

INCLEMENT WEATHER LEARNING PLAN

Continuity of Learning When Weather Closes Schools

2026-2027



The Plan at a Glance



PURPOSE

- Maintain continuity of learning
- Comply with state regulations given our calendar structure



TIMING

- Virtual instruction is an option **after** HCPS exhausts the first three built-in inclement weather closure days



The first three closure days **are not** virtual learning days

When a Virtual Learning Day is Used



1

FIRST 3 CLOSURE DAYS

NO virtual instruction

2

AFTER 3 DAYS

Superintendent may authorize a virtual learning day

3

VIRTUAL DAY

At least 4 hours of synchronous, live instruction

4

ACCOUNTABILITY

Track student and staff attendance; provide opportunities to make up missed work

Administrator Responsibilities



PLAN

Coordinate school-based implementation of virtual learning



SUPPORT

Support staff with expectations, schedules, and problem-solving



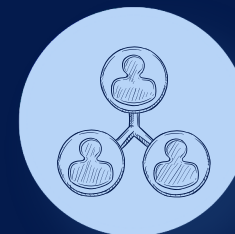
MONITOR

Monitor attendance, participation, and engagement



COMMUNICATE

Maintain communication with staff and families



CONNECT

Reinforce that all HCPS employees have a role in supporting students remotely

Instructional Expectations

CANVAS AND TEAMS

Lessons are delivered through Canvas/Teams

ENGAGEMENT

Build collaboration and participation into learning

BREAKOUT ROOMS

Use only with continuous adult supervision

LIVE AND INDEPENDENT

Standards-based instruction combines live teacher guidance with independent practice

MONITOR AND SUPPORT

Track attendance/engagement, communicate with students and families, and provide missed-work opportunities



Student Support Must Continue

INSTRUCTIONAL COACHES AND SPECIALISTS

- Intervention
- Small Groups
- Planning Support
- Engagement
- Enrichment

STUDENT SERVICES

- Counseling
- Crisis Response
- Family/Community Connections
- Attendance
- Wellness

SPECIAL EDUCATION

IEP supports and services when feasible, including accommodations/modifications and appropriate remote related services.

PARAEDUCATORS AND SUPPORT STAFF

- Small Group
- Individual Behavior/Academic Support
- Teacher-Directed Services



Grade-Level Considerations



PRE-K - GRADE 1

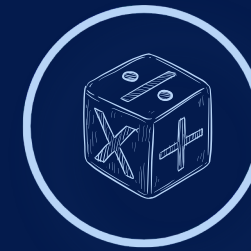
- Developmentally appropriate learning
- Printed materials
- Hands-On Activities
- Family Guidance
- Offline Options



GRADES 2-5

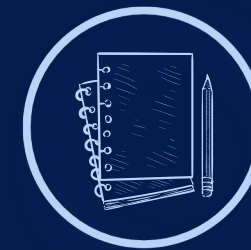
Standards-based ELA, Mathematics, Science, and Social Studies

+ Scheduled Special Areas



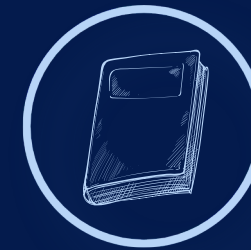
MIDDLE / HIGH SCHOOL

Students follow school-published schedules within district parameters



SPECIAL PROGRAMS

AP, CTE, specialized programs, and dual enrollment continue according to applicable course requirements/schedules



HARFORD ACADEMY / REGIONAL PROGRAMS

- Printed materials
- Specialized learning activities



Attendance, Technology, and Access



ATTENDANCE

Students may be marked present through live participation, assignment submission, instructional activities, or communication with teachers during the school day



TECHNOLOGY

Families are responsible for charging devices, caring for equipment, and reporting technical issues



ACCESS

Schools must provide alternative instructional options for students unable to connect virtually



Possible Instructional Structures

OPTION 1

Teach – Try – Transfer

0–10 min Sync	Direct instruction: model the skill or concept live, thinking aloud. End with a quick check (poll, thumbs-up, chat response).
10–20 min On-screen	Guided practice in a shared doc, whiteboard, or platform activity while camera/mic stay on for questions.
20–35 min Off-screen	Independent application task using paper, a workbook, or physical materials. Students step away from the screen entirely.
35–45 min Sync	Students hold up or share their off-screen work; teacher clarifies misconceptions and previews next steps.

OPTION 2

Launch – Explore – Discuss

0–8 min Sync	Pose a problem, question, or scenario live. No pre-teaching — just enough framing for students to start investigating.
8–25 min Off-screen	Students investigate independently or in a household using hands-on materials, then jot notes or sketch their thinking on paper.
25–35 min On-screen	Students post their findings or sketches to the Canvas discussion board or assignment for peers to see.
35–45 min Sync	Facilitated discussion comparing approaches; teacher names the underlying concept and connects it to the day's goal.

OPTION 3

Rotation Loop

0–7 min Sync	Whole group in the Teams meeting: mini-lesson, then assign Groups A, B, and C their independent task from the Canvas assignment and explain the rotation.
7–18 min On-screen	Group A stays in the Teams meeting for a live check-in with the teacher. Groups B and C leave the call and work independently on their Canvas assignment task.
18–29 min Off-screen	Group A returns to independent work (paper-based task). Group B rejoins the Teams meeting for its check-in with the teacher. Group C continues working independently.
29–40 min On-screen	Group C rejoins the Teams meeting for its check-in with the teacher. Groups A and B continue independent work and begin uploading progress to the Canvas assignment.
40–45 min Sync	All groups rejoin the Teams meeting; quick share-out of one takeaway per group, and confirm the Canvas assignment submission.

OPTION 4

Frame – Create – Showcase

0–10 min Sync	Introduce the task, success criteria, and a quick exemplar or non-example live.
10–30 min Off-screen	Students build, draw, write, or construct their product using physical materials, away from the screen.
30–38 min On-screen	Students photograph their product and upload it, or type a description, directly to the Canvas assignment.
38–45 min Sync	Two or three students showcase their work live; class gives warm/cool feedback.



Communication and System Readiness

HCPS WEBSITE

Use multiple channels to reach families and staff

SOCIAL MEDIA

Use multiple channels to reach families and staff

AUTOMATED CALLS

Use multiple channels to reach families and staff

LOCAL MEDIA

Use multiple channels to reach families and staff

TEXT / EMAIL

Use multiple channels to reach families and staff

HCPS APP NOTIFICATIONS

Use multiple channels to reach families and staff



READY BEFORE THE STORM

- Communicate early
- Keep contact information current
- Know your login
- Practice the transition when possible



Subcommittees

GUIDANCE FOR TEACHERS

**GUIDANCE FOR
ADMINISTRATORS**

**GUIDANCE FOR
NON-STUDENT-FACING STAFF**

ABSENCE PROTOCOLS

COMMUNICATIONS

STAFF TRAINING



Next Steps

**1 BOARD MEETING
9/28/2026 FOR APPROVAL**

**2 SUBCOMMITTEES
COMPLETE GUIDANCE**

**3 PROVIDE COMMUNICATION
AND GUIDANCE TO STAFF**

4 SET UP STAFF TRAINING

5 IMPLEMENT A PRACTICE DAY

**6 COMMUNICATE WITH
FAMILIES AND STUDENTS**

**7 GATHER FEEDBACK AND
CONTINUOUSLY IMPROVE**