



SCHOOL YEAR 2026-2027

COMPREHENSIVE MCPS PLAN

Inclement Weather Virtual Learning Plan



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Introduction

Pursuant to guidance issued by the Maryland State Department of Education and as authorized under Maryland Code, Education § 7-103.2, local school systems are permitted to implement virtual instruction during severe weather conditions under specific statutory requirements. These requirements establish clear expectations for governance, instruction, access, and accountability. Key provisions include the following:

- » **Board Authorization:** A local board of education may approve the use of virtual instructional days during severe weather conditions. Such authorization must occur through an open meeting of the Board, with an affirmative vote granting the Superintendent the authority to implement virtual instruction when conditions warrant.
- » **Public Availability:** The approved virtual instructional day plan must be made publicly available by posting it on the school system’s website.
- » **Synchronous Instruction:** The Superintendent may implement a virtual instructional day only after all calendar-designated inclement weather closure days have been used. Each virtual instructional day must include a minimum of four (4) hours of synchronous instruction.
- » **Attendance and Accountability:** Attendance for both students and staff must be documented. Students must also be provided opportunities to complete or make up work associated with virtual instructional days upon returning to in-person learning.
- » **Equitable Access:** The school system must ensure that all students have access to the necessary technology and connectivity to participate in virtual learning or are provided with an alternative means to complete required work without academic penalty.

This plan provides Montgomery County Public Schools with the ability to transition to virtual instruction—consisting of a minimum of four (4) hours of synchronous learning supplemented by asynchronous opportunities—when school buildings are closed due to inclement weather that is predicted to last for a few days.

Virtual instructional days count toward the 180 instructional days required under Maryland law and are implemented systemwide at the direction of the Superintendent of Schools. The intent of this plan is to ensure that MCPS schools, staff, students, and families are prepared with the structures, resources, and supports necessary to maintain continuity of learning when operational conditions require a shift from in-person instruction.

Note: Not all inclement weather events will result in the activation of MCPS’s virtual instructional day plan. MCPS’s Division of Communications and Community Engagement maintains established procedures for notifying students, staff, and the community of operational status changes and will clearly communicate the type of inclement weather day being implemented.

For additional information regarding Maryland’s virtual education legislation, families and staff are encouraged to review guidance provided by MSDE [here](#).

Decision Making

The safety and well-being of Montgomery County Public Schools students and employees is the district's highest priority. When inclement weather or other emergency conditions disrupt normal school operations, MCPS evaluates multiple options for maintaining continuity of learning while prioritizing safety. Depending on the circumstances, these options may include modified operations such as delayed openings or early dismissals, full school closures, or the implementation of virtual instruction.

In making operational decisions, MCPS considers a range of factors, including current and forecasted weather conditions provided by the National Weather Service, road and transportation safety, building conditions, and readiness to safely resume in-person instruction. Traditional inclement weather closure days remain an option. In accordance with Maryland law, all calendar-designated make-up days must be used before MCPS may implement a virtual instructional day.

A transition to virtual learning may be considered when the following conditions are met:

- » All built-in calendar make-up days have been exhausted
- » The timing and impact of the event are predictable based on reliable weather forecasting
- » The event is expected to span multiple days (e.g., significant snowstorms, ice events, or similar emergencies)
- » Adequate advance preparation and communication with staff, students, and families have occurred

Decisions to close schools or implement a systemwide virtual instructional day due to weather or other widespread safety concerns are made at the district level and apply to all schools. Maintaining a consistent, systemwide approach allows MCPS to respond efficiently to emergency conditions while safeguarding students and staff across public and nonpublic schools that rely on MCPS transportation services.

Communication

In times of inclement weather or emergency conditions, clear, timely, and consistent communication is essential to maintaining trust, ensuring safety, and supporting continuity of learning. Montgomery County Public Schools maintains established communication protocols to inform students, staff, families, and the broader community when an anticipated weather event or emergency may require a change in school operations, including a transition to a virtual instructional day.

MCPS prioritizes transparency while managing expectations, addressing immediate operational needs, and considering potential future impacts, including extended weather forecasts. The district also collaborates with community partners and government agencies to ensure families have access to resources and support as conditions evolve. Clear and coordinated communication practices are designed to ensure that all staff are prepared to fulfill their responsibilities in a virtual instructional environment and that students receive high-quality instruction and services without interruption.



Preparation and Advanced Communication

When severe weather or emergency conditions are forecasted and all calendar-designated make-up days

have been used, MCPS will issue advanced communications to support readiness across the system.

- » The MCPS Department of Communications, in coordination with schools, will issue a “Get Ready” notification when a potential virtual instructional day is anticipated. This communication signals the need for readiness and shared responsibility across the community.

During this preparation period:

- Schools and teachers will confirm instructional readiness and communicate expectations with students and families.
- Educators will engage students in a virtual learning readiness activity to ensure access to digital platforms and familiarity with virtual learning routines.
- Schools will distribute devices and chargers to students who have requested technology for home use.
- » The Department of Communications will communicate the final decision to implement a virtual instructional day as early as possible, typically a few days prior, using established communication channels.

Family Engagement and Responsibilities

During advance notice periods, families are encouraged to:

- » Ensure they have access to ParentVue and ParentSquare to review student schedules and updates
- » Verify and update contact information so they can receive timely communications
- » Support students in practicing access to district-approved digital learning platforms used for instruction and coursework
- » MiFi devices are available to support instruction and are intended to be used at home on an ongoing basis (not just during inclement weather). If a student needs a MiFi, schools should submit a request through the existing Google Form so the device can be issued and programmed for use. Notify the school if their student lacks reliable internet access or requires additional support to participate in virtual learning
 - School Staff can request MiFi devices [here](#).

Systemwide Communication

Families and staff will receive information regarding operational status changes through multiple, established communication methods, including:

- » The MCPS [website](#)
 - The MCPS website includes translation features to support multilingual access
- » Email, text messages, and automated phone notifications
 - Messages will be posted on ParentSquare and email and through local school standard communication methods
- » Social media platforms
 - Facebook, X (formerly Twitter), Instagram, LinkedIn, and YouTube
- » Local television and radio outlets

During operational changes that result in delayed openings, closures, or virtual instructional days, MCPS will continue to provide regular updates. Information regarding reopening and the return to in-person instruction will also be shared promptly.

Attendance and Expectations

During virtual instructional days, attendance will be taken by educators in accordance with established MCPS procedures and recorded in the district's student information system, Synergy. Educators will assign, collect, assess, and record instructional activities aligned to the approved MCPS curriculum. Students are expected to fully attend inclement weather virtual instruction and complete assignments from each day of instruction. Students who are unable to access virtual instruction will be expected to make up any missed assignments in order to receive a grade.

Students will access virtual learning by logging into Clever to reach district-approved instructional platforms, including Canvas and Synergy StudentVUE, where students and families may monitor coursework and progress. The teacher of record is responsible for recording attendance and updating completed assignments within Synergy.



Early Childhood Programs

Recognizing the developmental needs of young learners, virtual learning schedules for early childhood programs may vary by program model, instructional design, and service requirements. Early childhood programs include both half-day and full-day offerings, which inform the structure and pacing of virtual learning experiences.

Schools and educators will communicate schedules and expectations directly with families, and students will participate in asynchronous (guided) learning activities aligned to program goals.

MCPS early childhood programs include:

- » Infants and Toddlers
- » Preschool Special Education
- » Prekindergarten
- » Head Start
- » Child Find

Infants and Toddlers Programs

For infants and toddlers, services outlined in each child's Individualized Family Service Plan (IFSP) or Extended IFSP (EIFSP) will continue during virtual instruction. Services will be delivered through virtual parent coaching sessions embedded within the child's daily routines and family context. These sessions are designed to promote developmental progress and support families in implementing targeted strategies. Each child will receive the services and service hours documented in the IFSP or EIFSP, consistent with federal and state requirements.



General Education and Special Education Preschool and Head Start

Asynchronous learning experiences will be provided to preschool students in general or special education settings and in Head Start in advance of identified inclement weather days. Special education students' activities will be aligned with each student's Individualized Education Program (IEP).

During asynchronous learning periods, students will engage in age-appropriate, teacher-assigned activities with adult support to promote meaningful participation and progress toward individualized learning objectives. Activities align with current research on the benefits of developmentally appropriate, hands-on activities that promote social interaction and can be implemented with adult support in a home/child care setting without technology. Instructional schedules may also include virtual parent coaching sessions, during which educators collaborate with families to model instructional strategies and provide guidance for supporting learning at home.

Child Find

Child Find Screening Clinics will be rescheduled. Developmental Evaluation Services for Children (DESC) will continue during virtual instruction. In advance of identified inclement weather days, DESC and Child Find teams will contact families to confirm evaluation or IEP meeting dates and times. In advance of identified inclement-weather days, DESC and Child Find teams will work with families to access virtual platforms or reschedule evaluations or IEP meetings. Chromebooks and other digital devices for web-based learning are not allocated for initial evaluations or IEP meetings.

English Language Development

Instruction will continue during any shift to virtual learning. Use the Language Line as needed to ensure that all students and families are oriented to virtual learning structures, procedures, and expectations. Synchronous instruction may include co-teaching, breakout rooms, and individualized instruction, when possible. The recommendations below would support students' access to grade-level content.

	Best Practices & Considerations	Considerations for Planning
Support Sense Making	<ul style="list-style-type: none"> » Organize information in a clear and coherent manner with visuals. » Model problem-solving & engage in think-alouds. » Provide peer feedback opportunities with clear criteria. » Invite students to use translanguaging to make sense of what is being presented. 	<ul style="list-style-type: none"> » How will you plan for students to engage in making meaning of the content on their own? » What scaffolds can you provide to help students access the lesson? » What comprehensible input strategies can be employed to help students make meaning? » Where have you intentionally allotted time for student discourse?
Optimize Output	<ul style="list-style-type: none"> » Provide ample opportunities to engage in complex conversations and tasks. » Provide multimodal opportunities to express learning. » Provide peer feedback opportunities with clear criteria. 	<ul style="list-style-type: none"> » How can you provide multiple opportunities for students to demonstrate their learning? » What support can you provide students to make meaning from their learning?
Cultivate	<ul style="list-style-type: none"> » Model content-specific language. » Provide opportunities for meaningful, authentic interactions. » Provide students with opportunities to pose and answer questions. » Invite students to converse about the content in their preferred language. » Build in rehearsal time before whole-group sharing (it could be done with sketches, or quick writes, etc.) 	<ul style="list-style-type: none"> » How are students explaining their thinking? » How are students making connections between the content and authentic experiences? » For synchronous instruction, how can you use breakout rooms to intentionally plan for student groupings?
Maximize Meta-Awareness	<ul style="list-style-type: none"> » Model language needed to clarify and make connections. » Model annotations of communication and reasoning. » Provide specific, ongoing feedback. » Provide academic language support with total physical response and gestures. 	<ul style="list-style-type: none"> » What opportunities can you provide for your students to use language in ways that are purposeful and meaningful to them? » What instructional moves can you use to support students to explain their thinking? » How will students expand their written and oral language?

Special Education and Student Support Services

Students with disabilities

Students with disabilities from kindergarten through age 21 will continue to receive the supports and services identified in their Individualized Education Programs (IEPs) to the greatest extent possible during any period of virtual learning. This includes specially designed instruction, related services (such as speech-language, occupational therapy, and physical therapy), accommodations, and supplementary supports. Services may be adapted for delivery in a virtual environment, as appropriate and feasible, to support students' continued access to instruction and progress toward their IEP goals.

School psychologists and members of the Bilingual Assessment Team

School psychologists and members of the Bilingual Assessment Team will collaborate with school teams to support the continuation of IEP and Section 504 processes during periods of virtual learning. Meetings may be conducted virtually when appropriate. Components of special education evaluations that can be administered remotely (such as interviews, record reviews, and rating scales) may occur during virtual learning. Assessments that require in-person administration, including standardized cognitive and academic achievement testing, will be postponed until in-person assessment can be conducted in accordance with testing requirements. Classroom observations during virtual learning may occur when necessary to support the evaluation process or to maintain compliance with required timelines.

Counseling services

Counseling services may be provided virtually for individual sessions when appropriate and when confidentiality can reasonably be maintained. Group counseling sessions will not be conducted through virtual platforms due to privacy and confidentiality considerations. Prior to conducting virtual counseling sessions, staff will assess the ability to maintain confidentiality and will work with families to identify a private space within the home whenever possible. Schools will provide families with written notification outlining the availability and expectations of virtual counseling services.

Assistive technology and accessibility features

Assistive technology and accessibility features available on district-approved devices will continue to be utilized during virtual instruction when applicable. Students will access assistive technology tools and accessibility features in a manner consistent with those used during in-person instruction, when available.

Specialized service providers

Specialized service providers will collaborate with classroom teachers to plan for the provision of supports and services during virtual instruction, including the use of breakout sessions or other virtual supports when appropriate. Providers may coordinate with families in advance to ensure students have access to necessary materials or resources needed to participate in instruction. Accessibility features and accommodations, such as captioning or other assistive supports, will be utilized when appropriate to support student access to instruction.

In the event of an extended closure of ten (10) days or more, additional guidance may be provided to staff and families regarding service delivery, evaluation procedures, and compliance requirements. IEP and Section 504 meetings may continue to be conducted virtually in accordance with applicable federal, state, and district guidelines.

Thomas Edison/Career Readiness Education Academy (CREA+)

Thomas Edison & CREA+ will create their own delayed opening for inclement weather bell schedule, with times for PM (Edison & CREA) sessions to meet. Thomas Edison HS students should follow their homeschool's schedule first. For Edison's classes that conflict with a homeschool schedule, instruction will be delivered asynchronously through Canvas.

CREA+

Communication Chain

Once the system makes the announcement, we will execute the following within **30 minutes**:

Audience	Method	Message Content
Staff/Instructors	SMS/Email	"The system has closed buildings. We are moving to 100% Virtual. Prep your Zoom/Meet rooms."
Students	Parent Square / Phone / Email	"Evening School is VIRTUAL tonight (6-9pm) due to weather. Check your email for links."

Digital Infrastructure

Each class should have a "Permanent Virtual Link" (Zoom) established at the start of the semester to avoid last-minute link sharing. Since a shift can happen any day, staff and students must maintain **Virtual Readiness**:

- » **The "Virtual Link"**: Every class should have a permanent Zoom link that never changes. This prevents the "I can't find the link" issue.
- » **Mobile-First Design**: Many students will join from their phones if they don't have their laptops home. Ensure all PDFs and slides are legible on a small screen.
- » **Offline Fallback**: If a student loses power/Wi-Fi, they should have a pre-assigned "Inclement Weather Packet" (physical or downloaded) to work on for attendance credit.

Component	Responsibility	Action
Meeting Links	Instructors	Post recurring links at the top of the Canvas classroom at the beginning of the year. Practice logging in during the first week of school and then incorporate it into our New Student Orientation.
Tech Support	Program Tech Lead	The Coordinator, ETC, Social Worker and Intake Specialist will monitor a "Live Help Desk" link to assist students throughout the night with technical issues.
Attendance	Instructors	Use synergy to track attendance



Synchronous Schedule (6:00 PM – 9:00 PM)

We will use a 50/10/50 split to prevent “Zoom fatigue.”

- » **6:00 PM – 6:15 PM:** Digital “Soft Start” (Check-ins, tech troubleshooting, and objectives).
- » **6:15 PM – 7:15 PM:** Direct Instruction / Whole Group Discussion.
- » **7:15 PM – 7:30 PM:** Screen Break (Encourage students to step away from devices).
- » **7:30 PM – 8:30 PM:** Breakout Rooms / Small Group Collaborative Work.
- » **8:30 PM – 9:00 PM:** Reflection, Q&A, and Closing.

Daily Follow Up

Next Morning: Admin team reaches out to any student who was unable to connect to ensure they have the tech they need to participate.

Career and Technical Education Programs of Study

All career and technical education programs (CTE) will remain virtual. For off-site internships and other work experiences, the default is to engage virtually with the support of the internship coordinator or work site (if able) during the virtual day without penalty. For paid jobs that must continue, students and/or local school coordinators must work directly with the employer and parents to make appropriate safe arrangements, based on the weather conditions

Schedules

Schools will follow a 2 hour delay virtual instruction schedule.

MCPS staff will operate under their normal duty hours.

- » The purpose of the two-hour delayed start is to allow teachers and all staff to prepare for the virtual day
- » HS, MS, and ES should be prepared to begin instruction at 9:45 am, 10:15 am, and 11:00/11:25 am, respectively.
- » Elementary schools will determine the content areas that fit into the period blocks outlined in the schedules during their summer Instructional Leadership Team meeting.
- » Schools will link their Virtual Quick Access plans, which includes school specific information about Schedules and Zoom links to the [main document](#) no later than October 8, 2026. Schools will conduct 2 practice drills, to include logging onto the computer, logging onto Canvas and logging onto Zoom, on **October 15, 2026** and **November 18, 2026**. This main document will be linked on the MCPS website dedicated to Virtual Instruction.



Schools/Teachers will send out an email the morning of the virtual day instruction with all of the pertinent information to their class/ classes. Sample language is linked below:

[Sample Email Template](#)

The schedules are as follows:

High School

Virtual Instruction Schedule

Period	Start Time	End Time	Duration
Period 1	9:45 AM	10:17 AM	32 min
Transition Time	10:17 AM	10:20 AM	3 min
Period 2	10:20 AM	10:52 AM	32 min
Transition Time	10:52 AM	10:55 AM	3 min
Period 3	10:55 AM	11:27 AM	32 min
LUNCH	11:27 AM	11:57 AM	30 min
Period 4	11:57 AM	12:29 PM	32 min
Transition Time	12:29 PM	12:32 PM	3 min
Period 5	12:32 PM	1:04 PM	32 min
Transition Time	1:04 PM	1:07 PM	3 min
Period 6	1:07 PM	1:39 PM	32 min
Transition Time	1:39 PM	1:42 PM	3 min
Period 7	1:42 PM	2:13 PM	32 min

High School

Virtual Instruction Schedule for BLOCK Schedule High Schools

Period	Start Time	End Time	Duration
Block 1	9:45 AM	10:43 AM	58 min
Transition Time	10:43 AM	10:46 AM	3 min
Block 2	10:46 AM	11:44 AM	58 min
LUNCH	11:44 AM	12:14 PM	30 min
Block 3	12:14 PM	1:12 PM	58 min
Transition Time	1:12 PM	1:15 PM	3 min
Block 4	1:15 PM	2:13 PM	58 min

Middle School

Virtual Instruction Schedule

Period	Start Time	End Time	Duration
Period 1	10:15 AM	10:47 AM	32 min
Transition Time	10:47 AM	10:50 AM	3 min
Period 2	10:50 AM	11:22 AM	32 min
Transition Time	11:22 AM	11:25 AM	3 min
Period 3	11:25 AM	11:57 AM	32 min
LUNCH	11:57 AM	12:27 PM	30 min
Period 4	12:27 PM	12:59 PM	32 min
Transition Time	12:59 PM	1:02 PM	3 min
Period 5	1:02 PM	1:34 PM	32 min
Transition Time	1:34 PM	1:37 PM	3 min
Period 6	1:37 PM	2:09 PM	32 min
Transition Time	2:09 PM	2:12 PM	3 min
Period 7	2:12 PM	2:44 PM	32 min

Middle School

Virtual Instruction Schedule- 8 Periods

Period	Start Time	End Time	Duration
Period 1	10:15 AM	10:44 AM	29 min
Transition Time	10:44 AM	10:47 AM	3 min
Period 2	10:47 AM	11:16 AM	29 min
Transition Time	11:16 AM	11:19 AM	3 min
Period 3	11:19 AM	11:48 AM	29 min
Transition Time	11:48 AM	11:51 AM	3 min
Period 4	11:51 AM	12:21 PM	30 min
LUNCH	12:21 PM	12:51 PM	30 min
Period 5	12:51 PM	1:20 PM	29 min
Transition Time	1:20 PM	1:23 PM	3 min
Period 6	1:23 PM	1:52 PM	29 min
Transition Time	1:52 PM	1:55 PM	3 min
Period 7	1:55 PM	2:24 PM	29 min
Transition Time	2:24 PM	2:27 PM	3 min
Period 8	2:27 PM	2:57 PM	30 min

Tier 1 Start Time

Elementary School Virtual Instruction Schedule

Blocks can be combined on days with no special.

Period	Start Time	End Time	Duration
Log in on Zoom	10:45 AM	11:00 AM	15 min
Period 1	11:00 AM	11:45 AM	45 min
Transition Time	11:45 AM	11:49 AM	4 min
Period 2	11:49 AM	12:34 PM	45 min
LUNCH	12:34 PM	1:19 PM	45 min
Period 3	1:19 PM	2:04 PM	45 min
Transition Time	2:04 PM	2:08 PM	4 min
Period 4	2:08 PM	2:38 PM	30 min
Transition Time	2:38 PM	2:42 PM	4 min
Period 5	2:42 PM	3:12 PM	30 min

Period offerings must include ELA, Math, Science/Social Studies, and Specials. FIT Time can also be incorporated into the schedule.

Tier 2 Start Time

Elementary School Virtual Instruction Schedule

Blocks can be combined on days with no special.

Period	Start Time	End Time	Duration
Log in on Zoom	11:10 AM	11:25 AM	15 min
Period 1	11:25 AM	12:10 PM	45 min
Transition Time	12:10 PM	12:14 PM	4 min
Period 2	12:14 PM	12:59 PM	45 min
LUNCH	12:59 PM	1:44 PM	45 min
Period 3	1:44 PM	2:29 PM	45 min
Transition Time	2:29 PM	2:33 PM	4 min
Period 4	2:33 PM	3:03 PM	30 min
Transition Time	3:03 PM	3:07 PM	4 min
Period 5	3:07 PM	3:37 PM	30 min

Period offerings must include ELA, Math, Science/Social Studies, and Specials. FIT Time can also be incorporated into the schedule.

Note:

Thomas Edison will create their own delayed opening for inclement weather bell schedule, with times for both the AM and PM sessions to meet. Thomas Edison HS students should follow their homeschool's schedule first. For Edison's classes that conflict with a homeschool schedule, instruction will be delivered asynchronously through Canvas.

All **career and technical education programs (CTE)** will remain virtual. For off-site internships and other work experiences, the default is to engage virtually with the support of the internship coordinator or work site (if able) during the virtual day without penalty. For paid jobs that must continue, students and/or local school coordinators should work with the employer and parents to make appropriate safe arrangements, based on the weather conditions.

Infants and Toddler Program services will be delivered according to the existing 2-hour delayed schedule, beginning at 10:00 AM. Evaluations and IFSP developments scheduled before 10:00 AM will be rescheduled for 10:00 AM or at a mutually agreed upon time.

Grading

Grades may be collected during or as a result of synchronous virtual instruction, but it is important that grade level, PLC, or course teams continue to collaborate to establish consistency in assignments and fair grading practices during virtual learning, in collaboration with the school leadership team. Attendance is encouraged as assignments will be provided during the synchronous instruction.

In alignment with the MSDE requirements, there will be opportunities for all students to make up work missed during the synchronous virtual inclement weather days.



Student Assessments

State assessments cannot be administered during virtual instruction.

- » Any adjustments to the state testing window will be conveyed to school admin/STCs if and when they are announced by MSDE.
- » District assessments should not be administered during virtual instruction.
- » In collaboration with teams, departments, and PLCs, teachers will use discretion on if/how they administer a classroom assessment.

Comprehensive Technology Plan

MCPS ensures system availability, reliability, device readiness, and instructional technology support for all virtual instruction days. The district has developed a comprehensive technology plan that explains what families and schools must do to prepare in advance and what is required to support a successful day or multiple days of virtual learning.

Each MCPS student will have access to a device and the online platforms needed to participate in synchronous instruction, complete assignments, and submit their work according to the instructions provided by their school. Families should check ParentSquare and their myMCPS Classroom or Canvas inbox for messages from teachers before the start of the inclement weather day.

Devices

Each MCPS student, who needs a device, will be provided with a Chromebook and charger for use during virtual instruction. Students should bring a backpack to carry home their assigned device and charger if they attend a cart model school. Families who need internet access may request a MiFi device, and schools will complete the required request form as needed.

Each MCPS educator has access to a district-provided device to support virtual instruction. Educators also have access to document cameras, external microphones, and support resources to ensure that all equipment is set up and functioning properly.

Implementation Resources and Support

MCPS provides a range of resources and guidelines to support students during virtual instruction. These resources include tutorials on how to navigate and use myMCPS Classroom (Canvas), guidance for joining Zoom meetings, a comprehensive Zoom User Guide, and troubleshooting support for Chromebooks. The Community Tech Support Portal is also available for additional help. Families and students may access the following resources:

- » [MCPS Passport to Canvas - Secondary Students](#)
- » [MCPS Passport to Canvas - Elementary Students](#)
- » [Zoom for Students](#)
- » [Comprehensive Zoom User Guide](#)
- » [Chromebook Troubleshooting Guide](#)
- » [Community Tech Support Portal](#)

Educators will review the expectations for a virtual instructional day with students before an inclement weather event. This includes navigation to myMCPS Classroom or Canvas, locating resources within the course, and using instructional applications needed for virtual instruction such as Google Docs, Slides, and Drive.

MCPS educators will also receive support and guidance to prepare for virtual instruction. Available supports include communication templates, virtual instruction resources and the Help Desk Portal. Schools are all assigned a specific Technology Implementation Specialist (TIS) they can contact for personalized support. School administrators will determine a process for designated school staff to reach out to their assigned TIS to acquire support as needed in a streamlined manner. Educators are also provided guidance on setting up recurring Zoom meetings for virtual learning.

User Responsibilities

Students are expected to use MCPS-provided technology for educational purposes only, as outlined in MCPS Regulation IGT-RA, User Responsibilities for Computer Systems, Electronic Information, and Network Security. All computer equipment, digital services, and network access are provided to support instruction and the mission of MCPS. Activity on MCPS devices and networks may be reviewed, logged, and archived.

Students must protect information and resources by preventing theft, damage, unauthorized access, tampering, and loss. Students are also responsible for following all relevant state, local, and federal laws when using MCPS technology.

The complete guidelines can be found here: [IGT-RA](#)

Meal Access

In the case of unanticipated school closures, including virtual instruction, the MCPS operations team will prioritize reopening schools, providing the most nutrition access to all students. Additionally, DFNS will assess the need for supplemental emergency meal distribution as follows:

1. Waiver Approval

Approval to serve meals will require MSDE approval at the time of the unanticipated school closure.

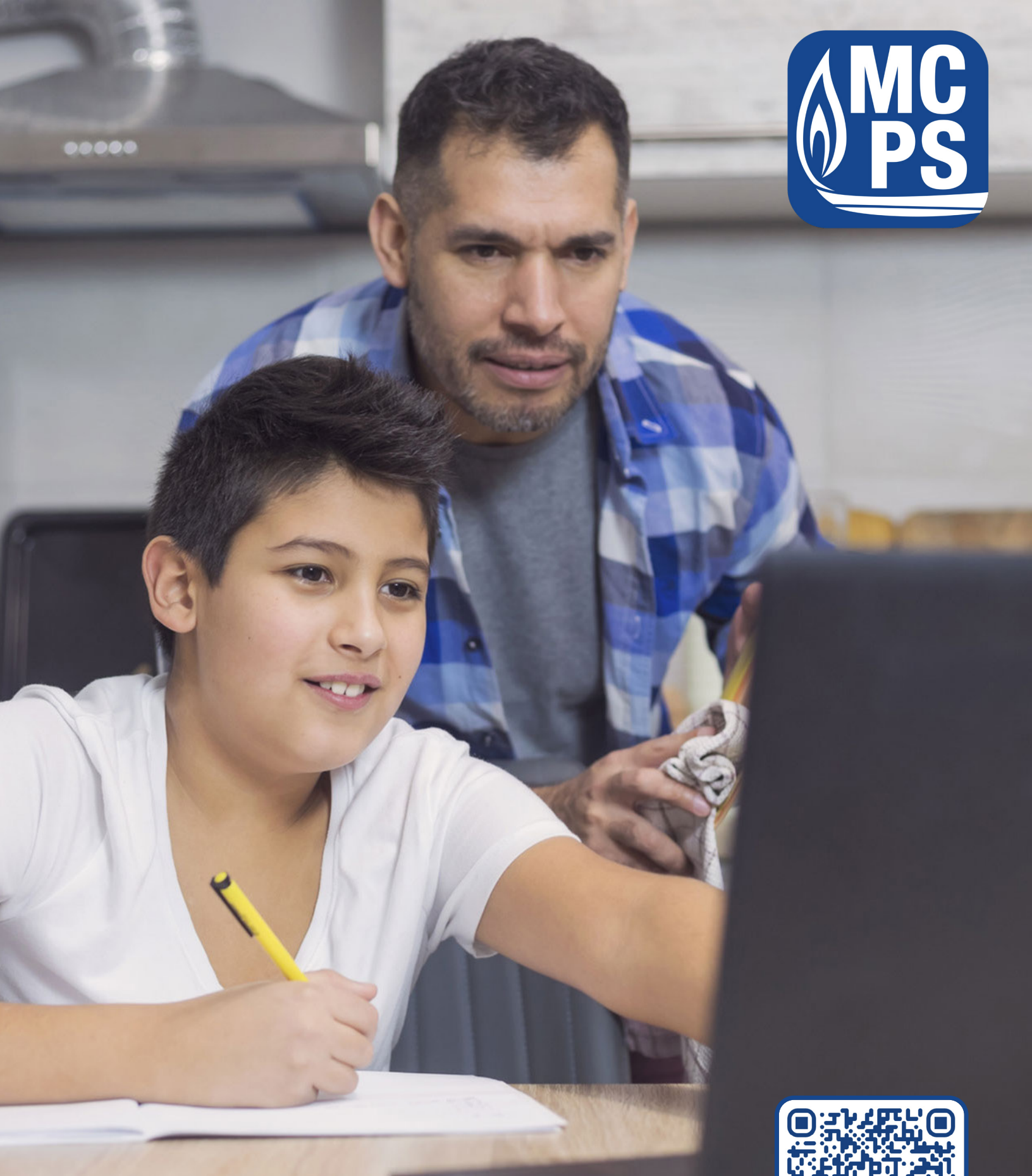
2. Emergency Meal Service - Day 3

- Based on safety, accessibility, deliveries, staffing, and utilities, a limited number of pre-identified meal distribution sites located throughout the county may be opened for meal distribution.
- Meals to first be provided on Day 3 of closures.

Important: Emergency Meal Sites will ONLY be for students enrolled in the school distributing meals and **meal sites will NOT be open to all students** (as has been the case in full closures when there is no virtual instruction). The waiver only allows students enrolled in the school distributing meals to receive meals on an operating day.

988 Suicide & Crisis Lifeline and Text Line:

Provides 24/7, free, and confidential emotional support to people in suicidal crisis or emotional distress in distress. **Call or text 988** (available 24/7). TTY users use the preferred relay service or dial 711 then 988. Chat online in English or en Español.



www.montgomeryschoolsmd.org/curriculum/virtual-instruction/

