

# **WCPS-WCTA PHONE-FREE SCHOOLS FORUM**

## **FOCUS GROUP REPORT # 2**

Draft Regulation JICJ-R,  
Regarding the Use Of  
Personally-Owned, Electronic  
Communication Devices &  
Social Media Platforms,  
During The School Day

**AUGUST 3, 2026**

Prepared by  
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Superintendent,  
& the Washington County  
Board of Education





# **WCPS-WCTA Phone-Free Schools Regulation & Implementation Focus Group Report**

## **Purpose**

To review the draft regulation (*JICJ-R, Use Of Personally-Owned, Electronic Communication Devices And Social Media Platforms During The School Day*) to identify practical implementation considerations that support successful districtwide implementation of the *WCPS Use Of Personally-Owned, Electronic Communication Devices And Social Media Platforms During The School Day Policy (WCBOE Policy JICJ)*.

Successful implementation planning benefits from the practical expertise of those responsible for carrying policy into daily practice. To capture those perspectives, the Washington County Teachers Association (WCTA) facilitated a structured member engagement process focused on implementation of the draft regulation. The meeting was held at the Center for Education Services on Thursday, July 23, 2026, from 10:30-12:30.

## **Participants and Methodology**

Rather than collecting survey responses or individual position statements, educators participated in facilitated discussions. WCTA members represented elementary and secondary schools from across the county, including Boonsboro High, Boyd J. Michael III Technical High, Clear Spring High, North Hagerstown High, Western Heights Middle, Bester Elementary, and Williamsport Elementary.

## **Key Take-aways**

Successful implementation of the policy and regulation depends upon thoughtful planning, clearly defined expectations, consistent practices, effective communication, and meaningful collaboration among educators, administrators, students, and families.

The findings are offered in a spirit of collaboration and reflect the professional expertise of educators who understand the day-to-day realities of teaching, learning, and school operations.

While this report reflects the collective thinking of participating educators, it is not intended to represent every individual viewpoint. Instead, it presents the implementation-focused themes that emerged most consistently throughout the engagement process.

## **Guiding Principles**

Successful implementation depends not only on a clearly written policy, but also on thoughtful planning, effective communication, consistent practices, and the professional expertise of those responsible for carrying the work forward.

This report reflects the belief that engaging educators in implementation planning strengthens organizational decision-making and contributes to more effective, equitable, and sustainable implementation.

Four principles guided the analysis of participant input.

### **Faithful Representation**

Participant perspectives were synthesized without altering their intended meaning. The objective was to represent the collective thinking of the group rather than advocate for predetermined conclusions.

### **Theme-Based Analysis**

Findings were developed by identifying recurring patterns across discussions rather than emphasizing individual comments or isolated perspectives.

### **Implementation Focus**

The analysis remained centered on practical implementation planning. Discussions were organized around strategies, systems, communication, and operational considerations that support successful implementation.

### **Balanced Presentation**

This report seeks to present participant input in a clear, objective, and constructive manner. Its purpose is to inform implementation planning by organizing educator perspectives into practical themes and considerations.

## Overview of Findings

Although each discussion round explored a different aspect of the proposed policy regulation, a consistent set of implementation themes emerged throughout the engagement process. Throughout the discussions, one theme remained constant: student success.

Whether discussing communication, operational procedures, administrative consistency, or classroom expectations, participants consistently viewed implementation through the lens of creating learning environments where expectations are clear, routines are predictable, and students are positioned to succeed.

Although each finding addresses a distinct aspect of implementation, the findings should not be viewed independently. Together, they form an implementation framework in which each element reinforces the others. Clear expectations support consistency; consistency is strengthened by effective systems; and successful implementation ultimately depends upon thoughtful planning, communication, and organizational readiness.

**Finding 1:** Clearly Defined Roles and Responsibilities

*Successful implementation begins with clearly defined roles and responsibilities.*

**Finding 2:** Consistency Across Schools

*Consistency across schools builds confidence in both the policy and its implementation.*

**Finding 3:** Systems That Support Successful Implementation

*Well-designed systems reduce uncertainty and support consistent practice.*

**Finding 4:** Communication and Change Management

*Clear, ongoing communication strengthens understanding, trust, and successful implementation.*

**Finding 5:** Student Supports

*Supporting students throughout the transition increases the likelihood of long-term success.*

**Finding 6:** Operational Readiness

*Successful implementation depends upon thoughtful planning before implementation begins.*

## **Finding 1: Clearly Defined Roles and Responsibilities**

### **Successful implementation begins with clearly defined roles and responsibilities.**

Participants consistently identified role clarity as one of the foundational conditions for successful implementation. Educators emphasized that students, teachers, administrators, support staff, and families each have distinct responsibilities that should be clearly communicated before implementation begins. Rather than viewing implementation as the responsibility of a single individual or group, participants described it as a shared effort requiring coordinated expectations across the school community.

### **What We Heard**

Across discussion groups, educators repeatedly returned to questions of responsibility.

- Who communicates expectations to students?
- Who contacts families?
- Who documents policy violations?
- How are repeated concerns addressed?
- Which situations should be handled by teachers, and which require administrative involvement?

Participants consistently expressed that uncertainty surrounding these questions could lead to inconsistent implementation across classrooms and schools. Clearly defined responsibilities were viewed as essential for reducing confusion, promoting consistency, and increasing confidence among those responsible for carrying out the policy.

Educators also emphasized the importance of communicating responsibilities clearly to students and families. When all stakeholders understand both expectations and their individual responsibilities, implementation is more likely to be consistent and effective.

### **Why It Matters**

Role clarity creates the foundation for consistent implementation. When responsibilities are clearly defined, educators can respond with greater confidence, administrators can provide more consistent leadership, students experience predictable expectations, and families better understand their role in supporting implementation.

Participants consistently viewed clearly defined roles and responsibilities as the foundation upon which many other aspects of successful implementation depend.

## **Implementation Considerations**

Participants identified several practices that may strengthen role clarity during implementation.

- Clearly define the responsibilities of teachers, administrators, support staff, students, and families.
- Establish districtwide guidance that outlines implementation responsibilities.
- Communicate responsibilities consistently before implementation begins.
- Provide staff with clear procedures for situations requiring administrative support.
- Ensure communication materials for students and families clearly explain shared expectations and responsibilities.

## **Finding 2: Consistency Across Schools**

**Consistency across schools builds confidence in both the policy and its implementation.**

Participants consistently identified consistency as one of the defining characteristics of successful implementation. They emphasized that students, families, and staff should experience common expectations regardless of school, classroom, or administrator. Consistency was viewed not only as an operational goal, but also as a cornerstone of fairness, equity, and organizational credibility.

### **What We Heard**

Educators consistently emphasized the importance of implementing the policy in a uniform manner across Washington County Public Schools.

Participants noted that differences in expectations between classrooms, grade levels, or schools could create confusion for students, place unnecessary strain on staff, and undermine confidence in the implementation process.

Discussion also highlighted the importance of administrative consistency. Teachers expressed greater confidence when they understood how administrators would respond to common situations and believed consistent administrative support would strengthen implementation across schools. Participants also recognized that consistency extends beyond disciplinary responses. Shared communication, standardized documentation, common procedures, and aligned expectations were all identified as practices that contribute to a more predictable experience for students and staff.

Across discussion groups, educators repeatedly returned to the idea that consistency promotes both equity and trust. When expectations are applied consistently, students and families are more likely to perceive implementation as fair, while educators gain confidence in the systems supporting their work.

### **Why It Matters**

Consistency reduces uncertainty.

When students encounter similar expectations throughout the district, they are less likely to receive mixed messages about acceptable behavior. Likewise, educators benefit from knowing that implementation practices are aligned across schools and supported by district leadership.

Participants viewed consistency as essential to creating equitable experiences for students while strengthening confidence among educators responsible for carrying the policy into practice.

### **Implementation Considerations**

Participants identified several practices that may strengthen consistency during implementation.

- Establish districtwide expectations that clearly define implementation procedures.
- Develop common administrative responses to recurring situations.
- Create standardized documentation and communication tools.
- Provide opportunities for school leaders to calibrate expectations and implementation practices.
- Reinforce consistent messaging for students, families, and staff throughout implementation.

## **Finding 3: Systems That Support Successful Implementation**

**Well-designed systems reduce uncertainty and support consistent practice.**

Participants emphasized that successful implementation requires more than clearly defined expectations. Practical systems, procedures, and resources provide the structure that enables educators to implement the policy consistently, efficiently, and with confidence.



## **What We Heard**

Educators emphasized the importance of systems that make implementation manageable within the realities of a busy school day. Clear procedures, straightforward documentation, and readily available resources were viewed as essential to consistent implementation.

Participants identified a variety of organizational supports that could strengthen implementation, including standardized documentation, decision-making flowcharts, communication templates, frequently asked questions, and common procedures for responding to recurring situations. These resources were viewed not as additional requirements, but as practical tools that reduce uncertainty and improve consistency.

Discussion also highlighted the importance of minimizing unnecessary administrative burden. Participants favored systems that are efficient, accessible, and easy to use while still providing appropriate accountability. Finally, educators recognized that effective systems should evolve over time. As schools gain experience with implementation, periodic review and refinement can strengthen both efficiency and long-term success.

## **Why It Matters**

Effective systems translate expectations into practice.

Clear procedures and accessible resources reduce uncertainty, support consistent decision-making, and allow educators to devote more time to students rather than navigating unclear processes. Participants consistently viewed strong organizational systems as an investment in successful implementation rather than an administrative requirement.

## **Implementation Considerations**

Participants identified several organizational supports that may strengthen implementation.

- Develop standardized documentation and reporting procedures.
- Create implementation guides, flowcharts, and frequently asked questions.
- Provide communication templates for common situations involving students and families.
- Design procedures that are efficient and minimize unnecessary administrative burden.
- Review implementation processes periodically and refine systems based on experience and feedback.

## **Finding 4: Communication and Change Management**

### **Clear, consistent, and ongoing communication is essential to successful implementation.**

Communication emerged as one of the strongest themes throughout the engagement process. Educators emphasized that implementation requires more than a single announcement. It depends on ongoing communication that builds understanding, reinforces expectations, and provides opportunities for clarification throughout the transition.

#### **What We Heard**

Participants described communication as an ongoing process involving educators, administrators, students, and families before, during, and after implementation.

Educators emphasized the importance of establishing a shared understanding of both the policy and its purpose. When stakeholders understand not only what is expected, but why expectations exist, they are better positioned to support successful implementation.

Discussion also highlighted the need for consistent messaging across the district. Students and families should receive similar information regardless of school, while staff should receive timely updates, opportunities to ask questions, and clear guidance as implementation evolves.

Participants also emphasized that communication should be two-way. Ongoing opportunities for educators to share observations, identify challenges, and provide feedback were viewed as essential to continuous improvement.

#### **Why It Matters**

Communication creates shared understanding.

When educators, students, families, and administrators receive clear, timely, and consistent information, implementation becomes more predictable and effective. Ongoing communication also allows schools to respond thoughtfully to emerging questions and refine practices over time.

Participants consistently viewed communication as a foundational strategy for reducing uncertainty, building trust, and supporting successful organizational change.

## **Implementation Considerations**

Participants identified several communication practices that may strengthen implementation.

- Develop a districtwide communication plan for staff, students, and families.
- Clearly communicate both policy expectations and the rationale supporting implementation.
- Provide opportunities for educators to ask questions and receive clarification throughout implementation.
- Establish processes for gathering feedback and using that information to refine practices.
- Maintain consistent messaging across schools throughout implementation.

## **Finding 5: Student Supports**

**Supporting students throughout the transition increases the likelihood of long-term success.**

Participants consistently emphasized that successful implementation depends on preparing students for new expectations through clear communication, predictable routines, and appropriate supports. Helping students adapt to new expectations was viewed as more effective than relying primarily on corrective responses.

### **What We Heard**

Educators consistently viewed implementation through the perspective of the student experience. Participants recognized that adapting to new expectations represents a significant transition and emphasized the importance of helping students understand those expectations before they are expected to meet them consistently.

Classroom routines, schoolwide procedures, and consistent reinforcement were identified as essential supports that help students develop new habits over time. Participants believed that predictable expectations across classrooms and schools increase the likelihood of successful implementation.

Discussion also recognized the importance of addressing the diverse needs of students. Participants emphasized the need for clearly defined procedures related to accommodations, health needs, emergencies, and other circumstances requiring flexibility while maintaining consistent expectations for the broader student population.

Families were consistently viewed as essential partners in supporting student success. Providing families with clear information and practical resources can strengthen understanding, reinforce expectations between home and school, and ease the transition to new procedures.

### **Why It Matters**

Successful implementation depends on helping students succeed within the new expectations. When students understand the purpose of the policy, experience consistent routines, and receive appropriate support throughout the transition, schools are better positioned to foster positive learning environments while minimizing confusion and unnecessary conflict. Participants consistently viewed student support as an investment in long-term implementation success.

### **Implementation Considerations**

Participants identified several strategies that may support students during implementation.

- Introduce new expectations through explicit instruction and orientation.
- Establish consistent routines that reinforce expectations across classrooms and schools.
- Provide student-friendly communication explaining the purpose and expectations of the policy.
- Clearly communicate procedures for documented exceptions and accommodations.
- Engage families as partners in helping students understand and prepare for implementation.

### **Finding 6: Operational Readiness**

#### **Successful implementation depends upon thoughtful planning before implementation begins.**

Participants consistently emphasized that organizational readiness is the foundation of successful implementation. Expectations, systems, communication, and resources should be established before the policy takes effect so educators, students, and families are prepared from the outset.

## **What We Heard**

As discussions progressed, educators broadened their focus from individual implementation questions to overall organizational readiness. Successful implementation was viewed as the result of coordinated planning across multiple areas of district and school operations rather than isolated efforts.

Participants emphasized the importance of preparing educators, administrators, students, and families before implementation begins. Staff should have access to training, guidance, and practical resources that enable them to respond confidently to common situations, while students and families benefit from timely communication and opportunities to become familiar with new expectations.

Discussion also highlighted the importance of evaluating readiness throughout implementation. Participants recognized that schools will identify new questions and opportunities for improvement as implementation progresses and suggested that continuous review will strengthen long-term success.

Across the engagement process, educators consistently described implementation as an ongoing organizational process rather than a single event.

## **Why It Matters**

Preparation reduces uncertainty. When expectations, communication, training, and operational systems are established before implementation begins, schools are better positioned to provide consistent experiences for students while supporting educators throughout the transition. Participants consistently viewed organizational readiness as the culmination of the other findings presented throughout this report.

## **Implementation Considerations**

Participants identified several strategies that may strengthen organizational readiness.

- Complete communication, training, and resource development before implementation begins.
- Provide opportunities for staff to become familiar with procedures and expectations.
- Establish systems for monitoring implementation and identifying areas for improvement.
- Gather feedback throughout implementation to inform future adjustments.
- View implementation as an ongoing process of continuous improvement rather than a one-time event.

## **Final Reflection**

Successful implementation depends on more than the adoption of a policy and the publication of an accompanying regulation. It requires shared understanding, thoughtful planning, effective communication, practical systems, and a commitment to continuous improvement.

At its core, this report reflects a simple belief: Implementation is strongest when the people responsible for carrying out the work have meaningful opportunities to help shape how that work is implemented.

The Washington County Teachers Association appreciates the willingness of participating educators to contribute their time, experience, and professional insight to this process. Their perspectives demonstrate a shared commitment to supporting students, strengthening schools, and contributing constructively to successful implementation. WCTA leaders also appreciate the administration's willingness to partner with them to address this issue together.

## General Notes from the Group Discussions

The following notes capture individual questions and concerns raised during the discussion. They are included for transparency and do not necessarily reflect the focus group's consensus recommendations.

### Round 1 – Expectations & Daily Implementation

#### Lockers

- We know students will struggle with locks.
- Will we permit students to go to lockers at all during the day? For lunch. For a sweatshirt. Other needs (etc.).

#### Secondary Schools

Will secondary schools add an "admin HR" period that is the same classroom as Mod 8 so students do not have to run to a different area to retrieve their phones at dismissal?

#### Reporting & Additional Notes

- School-wide spreadsheet so everyone knows if a student has had an infraction. (Or Synergy?)
- Teacher training / education. Close collaboration between administration and teachers on Day 1. Expectations must be clear to students and parents as well as all staff. Discussion included the recommendation that consistency be determined for infractions, administration, tracking, and parent retrieval.

#### Clarification Needed

- Clarification on the two-step ID process for dual enrollment and expectations
- Phone use during/after the school day related to:
  - Sports & Coaches
  - Buses

- Teachers & Procedures

#### IEP Questions

What should teachers do when students with IEPs are using noise-canceling headphones plugged into a device?

- Need a very specific list.
- Can WCPS provide noise-canceling headphones?

#### School Procedures

- School procedures need to be clear to students.
- Interaction between staff and administration needs to be clear.
- The system needs to be able to handle reports.

#### Staff Preparation

- Regulations and staff information should be provided prior to Day 1.

#### Bag Checks

- Bag checks may be required if students do not comply if that is legally permissible.
- If so, students would need to know bag checks could occur at least one time.
- If bag checks are not conducted, students may pass phones between one another.
- Procedures are not clear and standardized.

## Round 2 – Enforcement & Administrative Support

- Communicate to administration, document, then it becomes administration's responsibility.
- Don't escalate.
- Suggested script: "Your phone is out. I am calling administration to take your phone to the locker / storage cubby. (Avoid escalation and confrontation.)"
- Reminder: new systems avoid old habits.
- Staff members should not be expected to physically remove a device from a student.
- Administrative retrieval of the phone when needed.
- Timeline and time frame need clarification.
- First offense: In one teacher's classroom (Grade 7), per individual classrooms. Clarity needed. Does the first offense in Period 1 extend into Period 2. (It's not a first offense for the Period 2 teacher.) First offense on Monday and then 2<sup>nd</sup> offense on Tuesday, etc.
- What happens if a parent cannot pick up the phone? Can principals give the phone to the student? Does this undercut the policy/regulation?
- Concern that consequences may not be a deterrent or effective, especially for aggressive students.
- Students may prefer ISS if relationships with administration are too informal.
- Should consequences reset every year, marking period, or semester?
- Clarify section 6.1.B: it is not the teacher's desk.
- Clarify section 6.1.D: What will the documentation procedure be?
- Synergy comments:
  - Pros: All staff can see; maintains a history.
  - Cons: Staff must consistently check a specific student's comments; no parental notification.
- Clarification needed on where phones go after being locked away and retrieval procedures.

## Round 3 – Exceptions, Communication, & Student Support

- Teachers should model the policy.
- Consistency is not the same if/when a situation becomes up to a principal's discretion.
- Who documents the violations—teacher or administration? Who calls parents?
- Clarify responsibility for each step of the discipline process (teacher vs. administration).
- Connect with families of students who have repeated violations.
- Are referrals being written for repeated violations?



- Family nights are good for communication.
- Exception #6 is vague and could lead to noncompliance. It needs additional clarity.
- If WCPS cell blocks (CBs) are not sufficient, adapt either the plan or the device.
- Are exceptions parent-led or teacher-led? Why would/should teachers request exceptions?
- How can staff be informed of approved exceptions? (Possible code in Synergy.)
- How can we ensure exceptions are appropriate?
- What if students with exceptions violate the policy (e.g., checking blood sugar but also using social media)?
- Synergy: phone approval list of students needed.
- Clarify whether requests can be handled by email.
- Do all students receive their phone back at dismissal or not?
- Exceptions 1–5 and 7 are parent initiated; administration leads with teacher support.
- Teacher training / education should include:
  - Withdrawal symptoms from phone addiction.
  - Attention spans.
  - Communication skills and eye contact.
  - Consistent enforcement by all teachers, including substitutes.
  - Administration should handle the small percentage of major issues.
- Implementation ideas:
  - Release time / recess.
  - Brain breaks in class.
  - Scavenger hunts during transitions.
  - Educate students, parents, and teachers.
  - Provide a school phone number magnet for emergency contacts.
  - Encourage families to call the school to relay emergency messages instead of contacting students directly.

### Current Problems vs. Goals

- Current problems: distraction; shortened attention spans.
- Goals: employability; healthy thinking/mind.

## WCTA & WCPS "PHONE-FREE" SCHOOLS FORUM



July 23 Follow Up Meeting  
10:30 AM - 12:30 PM

for WCTA Member Input on  
Local Implementation  
of the Maryland  
Phone-Free Schools Act

The new state law mandates a  
"bell-to-bell" ban on student cell phones and  
personal electronic devices by the 2027-2028  
school year. The WCBOE plans to accelerate  
its timeline to enforce these changes early,  
starting in the 2026-2027 academic year.

WCPS has asked for our input.

**WCTA** MEMBER  
**Voices**

Washington County Public Schools,  
Dr. Gary Willow, Deputy Superintendent,  
and  
Washington County Teachers Association,  
Carol Mowen, President  
June 4, 2026

### School Cellphone Bans

42 states have passed laws or implemented policies/executive orders banning or limiting student  
cellphone usage in classrooms or encouraging districts to move in that direction.

■ Applied either an outright policy prohibition or requires to align with district policy  
■ Requires districts to adopt a policy on smartphones that can specify requirements  
■ Mandates prohibition in classrooms  
■ Mandates prohibition in classrooms



Maryland Schools have  
joined the national trend.

What are our  
recommendations for OUR  
schools in addressing the  
Maryland law?

### MARYLAND OFFICIALLY PASSES STATE-WIDE SCHOOL PHONE BAN LAW



### Maryland Senate Passes Phone-Free Schools Bill



## Welcome & Session Purpose

Today's session is designed to explore the parameters of the  
new state mandate and gather meaningful feedback to shape  
a practical, realistic roadmap.

### Core goals of this Collaborative:

- Reviewing legal compliance targets and structural realities.
- Assessing immediate and long-term classroom implications.
- Documenting teacher-led suggestions for administrative support.



# The Statewide Mandate Overview: HB 525 / SB 928

## 2027-2028

MANDATORY ROLLOUT

Passed by the Maryland General Assembly, the **Phone-Free Schools Act** requires all local boards of education to construct, implement, and enforce policy restrictions on student personal device use.



### Full Academic Day Coverage

Applies from the first morning bell to final dismissal.



### Unstructured Times Included

Covers class times, lunch, recess, and passing periods.

## Core Policy Requirements



### Device Restrictions

Restrict student access to personal phones and communication devices (earbuds, smart watches) during the school day.



### Storage Protocols

Establish exact, secure device storage protocols during the school day.



### Social Media Ban

Limit access to designated entertainment and social media platforms throughout the active school day.

## Critical Legislative Exemptions



### Individualized Needs

Reasonable accommodations aligned with a student's IEP or Section 504 plan.



### Documented Health Needs

Allowing active access to monitor or address specific student medical issues.



### Authorized Emergencies

Emergency device access authorized explicitly by school administrators.



### Educational Equity

Dedicated access to translation tools for multilingual students when other resources are unavailable.

## Aligning BOE Policy to Maryland Phone Free Acts



### BOE Policies

Set by Elected WCBOE Members

The Board sets all policies for WCPS. The Washington County Board of Education approved the updated policy at the June Business Meeting.

[View Policy JICJ](#)



### Regulations

Set by Superintendent & Admin

The superintendent and admin team set regulations to enforce policies. Feedback is actively being sought from:

- WCTA Focus Group
- Principal Feedback
- Community Matters

[Review Draft Regulation](#)

## 3 Rounds of Discussions

Guiding questions provided as a starting point for each round.  
Each round will be about 12-14 minutes long.

1

**Expectations and Daily  
Implementation**

2

**Enforcement &  
Administrative Support**

3

**Exceptions,  
Communication, &  
Student Support**

We will then review the recommendations, concerns, and support needed together.

## Round 1

1

**Expectations  
and Daily  
Implementation**

**How can this work in a classroom every day?**

**Discuss:**

- Basic rules and procedures
- Storage requirements
- Locker/cubby procedures
- Hallways
- Lunch
- Recess
- Passing periods
- Bus procedures
- Staff responsibilities

**Guiding Questions**

- Are the expectations clear?
- Can this realistically be implemented every day?
- What challenges do you foresee?
- What school-level procedures will need to be established?
- What additional guidance do teachers need?

## Round 2

2

### Enforcement & Administrative Support

#### How should we respond when students don't comply?

##### Discuss:

- First violation
- Second violation
- Third violation
- Repeated violations
- Refusal to comply
- Administrative response
- Staff vs. administrator responsibilities

##### Guiding Questions

- Is the progressive discipline process practical?
- Are teacher responsibilities reasonable?
- Where should administrators become involved?
- What situations concern you most?
- What would make enforcement more consistent across classrooms and schools?

## Round 3

3

### Exceptions, Communication, & Student Support

#### Are the exceptions clear, fair, and workable?

##### Discuss:

- Medical exceptions
- IEP/504 accommodations
- Multilingual learner exceptions
- Educational exceptions
- Emergency situations
- Parent communication
- Annual review process
- Principal discretion

##### Guiding Questions

- Are the exceptions appropriate?
- Are there situations we've overlooked?
- Will families understand the policy?
- What questions do you anticipate from parents?
- What implementation supports or communication tools are needed before rollout?

# Recommendation Prioritization

**Step 1:** Write on the color coded Big Post-It Notes to report your group's priorities.

- Top 3 recommendations – on the GREEN Post-It
- Biggest implementation concerns – on the PINK Post-It
- Most important support needed for staff success – on the BLUE Post-It
- Most important support needed for student success – on the ORANGE Post-It

# Recommendation Prioritization

**Step 2:** Gallery Walk Review with your team or individually.

- Put GREEN dots for FULL SUPPORT of the recommendation
- Put PURPLE dots for PARTIAL SUPPORT or for SUPPORT with CONCERNS / QUESTIONS
- Add small post-it notes with comments or questions you may have (if needed)

# Next Steps

## STEP 01

### Compile & Synthesize

Compile the results of today's forum to share with the Superintendent Cabinet Members, focusing on:

- Major themes
- Areas of consensus
- Emerging recommendations

## STEP 02

### Share Recommendations

Share the final findings, themes, and consensus areas with other WCTA members to keep everyone updated and aligned.

## STEP 03

### Move Forward

Move forward together as a cohesive community to implement key decisions and support ongoing school success.