Safe Return to In-Person Instruction and Continuity of Services Plan

Prince George’s County Public Schools

REVISED March 2022

2021-2022

PGCPS
Board of Education

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Introduction

In March 2020, the impact of COVID-19 on public education was unprecedented. The global health crisis changed, perhaps irrevocably, the way that we interact, instruct and engage in our schools. It served as a call to action and an opportunity to reimagine our instructional models for our changing world, workplace and future. Prince George’s County Public Schools (PGCPS) quickly pivoted to distance learning for all students, prekindergarten through Grade 12, in March 2020.

During the spring of 2020, PGCPS conducted a survey to determine stakeholder preferences for reopening in August 2020. More than 80 percent of family and community members preferred to continue the distance learning model or shift to a hybrid with elements of learning at home and in-school instruction:

- 46% prefer to continue learning at home full-time;
- 42% want a hybrid form to combine distance learning with in-school instruction; and
- 12% prefer returning to school full-time.

A reopening plan committee of external and internal stakeholders was composed in June 2020. The committee diligently spent many long hours over the summer working to develop, present and finalize the PGCPS Reopening Plan for the 2020-2021 school year. With survey and stakeholder input, along with the current health metrics for Prince George’s County in the summer of 2020, PGCPS remained fully on distance learning for all students during the first semester of the 2020-2021 school year.

PGCPS followed the guidelines established by the Prince George’s County Health Department, the Maryland State Department of Education (MSDE), and the Centers for Disease Control and Prevention (CDC) on when it would be safe to reopen the brick and mortar school buildings for staff and students. In addition, a Medical Advisory team of pediatricians in Maryland was established and gave expert advice to PGCPS on COVID-19, vaccines and when it would be safe for students to return to in-person instruction.

As a result, PGCPS reassessed the impact of COVID-19 in winter of 2021 and with the approval of the vaccines for staff, PGCPS decided to reopen for hybrid in-person learning in April 2021 (immediately following spring break). Parents and guardians were given the option to have their
child or children remain on full distance learning or return to two days per week in-person hybrid model of instruction for the remainder of the 2020-2021 school year.

PGCPS returned to in-person instruction for all students for the 2021-2022 school year. The U.S. Department of Education (DOE) and MSDE have provided assistance measures from the American Rescue Plan Act (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund and guidelines for the reopening of schools. The PGCPS Reopening Plan for 2021-2022 incorporated these guidelines and outlined the return to in-person instruction to include summer school, interventions, technology, safety as it relates to COVID-19, among other needs for students and staff.

**PGCPS will continue to require masks** inside schools and office buildings for students, staff and visitors regardless of vaccination status [CDC](https://www.cdc.gov).
The COVID-19 pandemic had a global impact that left school systems scrambling to find innovative ways to educate students. After months of following guidance from state and federal officials to help mitigate the adverse effects of COVID-19, vaccination rates increased, and the spread of COVID-19 began to slow so that PGCPS was able to open for in-person hybrid learning in April 2021. While some students opted to attend the in-person learning two days a week, other students remained on full distance learning. Although some students were successful with the virtual learning environment, other students were not as successful as PGCPS had hoped in these varied environments. Therefore, action was needed to help students recover from learning loss. With this in mind, PGCPS designed the Acceleration Academy summer program for rising kindergarteners through fifth grade; the Middle School Intervention and Enrichment (MSIE) summer program for Grades 6-8; and the Virtual Summer Learning Program for Grades 9-12. The summer programs began on July 6 and ended on July 30, 2021.

The summer programs presented here had a unique design for each level: elementary, middle and high school.

- **The Acceleration Academy (current school year K-5 students) and Rising Stars (prekindergarten students rising to kindergarten) summer programs for elementary students addressed the following needs:**
  - Recovery in Reading and Mathematics
  - Social-Emotional Support for mental health
  - Physical Education to sustain physical health
  - Art Education and Music to give our students a creative outlet

  Elementary students were engaged in face-to-face instruction for six hours a day with certified teachers. All CDC guidelines for COVID-19 were followed. Transportation was provided, along with breakfast and lunch.

- **Middle School Intervention and Enrichment (MSIE) provided a two tier program:**
○ TIER I: Virtual Lab Students were assigned an Individualized Learning Path based on their pretest scores in both reading and mathematics. Students completed assignments based on a recommended pacing calendar developed by the middle school team. The online tools, including a tutor, assisted in guiding students through the lessons and answering questions in real-time. An adult mentor provided technical assistance through virtual office hours and utilized reporting tools to identify student progress and ensure continued engagement throughout the course.

○ TIER II: Blended Learning with Directed Teacher Support in Reading and Mathematics. Blended Learning combined classroom with online learning, in which students could partially control the time, pace, and place of their learning. Researchers define blended learning as a formal education program in which (a) a student learns at least in part through online instruction, with some element of student control over time, (b) individualized path and/or pace and at least in part in with a teacher, and (c) the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience (Christensen et al., 2013).

● High School Virtual Summer Learning Program:
  ○ The COVID-19 pandemic not only interrupted students’ academic routines but also widened the existing learning gaps in course content. As a result, some students failed courses while others missed opportunities to stay on track for graduation.
  ○ Provided an option for students to earn original credits and/or recover failed credits toward fulfilling graduation requirements.
  ○ Students completed 100% of courses online with regular instructional support provided from a certificated content area teacher.

The goals and expected outcomes for elementary, middle and high school summer programs were:

● To provide students a high-quality, engaging, innovative opportunity for learning.
● To address learning gaps through both asynchronous and synchronous instruction.
● To assist students with mastering reading/mathematical strategies and classroom application of newly learned skills.
● To increase skills in reading and mathematics as evidenced by performance on pre- and post-assessments.
● To increase student performance data and bridge the learning loss gaps created from the COVID-19 pandemic.
● To engage rising kindergarten students with content to support them with demonstrating kindergarten readiness skills.

**Summer School 2022**

PGCPS will again offer system-wide summer programs for identified students to participate in Rising Stars for prekindergarten students rising to kindergarten; Acceleration Academy for rising kindergarteners through fifth grade; Middle School Intervention and Enrichment (MSIE) for students in Grades 6-8; and Virtual Summer Learning Program for students in Grades 9-12. Students will be able to participate in the summer programs during the month of July 2022.

**Addressing Learning Loss**

In addition to summer school, PGCPS will use ARP ESSER funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions.

*Volume 2 of the ED COVID-19 Handbook* states that accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Studies have shown that when students tie background knowledge to new information, they are better at making inferences and retaining the new information more effectively. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaches prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary. Several of the interventions that PGCPS will implement will focus on accelerating learning.

Another strategy that PGCPS utilized to address learning loss was through tutoring. Tutoring
can be an effective intervention for a wide range of students. Tutors are able to work closely with teachers, students and families, complementing in-classroom learning to help students meet grade-level standards. Tutoring for students in elementary and secondary courses is particularly effective in addressing the impact of COVID-19.

The Every Student Succeeds Act (ESSA) encouraged schools to prioritize and include evidence-based interventions, strategies or approaches as the foundation for education programs and interventions. The idea is that these methods will meet the needs of all students. Further, the kind of evidence described in ESSA has generally been produced through formal studies and research. The main goal for all stakeholders is improving student achievement.

Evidence-based interventions are practices or programs that have *evidence* to show that they are effective at producing results and improving outcomes when implemented (MSDE, 2021). Under ESSA, there are four tiers, or levels, of evidence:

**Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented experimental studies.

**Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies.

**Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a state education agency (SEA), local education agency (LEA), or outside research organization to determine their effectiveness.

The following chart shows the evidence-based interventions that PGCPS will have for students in the specified content areas and grade levels for the 2021-2022 school year. These interventions will take place either before school, after school, or during the school day, depending upon the specific program.

One of the effects of the COVID-19 pandemic was that all standardized testing was waived by the U.S. Department of Education while students participated in distance learning for school year 2020-2021. As a result, PGCPS did not collect testing data from students. However, during
the 2021-2022 school year, PGCPS resumed collecting baseline, benchmark and standardized test data as interventions are or will be implemented.

### Interventions

<table>
<thead>
<tr>
<th>Intervention Program</th>
<th>Subject Area and Grade Level</th>
<th>Timeline for Implementation</th>
<th>Tier Rating</th>
<th>Method to Measure the Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexia</td>
<td>Reading</td>
<td>September 2021- June 2022</td>
<td>Tier 1</td>
<td>The performance predictor provides a prescription of intensity needed to increase the probability of the student reaching the end-of-year benchmark for his/her grade level. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
</tr>
<tr>
<td>iReady</td>
<td>Reading and Mathematics</td>
<td>September 2021- June 2022</td>
<td>Tier 2</td>
<td>Reports of student progress are available after each lesson. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
</tr>
<tr>
<td>DreamBox Learning</td>
<td>Reading and Mathematics</td>
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<td>Tier 1</td>
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</tr>
<tr>
<td>Tutoring Provider</td>
<td>Program Details</td>
<td>Start Date</td>
<td>End Date</td>
<td>Tier(s)</td>
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<tr>
<td><strong>Lindamood-Bell Tutoring</strong></td>
<td><strong>Reading</strong>&lt;br&gt;Elementary Literacy skills&lt;br&gt;Students are selected based on teacher recommendation, grades and benchmark data.</td>
<td>December 2021- June 2022</td>
<td>Tier 1</td>
<td>An online Learning Ability Evaluation will track student progress.&lt;br&gt;Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
</tr>
<tr>
<td><strong>TutorMe Instant online tutoring</strong></td>
<td><strong>Various Content Areas</strong>&lt;br&gt;Grades 2-10&lt;br&gt;Grades 9-10 College Preparation&lt;br&gt;Students are selected based on teacher recommendation, grades and benchmark data.</td>
<td>September 2021- June 2022</td>
<td>Tier 1</td>
<td>Adaptive reports are available after each lesson.&lt;br&gt;Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
</tr>
<tr>
<td><strong>SpellRead Tutoring</strong></td>
<td><strong>Reading/English Language Arts</strong>&lt;br&gt;Grades 3-12</td>
<td>September 2021- June 2022</td>
<td>Tier 3</td>
<td>Students' skills will increase in phonemic awareness, phonics, fluency</td>
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<tr>
<td>Students are selected based on teacher recommendation, grades and benchmark data.</td>
<td>and reading comprehension. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
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<tr>
<td><strong>ESOL Tutoring</strong></td>
<td><strong>Tier 1</strong></td>
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</tr>
<tr>
<td><em>ESOL</em> Grades 6-8 Students are selected based on teacher recommendation, grades and benchmark data.</td>
<td>Progress in the ESOL tutoring program will be monitored using the ESOL quarterly writing and speaking assessments that are aligned to the Federal English Language Assessment, WIDA. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
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<tr>
<td>January 2022 - June 2022</td>
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<tr>
<td><strong>Continuation of Tutoring Support for the Prevention of Learning Loss</strong></td>
<td><strong>Tier 1 and 2</strong></td>
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</tr>
<tr>
<td><em>Reading/English Language Arts Mathematics Social Studies Science</em> Grades PreK-12 Students are selected based on teacher recommendation, grades and</td>
<td>Reports of student progress are available after each lesson. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</td>
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<tr>
<td>September 2021- June 2022</td>
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</table>
TutorMe provides students in Grades 2-10 with 24/7, 365 access to tutoring support through their lesson space and Writing Lab; 300+ subjects supported including elementary and college prep courses; 12 hours of tutoring per student per month (average is three hours a week per student); audio, video and chat unlimited archives of all lessons; access to archives by students and administrators; animated ACT course access (proprietary animated course); and test prep tutoring support. The Division of Academics established the data targets and will be responsible for the data collection for the various content areas of science, social studies, mathematics, Reading/English Language Arts, along with SAT Prep and other college readiness courses.

SpellRead Tutoring Services supports students with disabilities in Grades 3-12, who have been educationally impacted as a result of COVID-19 school closure. This targeted Tier 3 intervention will support students in increasing their skills in phonemic awareness, phonics, fluency and reading comprehension. The Department of Special Education is responsible for the implementation, collection and monitoring of data for this intervention program.

To support students with disabilities enhancing their underlying skills for Reading, Spelling and Comprehension due to educational impact as a result of COVID-19 school closure, Lindamood-Bell instruction is utilized based on individual learning needs of students integrating sensory information to help them develop language and literacy skills. Lindamood-Bell is utilized as an afterschool and/or summer school program to accelerate student progress in Reading. The Department of Special Education is responsible for the implementation, collection and monitoring of data for this intervention program.

The Middle School Reading Language Arts Office is targeting students in Grades 6 and 7 who are reading significantly below grade level and has established data targets and date collection. Students received access to Lexia PowerUp Literacy, which is designed to help struggling and nearly-proficient readers to become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while
helping students build the higher-order skills they need to comprehend, analyze, evaluate and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp empowers secondary teachers—regardless of their background or expertise in reading—to deliver the exact instruction each student needs to become a proficient reader.

Licenses for the entire Learning A-Z suite have been purchased to provide English for Speakers of Other Languages (ESOL) teachers with leveled readers and differentiated interventions to provide literacy support and interventions to decrease the learning loss from the pandemic for elementary English Learners (ELs). The ESOL Office has been responsible for establishing data targets and date collection. Secondary accounts for the online reading program called Raz-Kids are provided for secondary ESOL teachers to provide interventions for Newcomer ELs with gaps in their literacy and to remediate the learning loss from the pandemic for Secondary ELs.

Virtual Zoom Tutoring has been provided for targeted middle schools for school year 2021-2022 with the lowest percent of Students Making Progress of English Proficiency. The ESOL Office is responsible for establishing data targets and data collection. Virtual Zoom Tutoring provides support for students during the school year to target ELs’ learning loss in the four content areas (Math, Science, Social Studies and Reading).

Continuation of Tutoring Support for the Prevention of Learning Loss PGCPS has implemented a robust technology-based intervention support in addition to teacher provided student instruction. Based on the low percentage of students reading on and above grade level, there is a need for additional instructional support that will be implemented, data targets established and data collected by the Division of Academics. Computer-based instruction allows educators to use data more easily and efficiently in order to differentiate instruction that meets the varying needs of students.

As PGCPS experienced students’ inability to completely access content in person since March 2020, there has been a need to address individual loss and skill attainment for students. Therefore, across all grade spans, digital Mathematics and Reading foundational intervention programs designed to close the achievement gap are being utilized and monitored with the
assistance of the classroom teacher. These programs support the classroom instruction and standards being taught and also allow students to build confidence while they work through their personalized plan. These plans are a discussion point between teachers and students and their parents/guardians as they conference and allow central office teams to support schools with the proper implementation allowing these supports to have a greater impact.

COVID-19 also impacted students from prekindergarten to students matriculating from high school to postsecondary education. Therefore, PGCPS implemented other academic programs as mentioned in the chart below.

### Other Academic Programs

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Subject Area and Grade Level</th>
<th>Timeline for Implementation</th>
<th>Method to Measure the Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coaching</td>
<td><em>Early Childhood/ Preschool</em></td>
<td>September 2021 - June 2022</td>
<td>Instructional parent coaching support to the student and family in the identified areas of need in the home, community, or school setting provided virtually or in person.</td>
</tr>
<tr>
<td>Immersion Digital Resources</td>
<td><em>Immersion</em></td>
<td>September 2021 - June 2022</td>
<td>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists.</td>
</tr>
<tr>
<td>Tutors from the University of Maryland College Park</td>
<td><em>Reading and Mathematics</em></td>
<td>September 2021 - June 2022</td>
<td>Use of assessment features provided within the intervention, locally-developed</td>
</tr>
<tr>
<td>Reading Inventory (assessment)</td>
<td><strong>Reading</strong></td>
<td>September 2021 - June 2022</td>
<td>This online platform screens students to provide immediate, actionable data on reading levels and growth. A lexile score is provided after each screening.</td>
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<tr>
<td>Grades 2-9</td>
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<table>
<thead>
<tr>
<th>Learning A-Z Licenses</th>
<th><strong>ESOL</strong></th>
<th>September 2021 - June 2022</th>
<th>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.</th>
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<tbody>
<tr>
<td>Grades K-12</td>
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<tr>
<td>Language development for ESOL students</td>
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<tr>
<td>Grades K-12</td>
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<table>
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<tr>
<th>Explore Learning Gizmos</th>
<th><strong>Science</strong></th>
<th>September 2021 - June 2022</th>
<th>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.</th>
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<tbody>
<tr>
<td>Simulations</td>
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<tr>
<td>Grades 8-10</td>
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<table>
<thead>
<tr>
<th>IEP Impact meetings</th>
<th><strong>Special Education</strong></th>
<th>September 2021 - June 2022</th>
<th>Data will be gathered and discussed during each meeting. This includes 48 - 3 member teams working 2 hours per day, 3 days per week, over 40 weeks. Speech, Occupational and Vision therapists will participate in IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades PreK-12</td>
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</table>
| Skills 180 Online skills training and certification | **Career and Technical Education**  
High school students in CTE programs | September 2021 - June 2022 | Students can complete entire programs of study, take individual courses, or "micro credential" certifications. |
| Knowledge Matters | **Career and Technical Education**  
High school students in CTE programs  
Online Simulation lessons/activities for business, entrepreneurship, FACS electives including financial literacy, culinary arts, and ProStart | September 2021 - June 2022 | Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners. |
| High School Re-engagement of Students | **High School Students**  
Grades 9-12 | September 2021- June 2022 | With the use of Maryland's Governor's Emergency Education Relief (GEER) funding, PGCPS partnered with four community organizations to assist with re-engaging students in Grades 9-12 who were identified as chronically absent. |
| Bridge to Excellence Schools Supports | **Reading/English Language Arts Mathematics Social Studies Science**  
Grades K-12  
*Schools are listed in the chart below. | September 2021- June 2022 | The Bridge to Excellence in Public Schools Act of 2002 requires that each Maryland school district develop a comprehensive master plan and proposes an allocation of additional state funds to help finance those plans. |

*CTE- Career and Technical Education  
*ESOL- English for speakers of other languages  
*IEP- individualized Education Program

In alignment with the Individuals with Disabilities Education Act (IDEA), all Individualized Family Support Plan (IFSP) and Individualized Education Program (IEP) teams must meet to determine the educational impact for all students as a result of the COVID-19 school closure.
To support preschool students with disabilities in enhancing school readiness skills across developmental domains due to educational impact, parent coaching sessions will continue to be used to support families in integrating opportunities to build school readiness within their child's natural environment.

Bridge to Excellence (BTE) Innovation fund was provided for resources for the 18 BTE schools to explore implementation of innovative instructional, staffing and wraparound supports to best serve their students and achieve desired program outcomes.

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
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<tbody>
<tr>
<td>Andrew Jackson Academy</td>
<td>Drew-Freeman Middle School</td>
<td>Crossland High School</td>
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<tr>
<td>Bradbury Heights Elementary School</td>
<td>Oxon Hill Middle School</td>
<td>Northwestern High School</td>
</tr>
<tr>
<td>Carmody Hills Elementary School</td>
<td>Thurgood G. Marshall Middle School</td>
<td>Potomac High School</td>
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<tr>
<td>Clinton Grove Elementary School</td>
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<tr>
<td>Cora Rice Elementary School</td>
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<tr>
<td>District Heights Elementary School</td>
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<tr>
<td>Hillcrest Heights Elementary School</td>
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<tr>
<td>J. Frank Dent Elementary School</td>
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<tr>
<td>John Bayne Elementary School</td>
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<tr>
<td>Oxon Hill Elementary School</td>
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<tr>
<td>Princeton Elementary School</td>
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<td>Springhill Lake Elementary School</td>
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Tutors from the Education Equality Initiative work with students in Grades 3-5 and tutor them one-on-one for Reading and Mathematics. The tutors are college students from the University of Maryland.

Students in Career and Technical Education (CTE) are provided with full virtual lessons, courses and programs teaching employability skills, technical skills and other career credentials. Students can complete entire programs of study, take individual courses, or “micro credential”
certifications. These can be incorporated into the PGCPS existing curriculum and used in class, or students can complete these independently.

Explore Learning Gizmos is used by Biology teachers to provide interactive science simulations for students aligned to NGSS standards. Gizmos use an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding.

PGCPS is committed to ensuring that 100 percent of our enrolled students are participating in their assigned classes. In January 2021, an initiative to re-engage chronically absent students was funded by the Governor’s Emergency Education Relief (GEER) grant. With the support of nonprofit partners, Community School Coordinators, Professional School Counselors and Pupil Personnel Workers, PGCPS has coordinated virtual and in-person home visits, phone calls and distribution of technology devices directly to students to ensure they were fully engaged in the virtual and hybrid learning experience. However, as PGCPS has reopened its doors for in-person learning five days a week, nonprofit partners will continue to call students, visit homes, and offer summer tutoring and mentoring.

Because outreach to this population of youth often requires an advocate to re-engage them in education and help them access needed services, PGCPS leverages existing relationships between schools and nonprofit partners to continue this effort until June 2022. Thus, nonprofit partners, Community School Coordinators, Professional School Counselors and Pupil Personnel Workers have resumed using sustainable strategies, mechanisms and supports to meaningfully re-engage identified youth.

**Supports**

- Along with ARP ESSER funding, utilize funds from Governor Hogan’s allocation of $10 million to [education funding](#) as provided by the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.
- Provide nonprofit partners with a platform to discuss strategies, innovations and programs that have proven to successfully re-engage students.
- Nonprofit partners will continue to offer mentoring, tutoring, alternative pathways to graduation, food and rent assistance, and other wraparound services.
Return to In-Person Learning

On April 27, 2021, the Maryland State Board of Education unanimously approved a resolution mandating the return to full-time in-person learning for K-12 students for the entire 2021-2022 school year. PGCPS began transitioning to in-person learning during the spring semester of the 2020-2021 school year. The school system was prepared to return to full-time in-person learning in the fall of 2021 as a result of the State Board’s resolution. PGCPS also improved metrics related to the COVID-19 health pandemic and updated school guidelines from the Centers for Disease Control and Prevention (CDC).

The instructional program for PGCPS for the 2021-2022 school year is as follows:

1. Full-Time, In-Person Learning (All Grade Levels)
   a. Available to all students, prekindergarten through 12th grade
   b. Five days a week, regular school schedule

2. Fall Virtual Learning Program (Grades K-6)
   a. Limited seats are available for students who want to continue with virtual learning.
   b. Program will be discontinued once the vaccine is available for students in these grade levels.
   c. Application required; parents/guardians must apply by Wednesday, June 30.
   d. Adheres to regular elementary and middle school schedules
   e. Students may be assigned to virtual teachers not from their school.
   f. Students returned for in-person instruction at the end of the first semester in January.

3. Online Campus (Grades 7-12)
   a. New PGCPS specialty program, enrolling a total of 700 students
   b. Designed for students who thrive in an online learning environment
   c. Combination of synchronous and asynchronous instruction, focusing on the core content areas with limited elective course offerings

Maryland College and Career Ready Standards

The use and integration of the Maryland College and Career Ready Frameworks across PGCPS PreK-12 content areas were developed based upon expectations and guidance from MSDE. There are essential skills and knowledge that students need in order to master specific standards by the end of a course or grade which are identified and outlined within the respective
frameworks. Further, to ensure that curriculum frameworks for all content areas are being addressed at all grade levels for all students, ongoing professional development is provided.

Additionally, stakeholders who wish to explore these standards in depth may do so by visiting the Maryland State Department of Education’s Maryland College and Career Ready Resources website, which houses all updated guidance, resources, and information on standards and state assessments for English language arts, mathematics, science and social studies courses.

Reimagining the Possibilities: Mitigating Learning Loss

Quantifying the overall impact of the pandemic on the lives of our PGCPS students, families and staff is a task that calls us to consider factors that extend far beyond academic measures and into many deeply personal losses. As we recover from the pandemic and continue to address the needs of the PGCPS community in new ways during the 2021-2022 school year, we look forward to the opportunity to reimagine the possibilities and how we serve all students through an equity-centered learning recovery process.

An equity-centered learning recovery approach acknowledges that the pandemic has impacted each of our student’s lives in many different ways, and provides a systematic plan to support academic learning, social-emotional learning and learning recovery that diversifies resources and efforts across the spectrum of student needs.

Reimagining the possibilities means providing comprehensive support for the recovery of learning for students who were academically impacted by time out of school or challenges participating in distance learning. At the same time, this approach acknowledges and works to advance the real-life gains in flexibility, self-motivation and technology skills that many students acquired throughout virtual and hybrid learning. Underpinning all efforts is a constant priority on social well-being and awareness of mental health and wellness. The PGCPS Reimagining the Possibilities plan is available here.

Bridging the Learning Gap

In designing and planning instruction for this school year, PGCPS was cognizant of the requirements outlined by MSDE regarding standards-based curriculum. Curriculum Bridging
Forward Guides for prekindergarten through Grade 12 were developed for the first three weeks of school in September 2021 to make content standard-based connections from one grade/course to the next. PGCPS curriculum writers across each content area created the Bridging Forward Guides with the immediate needs of learners in mind. The Bridging Forward Guides will front-load material from the previous year that will most directly support students building a strong foundation in their current course. These guides helped teachers to quickly address common academic gaps so the educator could then focus on the more profound learning recovery, if need be. These documents provided teachers with guidelines to bridge the gap of content that is deemed important as bridging topics from one year to the next.

The components included in the three-week Curriculum Bridging Forward Guides were:

- A list of the bridging standards.
- Resources and lesson plans for each week that can be utilized in an online instructional model.
- Differentiation tools and technology integration.
- Important considerations specific to the content area.
- Diagnostic assessment to assess students’ skills related to upcoming content and provide guidance into what support might be needed.

Section 504

Students with Section 504 Plans receive accommodations documented in their 504 Plan and/or comparable supports that are appropriate to ensure access in accordance with Section 504 of the Rehabilitation Act of 1973 for the 2021-2022 school year. Parent/guardian participation will be requested for 504 meetings to update the 504 Plan and identify accessibility accommodations.

Special Education

During the school year 2020-2021, PGCPS used the Individualized Education Program (IEP) process to review students’ IEPs to determine if they could be implemented as written without in-person instruction. If not, the IEP team either amended the IEP with parent or guardian agreement or revised the IEP through an IEP team meeting. Additionally, with the loss of a Free and Appropriate Public Education (FAPE), continual and consistent progress monitoring is essential for determining additional, new, or different needs to be addressed through changes to
students’ IEPs and/or eligibility for Compensatory Services.

As the residual effects of the COVID-19 pandemic continue to surface, the MSDE Division of Early Intervention & Special Education Services (DEI/SES) recognizes that students may have needs that differ from those before the pandemic and school closures. Consequently, PGCPS has carefully considered how it will use procedures and protocols to conduct data collection and analysis. For additional information, please review the publicly available guidance documents.

Per Education Article 8-405(d), PGCPS will continue to follow and implement Title II of the Americans with Disabilities Act (ADA) and Special Education teachers will continue to service students based on their IEPs. For additional information and guidance, please refer to this technical assistance bulletin that addresses recovery efforts for students with disabilities and MSDE’s Teaching and Learning in a Variety of Service Delivery Models document.

The following are considerations for students with disabilities:

- **Co-taught** classrooms and support inclusion classrooms must maintain a 50% general education and special education split to meet the State Least Restrictive Environment (LRE).
- **Elementary**: Reading and mathematics interventions for elementary students with disabilities must be provided in accordance with their IEPs.
- **Middle**: Reading and mathematics interventions for middle school students with disabilities must be provided in accordance with their IEPs. Academic Resource and/or reading enrichment courses must be scheduled to accommodate the implementation of interventions.
- **High**: Reading and mathematics interventions for high school students with disabilities must be provided in accordance with their IEPs. Academic Resource and/or Read 180 can be scheduled to accommodate the implementation of interventions.
- **All Special Education programs**: Community Referenced Instruction (CRI), Autism, Transition, Comprehensive Special Education Program (CSEP), and Deaf and Hard of Hearing Program (DHOH) will implement all components of their programs. Community Referenced Instruction will implement all components of their programs with the exception of Community Based Instruction (CBI) experiences and work study activities outside of the school building.
- IEP meetings will be scheduled and held with parent or guardian permission virtually.
through the remainder of the school year in accordance with the Individuals with Disabilities Education Act (IDEA) timelines and procedures.

- Cognitive, educational or related services assessments and evaluations will be scheduled.
- Related and support services (speech and language, vision, occupational therapy, physical therapy, etc.) will be provided through push-in and pull-out sessions in accordance with a student’s IEP.
- Related services providers will provide services with the same frequency as indicated in the IEP.
- Related services providers will provide consultative indirect services to parents and teachers as indicated in a student’s IEP.
- If direct services cannot be provided for students participating in the online campus, then IEP teams will convene IEP meetings to discuss the educational impact of any service(s) not provided. If the IEP team determines that there is an educational impact, then compensatory education services will be discussed with the parent.
- Counseling services will be provided to students as documented in IEPs. Parent permission will be required to provide counseling services participating in the online campus.

After October 1, 2021, any IEP that is developed or revised will include the completion of the IEP Planning for Emergency Conditions component. This emergency condition occurs when a local school system cannot implement a student’s IEP or special education services at school for a period of 10 or more days but continues to provide instruction to its students. The following areas of the IEP will reflect an emergency condition component:

- Annual goals and objectives must include the IEP planning for emergency conditions component.
- Special Education and Related Services and Supplementary Aids and Services must include the IEP planning for emergency conditions components.
- A statement of the program modifications (to include the IEP planning for emergency conditions components) was added.
- Accommodations must include the IEP planning for emergency conditions components.
- Special education services, related services, and career and technology education services must include the IEP planning for emergency conditions components.
○ Transition services and activities must include the IEP planning for emergency conditions component.

Further, PGCPS is committed to the safe reopening of schools for all students and staff. Toward that end, PGCPS has carefully reviewed and will follow the CDC guidelines and recommendations from the local health department, including the wearing of face masks/coverings while at school, on PGCPS buses or on school system property. There may be situations, however, in which a student with a disability is unable to wear a face mask or covering. Such students may be exempted from wearing a face mask/covering under the circumstances listed below.

1. Health Condition - A student with a disability may be unable to wear a face mask/covering for some of all of the time due to a health condition. In such cases, a parent must submit medical documentation from a licensed physician to document the health condition that prohibits a student from wearing a face mask or covering. The documentation should address whether the student is unable to wear a face mask and describe how the wearing of a face mask would adversely impact the student’s health condition. The medical documentation should also provide information as to whether the student’s condition can tolerate an alternative to a face mask/covering such as a face shield or other accommodation. The documentation must be maintained in the student’s Individualized Health Care Plan (IHCP).

2. Disability - A student’s disability may prevent him or her from wearing a face mask/covering for all or some of the time while at school or on the bus.

For additional information regarding students who may not or cannot wear a mask, please see TIPs for Supporting Mask Wearing for Students with Disabilities.

Special Education Nonpublic Programs
MSDE has given each nonpublic school the autonomy to set their own policies and procedures for their students, teachers and staff. They are encouraged to work with the local health department for their jurisdiction to determine layered prevention strategies needed to protect
students, teachers and staff in their setting. The PGCPS Nonpublic Office will continue to provide support and monitoring to all students designated by PGCPS to receive services through approved nonpublic programs.

English Learners

English for Speakers of Other Languages (ESOL) teachers will continue to provide language support services to English Learners (ELs) on a regularly scheduled basis for in-person and for any students participating in the online campus programs. The following are considerations for English Learners:

- **Elementary**: ELs may join sessions with their ESOL teacher during a portion of the instructional block.
- **Secondary**: ELs should be scheduled for co-taught classes or a separate ESOL Language course.
- ESOL teachers will continue to provide targeted language instruction for English Learners at all language proficiency levels.
- ESOL teachers will collaborate regularly with content teachers to ensure scaffolds and supports were included for ELs.
- ESOL teachers will maintain Google Classrooms and scheduled virtual office hours to connect with students and parents.

Career and Technical Education (CTE)

- All CTE programs and courses resumed in-person classes. These programs were not offered in the online campus.
- Some courses are scheduled for two class periods because of the required number of hours established by Maryland State Department of Education (MSDE). In two-year programs, courses are offered by semester (ex., students take Course 1 during Semester 1 and Course 2 during Semester 2).

Specialty Programs

Students participating in Specialty Programs resumed in-person and students will continue to receive instruction tailored to their program of study from their assigned teachers. Information and the timeline regarding the application, screening and identification process for participation
in Specialty Programs for the 2021-2022 school year was available in fall 2021. Virtual Specialty Showcases were held in October 2021.

Talented and Gifted (TAG) Programming

**TAG Pull Out:** Primary and Intermediate Pull-out groups meet at least two hours a week from October to June. TAG-identified students in Grades 2 and 3 are the primary group and Grades 4 and 5 students are the intermediate group. The TAG pull-out teacher, assigned by the principal, should provide feedback to the students and review the progress of each student weekly. The classroom teacher should differentiate instruction so the TAG students will not miss any newly introduced content or any assessments. TAG students should not be penalized by having to complete all general education assignments and all TAG pull-out assignments. The TAG pull-out teacher and general education teacher should establish a weekly schedule.

**TAG in the Regular Classroom (TRC):** The TAG students will be clustered together and the classroom teachers will provide differentiation, enrichment, and acceleration based on students’ academic needs. The TAG Office will provide ongoing professional development on best practices in Talented and Gifted Instruction.

Physical Education

The well-being of students not only includes their mental health but their physical health as well. We want to ensure the safety of students participating in physical education and the [Guidance for Physical Education Classes](#) explains ways students can safely participate in physical education.

Department of Creative and Performing Arts

The Department of Creative and Performing Arts (DCPA) has updated COVID-19 protocols and guidelines as students return to in-person learning. Please go to [DCPA COVID-19 Protocols](#) to review the updates. Students should be allowed to store instruments in storage rooms.
Textbooks

Students should bring their charged device to school daily as they will need to access their digital textbook online. A limited number of print copies of textbooks will be available for use at each school.

PGCPS Central Office Academic (Content) Support Teams

PGCPS central office academic content support teams (excluding Early Literacy Support Teachers) should continue to provide support to students and school-based staff virtually to limit the number of individuals entering the school building. Itinerant and non-school-based staff will only be required to report to one primary worksite (base site) per day.

Department of Special Education Support Programs and Related Services personnel provide services to students and school-based staff both in person and through virtual platforms. In specific circumstances, it is necessary to provide direct services to students with disabilities in-person. These itinerant staff members may only enter two school buildings per day. The PGCPS Department of Special Education has identified the following disciplines as providers who may enter buildings to provide in-person services:

- Orientation and Mobility Specialists
- Teachers of the Visually Impaired (TVI)
- Occupational Therapists
- Physical Therapists
- Speech-Language Pathologists
- Audiologists
- Adaptive Physical Education Teachers

Elementary Schools and Specials

In elementary schools, specials is the common term for classes that are outside of the core content areas and include the arts, physical education, technology, and other classes based on offerings at each elementary school. Teachers of classes such as Visual Art, Vocal/General
Music (excluding Instrumental Music), and Physical Education are to report to each school in which they are assigned for the 2021-2022 school year and provide their content area instruction during the classroom teacher’s designated break/planning period. The appropriate model of delivery is determined by each school with oversight by the administration to assure compliance with all established agreements, policies and procedures. Instrumental Music follows its normal schedule in schools.
As we consider strategies for providing robust learning and safely reopening schools, students should participate in a combination of facilitated and independent learning experiences related to environmental education and outdoor learning. Environmental education is an interdisciplinary process that helps people learn more about connections to natural systems fostering environmental literacy and civic engagement. Outdoor learning includes those activities that allow students to discover, experiment, learn about and connect to the natural world and engage in environmental and recreational activities. In PGCPS, students will have access to participate in virtual outdoor exploration experiences curated by staff at the William S. Schmidt Outdoor Education Center and the Howard B. Owens Science Center. Activities are also recommended by the Maryland Association for Environmental and Outdoor Education utilizing outdoor spaces for learning, identifying the birds you see outside your window, DIY Park Quests, or locating specific trees or plants in your neighborhood.
Attendance

Prince George’s County Public Schools (PGCPS) continues to follow the state and local guidance in the collection of student and teacher attendance. Administrative Procedure 5113 identifies this process for lawful and unlawful absences. According to the PGCPS administrative procedure, a file must be kept that contains the teacher of record’s documentation that communication has been made with the parent/guardian of students who were absent 10 percent or more days in a quarter. The principal must ensure that students who are identified as habitually truant and chronically absent are referred to the Student Intervention Team (SIT) and/or School Support Team (SST). Subsequently, Pupil Personnel Workers (PPWs), Teachers and Professional School Counselors are expected to reach out to families to encourage their participation with distance learning.

Additionally, PGCPS is responsible for identifying, collecting and transmitting data to local, state and federal agencies for purposes of compliance, accountability and school system funding for student attendance. Strong monitoring of systems, implementation of a streamlined process, and using objective and accurate data related to attendance collection is crucial. Physical and virtual attendance of staff and students will be collected in the 2021-2022 school year, and daily attendance procedures will be communicated so all stakeholders are aware of PGCPS' definition of being considered present.

Attendance for In-Person Learning

Students returning to the school building for regular in-person learning, must adhere to attendance administrative procedure. Daily attendance is expected for all students unless there is a lawful reason for the student's absence. In the event of each absence, the parent/guardian must communicate the reason for the student’s absence with written documentation upon the student’s return to school. Students will be permitted to make up missed assignments in accordance with the administrative procedure for all lawful absences.

Attendance Taking for Individual Students Quarantining

Students notified to quarantine as a result of possible exposure to COVID-19 must remain home until the specified time. Teachers must mark students absent with a code (QT), which will count the student absent from class but present for the day. The student will be provided virtual work
asynchronously from their teacher(s) during the quarantine period. Students should be given a daily check-in to complete in order to be marked present for the day.

**Attendance Taking When an Entire Class is Quarantining**

In instances where an entire class has been notified to quarantine due to exposure to COVID-19, staff and students must remain home until the specified time. Instruction will resume through synchronous virtual instruction. Students who participate in virtual instruction should be marked present upon responding as “present” during the roll call.

In instances where the instructor is ill, classes will move to asynchronous virtual instruction, where students’ assignments can be accessed during the day on a specified platform. Students must therefore complete a daily check-in to be marked in attendance.

**Attendance Taking When an Entire School is Quarantining**

In instances where an entire school has been notified to quarantine due to exposure to COVID-19, all staff and students must remain home until the specified time. Students who participate in synchronous virtual instruction should be marked present upon responding as “present” during the roll call.

**Attendance for Students Approved for PGCPS Online Campus**

The following guidance applies to students who are participating in Online Instruction offered in two categories: (Grades K-6) and (Grades 7-12).

- **PGCPS Online Campus: Kindergarten - Sixth Grade (K-6)**
  - Program ended January 31, 2022.
  - Students are expected to participate in live instruction in order to be considered present. Daily attendance is expected unless there is a lawful reason for the student’s absence. As always, in the event of each absence, the parent/guardian must communicate the reason for the student’s absence with written documentation upon the student’s return to school. Students will be permitted to make up missed assignments in accordance with the administrative procedure for all lawful absences.
● **PGCPS Online Campus: Seventh - Twelfth Grade (7-12)**

Students participating in the Online Campus will receive instruction in both synchronous and asynchronous learning models. Students will be marked present while attending synchronous instruction in Canvas which will be entered into SchoolMax, our official system of record.

○ The process for marking a student “present” for asynchronous instruction will occur through a virtual check-in as determined by the teacher of record.

● **Monitoring Attendance for Online Learners**

○ According to our administrative procedure, a file must be kept that contains the teacher of record’s documentation that communication has been made with the parent/guardian of students who were absent 10% or more days in a quarter. Pupil Personnel Workers, Teachers and Professional School Counselors are expected to reach out to families to encourage their participation with distance learning.

○ The principal must ensure that students who are identified as habitually truant and chronically absent are referred to the Student Intervention Team (SIT) and/or School Support Team (SST).

● **Attendance Taking when Students Have Reported Technological Failure**

○ Students participating in virtual learning may experience technical issues such as broken equipment or Internet outages that may impede participation in live instruction. Such issues must be immediately communicated to the student’s teacher and designated school staff so support can be provided as soon as possible. When parents indicate these occurrences, the teacher must mark the student absent with code (TC) which considers the student absent from class but “present” for the day when the “TC” reason code is entered.
Mental Health Day

All PGCPS students, inclusive of online learners, are permitted one mental health day and may be absent once each semester. Students who are absent due to attending to his/her mental health needs will be marked as a lawful absence. Written notification by the parent will be sufficient documentation the day the student is absent or provided immediately upon return. The student must be allowed to make up all missed assignments. Teachers may exempt or modify makeup assignments. When a student returns to school, he/she may meet with the Professional School Counselor to check-in.

Teachers must utilize the code (MH) when marking a student as absent due to taking a mental health day. The student must be marked as lawfully absent. Schools must review attendance reports to identify students who are accessing mental health days. Counselors should review the reports to have knowledge of students who have taken a mental health day in order to follow up. Counselors will ensure that students are aware of available mental health resources.

Uniforms

**Uniforms must be worn daily** at schools with such policies in place. Information on uniforms and dress code requirements is available on school websites.
Athletics

The PGCPS’ Office of Interscholastic Athletics was excited for the full return to sports and continued to keep safety first while we initiated the reopening plan for the 2021-2022 school year. PGCPS followed the Maryland Public Secondary Schools Athletic Association (MPSSAA) for the implementation of athletic programs. Interscholastic athletics program promotes the health and well-being of students mentally, emotionally and physically, thus creating positive psychological and academic outcomes. The Interscholastic Athletics office believes that all student athletes should focus on learning and enhance their academic achievement through PGCPS’ education-based opportunities as well as the many athletic opportunities and continued webinars that will be provided by the athletic department.

Athletic Directors (AD) will continue serving on several leadership committees offering virtual webinars on a variety of topics for the student-athletes. Specialized presentations and opportunities will be provided for the junior and senior athletes to prepare for the next steps in their careers. Emphasis will be toward college and career, scholarships, social-emotional wellness, and applications and letters to schools.

Return to Athletics - January 2022

Due to the rise of COVID-19 cases, the PGCPS Office of Interscholastic Athletics followed the same plans as the schools for January 3, to January 14, 2022. All students returned to virtual learning during this time and returned to in-person learning on Tuesday, January 18, 2022. During the virtual learning time, all athletic meetings, practices and games were postponed. Virtual meetings with athletic teams were permitted.

All winter athletic teams returned to practice on Tuesday, January 18, 2022. Games resumed on Thursday, January 20, 2022. Swimming teams and Indoor track will return once the Prince George’s County Park and Recreation facilities reopen for our athletic teams to use for practices and games. Off-season spring teams returned to conditioning on February 1, 2022. Other off-season teams resumed conditioning on February 14, 2022.

Spectators

The Office of Athletics will maintain the best safety measures possible for the student-athletes to prevent the future closing of the winter season. During the month of January, we will have no
spectators (no exceptions) for PGCPS games. On February 1, 2022, attendance at athletic events will be limited to 25 percent of the building capacity. If our teams are playing an outside district’s team, check with that school for spectator limitations. Spectators may follow the regulations/protocols of the opponent/school system pertaining to attendance at games.

COVID Testing for Athletes

Testing for COVID-19 will continue weekly at every school for all unvaccinated student-athletes and consent forms must be completed for those individuals. Unvaccinated student-athletes that do not test weekly with the athletic testing vendor will not be permitted to practice or compete. Individuals may provide proof of an outside PCR negative test. Home or rapid tests will not be accepted. Positive COVID-19 cases on teams will be under the advisement of the PGCPS Office of School Health.

All athletic personnel, including athletes, will wear masks during practices and on the sidelines. Athletes will be permitted to compete without their masks and only during games.
Assessment and Reporting

PGCPS’ assessment program focuses on state, district and locally created assessments to provide student performance data and help staff identify students’ learning needs to plan for upcoming face to face and distance learning instruction during the 2021-2022 school year. Assessments geared toward this purpose are prioritized in PGCPS’ assessment program and be provided in an online test administration platform on technology devices provided to all students by PGCPS or paper based for students with documented accommodations. All online testing platforms and paper testing also provide accommodations and accessibility features for students who have them designated in Individual Education Programs and/or 504 plans. Resources, training sessions, and technical assistance is provided to school-based and central office staff to support effective and appropriate assessment and data literacy practices in a distance learning environment, including limitations tied to test security, fidelity in assessment administration and data analyzation.

The key priorities of the PGCPS assessment program for the 2021-2022 school year are to:

- Administer Early Fall Maryland Comprehensive Assessment Program (MCAP) assessments to assess students’ progress in Reading, Mathematics and Science.
- Administer Fall Block and Spring Block Maryland Comprehensive Assessment Program (MCAP) assessments to assess students’ progress in Reading, Mathematics, Science, Social Studies and Government.
- Administer Alternative Maryland Comprehensive Assessment Program (MCAP) assessments to assess special education students’ progress in Reading, Mathematics and Science.
- Administer ACCESS (Assessing Comprehension and Communication in English) assessments to assess social and academic English language development in the domains of Listening, Reading, Writing and Speaking.
- Administer Benchmark and assessments in an online platform to all students at the end of each quarter’s instruction in Reading/English/Language Arts, Mathematics, Science and Social Studies to provide instructional feedback and progress monitoring on standards-based instruction.
- Administer appropriate benchmark/interim assessments to the grade seven to twelve Online Campus students based on their virtual learning program.
- Administer a state and district Universal Screening diagnostic reading assessment in an online platform to all kindergarten students to identify any students at risk in reading and language skills and determine the best interventions to provide for support and remediation. First- and second-graders are screened based on their at-risk identification from the prior year’s screener.
- Administer curriculum embedded PGCPS created assessments with which to determine readiness, monitor student understanding and adjust instruction.
- Collect and utilize quantitative and qualitative data to develop systems and identify appropriate interventions to recover learning loss and accelerate learning to support student success.
- Continue to identify key dates/points in the instructional cycle to administer assessments based on standards-based instruction.
- Determine and utilize data analysis structures and protocols for analyzing assessment data 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.”
- Report on baseline student outcomes data, broken down by race, student and service group, and gender from prior year’s Benchmarks and other district administered assessments in instructional planning, trend establishment and student growth calculation.
- Utilize projected student outcomes data, broken down by race, student and service group, and gender from current year’s MCAP, Benchmarks and other district administered assessments in instructional planning, trend establishment and student growth calculation.

The Baseline Data for PGCPS has been populated in the following tables for school year’s 2019, 2020 and 2021. The below bulleted list defines the baseline data utilized and specific criteria identified for each school year. Since the selected exam used for benchmark has changed over the past three years, a three year comparison of the data would be inaccurate.
- SY 2019 Reading and Mathematics - Spring 2019 PARCC - Proficiency defined by students that scored a Level 4 (Met Expectations) or Level 5 (Exceeds Expectations) on the PARCC assessment.
● SY 2020 Reading: NWEA Map Growth Reading - Proficiency defined by students that scored in at least the 61st percentile based on nationally normed data. Reading only, data does not include Language Arts.

● SY 2020 Mathematics: Local Benchmark - Proficiency defined by students that scored at least 70% on the assessment.

● SY 2021 Reading: Pearson Benchmark - Proficiency defined by students that scored at least 60% on the assessment.

● SY 2021 Mathematics: Pearson Benchmark - Proficiency defined by students that scored at least 60% on the assessment.

The projected student outcome data for PGCPS has been populated in the following tables for school year 2022. The below bulleted list defines how the projected student outcome data was calculated utilizing a formulaic approach for school year 2022. The selected school year used to determine the projected student outcome data is 2021 benchmark assessment percentages. A three year comparison of the data would be inaccurate, as the assessment measures have changed over the past three school years.
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<th>2020 % Proficient</th>
<th>2021 % Proficient</th>
<th>2022 Projected % Proficient</th>
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Evaluation of Distance Learning

PGCPS has identified several measures in its Reopening Plan that will assist the district in evaluation of our distance learning model (about 1.5 percent of the total student population) for the 2021-2022 school year to ensure the district's online learning model is coherent, cohesive and comparable in academic rigor to the traditional instructional format. The PGCPS Reopening Plan evaluation will measure two key aspects of distance learning for the 2021-2022 school year. The first will be 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 as a result of the 2021-2022 distance 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
- Distance Learning Platform
- Social and Emotional Learning Needs
- Curriculum Lessons in All Content Areas
### Program Description

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<th>7 - 12 Online Campus Pathway</th>
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<td><strong>In Grades K-6,</strong> students will receive required live virtual instruction five days per week following a comparable elementary/middle school bell schedule. Student schedules will allow for participation in intervention/enrichment activities, special education/related services, office hours, clubs, counseling and other services. These activities will be available virtually as well as in person.</td>
<td>Students enrolled in the 7th-12th grade online campus will take courses on a semester or full year schedule. Students will progress through each course sequentially over an entire semester or year; students may not complete a course before the last day of classes for the semester. Core content courses will be two semesters in length. Elective courses will be one semester long.</td>
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In Grades 7-12, students will receive some required live virtual instruction from a content certified PGCPS teacher in core content areas. Throughout the week, students will be required to sign in daily to Canvas to complete asynchronous learning assignments, Edgenuity or Apex Learning, to complete asynchronous learning assignments, meet in teacher-led small groups or participate in 1:1 conferencing. Time will be dedicated throughout the week for office hours for additional student support, as well as clubs, counseling services, college and career planning, intervention/enrichment activities, and special education/related services. These activities will be available virtually as well as in person. |

### Application process

| Students who enrolled in the K-6 blended virtual program completed an application that was reviewed by a committee, including the program coordinators for the online campus, specialists in the PGCPS Department of Curriculum and Instruction, and instructional staff in the PGCPS Area Offices. The application outlines requirements that students must adhere to participate in the program, as well as a review of the students track record of success in digital learning, including attendance. If the application is approved, | Students who enrolled in the 7-12 blended virtual program completed an application that was reviewed by a committee, including the program coordinators for the online campus, specialists in the PGCPS Department of Curriculum and Instruction, and instructional staff in the PGCPS Area Offices. The application outlines requirements that students must adhere to participate in the program, as well as a review of the students track record of success in digital learning, including |

| **Staffing** | All teachers employed by the PGCPS blended virtual program will be Maryland certified teachers. All core content areas will be taught by Maryland certified teachers who are directly hired and employed by PGCPS. Online asynchronous courses will be taught by Maryland certified teachers employed by Edgenuity, a PGCPS instructional services partner. Edgenuity instructional services teachers will meet MSDE online facilitator requirements. |
| **Assessments** | Regular assessments will be given in each of the core content areas that are aligned directly to the core content standards. In addition, regular assessment, both formative and summative, will be a part of every course. Students enrolled in the blended virtual program will participate in the Maryland Comprehensive Assessment Program in a face to face administration. Students will be transported to PGCPS school buildings to participate in all required state assessments. |
| **Program Evaluation** | **Attendance** Teachers will keep daily attendance for students in the blended virtual program. Students will be required to attend all synchronous classes. In addition, students will be required to sign into Canvas every day to engage in attendance. If the application is approved, students will formally enroll in the blended virtual program and will have a required orientation session with staff in the online campus. This orientation will be held with students and parents/guardians to review the blended virtual program components, and student/family expectations and agreements for participation. Additional activities to prepare for the blended virtual program, such as a mock virtual class day, will occur over the summer. |
| | All teachers employed by the PGCPS blended virtual program will be Maryland certified teachers. All core content areas will be taught by Maryland certified teachers who are directly hired and employed by PGCPS. Online asynchronous courses will be taught by Maryland certified teachers employed by Edgenuity, a PGCPS instructional services partner. Edgenuity instructional services teachers will meet MSDE online facilitator requirements. |
| | Regular assessments will be given in each of the core content areas that are aligned directly to the core content standards. In addition, regular assessment, both formative and summative, will be a part of every course. Students enrolled in the blended virtual program will participate in the Maryland Comprehensive Assessment Program in a face to face administration. Students will be transported to PGCPS school buildings to participate in all required state assessments. |
asynchronous learning assignments and activities. Canvas will be used to monitor attendance and daily academic requirements in the blended virtual program. PGCPS defines attendance as:

- A student attending all synchronous classes and engaging in asynchronous learning assignments and activities in Canvas, and;
- A confirmation of academic progress for each day by the teacher.

### Course Grades
Blended virtual program teachers must post student grades to the PGCPS student information system for students and parents to view in accordance with PGCPS' Grading and Reporting Administrative Procedures, which are 5121.1 (for elementary grade levels, early childhood through Grade 5) and 5121.2 (for middle school grade levels, 6).

### Student Performance on District and State Assessments
For elementary students, the following metrics will be used to monitor academic achievement: course grades as well as growth on district and state reading and math benchmark assessments.

### Teacher Professional Development and Training
Professional development and training will be evaluated by considering:
- Program Records – To determine the extent to which the proposed activities were implemented as planned, the evaluation team will collect and analyze documentation relevant to implementation, including documents that detail implementation challenges and changes.

asynchronous learning assignments and activities. Canvas will be used to monitor attendance and daily academic requirements in the blended virtual program. PGCPS defines attendance as:

- A student attending all synchronous classes and engaging in asynchronous learning assignments and activities in Canvas, and;
- A confirmation of academic progress for each day by the teacher.

### Course Grades
Blended virtual program teachers must post student grades to the PGCPS student information system for students and parents to view in accordance with PGCPS' Grading and Reporting Administrative Procedures, which are 5121.2 (for middle school grade levels, 7 - 8) and 5121.3 (for high school grade levels, 9 - 12).

### Student Performance on District and State Assessments
For secondary students, academic achievement will be monitored and evaluated using the following metrics: course grades, growth on district assessments and state reading, mathematics, science, and social studies assessments.

### Teacher Professional Development and Training
Professional development and training will be evaluated by considering:
- Program Records – To determine the extent to which the proposed activities were implemented as planned, the evaluation team will collect and analyze documentation relevant to implementation, including documents that detail
- Workshop Evaluation – To evaluate professional development initiatives and training workshops on the essential elements of the virtual learning program’s implementation.
- Pre/Post Survey – This survey, which would be administered before providing any professional development and/or training and then again after it is provided, would be designed to measure the effectiveness of such professional development initiatives and training workshops.
- Classroom observations – To determine the extent to which the professional development gained by the teacher is transferred to classroom practice.

Internal and External Stakeholder Survey Responses and Feedback
Quantitative data on how various stakeholders perceive the implementation of the virtual learning program will be collected through mid-year and end-of-year surveys, and feedback will be provided in the form of summary reports.

Access to /Use of Technology Devices
Viable access to and/or use of technology devices will be evaluated by ensuring all VLP students have received an adequately functioning PGCPS-supplied device that is not an end-of-life device.

Distance Learning Platform
Edgenuity and Apex Learning, the distance learning platforms, will be evaluated by the Area Office.

Social and Emotional Learning Needs
The social and emotional learning needs of students will be evaluated by a combination of interviews, surveys and observations.
Curriculum Lessons in all Content Areas

Curriculum lessons will be evaluated by the identified and appropriate Content Office.

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Curriculum Lessons in all Content Areas

Curriculum lessons will be evaluated by the identified and appropriate Content Office.

Instructional Program / Curriculum

PGCPS has reviewed, designed and utilizes a blended curriculum in existing programs, such as credit recovery and charter schools that aligns to the Maryland College and Career Ready Standards. This review and development process is always done in conjunction with content supervisors and the available approved options on Maryland Virtual Learning Online (MVLO) or with approved county curriculum. The curriculum will be available to students, teachers, staff and administrators through the Canvas Learning Management System, which PGCPS procured in October 2020 for the purpose of online and digital learning. In alignment with the instructional program and the available digital curriculum tools, students will have opportunities to access and interact with texts using databases and tools such as, Literacy Pro, SORA, IRead, IReady, Achieve 3000, Carnegie, Dreambox and Newsela to mention a few. Many of these tools will provide evidence-based reading and writing extensions for students at all grades. Students will deepen their understanding of science concepts through inquiry and exploration using Gizmos, Newsela and Discovery Education Libraries of interactive simulations. Students will have opportunities to demonstrate and share their learning, using technology tools such as assessments, surveys, discussion boards, Nearpod, Pear Deck, Book Creator, Kami, Flipgrid and other applications. Students will have access to

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G Suite and Microsoft Office applications to support them in organizing and sharing information with their teachers and peers. The instructional program has been created to use a wide array of technology tools to ensure students have access to, and interact with, content in ways that allow for collaboration in a learning community and Social and Emotional Learning opportunities to sustain deep learning.

PGCPS aligns all curriculum, including the online campus, to meet the Maryland College and Career Ready Standards and PGCPS graduation requirements. PGCPS will utilize Canvas as its Learning Management System. Students enrolled in both the elementary and secondary blended virtual learning programs will access curriculum through the Canvas platform daily. In grades K through 6, all content, regardless of subject area, will be created by PGCPS curriculum writers and content supervisors.

i) An annually updated list of student courses that are being offered (7-1402).

ii) All credit bearing asynchronous (online) courses must be listed in the State database of approved courses.

iii) Any online credit bearing course offered will be in the State database of approved online courses.

Timeline for data collection and analysis

The Office of Research and Evaluation will be responsible for evaluating the implementation of the PGCPS Blended Virtual School, which will include resource
All above-mentioned components will be considered in the overall evaluation of the PGCPS distance learning model as well as individually measured to gauge student academic growth and performance during distance learning. PGCPS will determine the appropriate measurement tools and components to evaluate student learning and achievement. The district will evaluate the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved; the district will use the results of Reopening Plan evaluation to enhance the attainment of the targeted goals.
Vendor Managed Child Care Programs

Vendor Managed Child Care Programs (VMCCP) was formerly known as Before and After School Extended Learning Program.

- PGCPS is pleased to announce that two additional vendors, Champions and Sanbridge Early Learning Center, have been selected to provide school-age child care for selected sites. AlphaBEST Education, Inc. and YMCA will continue as vendors.
- AlphaBEST Education, Inc. program services will be expanded to additional schools.
- Parents should contact the vendor representatives to demonstrate interest in using the vendor’s services. This information is needed for planning purposes. More specific instructions regarding enrollment will be distributed once the site capacities are determined by MSDE - Office of Child Care Licensing. **An expression of interest to enroll does not guarantee enrollment.**
- Program openings are to be determined by MSDE - Office of Child Care Licensing, Region 4.
- Child care services for before and after school are available from this list of approved vendors at the respective site.
- Additional services can be found in LOCATE. LOCATE is a child care resource that offers free, one-on-one telephone counseling support to find child care in Prince George's County. Call 1-877-261-0060 to obtain assistance.
Teacher and Staff Supports for Educational Delivery

As PGCPS prepared to return to full-time in-person instruction, teachers and staff needed professional development on how to meet a wider range of student needs, along with their own needs. With students and educators facing more change as the nation emerges from the pandemic, one thing must remain constant: continued training on the most effective and compliant ways to serve students regardless of instructional model. Consequently, professional learning offered before the pandemic may no longer be as relevant. Staff members have made adjustments to the changing landscape of traditional schooling but would benefit from proper training to meet the varied levels of proficiency with new technology platforms and practices. The way teachers deliver instruction and access students’ assignments has shifted. Parents and guardians are seeking increased support to assist their children at home. Some students may have more knowledge of Internet-based programs than their teachers. As a result, PGCPS will utilize ARP ESSER funding, to provide the following professional development opportunities for teachers and staff during the 2021-2022 school year:

<table>
<thead>
<tr>
<th>Teacher and Staff Supports for Educational Delivery</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Learning Boxes</td>
<td>Learning boxes contain materials that are aligned to MSDE standards that support year round learning at home. Teachers can reference materials in the box to support academic gaps and work with parents to show them how to support their students. Boxes will be for Grades PreK, K and 1.</td>
</tr>
<tr>
<td>ESOL Family Engagement Packs</td>
<td>Family Engagement Packs in Reading and Mathematics will be provided for families of kindergarten through fifth grade English Learners that will assist English Learners with developing their mathematics and literacy skills. Packages will include bilingual instruction for families to fully engage in the learning activities to assist their children with developing their literacy and numeracy skills and decreasing learning loss from the pandemic.</td>
</tr>
<tr>
<td>Improvement Science (PGCPS Coherence Framework)</td>
<td>The Learning Recovery Networked Improvement Community Initiative with University of Maryland. School Leadership Training programs would be tailored to the individual needs of each principal related to their growth and development toward their understanding of Improvement Science. In addition, principals would then lead their leadership team and community in implementing a disciplined inquiry process of Plan, Do, Study, Act (PDSA) cycles in order to drive school improvement.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Quality Teaching for English Learners (QTEL) Training</td>
<td>Quality Teaching for English Learners (QTEL) training will be provided to 20 cohorts of 30 teachers and staff. The training will build teachers’ capacity of working with English Learners and will specifically provide strategies for addressing the learning loss for English Learners due to the pandemic.</td>
</tr>
<tr>
<td>MetaMetric Lexile Study</td>
<td>Pearson will contract with MetaMetric to conduct a Study using our RELA Benchmarks to determine and set Lexile Bands for Reading Level.</td>
</tr>
<tr>
<td>Certica Item Bank</td>
<td>This would be a two year lease for an Item Bank to be rendered from the Pearson Access platform for the four major contents of RELA, Math, Science, and Social Studies Content Offices and teachers to use to create formative assessments.</td>
</tr>
<tr>
<td>Internal School Dashboard Enhancements</td>
<td>To enhance the internal school dashboards in the Data Warehouse to include new tabs and data sources, including additional test scores. The current dashboards include MCAP English and Mathematics scores but do not include other assessments. The improved dashboards should include benchmark assessments (from the new Pearson tool), MISA, State Social Studies assessment, ACCESS, KRA, etc.</td>
</tr>
<tr>
<td>9th Grade Cohort Tracker System</td>
<td>Beginning in SY 2021-2022, each school system must implement a tracker system to measure each 9th grade student’s progress toward graduating high school on time. This information must be reported to MSDE. MSDE will report the statewide data to the state Accountability and Implementation Board and Maryland Longitudinal Data System Center.</td>
</tr>
<tr>
<td>Montessori Program</td>
<td>Training for Teachers (New; Novice; Non-Credentialed and Secondary Teachers</td>
</tr>
</tbody>
</table>
Montessori Program

MONTESSORI CURRICULUM DEVELOPMENT: In order to support New; Novice; Non-Montessori Credentialed and Secondary Teachers with Montessori Based Implementation, Curriculum Lessons and Best Practices to establish a Montessori Classroom at each level (Primary; Lower and Upper Elementary; and Montessori infused Middle School); a tailored curriculum (GUIDEPOSTS) will be written. Preparation of these materials includes researching and correlating Maryland College and Career Ready standards to Montessori Curriculum and re-fitting concept presentations to be aligned to the Framework for Teaching. A staggered roll out of these materials will coincide with trainings related to teachers’ level of identification (New; Novice; Non-Montessori Credentialed and Secondary Teachers). All documents will be distributed and available to teachers through PGCPS accessible platforms (CANVAS and the PGCPS Montessori Resource Site). The Lower and Upper Elementary GUIDEPOSTS will be written during the academic school year 2021-2022. Based upon data collection through feedback and surveys from Montessori School Principals and Teachers; amendments and updates will be made during the academic school year of 2022-2023.

Hanover Contract - Progress Monitoring & Evaluation

Technical assistance of the Consultant (Hanover) to provide specialized expertise in goal progress monitoring and evaluation. Technical research and analytical services, which may include, but are not limited to: custom research reports; survey design, administration and analysis; interviews with industry/issue experts; secondary research; data analysis; benchmarking (product/service comparison, key performance and efficiency metrics); and the capacity to request virtual quarterly consultations and up to one workshop or focus group project related to goal progress and/or program impact evaluation.

*Note: this is not the extensive list of all professional development that will be offered in PGCPS for the 2021-2022 school year. This list entails professional development that will utilize ARP ESSER funding.*

Feedback and evaluation are a part of the implementation of academic interventions and other programs, use of technology, launching of the virtual program, and professional development, among other facets of the safe return to in-person learning and continuity of services. Thus, Hanover Contract Services will assist PGCPS in gathering the data and other metrics for systemic evaluations for monitoring of the ARP ESSER funds.
Transformative Technology and Equitable Access

Technology

ARP ESSER funds are being used to help PGCPS to continue to engage students in meaningful and productive ways to enhance their learning with technology. That was at the core of responding to COVID-19 across the nation, to ensure all students had access to a quality education while experiencing distance learning. To achieve this end, PGCPS must continue to confront issues of inequity front and center. PGCPS is implementing the following during the 2021-2022 school year:

- **Accessibility**: Increase access to digital resources, by distribution of digital devices and improving connectivity via Internet services. The infrastructure and bandwidth will be a private network that is made available at all PGCPS sites. Since improving connectivity is the first step in reaching a large audience and mitigating access inequities, PGCPS will partner with mobile operators, telecom providers and other providers to increase access to digital resources that will give access to all.

- **Distribution/Inventory**: Create an inventory of existing digital devices that will be deployed to students. Identifying calendar dates for additional distribution of devices for incoming and/or transfer students.

- **Sustainability**: Create a virtual help desk to support students, teachers and caregivers. Helpdesks complement the remote learning model, enabling students and caregivers to ask questions. Virtual help desks that are established will be used as a platform to help troubleshoot technical issues in a timely manner so as to allow for continuity in learning.

- **Continuation of Parent Centers**: For parents and guardians for in-person assistance with technology at nine locations throughout PGCPS.

- **Monitoring the Use of Devices**: Provide a web filtering program/software that will monitor the appropriate content and website visited by the students, teachers and caregivers via the PGCPS domain. *Content Keeper* web filtering at home and instructional applications implemented across the school district will be employed.

- **Content Access**: Provide a consolidated, one-stop-shop to access content. A central online portal can provide a consolidated listing of available content, tools, apps and platforms, together with supporting materials and guidance for students, teachers and caregivers.

- **Virtual Signatures**: Electronic signatures made available thru Adobe Sign.
- Video Conferencing Platforms: Zoom and Google Meet
- Stakeholders Input: Additional surveys for families with/without Internet access. Increase equity for families without Internet access.
- Increase technology connectivity for additional devices and WiFi services.
- Provide laptops for ALL employees.
- Return of devices for students that are leaving or have left the county; ensuring that the withdrawal process includes a system alert when withdrawal is requested via school personnel indicating the need to return a device.

The following chart describes the equipment, programs and/or services for students and staff for the 2021-2022 school year:

<table>
<thead>
<tr>
<th>Technology Support for 2021-2022</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Computers</td>
<td>Student Chromebooks</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Student Hardware Protection</td>
<td>Chromebook Protective Cases</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Student iPads</td>
<td>Student iPads</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Staff Computers</td>
<td>Staff Laptops</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Interactive whiteboards for classrooms</td>
<td>August 2021 - October 2021</td>
</tr>
<tr>
<td>Staff Technology</td>
<td>Dongles - to use for wireless connection from staff laptops to interactive whiteboards.</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Digital Software Licenses</td>
<td>Instructional software tools that are designed to enhance collaboration, student engagement and interactivity.</td>
<td>August 2021</td>
</tr>
<tr>
<td>Internet Service</td>
<td>Hotspots/Comcast Internet Essentials</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Project Name</td>
<td>Description</td>
<td>Timeline</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Instructure Learning Management System (LMS) - Canvas</td>
<td>Learning Management System provides the framework that manages the learning process where we are able to house, deliver and track instructional content.</td>
<td>August 2021 - June 2022</td>
</tr>
<tr>
<td>Instructure LMS - Canvas</td>
<td>Professional Development</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Curriculum Writing</td>
<td>Revise curriculum across the Department of Curriculum and Instruction to include enhanced use of technology tools and integration with Canvas by building exemplar modules for teachers and students.</td>
<td>August 2021 - December 2021</td>
</tr>
<tr>
<td>SchoolMax Upgrade</td>
<td>Enhancement to allow grade passback feature from Canvas to SchoolMax</td>
<td>August 2021 - June 2022</td>
</tr>
<tr>
<td>Headphones for Students</td>
<td>Headphones will be purchased for students to use while participating in online interventions and instructional programs.</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Digital Textbooks</td>
<td>Digital textbooks to replace print textbooks to support a 1:1 digital school district model and/or replace print textbooks that have not been returned from two years of school closures.</td>
<td>August 2021 - September 2021 and January 2022 - February 2022</td>
</tr>
<tr>
<td>Immersion Digital Resources</td>
<td>Print and digital resources requested to support the proficiency levels of all four language skills (Reading, Writing, Listening and Speaking) for Immersion students to receive language support for Chinese Immersion, French Immersion and Spanish Immersion programs.</td>
<td>August 2021 - June 2022</td>
</tr>
</tbody>
</table>

*Prince George’s County Public Schools*
| Career and Technical Education (CTE) Program Devices (Dell Latitude) | Environmental Studies  
Certified Nursing Assistant  
Certified Clinical Medical Assistant  
Pharmacy Technician  
Project Lead The Way (PLTW) - Biomedical Sciences  
Cosmetology  
Barbering  
Culinary Arts  
Teacher Academy of Maryland  
Construction Design Management  
Oracle Academy - Java  
Oracle Academy - Database  
Business Administrative Services  
Homeland Security  
Public Safety | August 2021 - June 2022 (as needed) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Program Devices (Dell Latitude)</td>
<td>PLTW - Engineering</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
<tr>
<td>Universal Lab</td>
<td>The CTE AR/VR Smart Lab is a comprehensive learning environment that will enable students to access state-of-the art technology to help them to deepen their understanding of content (across all content) through project-based learning and hands-on applications. Three of the four schools selected are CTE Tech Centers (Bladensburg, Laurel, Gwynn Park). CTE students will have greater opportunities to apply their learning, and practice and master competencies through simulation, all necessary to pass their Technical Skills Assessment exams. All of the schools have a high population of ELL and Special Education students. The lab will provide immense opportunities for students to improve their critical thinking, collaboration, creativity and communication. High Point is the fourth school to receive a lab.</td>
<td>August 2021 - June 2022 (as needed)</td>
</tr>
</tbody>
</table>
### Visual Art, Media Arts and some CTE - Advanced Courses

Program Devices (iPad Pros)

- Interactive Media Production, AP Studio Art 2D
- Photography 2 VPA
- CompGraph/GraphDsgn
- Computer Graphics 2
- Adv Computer Graphic
- Media Arts Prod 2
- Media Arts Prod 3
- Practicum in Televis
- Mass Media
- Television Internship

August 2021 - June 2022 (as needed)

### Knowledge Matters

- Online Simulation lessons/activities for business, entrepreneurship, FACS electives including financial literacy, culinary arts and ProStart

August 2021 - June 2022 (as needed)

### Calculators for Students

- Calculators will be purchased for students to use while participating in Algebra I.

August 2021 - June 2022 (as needed)

### Parent Centers

- On-site assistance for parents and guardians on Monday evenings at nine locations throughout PGCPS.

August 2021 - June 2022

## Distribution of Resources

In order to provide for the safe distribution of materials, the recommendations below are in accordance with CDC guidelines and best practices for the care and procurement of resources. Additionally, considerations for districtwide licenses for select software are proposed to enhance the instructional experience for students. Access to additional software will improve the delivery of instruction and provide access to platforms aligned to state and national standards.

## Technology and Software

For the 2021-2022 school year, the Office of Technology has assigned a laptop or device to teachers and other staff members. Devices for staff are distributed through the Technology Distribution Center (TDC) located at DuVal and Gwynn Park high schools. Schools will continue to serve as the distribution site for all devices and instructional materials for students. The TDC will distribute additional devices to schools, as needed, to ensure personnel are equipped with enough devices to support their student enrollment with an assigned Chromebook to students.
Grades 1 through 12 or an iPad for infant and toddler students, 3-year-olds, prekindergarten and kindergarten and students in regional/CRI programs.

Recommendations specific to the distribution and use of computers and software are outlined below:

- **Computers:** Students are expected to use or bring their computer, fully charged, to and from school each day. Computer lab usage should be minimized. If labs are used by students, assigned times should be spaced to ensure time for cleaning between usage.

- **Digital Organization:** In order to assist students and teachers with digital organization in both fully virtual and hybrid learning, PGCPS has adopted Hapara, a Classroom Management System that provides teachers with a space to monitor assignments and projects that can easily be differentiated for groups or individuals. The Hapara student dashboard gives learners access to all of their assignments in Google Classroom, Google Drive and Hapara Workspace in one convenient location. Student Dashboard helps learners build the organization and management skills that they need to be successful in a connected world.

- **Instructional Software:** Licenses for instructional software not available through Clever will be available through students and teacher district-issued devices. Districtwide licenses for software in the chart below will be available for students and teachers. Additional instructional software may be available to students based on grade level, school and course enrollment.
# Software Available through Districtwide License

<table>
<thead>
<tr>
<th>Teacher Software</th>
<th>Description and Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>Digital platform that streamlines the distribution and collection of resources and assignments between teachers and students.</td>
</tr>
<tr>
<td>NearPod</td>
<td>NearPod is a student engagement platform that has ready-to-go interactive lessons for K-12 teachers. Teachers also have the ability to build their own lessons from scratch. The &quot;live lesson&quot; feature allows for teachers to send interactive presentations &amp; activities to student devices and control what students see and do on their screens. Student-paced lessons allow students to work through teacher-provided activities at their own pace. Teachers receive real-time feedback from students.</td>
</tr>
<tr>
<td>Pear Deck</td>
<td>Pear Deck is an interactive presentation and lesson delivery tool that allows teachers to embed interactive elements for formative assessment, social-emotional checks into their Google Slides presentations.</td>
</tr>
<tr>
<td>Flipgrid</td>
<td>Flipgrid is a free website that allows teachers to create &quot;grids&quot; to pose questions or activity prompts. Students can post video responses and respond to each other’s posts.</td>
</tr>
</tbody>
</table>
| G Suite for Education | G Suite for Education is a collection of productivity tools including:  
  - Gmail (communication)  
  - Google Drive (file storage and sharing)  
  - Google Docs (text editing)  
  - Google Slides (presentations)  
  - Google Forms (quizzes and surveys) |
<p>| Hapara             | Hapara, similar to GoGuardian for Teachers, is a classroom management solution that allows teachers to send documents, communicate and monitor students' online activity. The Hapara Admin Dashboard allows central office employees to view analytics measuring student engagement, teacher feedback, student collaboration and additional instructional interactions in the Google Chrome OS. |
| Kami               | Kami is an online document annotation and markup tool, used primarily in the classroom. Teachers and students can highlight, underline and strikethrough text in PDF and other document formats. Annotations such as text boxes, shapes and images can be added with work shared via Google Drive and/or Google Classroom. |
| Edpuzzle           | Edpuzzle is an instructional tool used to add interactive content, such as multiple-choice or open-ended questions, into pre-existing videos, which could be self-created or from video sources such as TED or YouTube.                               |
| Book Creator       | Book Creator allows students and/or teachers to combine text,                                                                                                              |</p>
<table>
<thead>
<tr>
<th>Software</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screencastify</td>
<td>Video Creation Tool: Screencastify is a Chrome browser extension that allows users to record their screen, face, voice and more. It can be used by teachers and central office staff to create instructional videos for learners to access asynchronously.</td>
</tr>
<tr>
<td>Webex</td>
<td>Webex is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and for hosting employee training.</td>
</tr>
<tr>
<td>Zoom</td>
<td>Zoom is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and for providing live instruction to students.</td>
</tr>
<tr>
<td>Google Meet</td>
<td>Google Meet is a video-communication service included in the G Suite platform. It is primarily used for meetings and for providing live instruction to students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Software</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>Google Classroom is a digital platform that streamlines the distribution and collection of resources and assignments between teachers and students.</td>
</tr>
<tr>
<td>Clever</td>
<td>Clever is a service that brings all digital tools and textbooks into a secure portal for access by teachers and students.</td>
</tr>
<tr>
<td>Osmo</td>
<td>Osmo merges tactile exploration with innovative technology, actively engaging students in the learning process.</td>
</tr>
<tr>
<td>HATCH</td>
<td>HATH prepares early learners for success by creating play-based technologies that engage and instruct children while providing teachers with data and curricular experiences to help each child succeed.</td>
</tr>
<tr>
<td>Adobe Spark</td>
<td>Adobe Spark allows all students from PreK-12 to create a Webpage, Graphic, or Video to show their learning in an exciting, creative and interactive way.</td>
</tr>
</tbody>
</table>
Classroom Technology Set-up

The basic classroom instructional set-up includes:

- Teacher-issued laptop with a webcam built into the device. This is the primary tool teachers will use to broadcast their lesson from the classroom to students participating at home.
- Interactive Flat Panel or another Projection device onto a screen. Teachers will be able to extend any visual presentations from their computer to the screen, while the computer is connected to Zoom so that teachers can see their students who are learning remotely.

Depending on the content area, grade level and existing classroom instructional technologies, a range of teaching set-ups may be utilized.

The Technology Training Team (T3) continues to offer training sessions for teachers and interested staff members on the digital tools linked with a particular focus on the three areas critical for a hybrid/distance learning environment:

- Managing and Organizing the Classroom
- Creating Engaging Presentations
- Checking for Understanding

Most sessions take place on Tuesday and Wednesday from 4 p.m. to 5:30 p.m. The monthly schedule for these sessions, including Office Hours support, are posted monthly on the 1st of each month on the Upcoming Training page of the T3 website.
**Parent Centers**

PGCPS continues to actively engage parents and caregivers in the decision-making process that reflects authentic feedback from surveys, emails, phone calls, tele town hall meetings and social media posts. PGCPS will continue to support parents and guardians with assistance needed in the areas of technology, accessing and navigating platforms, and other troubleshooting. The Parent Centers have been strategically designated throughout PGCPS. Parents and guardians can begin to receive assistance on **Monday, August 30, 2021**.

- **Benjamin Tasker Middle School** - 4901 Collington Road, Bowie, MD 20715
- **Charles Carroll Middle School** - 6130 Lamont Drive, New Carrollton, MD 20784
- **Drew-Freeman Middle School** *(Drew-Freeman Middle School at The Old Forestville High School)* - 7001 Beltz Drive, Forestville, MD 20747
- **G. James Gholson Middle School** - 900 Nalley Road, Landover, MD 20785
- **Gwynn Park High School** - 13800 Brandywine Road, Brandywine, MD 20613
- **High Point High School** - 3601 Powder Mill Road, Beltsville, MD 20705
- **Northwestern High School** - 7000 Adelphi Road, Hyattsville, MD 20782
- **Port Towns Elementary School** - 4351 58th Avenue, Bladensburg, MD 20710
- **Thurgood Marshall Middle School** - 4909 Brinkley Road, Temple Hills, MD 20748

Parent Centers will be open on Mondays, 5 p.m. to 8 p.m. (except for holidays or other school closures).

To make an appointment please visit: [https://www.pgcps.org/offices/family-and-school-partnerships/parent-centers](https://www.pgcps.org/offices/family-and-school-partnerships/parent-centers)
Family Institute

https://pgcpsfamily.org/

PGCPS continues to provide opportunities to inform and engage parents and caregivers through weekly Family Institute sessions. Also known as “Parent University,” these knowledge and capacity building virtual workshops are developed from authentic feedback from needs assessment surveys, emails, phone calls, tele-town hall meetings and social media posts. Presented by educational leaders from across PGCPS, county government and community partner organizations, all sessions support parents and guardians with assistance needed areas such as:

- Monitoring, managing and supporting student technology and educational platform use;
- Developing effective study, homework, and executive thinking skills;
- Helping to prepare for systemic and state assessments;
- Accessing and enrolling in tutoring and academic programs;
- Developing effective SEL skills and dealing with issues like bullying and cyberbullying;
- Effective home-school communication;
- Effective parent-teacher conferences and partnerships;
- Increasing engagement of fathers and other male role models;
- Family Financial Literacy; and
- Accessing and navigating the school system and county for educational and family support services;
Mental and Behavioral Support

Not only did the COVID-19 pandemic have a dramatic impact on learning loss, but it also negatively impacted students’ social, emotional and mental health by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families. ARP ESSER funds are used to address the academic, social, emotional and mental health needs of its students by hiring additional mental health clinicians.

In addition, ARP ESSER funding is being used in partnership with the Prince George’s County Department of Social Services (PGDSS) to provide on-site crisis intervention by offering short term immediate help to families who have experienced an event that produces mental, physical, emotional and behavioral distress. The purpose of crisis counseling is to deal with the person's current status by dealing with a crisis. The PGDSS can also support the schools in addressing low attendance rates, focusing on the why and making a plan for implementation of next steps.

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Support</td>
<td>Place Mental Health clinicians in 144 schools.</td>
<td>August 2021 - June 2022</td>
</tr>
<tr>
<td>Prince George’s County Department of Social Services (PGDSS) Expansion Proposal</td>
<td>Partnership for crisis intervention, support and resources for selected early childhood centers and middle schools.</td>
<td>August 2021 - June 2022</td>
</tr>
</tbody>
</table>

The COVID-19 pandemic disrupted students and families physically, socially, emotionally and behaviorally. For some families, the pandemic added to preexisting trauma, while for others, the pandemic brought new grief, loss, trauma and increased risk for violence and abuse in the home. During the 2020-2021 school year, students had free access to school-based mental health professionals including contracted mental health clinicians who provided counseling services to students. However, during the summer months many of our students lose this vital source of support due to limited insurance coverage, among other barriers. This gap in counseling support negatively impacts the social, emotional and behavioral progress our students often make during the counseling process. The lack of this support also has direct correlation to PGCPS students’ academic success and ability to progress in their learning. Additionally, it is known that suicide risk increases for many youth during the spring and summer
In response to students’ behavioral health needs, PGCPS implemented the Behavioral Health Project, which included placing contracted mental health clinicians in schools during summer 2021. Clinicians provided consultation to staff, families, individuals, and offered group and family counseling to address our students’ anxiety, depression, grief, and suicidal thoughts. Further, clinicians conducted behavioral observations and risk assessments as well as developed behavior plans, and provided behavioral and mental health support for prekindergarten through 12th grade students who attend summer school.

The goal of PGCPS’ Behavioral Health Project is to provide students and families with behavioral health services, and staff with knowledge about the impact of trauma and trauma-informed strategies to meet the needs of PGCPS students. Additionally, in an effort to offer a continuum of support, services were afforded to students after summer school through the beginning of the school year 2021-2022. The end results of the PGCPS Behavioral Health Project were to (1) increase PGCPS students’ access to school-based behavioral health supports during the summer months; (2) decrease from baseline students’ symptoms of anxiety, depression and/or suicidality dependent upon the reason for referral; and (3) increase the number of Positive Behavior Support (PBS) action plans for prekindergarten students.

In addition for the 2021-2022 school year, 140 clinicians will be assigned to 144 schools. All of the contracted mental health clinicians will be licensed in the state of Maryland to provide counseling services as counselors or social workers.

Research has shown that consistent use of objective measures in counseling improves overall treatment outcomes for clients (Lambert et al., 2011). Comparatively, the Center on the Social and Emotional Foundations for Early Learning (2006) found: The Positive Behavior Support (PBS) action plan is an approach to developing effective and individualized intervention plans for children with severe challenging behaviors. PBS was developed both from the science of applied behavior analysis and the values of child-centered approaches to learning. In PBS, interventions are designed based on understanding the purpose of the challenging behavior. The positive strategies used to change behavior include teaching new skills, preventing the occurrence of challenging behavior, and supporting the child in achieving meaningful, long-term outcomes. Research has shown that this approach can produce rapid changes in behavior with significant changes in challenging behavior when the plan is implemented consistently. PBS
works because the behavior support plan prevents challenging behavior from occurring, teaches the child new skills, and includes strategies to make sure that challenging behavior is no longer effective for the child. Thus, mental health clinicians along with teachers, parents and others who work with the student will create the PBS action plans to meet the needs of PGCPS students.

The PGDSS partnership will ensure that middle school students and families are supported and have connection to crisis intervention and resources supported by PGDSS. PGDSS will also provide the following: case management and crisis intervention support for students/families including but not limited to conducting student and family assessments, developing and monitoring case plans, connecting students and families to mainstream benefits and other community-based resources; conducting home visits in-person or virtual settings to provide families with needed food, technology and educational resources to address and/or remove current or emerging barriers to academic achievement; and tracking and monitoring identified students and their families for improved outcomes. PGDSS is currently supporting the following 15 middle schools:

### PGCPS Schools

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Jackson Academy</td>
</tr>
<tr>
<td>Buck Lodge Middle School</td>
</tr>
<tr>
<td>Benjamin Stoddert Middle School</td>
</tr>
<tr>
<td>Charles Carroll Middle School</td>
</tr>
<tr>
<td>Drew-Freeman Middle School</td>
</tr>
<tr>
<td>Dwight Eisenhower Middle School</td>
</tr>
<tr>
<td>G. James Gholson Middle School</td>
</tr>
<tr>
<td>Hyattsville Middle School</td>
</tr>
<tr>
<td>Isaac Gourdine Middle School</td>
</tr>
<tr>
<td>Martin Luther King Jr. Middle School</td>
</tr>
<tr>
<td>Nicholas Orem Middle School</td>
</tr>
<tr>
<td>Oxon Hill Middle School</td>
</tr>
<tr>
<td>Thurgood Marshall Middle School</td>
</tr>
<tr>
<td>Walker Mill Middle School</td>
</tr>
<tr>
<td>William Wirt Middle School</td>
</tr>
</tbody>
</table>
Five additional middle schools were added for the 2021-2022 school year for support on crisis intervention.

The PGDSS will also provide crisis prevention support for targeted caregivers with children under 5 to promote early learning, child development and school readiness called the Taking Off To Success (T.O.T.S.) program. The T.O.T.S. intervention supports are targeted toward families of school-aged youth experiencing high chronic absenteeism, homelessness and other barriers to educational achievement and family stability. Three early childhood centers will be included for the T.O.T.S. program for the 2021-2022 school year.

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

After prolonged closure due to the global COVID-19 pandemic, students, staff and parents/guardians will require support to assist them in transitioning back to school. The PGCPS’ Department of Student Services identified and compiled supports focused on social-emotional learning for students, staff and parents. The following link provides mental health supports and resources for students, staff and parents.

[PGCPS on Mental Health Supports](#)
COVID-19 Student and Staff Safety

With the safety of students and staff remaining its priority, PGCPS prepared to fully reopen its doors for daily in-person learning in August 2021. More specifically, PGCPS included in this Reopening Plan factors that are considered as part of student and staff safety as listed in the chart below. First, by providing the proper personal protective equipment (PPE) for students participating in band and orchestra and providing additional PPE for students with disabilities who have personal care needs and staff who work closely with those students. Second, PGCPS ensured that the ventilation and air quality in every building met a standard that reduced or eliminated the spread of COVID-19 by safely disinfecting critical areas without the use of harsh chemicals. In addition, with the assistance of community partners, PGCPS had Immunization Mobile Units to assist students with receiving their immunizations in a timely manner. Vaccine clinics were also provided by the Prince George’s County Health Department for students and families.
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
<th>Timeline for use of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band and Orchestra Instruments</td>
<td>Purchase of band and orchestra instruments for all 4-12 students that were sharing a school-owned instrument with another student. This will ensure the equitable access of instrumental music education to all of our students, and will mitigate the interruption of learning suffered as a result of the COVID-19 shutdown and CDC/PGCPS restrictions on shared materials.</td>
<td>August 2021 to distribute to students at the beginning of the school year (replace as needed throughout the school year to students or students new to the program)</td>
</tr>
<tr>
<td>HVAC equipment replacement</td>
<td>Replace outdated HVAC equipment to allow for better filtration and ability to provide fresh air</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>HVAC air flow improvement</td>
<td>Clean ductwork and coils throughout the system to remove contaminants and improve airflow</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Modular classroom replacement</td>
<td>Replace aging modular classroom additions to improve air quality</td>
<td>August 2021 and as needed throughout the school year</td>
</tr>
<tr>
<td>Building Automation system refreshment</td>
<td>Refreshment of outdated Building automation computer system allow for better filtration and ability to provide fresh air</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Portable filtration / dehumidification systems systemically</td>
<td>Provide additional portable filtration and dehumidification units to improve air quality units</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Therapy tank dehumidification systems</td>
<td>Replace HVAC equipment to support Therapy Tank reducing mold in facility</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Micro-organisms reduction</td>
<td>Systemic removal of carpet harboring micro-organisms causing respiratory issues</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>MERV 13 Air Filters FY23</td>
<td>Future cost to meet future MERV 13 filtration</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Immunization</td>
<td>Immunization Mobile Unit</td>
<td>August - October 2021 (as needed)</td>
</tr>
<tr>
<td>PPE Materials - Student personal care needs</td>
<td>To ensure the safety of students and staff, PPE materials will be purchased for staff to support students with disabilities who have personal care needs. These materials will include masks, gloves, disposable gowns and face shields.</td>
<td>August 2021 to distribute to staff at the beginning of the school year (replace as needed throughout the school year to students or students new to the program)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Window AC unit with outside air</td>
<td>Replace aging AC window units to increase outside air capability</td>
<td>August 2021 - June 2022 - continuous replacement of equipment throughout the school year</td>
</tr>
<tr>
<td>Bottled water</td>
<td>To provide bottled water throughout the school system</td>
<td>August 2021 - June 2022</td>
</tr>
<tr>
<td>COVID Screening and Testing</td>
<td>To provide the school nurses with overtime pay in order to conduct COVID screening and testing at all school sites</td>
<td>August 2021 - June 2022</td>
</tr>
</tbody>
</table>

**Health and Safety**

**PGCPS will continue to require masks** inside schools and office buildings for students, staff and visitors regardless of vaccination status [CDC](https://www.cdc.gov). Individuals aged 2 and older are required to wear a mask. Students, staff and visitors are asked to bring their own mask to be worn. Masking is a critical public health tool for preventing spread of COVID-19, and it is important to remember that any mask is better than no mask. To protect you and others from COVID-19, the CDC continues to recommend that you wear the most protective masks that you can that fits well and you will wear consistently. As of January 2022, the district is providing weekly KN95 masks for students and asking no one to wear cloth masks for four weeks. These masks offer a higher level of protection because they are well fitted.

Only students with medical conditions or disabilities (IEP or Section 504 eligible) that have been approved will be permitted an exemption according to the physician’s documentation. Failure to comply with these guidelines will result in progressive discipline.

**Addressing Higher Positivity Rates District-Wide**

PGCPS monitors COVID-19 positive cases on a daily basis since the safe reopening of schools in September 2021. As the Omicron variant was easily transmittable, the number of positive COVID-19 cases steadily increased until Winter Break. PGCPS transitioned to virtual learning
from December 20, 2021 - January 18, 2022 to reduce transmission after Winter Break. COVID-19 testing expanded to all unvaccinated staff and any vaccinated staff member that wanted to be tested through the week of January 10, 2022. Weekly randomized student testing increased from 10% to 20% of all students in the school with a consent form for testing. For January and February 2022, each week students will receive a KN95 mask and an at-home rapid COVID-19 test to take each Sunday to upload the results before returning to school Monday.

School Personal Protective Equipment

It is imperative that students, teachers and staff all wear personal protective equipment (PPE) appropriate for the task being performed; social distancing; and handwashing/hand sanitizing to prevent the transmission of COVID-19. It is also imperative that all adults model these behaviors for students.

Personal Protective Equipment Requirements

All students, staff and teachers are asked to bring their own face coverings each day. But all staff will have access to face masks and face masks will be made available at each site from the warehouse for students, staff or teachers in need of an additional covering during the school day. Nurses, paraprofessionals and other staff who will have close contact with students, along with staff working with students with disabilities, will receive additional PPE such as gloves, face shields and disposal gowns. Bus drivers and bus attendants will also receive face shields and protective clothing as appropriate.

Visitors, Contractors, Volunteers and other External Stakeholders

Visitors are required to make an appointment with the school prior to arrival. All visitors must be informed that face coverings and social distancing are requirements for entry. Please have visitors who have made an appointment and must meet in-person sign-in via the Raptor Visitor Management System (Raptor).

Raptor provides an entry protocol in which visitors, volunteers, contractors and other external stakeholders must answer custom COVID-19 screening questions that align with the CDC’s recommended safety precautions. The questions are included in the visitor protocol when a
visitor is providing their government issued identification to be scanned into the Raptor Visitor Management System. Additionally, the visitor must provide an email address and mobile phone number for contact tracing purposes. All information will be kept confidential and a failed screening (a “Yes” response to one or more questions) notification will be automatically sent to principals and the school nurse.

Please continue to encourage all who wish to meet in-person to meet virtually to limit the number of visitors entering your school building each day.

External stakeholders, such as contractors, volunteers, student teachers, tutors, community partners, etc. should continue to provide virtual services when possible. In-person services require proof of COVID-19 vaccination or weekly negative test results. A record of service and site visits will also be required for potential contact tracing using the Raptor system.

School-Based COVID Compliance Committee

The purpose of the school-based COVID Compliance Committee (CCC) is to ensure that each school remains in compliance with PGCPS and county COVID related regulations, protocols and/or procedures. The goal of the committee is to enforce COVID guidelines and ensure appropriate education for staff and students. The CCC should be convened to centralize, expedite and implement COVID-19 related decision-making. The CCC should identify, address
and report concerns that are specific to their building principal. The COVID Compliance Committee should meet at least weekly.

The COVID Compliance Committee members must include:

- School Nurse/Office of School Health (OSH) representative
- Principal and administration team (to include at least one (1) front office staff member)
- Building Supervisor/Custodian
- Cafeteria Manager
- School Safety Officer
- Security
- Professional School Counselor or Mental Health Coordinator
- Faculty Advisory Council Member
- A minimum of three teachers

➢ Additional members for consideration

- Staff members from different areas of the building (ex., staff member from temporary buildings, from each floor or from each grade)
- Crisis Response Team (if available)
- Anyone else the CCC deems appropriate

COVID Compliance Committee Tasks will include, but not limited to monitoring and ensuring compliance with:

- **All members:** COVID-19 monitoring with mask/face coverings, cleaning and disinfection, social distancing, daily building rounds;
- **Nurse:** Provides educational materials and resources for health & safety, surveillance, complete epidemiological spreadsheet or table used to identify outbreaks, illness management, assessment, identify trends; provides anticipatory guidance, contact tracing and reporting to OSH/Health Department;
- **Security:** Monitoring movement during arrival & dismissal, entry/exits, hallways, mask usage;
- **Custodian:** Ensure appropriate daily cleaning and disinfecting.
In adherence with Family Educational Rights and Privacy Acts (FERPA) and HIPAA (Health Insurance Portability and Accountability Act) laws; the COVID compliance committee will routinely assess safety concerns throughout the building during scheduled routine meetings.

The COVID Compliance Committee should be composed of individuals from varied disciplines to provide their discipline specific expertise to maintain optimal safety within the school-based community. It is recommended that each school have a liaison from the school-based COVID Compliance Committee, who will report directly to the Office of School Health to ensure coordinated action across the school system. The school-based liaison will report to the appropriate Office of School Health nurse manager to ensure adherence to COVID guidelines, challenges or barriers, strategies used or recommendations, and trends identified.

The Supervisor of the Office of School Health will appraise and provide recommendations and guidance needed with the Associate Superintendent of Student Services and Chief of School Support and School Leadership.

**Health Room and C.A.R.E. Room Use**

For the safety of each school-based community, the Health Room and COVID, Assessment, Response, Evaluation/Exam (C.A.R.E.) rooms are designated solely for the medical management of the student body. Access should be limited and only provided to those authorized by the School Nurse. If students are occupying the Health Room and C.A.R.E. Room at the same time, then the principal and school nurse will determine coverage of the two rooms as necessary.

**Health Room/C.A.R.E. Room Capacity**

The isolation room was named the C.A.R.E. Room to assist with the stigma associated with the words “isolation room”. Consider nontraditional locations such as the media center, gymnasium, band room etc., if appropriate. See COVID guideline document (COVID - C.A.R.E Room) and School Health Services - FAQ (MSDE and MDH). The C.A.R.E. Room location needs to be determined by the nurse and the principal. CDC social distancing guidelines will dictate the maximum number of people that can safely be in the room at the same time. The nurse should be contacted via phone, email or intercom regarding the health needs of the student(s) prior to
sending the student(s) to the Health Room or C.A.R.E. Room. Directions will be given as to where the student will be directed for assessment (Health Room vs C.A.R.E. Room).

**Health Room/C.A.R.E. Room Safety Precautions**

All persons entering the room must wear a face covering and must wash hands or use hand sanitizer upon entry. Signs will be placed on the Health Room doors, walls and floors to remind and reinforce the importance of face coverings and of 3 feet social distance. Spacing seating/desks will be at least 3 feet apart. The nurse has the discretion to manage the Health Room/C.A.R.E. Room visitation and/or flow. Nonessential volunteers and visitors in the Health Room should be limited or avoided. Staff should avoid entering the Health Room unless necessary.

**Health Room Maintenance**

Health Room and C.A.R.E. Room “high touch” areas should be cleaned after each use including and not limited to door knobs, telephones, faucets and countertops, soap/hand sanitizer dispensers, table tops, cots, desks and Health Room bathroom(s). The nurse will be provided cleaning supplies from the PGCPS Department of Building Services and will have access to the Safety Data Sheet (SDS) per building services protocols. At the end of each school day and as needed, the custodian must conduct a detailed cleaning and disinfecting of the Health Room and C.A.R.E. Room to include the high touch areas, floors, and removal of trash bags.

**Classroom Care**

Annual training will continue to be provided to the staff by the nurse (i.e., first aid, medication administration, emergency medication, etc.). When the nurse is unavailable (i.e., assisting with emergencies, in the C.A.R.E. Room), staff will utilize the Guide for Emergency Care in Maryland Schools. First aid kits will be provided by the school nurse. The nurse will provide instructions and replenish items as needed. Depending upon priority code, the nurse may go to the classroom to initiate assessment and make appropriate decisions of next steps. Daily medications and procedures which do not require privacy may be administered by the nurse in the classroom or another designated location including but not limited to the Health Room.
Monitoring of Student Health

Data monitoring and tracking of COVID cases and student health must be done in the School Health Electronic Record, COVID dashboard by nurses. School nurses will monitor students who exhibited COVID-19 symptoms and the students return to the school.

PGCPS Partnership with Maryland Department of Health (MDH)

Beginning in the fall of 2021, Maryland Department of Health worked with PGCPS to try to provide a non-clinical health support person for every school to support COVID-19 mitigation strategies.

The non-clinical staff duties include:

- To support school leaders in tracking COVID-19 testing consent forms and rosters of students for testing.
- To support the implementation of the testing schedule according to the school's testing plan.
- To assist with testing attendance tracker.
- To assist schools in parent communication regarding the COVID-19 testing program.
- To support in school contact tracing efforts.
- To assist in data entry and tracking related to cases and contacts.

COVID Testing of Students and School-Based Staff

PGCPS began COVID-19 testing and screening of students and school-based staff in September 2021. COVID-19 testing and screening occurs on a weekly basis. Staff who are unvaccinated have a weekly COVID-19 test or show proof of a negative test result. Additionally, students at each school site participate in weekly testing for COVID. A random sample of 20 percent of students who have a COVID-19 testing consent form will participate. Since students are randomly selected, some students who have a consent form may not be selected, or students could be selected more than once. Student athletes in high school or middle school who are unvaccinated will have to be tested once a week during the fall and winter season in order to participate in the sport. Vaccinated student athletes may test weekly with parental consent.
To further strengthen COVID-19 safety and prevention in schools, all students received a COVID-19 home testing kit beginning the week of January 17, 2022. Each Sunday, from January 23 through February 27, PGCPS is asking families to administer the home test to children and upload results. The online form to upload results will be available each week at 7 a.m. on Sunday. COVID-19 tests must be taken within 24 hours of returning to school; PGCPS asked families not administer the test prior to Sunday each week.

COVID Testing of Early Childhood Centers (ECC) and Prekindergarten (PreK) Students

In alignment with Maryland Department of Health COVID-19 Guidance for Child Care Facilities (updated October 27, 2021) recommendations, PGCPS will not conduct COVID-19 testing for students under the age of 5. If a child, staff member or essential visitor develops COVID-19 symptoms or is confirmed to have COVID-19 within a PreK or ECC classroom, the entire class and staff will be quarantined for a period of 14 days or until released by the Prince George’s County Health Department.

Additionally all PreK and ECC students must adhere to the face covering mandate established by PGCPS.

Standard Protocol for Notification of Probable or Confirmed Cases of COVID-19

The principal and school nurse are responsible for responding to COVID-19 concerns. The school will provide written notification to staff or families who have had a possible exposure to anyone with COVID symptoms or positive case of COVID-19. The written notification will reside with the school-based nurse. In absence of the nurse the Office of School will access the documents for the principals. In consultation with the County Health Department. Staff and students with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be immediately separated from others. Individuals who are sick (without COVID-19 symptoms) should notify their supervisor and go home. Should a student or staff member have a temperature of 100.4 degrees or higher and/or any respiratory signs/symptoms, they will be placed in the C.A.R.E. Room (near the nurse or within the nurse’s suite and requires a cot, water access and bathroom access) until they can leave the building (i.e., family members can pick up the student). Areas used by the sick person will be closed off and will not be used until
after cleaning and disinfecting by custodial staff. Students and/or staff who test positive for COVID-19 must stay home for 10 days and be symptom free (refer to Response to a Confirmed Case of COVID-19 and Persons with COVID-19 Symptoms in Schools updated October 2021). Staff and/or students who have had close contact (Maryland Department of Health: Interim Definition of Close Contact, Page 21) with a person diagnosed with COVID-19 must stay home, self-monitor for symptoms and follow CDC guidance if symptoms develop. In the event that the school is informed of a case of COVID-19 or possible COVID-19 exposure, the school nurse and/or principal will immediately notify the Office of Health Services and the Instructional Director. A centralized confidential document of all assumed cases will be kept and shared with health officials. The Office of Health Services will notify the Prince George’s County Health Department and Chief Executive Officer (or designee) to collaborate on the school’s response. The school will follow the guidance of the PGCPS for notification of staff and families, quarantines, closures, reopening and any other requirements. In an effort to mitigate the spread of COVID-19, reporting processes have been developed. Timely notice of employees to supervisors is of the utmost importance.

Contingency Plans in the Event of Positive COVID-19 Test Result in a School or Classroom

The principal and school-based COVID Compliance Committee will follow these steps when addressing a confirmed COVID-19 case at the school or in a classroom:

1. **Isolate/Quarantine Confirmed Employees or Students**
   The employee or student with COVID-19 should remain at home for at least 5 days and be symptom free in order to return to a PGCPS building.

2. **Address and Isolate the Employees or Students Who Were in Close Contact With the COVID-19 Positive Employee or Student**

   Employees or students identified as close contacts

   - **Fully vaccinated:** individuals do not need to quarantine following exposure to a person with confirmed or probable COVID-19 but should monitor for symptoms for 10 days.
- **Not fully vaccinated:** individuals should not attend school, work in or visit a school building until completing quarantine. The quarantine period is at least 10 days and they must be symptom free.

PGCPS follows the guidelines set forth by the Prince George’s County Department of Health. The Prince George’s County Department of Health released new guidelines for quarantine and vaccinations as of January 31, 2022. Please refer to the Prince George’s County COVID-19 School Quarantine and Vaccination Guidelines for fully vaccinated and unvaccinated.

**Notify Employees and Parents/Guardians**

Following exposure to a confirmed or probable COVID-19 case, PGCPS schools will notify all employees and parents/guardians:

- a) of confirmed or probable case of COVID-19 or
- b) if identified as a close contacts

Notifications will occur without revealing any confidential medical information such as the name of the employee or students.

If there is an individual student or small group of students that need to quarantine - those few students will receive directions for work and assignments directly from their teacher(s) and will be able to access their work through our online learning module. If the entire class has to quarantine and the teacher is not ill and is still able to teach then the teacher will deliver instruction virtually to the entire class online.

**Quarantine**

In January 2022, the Maryland State Department of Education (MSDE) in partnership with the Maryland Department Health (MDH) released updated K-12 School and Child Care COVID-19 Guidance. The guidance focuses on taking layered public health strategies in alignment with the CDC to reduce the spread of COVID-19 and its variants. Strategies include indoor mask usage in schools for everyone age 2 and over, regardless of vaccination status and physical distancing. By providing this guidance, MSDE urges local school systems to do everything they can to keep schools safe for every student and staff member.
As stated above, PGCPS follows the guidelines set forth by the Prince George’s County Department of Health. The Prince George’s County Department of Health released new guidelines for quarantine and vaccinations as of January 2022. Please refer to the Prince George’s County COVID-19 School Quarantine and Vaccination Guidelines for fully vaccinated and unvaccinated.

Thus, as PGCPS welcomed students back to in-person instruction for the 2021-22 school year, the following procedures have been put in place to ensure continuity of learning for any student or group of students placed in quarantine for COVID-19 related reasons.

Any student/group of students who need to quarantine as a result of direct exposure to someone who has tested positive for COVID-19, will continue to have access to their Learning Management System (LMS) Google Classroom or Canvas. Students will have access to asynchronous instruction through videos, assignments, presentations and their online texts. They will also have access to grade and content-specific online learning platforms that will allow them to review and develop core academic skills. For an entire class that is quarantined, the students would move to a synchronous virtual learning granted the teacher is well and not sick. If the teacher is not well and a substitute or staff member is available to teach the class the class will resume virtually. If the teacher is not well and there is no coverage, then the class will follow the asynchronous process for any student/group of students. Each school will design its own personalized instructional plan.

All students have access to a digital device that they will utilize while in school or at home. Additionally students can access their textbooks and instructional software through the Clever platform.

To support instruction of students who are quarantined, it is expected that our teaching staff maintain their LMS and post asynchronous assignments for students in quarantine to access. The discussion boards in both LMS platforms will be used for communication with students. When individual student (s) are quarantined Teachers/School staff will have an established plan for students to receive instructional support around the work that has been assigned.

During these support sessions, a teacher does the following with quarantining students:

- Office hours/check-ins
Clarification of assignments
Questions and answers
Guidance and feedback

Upon completion of their assignments, students will post their assignments back on the appropriate Learning Management System platform. While students will post their assignments during their quarantined time, they will also have time upon their return to complete and submit assignments. Students will also work on personalized instruction through work being assigned to them on the digital intervention platforms available for specific grades.

Related Services to include Special Education and ESOL teachers or case managers will provide zoom check-in support sessions where appropriate. Case managers for students with IEPs will ensure that the IEP planning for emergency conditions components are reflected in all IEPs revised or amended after October 1, 2021. If needed, the IEP Team will meet to amend or revise a student’s IEP with parent approval.

When additional tutoring support is needed, students can receive Brainfuse tutoring and homework help through our partnership with Prince George’s County Memorial Library System from 2 p.m. - 11:55 p.m.

During the period of quarantine, students with IEPs and 504s will follow the IEP planning for the emergency conditions component as described under the special education section of this reopening plan.

The families of students being quarantined will be notified of the quarantine instructional plan during their absence. This will be shared and communicated with information on steps the students should follow while away from school. This includes the assignment, submission and review of student work as well as student attendance procedures. Please refer to the attendance section of this plan for specific attendance procedures for students in quarantine.

Additionally, our PGCPS website will share data of the number of cases daily in an effort to keep the community informed.

For additional guidance for quarantined students, you may refer to the following articles: How can schools keep quarantined students learning? and As quarantines send students home, what’s the plan to keep them learning?
Per the CDC as of January 2022:

Quarantine Guidelines For Persons Who Test Positive for COVID-19 or Have Suspected COVID-19

- Stay home for at least 5 full days from the symptom onset date if symptomatic or the date of the positive test if no symptoms. Day 0= Date Positive Test was Performed or Start of Symptoms
- On Day 6, if there are no symptoms or symptoms have resolved including no fever for at least 24 hours without medication, students or staff may return to school.
- MUST wear a well-fitting mask correctly and consistently at all times for 5 additional days unless eating.

Quarantine Guidelines For (1) Persons Who Have Not Been Fully Vaccinated, (2) Persons Who are Unvaccinated, or (3) Persons Who are Vaccinated

Quarantine if you have been in close contact (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, the following recommendations apply to:

- Persons of all ages who are unvaccinated
- Adults 18 years and older who have completed the primary series of Pfizer vaccine over 5 months ago or Moderna vaccine over 6 months ago and are not boosted OR completed the primary series of J&J over 2 months ago and are not boosted.

What to do

- Stay home for 5 days after your last contact with a person who has COVID-19. (Day 1 is considered the first full day after the date of last close contact)
- If no symptoms, get tested at least 5 days after the last close contact.
  - If the person tests negative, they may return to school or child care IF they wear a well-fitting mask when around others.
  - If the person tests positive, they should follow the recommendations for isolation;
  - If the person is unable to get a test, they may return to school after Day 5 IF they wear a well-fitting mask when around others.
● Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19. If the person develops symptoms they should get tested immediately and remain at home; if the test is positive, they should follow the isolation guidelines.

● If possible, stay away from people you live with, especially people who are at higher risk for getting very sick from COVID-19.

After quarantine

● Watch for symptoms until 14 days after exposure.

● If you have symptoms, immediately self-isolate and contact your local public health authority or healthcare provider.

Quarantine Guidelines For Persons Who Have Been Fully Vaccinated

CDC recommends everyone 5 years and older should get a COVID-19 vaccination to help protect against COVID-19. Widespread vaccination is a critical tool to help stop the pandemic. People who are fully vaccinated can resume activities that they did prior to the pandemic. Refer to COVID-19 Vaccines for Children and Teens.

Fully Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:

● Do not need to quarantine after exposure.

● Wear a well-fitting mask correctly and consistently at all times for 10 days, unless eating, after the last date of exposure with the person with COVID-19

● Must test with a Rapid Antigen Test on Day 5 after the date of last exposure (persons who had confirmed COVID-19 test within the last 90 days do not need to test). Rapid Antigen or PCR test is acceptable.

Day 0 = Date of Last Exposure

● If you test positive, you should stay home and follow recommendations for “If You Test Positive for COVID-19 (Isolate)”.

● If you test negative, you should continue to wear a well-fitting mask correctly and consistently at all times for 10 days, unless eating, from the date of last exposure.
● If you develop symptoms, you should immediately be excluded from class and/or cohort and get tested. If you are already home, you should remain home and get tested.
  ○ If the test is positive, you should follow the recommendations for "If You Test Positive for COVID-19 (Isolate)".
  ○ If the test is negative, you must remain at home until your symptoms are resolved, including no fever for 24 hours without medication.

Please refer to the CDC guidelines for further information:

*Please refer to the following guidelines for PGCPS: Prince George’s County COVID-19 School Quarantine and Vaccination Guidelines.

Please refer to the FAQs for MDH/MSDE Interim Isolation and Quarantine Guidance
Facilities
Prior to Arrival of Students to School Buildings

Facilities Coordinators (Building Service Liaison with school-based administration responsible for overseeing custodial operations), working with principals, will ensure the following preparations are complete prior to students' return and proper equipment and supplies are available.

- Hand sanitizer dispensers installed per allocation. (1 per 10K sq; ft.)
- Paper towel and soap dispensers at all hand washing stations.
- All water fountains turned off, with the exception of the filtered auto-fill water dispensers.
- Bottled water supply received.
- Adequate supply of sanitizer, hand soap, paper towels and disinfectant in stock at the facility.
- Proper signage installed throughout the building:
  - Social distancing
  - Mandatory mask wearing
  - Hand washing encouragement
  - Drinking fountain out of service
- Provide principals and building supervisors with all required forms or check sheets to ensure routine inspection in bathrooms and designated areas.
- Install MERV-13 filters, where applicable, in HVAC systems per CDC guidelines.
- Increase HVAC hours of operation and/or increase intake of outside air where possible.
- Install barriers at all food service point of sale locations.
- Ensure adequate supply of the following PPE for custodial personnel per CDC guidelines.
  - Gloves
  - Mask
  - Eye protection (Electrostatic application only)
  - Disposable coverall (Electrostatic application only)
Increase Air Flow

Increase airflow in buildings by opening classroom windows and running exhaust fans before/after occupancy. Follow CDC recommendation to increase HVAC hours of operation by four hours before and after occupation and/or increase intake of outside air where possible.

Facilities Cleaning And Disinfecting

Cleaning and Preparation Prior to Arrival of Staff and/or Students
Custodial cleaning supplies, disinfectant and appropriate personal protective equipment to include face masks, gloves, face shields, gowns when necessary will be provided to each school and coordinated with the warehouse in the creation of an inventory minimum/maximum system to ensure ongoing supply levels for each individual school. Health Services will provide personal protection equipment for all school nurses to include face masks, gloves, face shields and gowns. Cleaning staff will thoroughly clean buildings using CDC approved disinfectants at the end of every school day with special attention to individual student desks between groups of students. Disinfecting “every touch point every day” will become practice. Consideration must be given to staffing requirements to disinfect student desks especially in elementary schools. Health Rooms and cafeterias and other eating locations must be cleaned and disinfected daily along with cleaning emergency spills immediately. Daily disinfecting of personal equipment for students who are required to use adapted equipment (i.e., seating systems, personal care changing systems) and other communication devices.

Daily Cleaning and Disinfection
Cleaning staff will thoroughly clean buildings using CDC approved disinfectants at the end of every school day. All touch points, door knobs and panic bars are disinfected. All operational water fountains and sinks are cleaned and disinfected. All lavatories, Health Rooms and locker rooms are cleaned and disinfected. All cafeteria and other eating locations are cleaned and sanitized. Ensure hand sanitizer, paper towels, toilet paper and soap are available throughout the day.

Restroom Cleaning Protocol
All restrooms will be inspected twice per day and sanitized when necessary. Restrooms at Early Childhood Centers and Special Education Centers may need to be cleaned more frequently.
than twice a day. Immediately after the facility is vacated each day, restrooms will be sprayed down, using CDC approved disinfectants, in a misting spray. Disinfectants should be left to dwell for a minimum of 10 minutes prior to cleaning. Follow the steps below using a CDC approved disinfectant diluted to manufacture direction.

1. Wipe/clean door handles
2. Sweep floor
3. Empty trash
4. Clean sinks
5. Wipe/clean mirrors
6. Clean urinals and toilets
7. Wipe/clean stalls

Locker Room Cleaning Protocol

Students will be able to utilize the locker rooms to change for physical education, dance and other athletic activities in which students need to change into a uniform. Locker rooms will be sprayed down daily (when use resumes), using CDC approved disinfectants, in a misting spray immediately after the facility is vacated. Disinfectants should be left to dwell for a minimum of 10 minutes prior to cleaning. Restroom cleaning protocol will be used in locker rooms as well.

After School Use of Facilities

**Internal Use:** In order to properly clean and sanitize facilities it is important that the number of extracurricular activities be extremely limited. The custodial staff can not properly sanitize an area of your facility while it is occupied. Teachers and students must understand that common areas and restrooms will not be available during this process. Several athletic teams will need access to the locker rooms when athletics resumes again, locker rooms will be cleaned and disinfected as described on the previous page.

**Community Use:** Facility use by outside community groups will be limited to weekends only and the groups can only use large spaces, multipurpose rooms, gymnasiums and auditoriums. All outside groups will be required to cover the cost of disinfecting the area after each use.
Disinfecting Protocol in Cases of Confirmed COVID-19 Cases (by class and not the whole school)

Reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening public spaces. Although the daily sanitation procedures adopted by PGCPS are designed to meet or exceed CDC guidelines to reduce the risk of exposure on a daily basis. In the event of a single positive case of COVID-19 is confirmed, Prince George’s County Public Schools (PGCPS) will close the exposed area of the facility (e.g., classrooms, offices, bathrooms and common areas). If multiple positive cases of COVID-19 are confirmed in one (1) site within three (3) days (minimum), PGCPS will close the entire facility to clean and sanitize all areas. Please remember to adhere to social distance and hand washing guidelines.

In the event of a confirmed case of COVID-19 the following steps will be taken:

Determine the last time the staff member was in the facility. *(If more than 7 days elapsed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.)*

Identify and lockdown areas where the infected individual works:

CDC recommendation:

Immediate workspace used by the person who is sick or diagnosed with COVID-19, such as the surfaces in their office or cubicle. If common areas such as bathrooms or shared items have already been routinely cleaned and disinfected, there is no need for additional action. **Definition:**

The immediate work space would be defined as a classroom (teachers) and a single office or cubicle for office personnel.

Increase air flow if possible wait 24 hours before you clean or disinfect:

CDC recommendation:

Open outside doors and windows and use fans or other engineering controls to increase air circulation in the area. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
Procedure:

Use of proper Personal Protective Equipment (PPE) is required before entering the space. Anyone entering the space is required to wear a mask and gloves prior to entry. Upon exiting the space, remove and dispose of gloves and wash hands thoroughly.

Open windows if possible to allow for ventilation. Close windows prior to securing the facility for the day and reopen them the following day. Do not leave windows open overnight.

Place signage on entrance and lock the classroom or office door to prohibit unintentional entry.

Pre-Disinfecting:

Use the Victory or Clorox 360 Electrostatic Sprayers to pre-sanitize the area prior to cleaning. The environmental office will disinfect the area of facilities without Electrostatic machines.

Cleaning and Disinfecting:

Clean and disinfect the area used by the person who is sick, such as offices, bathrooms and common areas using normal cleaning protocols.

Reopening:

Once an area has been appropriately disinfected, it can be opened for use.
Classroom Configuration

Each PGCPS school building is a different size and shape, and has differing amenities. Depending on the grade configuration, academic programs, wraparound supports, as well as student and staff space needs, the following serves as guidance for each school.

<table>
<thead>
<tr>
<th>CDC Recommendations</th>
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<tbody>
<tr>
<td><strong>Early Childhood Centers</strong></td>
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<td><strong>Face Coverings</strong></td>
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<td><strong>Distance</strong></td>
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Storage Areas/Locker Use

School specific plans have been developed and implemented which provide access to lockers for middle and high school students.
**Outside Classroom Space**

If it is safe and conditions allow, increase fresh outdoor air by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children and staff using the school. Consider holding classes outdoors where circumstances allow by repurposing outdoor locations to serve as alternative instructional spaces such as courtyards and fields. Please refer to [Administrative Procedure 6130](#) for Guidelines for Outdoor Activities and Playground and Recess Supervision.

![Image of students outdoors](image)

**Wearing of Masks Outside**

PGCPS will follow the latest guidelines for wearing of masks outdoors established by the [Prince George’s Department of Health](#).

As of February 28, 2022, students may remove masks outdoors at recess and for spring sports.
Food Services

Meal Service

- Food and Nutrition Services (FNS) service will operate under the National School Lunch Program Seamless Summer Option. Meals will only be provided to students enrolled in PGCPS. Breakfast, lunch will be free for all students. Suppers will be free to students enrolled in after school enrichment programs.
- FNS will follow the traditional breakfast and lunch menu/meal pattern for each age/grade group.
- Breakfast and lunch will be served in the cafeteria.
- Elementary schools participating in Maryland Meals for Achievement Classroom Breakfast Program will have breakfast delivered to the classroom.

Students Attending Virtual School

- Meals will be available for students enrolled in the online campus.
- Meal boxes consisting of breakfast and lunch for five (5) days will be available for distribution.
- Meal distribution will be on Fridays from 3 p.m. - 4 p.m.
- Online Campus coordinator will provide a list of students and their home school to FNS.
- FNS will establish regional meal distribution schools.
- FNS will assign a distribution location for parents/guardians/students to pick up meals.
- Parents/guardians/students picking up meals must present a student ID or recent report card.
- Parents/guardians/students must pick up meals at their assigned distribution location.
FARMS Application

- Parents are encouraged to complete a meal benefit application.
- Eligibility for school meals is used to determine eligibility for Pandemic Electronic Benefit Transfer (P-EBT) and other programs.
- Apply for meal benefits online at myschoolapps.com.
- Limited supply of paper applications will be available at schools.
Transportation

On January 29, 2021, the CDC issued an Order that requires face masks to be worn by all people while on public transportation conveyances (which includes all passengers and all personnel operating conveyances) traveling within the United States. This includes school buses.

Parents/guardians have the option to transport their child/children to and from school. Additionally, there are other considerations that can be found in the Transportation Consideration, Department of Education COVID-19 Handbook, p.17.

Bus Configuration

Students riding a school bus are to sit with members of their household when possible. The bus capacity for elementary school is up to 55 students per bus. The capacity for secondary school is up to 44 students per bus. The recommendation is two (2) students per seat; however, high school students may sit three (3) to a seat when needed. Students will sit in the same seat each day as they ride to and from school. All students are to maintain 3 feet of social distancing when possible.

To increase/improve airflow whenever possible, windows may be open to the maximum extent possible when weather permits. Roof hatches and three windows on each side of the bus will be partially opened to increase airflow. Driver side window may be open, and fans should be utilized to increase the air flow. In the event that weather does not permit windows to allow airflow, approximately 60 percent of PGCPS buses are equipped with air conditioning units.

School Bus Safety Inspections

School bus safety inspections occurred between during the month of July 2021. Prior to school opening, all buses will be recleaned and sanitized.

Bus Driver Training

All drivers will attend a mandatory pre-service meeting/training two weeks before students return to school which incorporates all updates of procedures relating to COVID-19. Agendas will be modified to include cleaning and safety protocols.
Bus Driver Safety and PPE Equipment

All drivers and aides will be required to wear their own face coverings each day. Face masks will be provided if someone forgets to bring their mask or does not have one. Supplies will be available for bus drivers and bus aides working with students with personal care needs to include face masks and rubber latex free gloves. Bus drivers and aides who drive the special center and nonpublic routes will be required to wear surgical masks/face coverings, gloves and face shields. Face shields, in addition to face masks, will be required for staff members who may interact with students who have salivary incontinence or the involuntary spillage of saliva over the lower lip.

Drivers and Attendants

Drivers will be required to wear face masks and clear shields when students are disembarking or boarding the bus while not on route. Drivers will not be required to wear face shields while driving because this may be distracting to the driver and potentially impair their vision. Bus attendants and non-driving support staff are expected to always wear face shields and other PPE as appropriate. If a driver becomes ill during their route, they will contact their bus lot foreman or supervisor immediately. Drivers and attendants will not report to work if they:

- have a temperature greater than 100.4 degrees Fahrenheit;
- show symptoms of COVID-19 per CDC guidelines; and
- are in a quarantine period due to possible exposure.

To minimize exposure, drivers will be encouraged to refrain from exiting their school buses while on school property or congregate in any manner unless necessary. This includes, but not limited to, while waiting in line at school or during any other time that requires them to sit in the bus seat. Proper hand hygiene reminders: wash hands regularly with soap and water for at least 20 seconds. Use hand sanitizer when hand washing is not available. Keep windows open on the bus when possible.

Safety Measures for Students on the Bus

Face coverings will be required for all students while riding the school bus. Students may have
medical exemptions from wearing a face covering on the school bus. Face coverings and proper physical distancing are recommended while waiting at the bus stop. While waiting to exit the bus, students will remain seated and will not congregate in the aisle. Adhere to all directives provided by the driver and will follow all Transportation Bus Rules. If a student refuses to wear a mask and does not have a medical note requiring exemption or documentation in the specialized transportation section of the IEP, the student will no longer be allowed to ride the bus to and from school.

Pre- and Post-Drop Off Inspections

Drivers are currently paid for an additional 30 minutes per day for pre-/post-trip inspection that consists of 15 minutes at the beginning and end of their run. Drivers check safety equipment and vehicle damage, and do mild cleaning. Additional cleaning requirements will require that more time be built into the daily routine schedule depending on the desired frequency (once per run, after each school, etc.) and will require additional compensation for staff. Disposable gloves will be worn to clean and disinfect. Buses and specialized equipment will be cleaned at the conclusion of each run and cleaned in between morning and afternoon routes and at the conclusion of the day. The focus for cleaning will be on “high-touch” areas of the bus, such as:

- Handholds/rails, pull cords, rails, steering wheels, door handles, shift knobs, dashboard controls and stanchions
- Window ledges
- Spot cleaning walls and seats to include seat backs
- Specialized equipment required for transport will be cleaned in between each bus run
- Parents of students with safety vests and PreK/Kindergarten students should clean and disinfect the safety vest each evening.

Additional routine cleaning schedules may be recommended if deemed necessary.

Special Education Transportation

The Transportation Department anticipates that there may be circumstances in which a student may not wear his or her face mask or face shield. In this case, staff members working directly
with those students will wear face masks, face shields and gowns if necessary. On routes that service Nonpublic Schools, Special Centers and Early Childhood Centers, bus capacity may be reduced for further social distancing for special needs students.
Addressing Equity

Throughout the COVID-19 pandemic, PGCPS implemented various efforts to ensure educational equity to support each student individually. This sense of urgency was focused on providing support to our most vulnerable students, including students in poverty, English Learners and students with disabilities. Within the implementation of our Reopening Plan, PGCPS developed an Equity Strategic Plan Executive Summary as we engaged in practices to ensure all students will receive high-quality instruction and support.

As PGCPS worked to reopen the school system to all students for in-person learning, a strong foundation to address educational equity as we achieve the goals in our educational equity policy. To that end, PGCPS’ staff (central office and school-based) members have engaged in professional learning throughout the 2020-2021 school year that emphasizes deepening an understanding of the contexts of our marginalized student populations. As we re-entered, each school building administrative leadership team will have a heightened focus equity and cultural responsiveness for student populations that will be detailed in plans submitted to the principal’s supervisor during goal-setting meetings at the beginning of the school year. Additionally, PGCPS’ Office of Excellence has a plan to support educational equity at each school. Staff will participate in professional development for the facilitation of dialogue and learning on how to support marginalized student groups.
Communications & Community Engagement: Reconnect PGCPS

Throughout the COVID-19 pandemic, Prince George’s County Public Schools (PGCPS) prioritized communication with students, families and stakeholders, with emphasis on leveraging and maximizing digital platforms to keep our community informed with speed and reach.

In the 2021-22 school year, the PGCPS Office of Communications and Community Engagement continued to deliver timely communication that achieves our goals of safety, equity and excellence. With the COVID-19 pandemic ongoing, communication and messaging throughout summer 2021 focused on connecting students, staff and families with vaccination resources — and after more than a year of distance and hybrid learning, we were preparing families with the information they needed for a successful return to full-time in-person learning this fall.

PGCPS Community

As the nation’s 18th largest school system and second-largest in Maryland, Prince George’s County Public Schools serves an exceptionally diverse population, notably the highest concentration of students of color and those with limited English proficiency. System-wide
communications were distributed in English, Spanish and French. Meetings and events were made accessible to linguistically diverse families through interpretation services in over 20 languages.

Demographics:

- **136,500 students**
  - 57% African American
  - 34% Hispanic
  - 4% White
  - 4% Asian/Pacific Islander/Other
  - 21% English Learners
  - 164 languages spoken
  - 155 countries represented

- **20,000 employees**
  - 10,500 educators
  - 1,200 administrators and central office staff
  - 7,300 support staff
  - 1,000 temporary employees

- **206 schools**
  - 120 elementary schools
  - 37 middle/K-8 schools
  - 30 high schools
  - 12 public charter schools
  - 4 early childhood centers
  - 3 special centers

- **Prince George’s County — 499 square miles**
  - Suburban, urban and rural areas

Communications Tools

The Office of Communications and Community Engagement uses five key tools to reach audiences:

- **School Messenger**
  - Email
  - Text/SMS
  - Robocall
Organizational Structure

Under the direction of the Chief of Staff, the Associate Superintendent of Communications and Community Engagement leads the school system’s public information, digital media, language accessibility and community partnership initiatives. Using a three-tiered structure, the Office of Communications and Community Engagement works collaboratively across schools, departments and divisions to support the school system’s diverse needs:

- **Communications**
  - Public Information
    - Media Relations Director
    - Specialists (3)
  - Digital and Visual Communications/PGCPS-TV
    - Digital and Visual Communications Supervisor
● Specialists (5)
  ○ Web Services
    ■ Web Services Supervisor
  ● Specialists (3)

● Interpreting and Translation
  ○ Language Access and Engagement Supervisor
    ■ Coordinators (2)
    ■ Translators (6)
    ■ On-call interpreters (102)

● Community Partnerships
  ○ Partnerships Officer
    ■ Specialists (3)

Communications and Engagement Strategy

Key messages

● With the return to full-time in-person learning for most students, the health and well-being of students, teachers and employees remains our highest priority.
● Our guiding pillars as we embark on the return to full-time, in-person learning for most students are safety, equity, excellence and communication.
● We will equip all students with the tools needed for success while working to bridge the digital divide.
● We are consistently reviewing guidelines from county, state and federal health officials to make the most informed decisions possible.
● We are committed to continuing to provide options to students and families through our fall K-6 virtual learning program and online campus for Grades 7-12.

Tools
Prince George’s County Public Schools uses multiple channels to communicate proactively and consistently with families, employees and community members. These include:

● Video updates — CEO announcements, informational videos, media interviews
● Virtual Campus Applications — K-6/7-12
● Reopening plans and presentations — full and summary versions, Board of Education presentation
● Summer Meals

● Summer Learning Spark (in-person, virtual and hybrid summer learning opportunities)
● Vaccine Clinics
● Supporting information for plan pillars: Equity, Safety, Excellence, Communication — PGCPS equity policy statements, MSDE reopening guidance, state and county health department resources, media announcements, COVID-19/PGCPS timeline

#ReconnectPGCPS social media: News and information across social media platforms focuses on key dates, fall learning options, applications and deadlines, and additional resources for families (e.g., meals, family support centers, distance learning hotline). News conferences and telephone town halls are live-tweeted and live-streamed on various platforms.

Engage PGCPS/Accion PGCPS digital newsletters: Weekly newsletter highlights key information for the upcoming school year. Sections include a top story, parent resources and recent media highlights.

PGCPS-TV: The school system’s TV channel featured summer learning lessons for students. During the school year, public service announcements and other highlights were available on cable and video-on-demand, accessible from the PGCPS website.

Media relations: Regular story pitches to local news outlets kept stakeholders informed about fall learning, vaccination, safety and back-to-school protocols and student/family supports. Op-ed placements and national media appearances provided the opportunity to share our story of lessons learned during digital and hybrid learning and our journey back to classrooms full time.

Digital advertising: Radio and social media advertising amplified messages around vaccination opportunities for students and staff, health and safety, parent resources and technology access and fall learning. Employee communications: Customized messages to employees are delivered through the weekly PGCPS Express newsletter and updates from the
CEO. Virtual town halls will provide an opportunity to reinforce important messages around safety protocols and address staff questions and concerns.

**Community engagement:** Virtual town halls continue to provide families with answers to questions around the 2021-22 school year. 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 shared through the *Partner PGCPS* newsletter.

**Timeline**

**Summer 2021**
- Shared information and updated on student/staff vaccination clinics.
- Promoted summer meals program.
- Promoted and accepted applications for virtual fall K-6 and 7-12 online academies.
- Introduced a new School Messenger tool and encouraged family sign-ups.
- Promoted annual back-to-school fair.
- Revamped weekly parent/community newsletters (Engage PGCPS/ Accion PGCPS).
- Regularly pitched stories around vaccination efforts, fall preparations, successes to local and national media.
- Continued to utilize PGCPS-TV to fill technology and language access gaps.

**Fall 2021/ Winter 2022**
- Continue virtual town halls for employees, families and community members.
- Provide social-emotional learning resources in preparation for returning to school.
- Host virtual and media tours to preview new classroom structures, school bus protocols and related information
- Engage media around back-to-school narrative and informational campaign
- For delayed openings, early dismissals, etc., for emergencies or inclement weather please refer to the following updated Administrative Procedures:
  - [Administrative Procedure 2565: Modification of School Hour Schedules for Delayed Opening and Early Closing](#)
  - [Administrative Procedure 2565.1: Employee Attendance During Inclement Weather and Other Emergency Conditions](#)
Reopening Plan Committee 2021-2022

The Reopening Plan Committee for 2020 assisted with the development of the Reopening Plan during the summer of 2020 and continued to review, give input and advice as PGCPS revised the Reopening Plan and/or created new documents for the safe return of students and staff. The Reopening Plan Committee for 2020 consisted of representatives from each division/department in PGCPS, parents/guardians of elementary, middle, high school and special education students, pediatricians from local health facilities, county government and labor partners. The Reopening Plan was presented at several Board of Education meetings to receive feedback from Board members to include the Student Board Member. The diverse group of internal and external stakeholders had significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impacted teaching, learning and day-to-day school experiences.

PGCPS has created a new committee of internal and external stakeholders for the 2021-2022 school year. The Reopening Plan Committee had an initial meeting to review the draft Reopening Plan in August 2021, then the Reopening Plan Committee will meet every six months to review and give input on the reopening plan for the safe return to in-person instruction and continuity of services, taking into consideration significant changes to the CDC guidance on reopening schools. The Reopening Plan Committee provided feedback accordingly and the committee met formally on January 18, 2022.

Guidance from the United States Department of Education states that the committee stakeholders, can include: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; and to the extent present in or served by the local school system: civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. The Reopening Plan Committee for PGCPS consists of the following members:
Reopening Plan Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Organization</th>
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<tbody>
<tr>
<td>*Dr. Kara Libby</td>
<td>Strategic Initiatives Officer and Project Manager for Reopening Plan, PGCPS</td>
</tr>
<tr>
<td>Brenda Barrios</td>
<td>PGCPS Parent</td>
</tr>
<tr>
<td>Alex Baylor</td>
<td>Environmental Officer, Department of Building Services, PGCPS</td>
</tr>
<tr>
<td>Jaime Bowers</td>
<td>Director, Department of Testing, Research and Evaluation, PGCPS</td>
</tr>
<tr>
<td>Afra Brown</td>
<td>Nurse Manager, Office of School Health, PGCPS</td>
</tr>
<tr>
<td>Dr. Donna Christy</td>
<td>President, PGCEA</td>
</tr>
<tr>
<td>Mark Cobb</td>
<td>Teacher, Cooper Lane ES, PGCPS</td>
</tr>
<tr>
<td>Krystal Cunningham</td>
<td>High School Counselor, Parkdale HS, PGCPS</td>
</tr>
<tr>
<td>Ahmad Curtis</td>
<td>High School Student, Bowie HS, PGCPS</td>
</tr>
<tr>
<td>Dana Denny</td>
<td>Instructional Specialist, Title 1 Office, PGCPS</td>
</tr>
<tr>
<td>Antron Dent</td>
<td>Elementary School Counselor, Waldon Woods ES, PGCPS</td>
</tr>
<tr>
<td>Martin Diggs</td>
<td>President, Local 2250</td>
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<tr>
<td>Jennifer Epps</td>
<td>Executive Director, PGCEA</td>
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<tr>
<td>Robin Evans</td>
<td>Supervisor, Office of Telephone and Data Wiring Services, Division of Information Technology, PGCPS</td>
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<tr>
<td>Dee-on Everette</td>
<td>Supervisor of Food &amp; Nutrition Supervisor, Department of Food and Nutrition Services, PGCPS</td>
</tr>
<tr>
<td>George Fleming</td>
<td>Bus Driver Foreman, Douglas Bus Lot, Department of Transportation, PGCPS</td>
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<tr>
<td>Dr. Regina Garrett Spruill</td>
<td>Instructional Specialist, Department of Career and Technical Education, PGCPS</td>
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<tr>
<td>Lionel Harrell</td>
<td>Supervisor of Instrumental Music, Department of Creative and Performing Arts, PGCPS</td>
</tr>
<tr>
<td>Phixavier Holmes</td>
<td>Middle School Counselor, William Wirt MS, PGCPS</td>
</tr>
<tr>
<td>Trent Holmes</td>
<td>Secretary/Treasurer, Local 400</td>
</tr>
<tr>
<td>Catherine Houssa</td>
<td>PGCPS Parent</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Lisa Howell</td>
<td>Director of Budget and Management Services, Division of Finance, PGCPS</td>
</tr>
<tr>
<td>Tasha Howland</td>
<td>PGCPS Parent</td>
</tr>
<tr>
<td>Phillip Hughes</td>
<td>Risk Manager, Division of Finances, PGCPS</td>
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<tr>
<td>Jackson Ibironke</td>
<td>Oracle ERP Functional Project Manager, Division of Information Technology, PGCPS</td>
</tr>
<tr>
<td>Dr. Nina Jacks</td>
<td>Project Manager for Blueprint Grants, Strategic Initiatives Office, PGCPS</td>
</tr>
<tr>
<td>Joseph Jackson</td>
<td>Central Garage, Department of Transportation, PGCPS</td>
</tr>
<tr>
<td>Dr. Sheila Jackson</td>
<td>Director of Family and School Partnerships, Division of School Leadership and Support, PGCPS</td>
</tr>
<tr>
<td>Dr. Traci Jones</td>
<td>Supervisor of School Health, Department of Student Services, PGCPS</td>
</tr>
<tr>
<td>Sage Lancaster</td>
<td>High School Student, Eleanor Roosevelt HS, PGCPS</td>
</tr>
<tr>
<td>Amy Leatherman</td>
<td>ESOL Teacher, Cesar Chavez, PGCPS</td>
</tr>
<tr>
<td>McKenna Lewis</td>
<td>Principal, James Harrison, PGCPS</td>
</tr>
<tr>
<td>Christina Lopez</td>
<td>Resource Teacher, Department of Early Learning, PGCPS</td>
</tr>
<tr>
<td>Jennifer Martin-Johnson</td>
<td>Senior Program Manager, Department of Accountability, PGCPS</td>
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<tr>
<td>Dr. David Mathison</td>
<td>SVP, Clinical Operations - PM Pediatrics - Pediatric Emergency Physician</td>
</tr>
<tr>
<td>Lynn McCawley</td>
<td>Senior Public Information Specialist, Office of Communications &amp; Community Engagement, PGCPS</td>
</tr>
<tr>
<td>Kendra McFadden</td>
<td>Special Education Coordinator, Judge Sylvania Woods ES, PGCPS</td>
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<tr>
<td>Delores Millhouse</td>
<td>PGCPS Parent</td>
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<tr>
<td>Ernest Murphy</td>
<td>Driver Trainer, Department of Transportation, PGCPS</td>
</tr>
<tr>
<td>Dr. Kristi Murphy</td>
<td>Chief, Division of Human Resources, PGCPS</td>
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<tr>
<td>Jeff Parker</td>
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<td>Tatia Pittinger</td>
<td>Driver Trainer, Department of Transportation, PGCPS</td>
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<tr>
<td>Doris Reed</td>
<td>Executive Director, ASASP</td>
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<tr>
<td>Kimberly Roberson</td>
<td>Instructional Specialist, Technology Training Team, Division of Information Technology, PGCPS</td>
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<tr>
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<td>Willie Sanders</td>
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<td>Patricia Scalise</td>
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<td>Joan Shorter</td>
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<td>Reshma (Rae) Sinanan-Hill</td>
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<td>Kishawn Smith</td>
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<td>Sam Stefanelli</td>
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<td>Beverley Stone</td>
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<td>Emily Summerlot</td>
<td>Secondary Resource Teacher, Department of Special Education, PGCPS</td>
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<td>Antoine Taylor</td>
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<td>Phi Thach</td>
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<td>Kati Thomas</td>
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<td>Timothy Traylor</td>
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<td>Jefferson Turciosrivera</td>
<td>High School Student, Parkdale HS, PGCPS</td>
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<tr>
<td>Rashida Tyler</td>
<td>Strategic Planning Specialist, PGCPS</td>
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<tr>
<td>John VanSlyke</td>
<td>Maintenance Supervisor, Department of Building Services, PGCPS</td>
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<tr>
<td>Frieda Waithe</td>
<td>Director of Payroll, Division of Finances, PGCPS</td>
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<tr>
<td>Selena Ward</td>
<td>Project Manager for ESSER Grants, Strategic Initiatives Office, PGCPS</td>
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<tr>
<td>LaTonya Watson</td>
<td>Technology Master Scheduler, Student Applications, Division of Information Technology, PGCPS</td>
</tr>
<tr>
<td>Pamela D. Williams</td>
<td>Central Garage, Department of Transportation, PGCPS</td>
</tr>
<tr>
<td>Nahema Witt</td>
<td>Community Schools Community, Cooper Lane ES, PGCPS</td>
</tr>
</tbody>
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*Lead for Reopening Plan Committee*
Meetings will occur every six months beginning in August 2021:

<table>
<thead>
<tr>
<th>School Year 2021-2022</th>
<th>School Year 2022-2023</th>
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Appendix

Acronyms

504 – Section 504 of the Rehabilitation Act of 1973 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.
ACCESS – Assessing Comprehension and Communication in English State-to-State
ACT – American College Testing
AP – Advanced Placement
ARP – American Rescue Plan
CDC – Centers for Disease Control and Prevention
CEO – Chief Executive Officer
COVID-19 – coronavirus disease of 2019
CRI – Community Referenced Instruction
CTE – Career and Technical Education
ESOL – English for Speakers of Other Languages
ESSER – Elementary and Secondary School Emergency Relief
FARMS – Free and Reduced Meals
FY – Fiscal Year
HVAC – Heating, ventilation and air conditioning
IEP – Individualized Education Program
KRA – Kindergarten Readiness Assessment
MCAP – Maryland Comprehensive Assessment Program
MERV-13 – Minimum Efficiency Reporting Value; a filter that catches respiratory droplets
MSDE – Maryland State Department of Education
MPSSAA – Maryland Public Secondary Schools Athletic Association
PBS – Positive Behavior Support
PGCPS – Prince George’s County Public Schools
PGDSS – Prince George’s County Department of Social Services
PLTW – Project Lead the Way
PPE – Personal Protective Equipment
SY – School Year
T3 – Technology Training Team
TDC – Technology Distribution Centers
T.O.T.S – Taking Off To Success Program
Glossary of Terms

- **Asynchronous learning** occurs online without real-time interaction or instruction by an educator. Examples may include but not limited to pre-recorded video lessons, resource videos, assigned readings and posted assignments.

- **Blended learning (hybrid)** is a combination of synchronous and asynchronous teaching and learning that requires access to the internet, an electronic device, web conferencing tools and a learning platform. Local school system educators deliver instruction aligned with the school’s curriculum and monitor student attendance, growth, IEP requirements, and provide differentiation for individual students. The use of the local school system educators and curriculum allows for the flexibility of moving between Synchronous instruction received entirely at home via web conferencing and traditional instruction delivered in the brick and mortar environment.

- **Career and Technical Education** offers programs of study consisting of a multi-year sequence of course work, career guidance and work-based learning experiences that enable students to make more informed college and career choices. They also afford students an opportunity to earn college credit, industry certification/licenses, or pre-apprenticeship experience prior to leaving high school.

- **Close contact** relates to exposure to individuals with COVID-19 and is defined by the Centers for Disease Control and Prevention (CDC) as being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24 hour period, regardless of whether face coverings are being worn.

- **Cohorting (or podding)** is one of many mitigation strategies that schools can use to limit mixing between students and staff and to limit the spread of COVID-19. A cohort or pod is a distinct group that stays together throughout the entire school day during in-person learning, or over the course of any predetermined period of time, so that there is minimal or no interaction between groups.

- **COVID-19 symptoms** are any ONE of the following: fever of 100.4o or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

- **Distance and/or e-learning** is an overarching term for a variety of learning modalities involving virtual experiences whether they are asynchronous or synchronous.

- **Individuals are fully vaccinated** two weeks after receiving either 1) both doses of a 2-dose vaccine series or 2) a single dose vaccine.

- **Isolation** is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in
isolation should stay home until it is safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).

- **Maryland Comprehensive Assessment Program (MCAP)** is a set of assessments that measure whether students are meeting new, higher academic standards and are mastering the knowledge and skills they need to progress in their education.

- A **probable case** of COVID-19 is a person with COVID-19 symptoms who has had close contact with a person with COVID-19 in the past 14 days.

- **Social and Emotional Learning (SEL)** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- **Synchronous learning** is remote learning that happens in real time with the interaction between the teacher and students that occurs in a face-to-face environment in a virtual classroom setting (i.e., access from home via web conferencing).

- **Quarantine** is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.
American Rescue Plan Act Elementary and Secondary Schools Emergency Fund

In March 2020 immense challenges of the COVID-19 pandemic abruptly interrupted learning and changed the delivery of instruction for students, families, teachers and staff. Since March 2020, Congress has released emergency funds to state departments of education and local school systems to prevent, prepare for and respond to COVID-19. The current funding under the American Rescue Plan (ARP) Act provides ARP Elementary and Secondary Schools Emergency Fund (ESSER) to state departments of education and local school systems to help schools return safely to in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional and mental health impacts of the COVID-19 pandemic on students, families and staff. The U.S. Department of Education (DOE) released related resources to assist schools in safely reopening for in-person learning as part of the ED COVID-19 Handbook. Volume 1 of the ED COVID-19 Handbook is available at https://www2.ed.gov/documents/coronavirus/reopening.pdf.


The U.S. Department of Education: Office of Elementary and Secondary Education issued the following guidelines for state departments of education and local school systems in April 2021 receiving ARP ESSER funds, on what should be included in reopening plans:

- First, reopening plans must include how it will maintain the health and safety of students, educators, and other staff, and the extent to which it has adopted policies, on each of the CDC’s safety recommendations including: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the state, local, health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with state and local
health officials.

- Second, reopening plans must describe continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

- Third, the reopening must include periodically, but no less frequently than every six months, review and seek input from a committee of stakeholders, and as appropriate, revise its plan. The reopening plan considers the timing of significant changes to CDC guidance on reopening schools.

The USDE further stated that because safe return to and continuity of in-person instruction is fundamental to addressing the lost instructional time and disengagement that many students have experienced during the COVID-19 pandemic, it is essential that these plans contain precise information on prevention and mitigation of COVID-19 specific to their communities, in order to keep students, staff and families healthy and to avoid future shutdowns.

Through the ARP, The USDE will allocate approximately $1.95 billion to Maryland and local school systems to meet the urgent needs of schools and students in the aftermath of the COVID-19 pandemic. The Maryland State Department of Education (MSDE) plan will address:

- **Accelerating student re-engagement**: speeding up the return to in-person instruction for all students in the 2021-2022 school year, while also providing the necessary supports, especially in the areas of technology/broadband access and outreach, to ensure that students and parents/families remain engaged;

- **Supporting mental and social-emotional health**: addressing the mental health and social-emotional learning (SEL) needs of students, particularly among underserved students most affected by the switch to remote learning, and parents/families and educators; and

- **Addressing the impact of disrupted instruction**: using evidence-based strategies to lessen the impact of disrupted instruction on student learning that has occurred over the past 15 months, and supporting local school systems as they do the same.

Based on the MSDE plan, Prince George’s County Public Schools (PGCPS) utilized ARP ESSER
funds to address the following areas:

- Student Learning Loss and Academic Interventions
- Teacher and Staff Supports for Educational Delivery
- Transformative Technology and Equitable Access
- Mental and Behavioral Health
- COVID-19 Student and Staff Safety
Centers for Disease Control and Prevention (CDC) Guidelines

As of January 13, 2022, the CDC recommends the following COVID-19 prevention strategies for the 2021-2022 school year:

- Students benefit from in-person learning, and safely returning to in-person instruction continues to be a priority.
- Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- CDC recommends universal indoor masking by all* students (ages 2 years and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status.
- New CDC guidance has reduced the recommended time for isolation and quarantine periods to five days. For details see CDC’s page on Quarantine and Isolation.
- In addition to universal indoor masking, CDC recommends schools maintain at least 3-6 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3-6 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple prevention strategies, such as screening testing.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- This guidance emphasizes implementing layered prevention strategies to protect students, teachers, staff, visitors, and other members of their households and support in-person learning.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

For additional information on the current CDC guidelines for schools, please go to Guidance for
COVID-19 Prevention in Kindergarten (K)-12 Schools

Science brief: Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs - Updated | CDC

Maryland Department of Health (MDH) Guidelines

MDH current guidelines for schools as of October 27, 2021, include: Governor’s Executive Order No. 21-06-15-01 rescinds requirements for face coverings in schools and on school buses as of July 1, 2021. MDH guidance for face coverings is as follows:

- MDH strongly recommends, but does not require, that all unvaccinated individuals continue to wear face coverings in all indoor settings outside of their home and in outdoor settings when physical distancing cannot be maintained.
- On January 29, 2021, the CDC issued an Order that requires face masks to be worn by all people while on public transportation conveyances (which includes all passengers and all personnel operating conveyances) traveling within the United States. This includes school buses.
- MDH K12 School and Childcare guidance
Resources

Administrative Procedure 2565: Modification of School Hour Schedules for Delayed Opening and Early Closing

Administrative Procedure 2565.1: Employee Attendance During Inclement Weather and Other Emergency Conditions

Administrative Procedure AP 5113: Student Attendance, Absence, and Truancy

Administrative Procedure 5121.1: Grading and Reporting for Early Childhood Through Grade Five

Administrative Procedure 5121.2: Grading and Reporting for Middle School Students

Administrative Procedure 5121.3: Grading and Reporting for High School Students

Administrative Procedure 6130: Guidelines for Outdoor Activities and Playground and Recess Supervision

American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (86 FR 21195 - A Rule by the Education Department published on 04/22/2021)

Approved Vendors

As quarantines send students home, what’s the plan to keep them learning?

CDC Clinical Care Considerations for COVID-19 Vaccinations

CDC- Close Contact

CDC guidelines for schools

COVID - C.A.R.E. Room

COVID-19 Vaccines for Children and Teens

DCPA COVID-19 Protocols

Digital tools
DIY Park Quests

Equity Strategic Plan Executive Summary

Forms for athletic physicals

Governor’s Executive Order No. 21-06-15-01

Governor Hogan’s $10 Million for K-12 education

Guide for Emergency Care in Maryland Schools

Guidance for Physical Education Classes

How can schools keep quarantined students learning?

Interscholastic Athletics website

P-12 School and Child Care COVID-19 Guidance

LOCATE

Looking Through the Equity Lens

Maryland Association for Environmental and Outdoor Education

Maryland State Department of Education’s Maryland College and Career Ready Resources website

Meal benefits

Online Campus Application Grades 7-12

Online Campus Course Offerings

Parental Delegation Form Authorizing the Immunization of a Minor

PGCPS Athletics Website

PGCPS on Mental Health Supports

PGCPS Technology Training
Physical form for athletics

Prince George’s County COVID-19 School Quarantine and Vaccination Guidelines for fully vaccinated and unvaccinated

Prince George’s County COVID-19 School Quarantine and Vaccination Guidelines

Prince George’s Memorial Library System

Public transportation conveyances

Reconnect PGCPS Website

Reimagining the Possibilities

Safety Data Sheet

Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs - Updated | CDC

School Health Services - FAQ (MSDE and MDH)

Student/Parent/Guardian Agreement for Online Campus

Teaching and Learning in a Variety of Service Delivery Models

Technical Assistance Bulletins for Students with Disabilities (1)

Technical Assistance Bulletin for Students with Disabilities (2)

Technology Trainings

Timeline for Online Campus Procedures

TIPS for Supporting Mask Wearing for Students with Disabilities

Volume 1 of the ED COVID-19 Handbook
Vol. 2 of the ED COVID-19 Handbook

Vol. 3 of the ED COVID-19 Handbook

References


For any questions or comments pertaining to the PGCPS Reopening Plan, please contact Dr. Kara Libby, Strategic Initiatives Officer, at klibby@pgcps.org.
## Maryland State Department of Education (MSDE) Checklist of Requirements for Opening Schools in Maryland

<table>
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<tr>
<th>Check for Completion</th>
<th>Requirement</th>
<th>Link to Item and/or Page # in Plan</th>
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<tr>
<td>✓</td>
<td>1. Local school systems must have their reopening plans completed and posted to the website by August 14, 2021. (*Draft plan completed and posted by July 30, 2021. The reopening plan may need to be updated prior to the opening of school-based on stakeholder feedback). The MSDE will review all local recovery plans to ensure that the plans include all requirements for opening schools.</td>
<td>This has been added to the Reconnect PGCPs site. The direct link is <a href="https://www.pgcps.org/reconnect-pgcps/safe-return-to-in-person-instruction-and-continuity-of-services-plan">https://www.pgcps.org/reconnect-pgcps/safe-return-to-in-person-instruction-and-continuity-of-services-plan</a>.</td>
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| ✓                    | 2. The local school systems' equity plan must be reflected throughout the local reopening plan. | Pages:  
  ● 21  
  ● 103-104 |
| ✓                    | 3. Local school systems must establish a reopening plan stakeholder group that is representative of their schools and community. *Local school systems need to update their reopening plan at least every six months through September 30, 2024. | Pages  
  ● 110-113 |
| ✓                    | 4. Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery. | Pages  
  ● 37-45 |
| ✓                    | 5. All local school systems must ensure that the Maryland College and Career Ready Standards for PreK - 12 are taught in all content areas and state frameworks are followed for each content. "The local school system must ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health and other needs, which may include student health and food services. | Pages  
  ● 20-21  
  ● 51-52  
  ● 62-63  
  ● 74-76  
  ● 87-89 |
| ✓                    | 6. Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA). | Pages  
  ● 22-25 |
<p>| ✓                    | 7. Local school systems must follow procedures and safety protocols consistent with current guidance from the CDC. Local school systems and schools need to include elements that are consistent with current CDC and Maryland Health Department |</p>
<table>
<thead>
<tr>
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<tr>
<td>8. Local school systems must follow protocols for the safe transportation of students to and from schools.</td>
<td>• 99-102</td>
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<tr>
<td>9. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.</td>
<td>• 31-32</td>
</tr>
<tr>
<td>10. Each local school system must develop its own plan for communication.</td>
<td>• 104-107</td>
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<tr>
<td>11. The local school system must implement the MPSSAA Athletic Program.</td>
<td>• 35</td>
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<tr>
<td>12. Local school systems must establish a plan for the continuity of learning and services who may need to quarantine due to COVID-19.</td>
<td>• 83</td>
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