on mobile devices as well as desktop computers. While Smore is equipped with a translation tool, all communications will be translated in Spanish and French, the two most common languages for school families beyond English. This ensures the message is provided clearly and consistently across as many recipients as possible. Smores are distributed universally across email, the mobile app, and with a link via text message. In the event of more timely, urgent information, phone call messages will also be used. These communications will also be posted on the WCPS website and WCPS social media channels (Facebook, X, Instagram).

The WCPS website will also be a central location for families to stay informed of details related to the school closure, with a section designated for archived communications, frequently asked questions, district and school contact information, and resources for students, families, and staff. Central office departments can submit content for inclusion on the website and/or systemwide updates

Systemwide messaging will be shared in advance with all school principals so they may anticipate questions from their learning communities and prepare parallel school-level messaging. Schools may utilize the Finalsite Connect system or Remind, another digital tool that is used in the school system for two-way communication with families.

WCPS will also review reports in the Finalsite Connect and Remind platforms to determine if there are families who are not receiving or not accessing the updates. In the event that WCPS does not have updated contact information for families, staff can work with emergency contacts or other individuals listed in the student information system to add new phone numbers and email addresses to re-establish contact. In addition, the Communications team would also develop flyers to share with community organizations that provide before and after school care, as these groups typically would provide all-day childcare in the event of a sustained closure.

WCPS will share an introductory communication about the virtual learning plan with staff and families after the Board of Education approves the plan. This message will also be used to remind the community of the virtual learning plan if/when WCPS is forewarned of an impending sustained closure.

HEALTH SERVICES

The health services provider and the Board recognize that virtual learning is an option that may be utilized by the Board or other entities that have authority over the Board in response to emergency situations that cannot now be predicted or anticipated. The Parties know and understand that in-person classes could transition to a virtual setting, upon little notice, at the direction of the Board, MSDE, or state or local authorities. In the event that virtual learning becomes necessary during the school year, the Parties agree to work together to ensure that necessary services remain available to students.

WCPS INDIVIDUALIZED HEALTH SERVICES:

WCPS has several school nurses who are members of the Washington County Educational Support Personnel group. These staff will follow the direction in the staffing and personnel assignment. As indicated in the learning support section, the person(s) responsible for providing related services will coordinate to make the service virtually available based on each student's IEP. Each of these student's IEP will need to be adjusted to modify the responsibility of nursing services during virtual learning.

TRANSITION PLAN FOR RETURN TO IN-PERSON INSTRUCTION

Upon notification that schools can transition back to in-person instruction, WCPS communications team will craft a return to school message to be share via the district mass communication system to be shared with staff and families. The message will also be shared with principals for school teams to reach out to families in verified ways to ensure families are aware of the date for return to in-person instruction.

Upon return to in-person instruction, each principal will coordinate age appropriate check-ins with individual and/or groups of students to determine what academic or social emotional support is needed to support each student's transition back.

As students return to in-person learning, the focus will be on quickly reestablishing routines, rebuilding classroom culture, and using data to guide instruction. Teachers will begin with brief assessments to identify unfinished learning, then prioritize the most essential grade-level standards through strong Tier 1 instruction that includes clear modeling, guided practice, and purposeful student engagement. Small-group supports and interventions will be aligned with core instruction to accelerate learning without lowering expectations. Schools will resume consistent collaborative planning and use ongoing formative data to adjust instruction as needed. Leaders will support this work through classroom walkthroughs, feedback, and monitoring of student engagement and progress, while ensuring all students, including those receiving additional services, have access to high-quality instruction.

