Prolonged State of Emergency Virtual Education Plan

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

April 25, 2024

INTRODUCTION

While the impact of COVID-19 pandemic on public education and Prince George's County Public Schools (PGCPS) was unprecedented, it further prepared and equipped PGCPS to provide continuous instruction and learning under all circumstances. The health and safety of our students, employees and their families was and continues to be our highest priority. PGCPS has reimagined our instructional models for our changing world, workplace and future. PGCPS has developed this virtual education plan for a prolonged state of emergency, if needed. Senate Bill 610, Chapter 804 Subtitle 14A now requires this level of readiness, and our school district's experience during COVID and implementing the virtual day plan has appropriately prepared PGCPS to interact, instruct and engage regardless of the situation. The development of this collaborative virtual education plan considered various experiences and feedback from internal and external stakeholders.

This virtual education plan includes recommendations related to staffing and personnel assignments, student instruction, student assessment and learning support, social-emotional support, community communication, technology, nutritional and health services, and return to in-person instruction. It also features guidance and implementation for virtual learning where students will participate from home daily, and how PGCPS will ensure a speedy and safe reopening as soon as it is clear to do so.

Background

PGCPS currently has a virtual day instruction plan in place for inclement weather days, as well as asynchronous learning on teacher professional half days. Additionally, PGCPS has successfully implemented a combination of synchronous and asynchronous virtual learning in the PGCPS Online Campus, a blended virtual program. Different forms of virtual learning have been successfully implemented in PGCPS since March 2020. If PGCPS were to experience a prolonged state of emergency, continuity of learning will remain the priority, and daily instruction will continue based on the previous day's lesson. On synchronous virtual learning days, no adjustments to the regular school schedule are necessary because students simply progress through their daily class schedule, only virtually instead of in person. Instruction is provided via Zoom and Google Meet platforms. While utilizing these video platforms, staff members use Google Classroom and Canvas Learning Management System to house actual student assignments.

In response to a prolonged state of emergency, PGCPS will rely on many of these established practices and with some level of modification around staffing and schedules to meet the needs of all students.

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STAFFING AND PERSONNEL ASSIGNMENT PLAN

Role of School Administrators and Classroom Personnel

There are a variety of school-based personnel – administrators, classroom and non-classroom personnel – who support both students and teachers. Administrators and staff (e.g., principals, assistant principals, teachers, instructional assistants and specialized personnel) responsible for the daily instruction of students will assume their normal role via virtual education platforms used in PGCPS. Administrators will ensure all procedures and resources are in place for their specific school to carry out full virtual instruction for all students, mirroring in-person learning to the fullest extent possible. Teachers, classroom support and certified staff will follow their established schedules and coordinate with administrators and teachers to accommodate for any changes that may be required.

Role of Non-Classroom Personnel

The school-based non-classroom personnel are also critical to the support of both students and teachers in virtual learning. When there is a prolonged state of emergency and full virtual education is required, all educators and related personnel will continue to play a crucial role in the academic success of the students in PGCPS.

Non-classroom-based staff are key in meeting the needs of teachers and students throughout the school year, regardless of the instructional model implemented. In many cases, federal and state law mandates that supplemental instructional services be provided to students by certificated staff in these positions.

STAFF ROLES AND RESPONSIBILITIES	
Staff	**Support to Students in Virtual Learning Model**
Instructional Staff (Reading Specialists, Instructional Lead Teachers, etc.)	● Provide support to content area teachers around incorporating strategies to meet students' instructional needs. ● Establish a regular schedule to provide direct instruction to small groups of students (in teacher's certification area).
Central Office Staff (Content Supervisors, Instructional Specialists, Coordinators, Coaches, Peer Mediators, etc.)	● Continue to engage in collaborative discussions with classroom teachers to provide updates regarding state and district mandates. Share best approaches to assist students with online learning. ● Continue to engage with families and communities in support of student learning. ● Assist with attendance reporting and tracking.
Media Specialists	● Implement curriculum for PreK-12 for information literacy skills. ● Design welcoming and accessible library websites highlighting student work and online resources. ● Support teachers with digital resources related to specific units, upon request. ● Promote webinars, video conferencing and video tools to connect students. ● Collaborate with teachers to plan and implement instructional units that integrate use of the library (online) with classroom curriculum. ● Manage the online library catalog, Follett Destiny, and provide training as needed.
Student Services (Professional School Counselors, Pupil Personnel Workers, School Psychologists, School Social Workers, Mental Health Clinicians)	● Provide professional development and support for staff regarding typical youth reactions to stress and trauma, some of which might be resulting from home confinement. ● Deliver virtual mental health workshops to students and personnel. ● Provide information about signs of mental health challenges and how to refer students for support. ● Deliver virtual lessons pertaining to Social and Emotional Learning. ● Establish designated virtual office hours and schedule visits. ● Provide parent workshops on topics and services to assist families to take advantage of services available in the school system and surrounding community.
School-Based Nurses	● Provide virtual health education and support to students, staff and families. ● Participate virtually in IEP, 504, SST and Crisis Intervention meetings. ● Conduct cleaning, disinfecting and other safety/educational training for custodians. ● Promote healthy habits virtually (Handwashing, donning and doffing of gloves, Bloodborne Pathogens, etc.). ● Consult with families and refer as needed to health related community resources. ● Monitor for immunization compliance.
Special Educators Preschool	● Establish a regular schedule to provide specially designed instruction during their virtual learning instructional time for students and families through Google Meet or Zoom.
Special Educators Elementary	● Work with general education teachers to establish regular meeting times to provide specially designed instruction and/or teacher-led reading and

	mathematics intervention lessons live to students through Google Meet or Zoom. ● Monitor the implementation of student IEP to ensure that they are being implemented with fidelity.
Special Educators Secondary	● Co-plan and co-teach with general education teachers; establish a regular schedule to provide specially designed instruction and/or teacher-led intervention lessons during their Google Meet or Zoom instructional time in content area co-taught class. ● Monitor the implementation of student IEP to ensure that they are being implemented with fidelity.
Special Educators Special Programs (CRI, Regional, Transition, Autism, CSEP, DHOH)	● Provide core instruction/specially designed instruction or teacher-led reading/mathematics intervention lessons, as applicable, during virtual learning instructional time.
Related Service Providers (Speech/Language Pathologists, Occupational Therapists, Physical Therapists)	● Work with the case manager to establish regular meeting times to provide related services through virtual platforms.
General Education Paraeducators	● Assist teachers by preparing, gathering and/or posting materials. ● Host online sessions to provide supplemental instruction or support through live or recorded means. ● Conduct phone, online or Zoom check-ins with families.
Special Education Paraeducators	● Assist teachers by preparing, gathering and/or posting materials. ● Assist with organizing and hosting online sessions to provide supplemental instruction. ● Support teachers/students through live or recorded means.
Itinerant Special Education Assistant (ISEA)	● Assist teachers by preparing, gathering and/or posting materials. ● Provide supplemental instruction and/or support teachers through live or recorded means.
Dedicated Assistant	● Work one-on-one with assigned students to support the implementation of the Individualized Education Program (IEP) goals/objectives and services. ● Assist with data collection.
Lead Safety and Security Counselor	● Work closely with the school administrator(s) to ensure the plans are in place for safe return to the school.
Crisis Intervention Resource Teachers **In School Suspension Room Monitors (ISS)**	● Implement Rethink and Second Step lessons to identified students. ● Offer resources and support to families. ● Assist teachers in contacting families of students having behavioral or academic struggles. ● Assist in providing and implementing restorative practices and social-emotional strategies. ● Assist with data collection and implementation of Behavior Intervention Plans.
Parent Engagement Assistants	● Support of the school system and their assigned school's requests for assistance with ensuring student attendance and participation and family engagement during the prolonged virtual plan. ● Assist the Parent Centers to answer phones and make referrals to address virtual learning concerns around equipment and instruction.

	● Support families in accessing internet resources through partnerships with providers as well as hotspots through the Division of Information Technology.

STUDENT INSTRUCTION PLAN

Instructional Program

The instructional program for PGCPS will continue to provide access to college and career readiness standards during a prolonged state of emergency through virtual education. PGCPS continues to be prepared for all schools to operate during their regularly scheduled hours, in a virtual format. The instructional program features guidance for the implementation of virtual learning where students will participate from home daily.

Teachers will utilize the content curriculum documents/resources and virtual learning platforms to plan synchronous, engaging lessons for all students, supported by asynchronous learning activities. All teachers will adhere to the established grading procedures during virtual learning. Each student has been provided a device to access online platforms, complete assignments and communicate with teachers. Specific assignments will be collected, graded and recorded in the student information system. Students should submit assignments as determined by the teachers.

While synchronous learning that follows the regular schedule as closely as possible is preferred whenever possible, asynchronous instruction is designed for students to work independently and be reflective of balanced instruction to include teacher assigned curriculum aligned tasks. In addition to the teacher assigned tasks, the district has created Student Learner Profile activities. The district lessons are designed as enrichment activities. Each school will designate which teacher(s) (i.e., all first period teachers or all ELA teachers, etc.) will assign the district created activity as students would only need to work on the assignment once.

While the state legislature requires this virtual plan, PGCPS will also leverage its community partnerships to ensure students and families can receive safe in-person support whenever possible. PGCPS will work to coordinate with community partners to provide safe alternative learning hubs for students to receive synchronous virtual instruction. Serving the diverse student community of Prince George's County and the various modalities in learning is paramount.

Attendance

During Virtual Learning, students will log in to either the Canvas Learning Management System (LMS) or Google Classroom and complete a digital form certifying their attendance for the day, as well as complete assignments and respond to questions about their learning plan. The teacher of record will use the attendance form and completion of assignments to mark students as present or absent in the PGCPS student information system.

Early Childhood Programs

Due to the uniqueness of each program, schedules may differ in activities and timeframes. The Early Childhood programs consist of half-day and full-day programs, which impacts the planning of the virtual learning models. Students will engage in synchronous and asynchronous activities each day based on the program.

Early Childhood Programs include:
- Infants and Toddlers
- Early Childhood Center (ECC)
- Prekindergarten
- Montessori for 3-, 4- and 5-Year-Olds

Infants and Toddlers Program

Services related to the Individualized Family Service Plan (IFSP)/Extended Individualized Family Service Plan (EIFSP) include facilitating virtual parent coaching activities within the child's and family's daily routines, enhancing developmental gains, and meeting targeted outcomes. Each child will be provided with the appropriate services and service hours as documented in the child's IFSP.

Prekindergarten

The virtual learning schedule for early childhood students are both synchronous and asynchronous. During the times where there is no synchronous virtual learning instruction, children will use their devices to work on age-appropriate apps (i.e., Hatch Ignite) and complete activities that support the learning goals as assigned by the classroom teacher.

Teachers will incorporate planned cognitive transitions throughout the components of the day as children change from one activity to another. It is expected that transitions may take longer during virtual learning. As children become adjusted to daily virtual routines, cognitive transitions will take less time and run more smoothly.

Montessori for 3-, 4- and 5-Year-Olds

The Early Childhood Montessori program may follow a different school schedule from the half- and full-day prekindergarten programs. During the times where there is no synchronous virtual learning instruction, children will use their devices to work on age-appropriate apps (i.e., Math Shelf) and will have access to themed at-home learning packets. Montessori program schedules are posted on the schools' websites and made available to families.

Elementary School Virtual Learning Model

In a full virtual learning model, students will receive live synchronous lessons in the core content areas: Reading/English language arts, mathematics, science and social studies, on a schedule set by the school. Classes for health, physical education, music and art will rotate daily. Students will receive weekly lessons for each of these courses. While not required, some teachers may record live lessons for later viewing.

While we have a recommended schedule in our guide with content sessions for an hour, it is our expectation that teacher discretion and flexibility will be used to adjust the time accordingly based on student grade levels and age appropriateness for virtual learning. Teachers and paraeducators will provide small group instruction throughout the week for both reading and mathematics. Students not participating in small group instruction will have independent practice or work with other staff as assigned with opportunities for additional small group instruction as needed.

Within the virtual learning models, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ELD teachers, special educators) on a regular schedule. During virtual learning live lessons, MLs and students with disabilities may join breakout sessions with their ELD teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided at a consistent time as needed or documented by an IEP, EL plan, or 504 plan.

When scheduling time within the instructional week for interventions for students with disabilities at the elementary grade level, the special education teacher and general education teacher will collaborate to ensure students are receiving their interventions, as identified in the students' IEP. Other students receiving interventions will be coordinated by the teacher and interventionist.

Middle School Virtual Learning Model

In the virtual learning model, students will receive live synchronous lessons daily in all scheduled courses. Some courses are scheduled to meet every day and some meet every other day. Students will follow their regular school schedule. The A/B-day models for middle school provide a structure for 4-, 5- and 6-periods a day.

Within virtual learning, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ELD teachers, special educators) on a regular schedule. During virtual learning live lessons, MLs and students with disabilities should join breakout sessions with their ELD teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided for all classes and as needed or documented by an IEP, EL plan, or 504 plan.

High School Virtual Learning Model

In virtual learning, students will receive live synchronous lessons daily in all scheduled courses. Some classes are scheduled to meet every day and some meet every other day. Students will follow their regular schedule.

With virtual learning, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ELD teachers, special educators) on a regular schedule. During virtual learning live lessons, ELs and students with disabilities will join breakout sessions with their ELD teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided for all classes and as needed or documented by an IEP, EL plan, or 504 plan.

Regional/CRI Schools Virtual Learning Model

Students will participate in core content activities through appropriate online platforms or may access pre-recorded lessons via the same platforms. A combination of live and pre-recorded lessons is preferred, based on the individual Regional/CRI program capacity.

STUDENT ASSESSMENT AND LEARNING SUPPORT PLANS

Assessments

PGCPS' assessment program will focus on state, district and locally created assessments to provide student performance data and help staff identify students' learning needs to plan for ongoing instruction. Assessments geared to this purpose will be prioritized in PGCPS' assessment program and be provided in an online test administration platform on technology devices provided to all students by PGCPS. The online testing platform will also provide accommodations and accessibility features for students who have them designated in Individualized Education Programs and/or 504 plans. Resources, training sessions and technical assistance will be provided to school-based and central office staff to support effective and appropriate assessment practices in a virtual learning environment, including limitations tied to test security, fidelity in assessment administration and data analysis.

The key priorities of assessments for prolonged virtual education are:
- Administer Diagnostic assessments in an online platform to all students in all major content areas to support student placement and to identify gaps in understanding in the event of a prolonged school closure to mitigate learning loss.
- Ensure Diagnostic assessments for all core courses assess students' skills related to course content and provide additional learning supports for students identified as having learning loss.
- Administer Benchmark assessments in an online platform to all students in Reading/English/Language Arts and Mathematics at the beginning, middle and end of an academic year to provide instructional feedback and progress monitoring on standards-based instruction.

- Administer a Universal Screening diagnostic assessment in an online platform to all kindergarten, first, second and third grade students to identify any students at risk in reading and language skills and determine the best interventions to provide for support and remediation.
- Continue to identify common PGCPS created assessments with which to monitor student understanding and adjust instruction.
- Continue to identify key dates/points in the instructional cycle to administer assessments based on standards-based instruction.
- Determine data analysis structures and protocols for analyzing assessments administered and how the reporting data can be utilized for progress monitoring and instructional planning.
- Continue to identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as "at risk."

The Maryland State Department of Education (MSDE) assessments in which students will participate during prolonged virtual learning are dependent upon decisions made by MSDE. These assessments include MCAP Reading, Mathematics, Science, Government, Social Studies, ACCESS, Kindergarten Readiness Assessment (KRA) and Alternative Assessments.

Evaluation of Virtual Learning

PGCPS has identified several measures in its Virtual Education Plan that will assist the district in evaluation of a virtual learning model to ensure the district's virtual instructional and support delivery model is coherent, cohesive and comparable in academic rigor to the in-person instructional format. The plan evaluation will measure two key aspects of virtual learning. The first will be the implementation of the processes, procedures and initiatives that occur. The second will be the outcomes of the implemented processes, procedures and initiatives. The district will define and evaluate programmatic goals using data from a variety of sources to gauge overall effectiveness and strengthen future planning. PGCPS has identified the following measures to evaluate the effectiveness of its virtual learning model:

- Attendance
- Course Grades
- Student Performance on District and State Assessments
- Teacher Professional Development and Training
- Internal and External Stakeholder Survey Responses and Feedback
- Access to/use of Technology Devices
- Virtual Learning Platform
- Social and Emotional Learning Needs
- Curriculum Lessons in all Content Areas

These components will be considered in the overall evaluation of the PGCPS virtual learning model as well as individually measured to gauge student academic growth and performance, and social-emotional competencies during virtual learning. PGCPS will determine the appropriate measurement tools and components to evaluate student learning and achievement.

The district will evaluate the effectiveness of its virtual learning offerings, including the extent to which the learning goals are achieved; the district will use the results to enhance the attainment of the targeted goals.

SOCIAL AND EMOTIONAL SUPPORT PLANS

Social and Emotional Supports and Resources for Students, Staff and Parents

During virtual education, students, staff and parents/guardians will require support to assist them while away from the regular in-person setting of school and classroom. The Department of Student Services identified and compiled social-emotional learning supports appropriate for virtual learning for students, staff and parents. Teachers and all mental and behavioral health personnel will utilize the strategies and resources outlined in the following link and adapt, where necessary, the same strategies that they have been using in school, to a virtual setting. PGCPS personnel, families, students, community organizations and vendors now have extensive experience and resources to access and use social, emotional and mental health supports to aid all of its students and adults within the system. In addition, PGCPS will employ tele-mental health services to support students who require counseling during virtual instruction. Social-emotional learning platforms will be utilized to provide SEL lessons during virtual learning.

Stakeholders can learn more about all the available resources in the PGCPS Guide – Mental Health Supports for Students, Parents and Staff (SY 2023-2024).

Student Services

During virtual learning, it is critical to conduct student encounters by telephone or video conference when they are experiencing increased levels of stress and anxiety and need individual support. Students believed to be in crisis should be reported to the student's school counselor for immediate action. The Prince George's County Mobile Unit will be utilized for wellness checks when appropriate. PGCPS has made adjustments and plans are in place for its student services delivery during virtual education. Department and program leaders will be available to work with principals, as needed. The Department of Student Services will work with

school-based administrators and other staff to ensure smooth coordination of these services are maintained during virtual learning.

PGCPS will ensure that guidance, support and resource availability are in place for students, staff and families. Along with the mental health and social-emotional support needed, PGCPS will ensure students adhere to the technology and appropriate virtual expectations as listed within the Student Rights and Responsibilities Handbook (Section 7).

COMMUNITY COMMUNICATION PLANS

Communications & Community Engagement

In times of crisis and uncertainty, clear and timely communication is of paramount importance. Prince George's County Public Schools has communications in place in case of a prolonged state of emergency and a shift to the virtual education plan, leveraging the access and speed of technology to reach all members of the PGCPS community. The school system continues to focus on transparency while managing expectations, addressing urgent issues, and connecting stakeholders with community partners and government resources to ensure it adapts to the times by utilizing various available platforms. The system has established clear and direct communication practices to ensure every adult in the system is ready to take on their roles in a virtual education setting and deliver timely and high quality learning, social-emotional support, and other wraparound services to all students.

When schools can reopen for in-person learning after a prolonged period of virtual education, PGCPS plans for the smooth transition of all schools and administrative offices. The Office of Communications and Community Engagement will coordinate efforts that reflect our commitment to empower all members of the PGCPS community with information—delivering timely communication at every stage that achieves our overarching goals of safety, equity and excellence.

Communicating with the PGCPS Community

Prince George's County Public Schools serves an exceptionally diverse population, notably with a high concentration of students of color and those with limited English proficiency. Systemwide communications are distributed in English, Spanish and French. Meetings and events are made accessible to linguistically diverse families through interpretation services in over 20 languages.

Communications Tools

In addition to automated email, text messaging and robocall systems, the Office of Communications and Community Engagement generally uses four tools to reach audiences:

- **Websites**
  - PGCPS (www.pgcps.org) includes a language feature that translates content into one of nine languages.
  - PGCPS also has additional resources available to ensure students and families from other languages can receive critical information and updates in their first language.
- **Newsletters**
  - *Engage PGCPS* (families and communities), twice a month
  - *Acción PGCPS* (Spanish-speaking families and communities), monthly
  - *PGCPS Express* (employees), twice a month
- **Social media**
  - Facebook (@PGCPS)
  - Facebook en español (@PGCPSenespanol)
  - X (formerly Twitter) (@PGCPS)
  - Instagram (@PGCPS)
  - LinkedIn
  - YouTube
- **PGCPS-TV**
  - Verizon 38
  - Comcast 96
  - YouTube
  - Video on-demand

Communications and Engagement Strategy

Key messages

- Whenever there is a prolonged state of emergency, our commitment is to share all pertinent and factual information, provide virtual guidance and updates, and reopen schools responsibly with safe learning and working conditions. The health, safety and well-being of students, teachers and employees remains our highest priority.
- Our guiding pillars as we develop virtual and reopening plans are safety, equity and communication.
- We will equip all students with the tools needed for success while working in the virtual environment.
- We will continue to seek guidance from state and local health experts, authorities, government partners, and the Maryland State Department of Education and adhere to directives regarding the state of emergency.

Media relations: We will share information with our media partners through media advisories and press releases about the operating status, reopening timetable, virtual learning and student/family supports.

Digital advertising: Radio and social media advertising will amplify our messages around our response to the prolonged state of emergency, virtual learning, commitment to safety, parent resources, technology access and reopening.

Employee communications: Customized messages to employees are delivered through the *PGCPS Express* newsletter and updates from the Superintendent. Virtual town halls will provide an opportunity to reinforce important messages around virtual instruction expectations, health and safety protocols, and returning to work sites, ensuring staff questions and concerns are addressed.

Community engagement: Virtual town halls will provide families with answers to virtual learning questions and information about resources. Collaborations with business, faith-based and nonprofit partners will continue virtually to secure volunteer services and resources that support the needs of students, families and the school system. Major updates will be made during the bi-monthly Partnership meetings and by email notification.

TECHNOLOGY PLANS

Information Technology

Although nothing can replace an in-person schooling experience, school systems can engage students in meaningful and productive ways to enhance their learning. This is at the core of the resources provided by the PGCPS Division of Information Technology, which aims to ensure all children and youth have access to a quality education. To achieve this end, education systems must confront the digital divide and meet the needs of all its students.

Each PGCPS student has access to a technology device to access online platforms, complete assignments and communicate with teachers. Specific assignments will be collected, graded and recorded in the PGCPS student information system. Students should submit assignments as determined by the teachers through an online platform such as Canvas.

Devices

As a 1-to-1 district, every student in PGCPS has access to a digital mobile device (Chromebook or iPad) for use at school. If needed, the student may be assigned a device to take home. Every teacher has access to a Mac or PC for use at school or home. Using their device, teachers and students may connect through virtual conferencing programs such as Zoom or Google Meet. This allows PGCPS to provide synchronous virtual learning in real time as well as asynchronous learning opportunities.

Internet Connectivity

The overwhelming majority of PGCPS students have access to the internet at home. Where the digital divide persists, PGCPS utilized ESSER funding to secure a deep inventory of mobile hotspots, which can be activated and provided to students in need of internet access outside of school. The PGCPS McKinney-Vento Program (Homeless Education) itself is also issued a set

of hotspots for quick deployment should a family experience homelessness and be without internet access.

Additionally, since SY22-23, PGCPS has been working directly with families and internet providers to leverage funding from the Federal Communications Commission Affordable Connectivity Program to enable internet service for households in need, to continue to close any gaps in home internet access.

Schools continue to monitor students' need for devices and internet access, and work with the PGCPS Information Technology division to ensure students – and staff – have the necessary tools for digital learning when devices become damaged or if families need support with home access to the internet. Damaged student mobile devices are exchanged at the school level for operable ones, and damaged devices are removed weekly for repair. Schools are provided surplus devices so students have access to a device if their assigned device is damaged.

Appropriate Use and Student Responsibilities

PGCPS has established a set of expectations for appropriate use of technology and technology resources that are especially critical during virtual learning. Students shall adhere to the technology guidelines provided in the Student Rights and Responsibilities Handbook.

Students shall:
- Know their login information
- Report virtually to their scheduled class on time
- Be respectful to adults and peers
- Follow PGCPS technology equipment user agreement
- Follow Use of Technology guidelines (as provided in the Handbook)

Students shall not:
- Share their user account information or password with others
- Attempt to bypass security restriction and computer devices, networks, or internet access
- Use network account for non-school related activities
- Copy licensed software, download or copy files without permission
- Create, access, or distribute offensive, obscene, bullying or otherwise inappropriate materials
- Capture images or recordings of other students or staff from another device
- Use inappropriate screensavers
- Use inappropriate background setting
- Intentionally damage technology

Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700. Teachers and other non-classroom personnel assisting with virtual learning are encouraged to implement various levels of interventions and responses in an effort to teach, correct and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Device care guidance and digital citizenship activities are available for teachers and students to teach and reinforce appropriate behaviors. Additionally, educators across our district have access to an online screen monitoring tool to redirect and further filter students' access to online content. If needed, administrators are encouraged to use the lowest Level of Response to address inappropriate behavior. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

NUTRITIONAL AND HEALTH SERVICES PLANS

Student Meal Service

In the case of a state of emergency, meal distribution will operate under the Summer Food Service Program. Children 18 years and younger will receive free meals at eligible sites.

Program Highlights

- All schools will serve as meal distribution sites.
- Breakfast and lunch will be offered.
- Meals can be picked up at the closest school in your community.
- Meals will be pre-packaged and distributed two days per week.
  - Monday – meals for Monday, Tuesday and Wednesday
  - Thursday – meals for Thursday and Friday
- Parents will be allowed to pick up meals.

Students Enrolled in Specialty Programs (Not Attending Their Neighborhood School)

- Students can select a neighborhood school to pick up meals.

FARMS Application Process

- Parents/Principals will receive communication (via robocall or on the web) regarding the online application process.
- All applications will be completed online during the prolonged state of emergency.

Health Services

By focusing on the following tailored strategies, Health Services staff can effectively fulfill their roles as frontline health care providers and ensure the safety and well-being of the school communities during prolonged states of emergency.

Health Services will engage in a collaborative virtual education plan by:
- Identifying potential risks and hazards that could arise during a prolonged state of emergency caused by events such as natural disasters, pandemics or security threats
- Developing a team consisting of health professionals, administrators and relevant stakeholders (i.e., State and County health agencies) to plan and coordinate health services
- Establishing clear communication channels to disseminate information to students, parents and staff regarding health services availability during emergencies
- Conducting regular information and training sessions to educate school communities on emergency protocols including first aid and hygiene practices
- Establishing protocols for the distribution and use of medical supplies, prioritizing critical needs during emergencies
- Initiating School Nurse virtual office hours to provide parents and students with an accessible platform for asking questions or expressing concerns regarding their children's health and well-being
- Implementing a system to monitor the health status of students and staff during emergencies, including symptom screening and surveillance for infectious diseases
- Coordinating with local health authorities and health care providers to report unusual patterns or clusters of illness and track health-related incidents within the school communities
- Establishing protocols for isolation and quarantine if necessary to prevent the spread of infectious diseases
- Providing continued surveillance of immunization compliance and outreach to families to encourage and support their student's health in accordance with state mandated guideline

RETURN TO IN-PERSON INSTRUCTION PLAN

Processes and Procedures for Safe Return to In-person

Throughout virtual learning, plans will continue to be made for the preparation of in-school instruction once it is deemed safe to do so. PGCPS will prepare for school reopening as soon as possible, following a prolonged state of emergency. The updated operational status and all pertinent information will be shared with school district personnel. Updates will also be provided through identified communication channels for students, families and the PGCPS community. Under the collaborative leadership of central office administration and school administrators, PGCPS will tailor necessary readiness actions based on state and local guidance.

During the return to in-person learning, PGCPS may take a phased-in approach to returning to full capacity. In such a case, PGCPS will prioritize returning students to in-person learning who are struggling the most in the virtual learning format to ensure they can receive appropriate in-person support as soon as possible. When notification is given to return to a safe in-person reopening, PGCPS will ensure that there are clear processes in place for students and personnel to safely transition back with ease. The following procedures are in place to ensure all staff, students and families are able to safely and rapidly return to in-person learning:

1. Review current PGCPS procedures with the school team (building services, administrative team, teachers and other staff).

2. Review floor plans to identify classroom space and ensure all spaces are accessible, considering any limitations or restrictive guidance.
3. Utilize school maps to walk the building and identify alternative teaching locations, if necessary, for staff members who float or share office space. Consider non-traditional locations such as the media center, gymnasium, band room, etc., if necessary.

AFTERWARD

Thank you for the opportunity to provide this plan of continuity so learning exists even during a prolonged state of emergency. PGCPS greatly appreciates the Maryland State Department of Education's innovative and forward thinking on this issue. As a school system, PGCPS continues to be well-prepared for virtual learning and has significant experience at this point in implementing systemwide virtual instruction. As a community, Prince George's County welcomes the opportunity to continue learning virtually when in-person instruction is not possible regardless of the circumstance and even during prolonged periods. As a school system, PGCPS is committed to the health and safety of its students, staff and families; we have the experience, infrastructure and readiness to implement virtual learning at scale and look forward to working with our stakeholders and state and local officials if an interruption in in-person instruction presents itself. PGCPS stands ready.