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

DRAFT

Prince George’s County Public Schools

2021-2022
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. Due to the COVID-19 pandemic distance learning remained the instructional model for the remainder of the 2020-2021 school year.

During the spring of 2020, PGCPS conducted a survey to determine stakeholder preferences for reopening for August 2020. More than 80% 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 and 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 the first semester of the 2020-2021 school year.

PGCPS followed the guidelines established by the Prince George’s County Health Department, Maryland State Department of Education, 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 is now preparing for the return of in-person instruction for all students for the 2021-2022 school year. The United States Department of Education (USDE) and the Maryland Department of Education (MSDE) have provided American Rescue Plan Act (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER) funds and guidelines for the reopening of schools. The PGCPS Reopening Plan for 2021-2022 will outline 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.

**Per the CDC, masks will be required** inside schools and office buildings for students, staff and visitors regardless of vaccination status.
Academics and Student Services

Summer School

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; Middle School Intervention and Enrichment (MSIE) summer program for students in Grades 6-8; and the Virtual Summer Learning Program for students in 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.

- **Acceleration Academy summer program 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 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 1: 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.

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.

The USDE 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 teaching 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 will be utilizing to address learning loss is through tutoring. Tutoring can be an effective intervention for a wide range of students. Tutors will be 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 can be particularly effective in addressing the impact of COVID-19.

The Every Student Succeeds Act (ESSA) encourages 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 educational agency (SEA), local educational 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.

### 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><strong>Reading</strong> At risk readers in Grades K-3</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.</td>
</tr>
<tr>
<td>Service</td>
<td>Subject</td>
<td>Tier</td>
<td>Reporting Details</td>
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<tr>
<td>iReady</td>
<td>Reading and Mathematics</td>
<td>Tier 2</td>
<td>Reports of student progress are available after each lesson.</td>
<td></td>
</tr>
<tr>
<td>DreamBox Learning</td>
<td>Struggling readers K-3</td>
<td>Tier 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>K-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindamood-Bell Tutoring</td>
<td>Reading</td>
<td>Tier 1</td>
<td>An online Learning Ability Evaluation will track student progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Literacy skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>September 2021-June 2022</td>
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<td></td>
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</tr>
<tr>
<td>TutorMe Instant online tutoring</td>
<td>Various Content Areas</td>
<td>Tier 1</td>
<td>Adaptive reports are available after each lesson.</td>
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</tr>
<tr>
<td></td>
<td>Grades 2-10</td>
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<td></td>
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<tr>
<td></td>
<td>Grades 9-10</td>
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<td></td>
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<tr>
<td></td>
<td>College Preparation</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>September 2021-June 2022</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SpellRead Tutoring</td>
<td>Reading/English Language Arts</td>
<td>Tier 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Grades 3-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESOL Tutoring</td>
<td>ESOL</td>
<td>Tier 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 6-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuation of Tutoring Support for the Prevention of Learning Loss</td>
<td>Reading/English Language Arts Mathematics Social Studies Science</td>
<td>Tier 1 and 2</td>
<td>Reports of student progress are available after each lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades PreK-12</td>
<td></td>
<td></td>
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<td></td>
<td>September 2021-June 2022</td>
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*CTE- Career and Technical Education  *ESOL- English for speakers of other languages  *IEP- individualized education program

Access to TutorMe will provide 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.

SpellRead Tutoring Services will be provided to support students with disabilities in Grades 3-12, who have been educational impacted as a result of COVID-19 school closure. This targeted Tier III intervention will support students in increasing their skills in phonemic awareness, phonics, fluency and reading comprehension.

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 will be utilized based on individual learning needs of students integrating sensory information to help them develop language and literacy skills. Lindamood Bell will be utilized as an afterschool and/or summer school program to accelerate student progress in Reading.

Middle School Reading Language Arts is targeting students in Grades 6 and 7 who are reading significantly below grade level. Students will receive access to Lexia PowerUp Literacy. Lexia PowerUp Literacy 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.

Teachers licenses for the entire Learning A-Z suite will be 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); Secondary RAZ accounts will be 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 will be provided for targeted middle schools for school year 2021-2022
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. 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 is 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 will be utilized and monitored with the assistance of the classroom teacher. These programs will support the classroom instruction and standards being taught and will also allow students to build confidence while they work through their personalized plan. These plans will be a discussion point between teachers and students and their parents/guardians as they conference and will 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 will also implement other academic programs as mentioned in the chart below.
<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>Early Childhood/ Preschool</td>
<td>September 2021- June 2022</td>
<td></td>
</tr>
<tr>
<td>Immersion Digital Resources</td>
<td>Immersion Reading, writing, listening and speaking French Manderin Chinese Spanish Grades K-8</td>
<td>September 2021- June 2022</td>
<td></td>
</tr>
<tr>
<td>Tutors from the University of Maryland College Park</td>
<td>Reading and Mathematics Grades 3-5</td>
<td>September 2021- June 2022</td>
<td></td>
</tr>
<tr>
<td>Reading Inventory (assessment)</td>
<td>Reading Grades 2-9</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>
</tr>
<tr>
<td>Learning A-Z Licenses</td>
<td>ESOL Grades K-12 Language development for ESOL students Grades K-12</td>
<td>September 2021- June 2022</td>
<td></td>
</tr>
<tr>
<td>Explore Learning Gizmos</td>
<td>Science Simulations</td>
<td>September 2021- June 2022</td>
<td></td>
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</tbody>
</table>
### IEP Impact meetings

**Special Education**  
Grades PreK-12  
September 2021- June 2022  
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 Impact Meetings.

### Skills 180

**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  
September 2021- June 2022

### 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  
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
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 be used to support families in integrating opportunities to build school readiness within their child's natural environment.

To create a Bridge to Excellence (BTE) Innovation fund to provide 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>Bridge to Excellence Schools</th>
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<tbody>
<tr>
<td><strong>Elementary Schools</strong></td>
</tr>
<tr>
<td>Andrew Jackson Academy</td>
</tr>
<tr>
<td>Bradbury Heights Elementary School</td>
</tr>
<tr>
<td>Carmody Hills Elementary 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>
</tr>
<tr>
<td>Oxon Hill Elementary School</td>
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<tr>
<td>Princeton Elementary School</td>
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<tr>
<td>Springhill Lake Elementary School</td>
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</tbody>
</table>

Tutors from the Education Equality Initiative will work with students in Grades 3-5 and tutor them one-on-one for Reading and Mathematics. The tutors will be college students from the University of Maryland.
Students in Career and Technical Education (CTE) will be 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 will be 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% 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, guidance 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 prepares to open 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 will leverage existing relationships between schools and nonprofit partners to continue this effort until June 2022. Thus, nonprofit partners, Community School Coordinators, guidance counselors and Pupil Personnel Workers will resume 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 is now prepared to return to full-time in-person learning this fall as a result of the State Board’s resolution, 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. Families will have the opportunity to return for in-person instruction at the end of the first semester in January.

3. Online Campus (Grades 7-12)
   a. New PGCPS speciality 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
Bridging the Learning Gap

In designing and planning instruction for this upcoming school year, PGCPS is cognizant of the requirements outlined by Maryland State Department of Education (MSDE) regarding standards-based curriculum. Curriculum Bridging Forward Guides for prekindergarten through Grade 12 were developed for the first three weeks of school 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 will help teachers to quickly address common academic gaps so the educator can then focus on the more profound learning recovery, if need be. These documents will provide 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 are:

- 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 will 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
PGCPS will continue to follow and implement Title II of the Americans with Disabilities Act (ADA). Special Education teachers will continue to service students based on Individualized Education Programs (IEPs). 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 (LREA).
- **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), except regional and Community Referenced Instruction (CRI), will implement all components of their programs.
- IEP meetings will be scheduled and held with parent or guardian permission through the first semester 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 recovery 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.

Special Education Nonpublic Programs
MSDE has given each nonpublic school the autonomy to establish specific plans within the guidelines outlined in the jurisdiction/county in which the school is located. Once the schools have solidified and submitted their plans, PGCPS will review each plan and provide any necessary feedback associated with programming as appropriate. PGCPS is committed to equitable services and access for all students served in public and nonpublic schools. PGCPS encourages each parent and/or guardian to request a copy of the reopening plans from the nonpublic school that their student attends.

English Learners
English for Speakers of Other Languages (ESOL) teachers will continue to provide language support services to English Learners (EL) 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:** English Learners may join sessions with their ESOL teacher during a portion of the instructional block.
- **Secondary:** English Learners 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 will resume in-person. These programs will not be offered in the online campus.
● Some courses will need to be scheduled for two class periods because of the required number of hours established by Maryland State Department of Education (MSDE). In 2-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 will resume 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 will be available in fall 2021. A virtual Specialty Showcase will be planned for all stakeholders.

Talented and Gifted (TAG) Programming

TAG Pull Out: Primary and Intermediate Pull-out groups meet at least two hours a week from October - 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): 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.

For more information on the instructional program for the safe return to in-person learning please go to www.pgcps.org/continuity-of-learning.
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 for the first quarter. This will be re-evaluated before the second quarter begins. In addition, activities recommended by the Maryland Association for Environmental and Outdoor Education include 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. 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 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)
  - 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.

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

Technical issues such as broken equipment or internet outages must be immediately communicated to the student’s teacher and designated school staff so support can be provided as soon as possible.

School-based attendance manager monitors and ensures fidelity and reporting of daily attendance. For additional information on our attendance procedures, please see Administrative Procedure AP 5113.

**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.
The PGCPS' Office of Interscholastic Athletics is excited for the full return to sports and continues to keep safety first while we initiate the reopening plan for the 2021-2022 school year. PGCPS follows the Maryland Public Secondary Schools Athletic Association (MPSSAA) for the implementation of athletic programs. Interscholastic athletics will promote 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.

The fall season will begin on August 11, 2021 for in-person learning and virtual students. Fall season includes football, corollary softball, boy's and girl's cross country, soccer, golf and volleyball. ADs will develop their individual schedules for practices. Check the athletic website starting August 1, 2021, for updates, information and participation requirement forms. [https://www.pgcps.org/offices/athletics](https://www.pgcps.org/offices/athletics)

Fall participation will include the following G.P.A. requirement from 2021, 4th quarter report card. The 2.0 G.P.A. will be waived for all students to participate in fall sports and student-athletes must continue making satisfactory progress towards graduation. The 2.0 requirement will take effect on the completion of 1st quarter and reflect the 2.0 on the 1st quarter report card. ADs and coaches will monitor student-athletes’ progress weekly to make sure they are succeeding and attending classes daily.

Student-athletes must obtain a signed physical from a licensed physician. Physicals are good for one year. [Physical Form](https://www.pgcps.org/offices/athletics). All athletic forms must be completed and uploaded in Form Releaf before the athlete will be permitted to practice on August 11, 2021.
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.
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. **An expression of interest to enroll does not guarantee enrollment.**
- Program openings are to be determined.
- Child care services for before and after school are available from this list of approved vendors.
- 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 prepares to return to full-time in-person instruction teachers and staff will need 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 towards 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>
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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 towards 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 will be 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 will be 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 will implement 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. A Learning Management System will be developed in order to send out
mass communication regarding COVID-19 updates and information regarding the learning programs.

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Student Computers</td>
<td>Student Chromebooks</td>
</tr>
<tr>
<td>Student Hardware Protection</td>
<td>Chromebook Protective Cases</td>
</tr>
<tr>
<td>Student iPads</td>
<td>Student iPads</td>
</tr>
<tr>
<td>Staff Computers</td>
<td>Staff Laptops</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Interactive whiteboards for classrooms</td>
</tr>
<tr>
<td>Staff Technology</td>
<td>Dongles - to use for wireless connection from staff laptops to interactive whiteboards.</td>
</tr>
<tr>
<td>Digital Software Licenses</td>
<td>Instructional software tools that are designed to enhance collaboration, student engagement, and interactivity.</td>
</tr>
<tr>
<td>Internet Service</td>
<td>Hotspots/Comcast Internet Essentials</td>
</tr>
<tr>
<td>--------------------------</td>
<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>
</tr>
<tr>
<td>Instructure LMS - Canvas</td>
<td>Professional Development</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>
</tr>
<tr>
<td>SchoolMax Upgrade</td>
<td>Enhancement to allow grade passback feature from Canvas to SchoolMax</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>
</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>
</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>
</tr>
</tbody>
</table>
| 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 |
<table>
<thead>
<tr>
<th>CTE Program Devices (Dell Latitude)</th>
<th>PLTW - Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Lab</strong></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>
</tr>
<tr>
<td>Visual Art, Media Arts, and some CTE - Advanced Courses Program Devices (iPad Pros)</td>
<td>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</td>
</tr>
<tr>
<td>Knowledge Matters</td>
<td>Online Simulation lessons/activities for business, entrepreneurship, FACS electives including financial literacy, culinary arts, and ProStart</td>
</tr>
<tr>
<td>Calculators for Students</td>
<td>Calculators will be purchased for students to use while participating in Algebra I.</td>
</tr>
<tr>
<td>Parent Centers</td>
<td>On site assistance for parents and guardians on Monday evenings at nine locations throughout PGCPS.</td>
</tr>
</tbody>
</table>

**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 will assign a laptop or device to teachers and other staff members. Devices for staff will be 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><strong>Google Classroom</strong></td>
<td>Digital platform that streamlines the distribution and collection of resources and assignments between teachers and students.</td>
</tr>
<tr>
<td><strong>NearPod</strong></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><strong>Pear Deck</strong></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><strong>Flipgrid</strong></td>
<td>Flipgrid is a free website that allows teachers to create “grids” 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>| <strong>Hapara</strong> | 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. |
| <strong>Kami</strong> | 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. |
| <strong>Edpuzzle</strong> | 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. |
| <strong>Book Creator</strong> | Book Creator allows students and/or teachers to combine text, |</p>
<table>
<thead>
<tr>
<th><strong>Student Software</strong></th>
<th><strong>Description</strong></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>HATCH 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 will include:

- 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) will continue 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 will take place on Tuesday and Wednesday evenings from 4:00 p.m. to 5:30 p.m. The monthly schedule for these sessions, including Office Hours support, will be 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
- **Mount Rainier Elementary School** - 4011 32nd Street, Mount Rainier, MD 20712
- **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, 5:00-8:00 p.m. *(except for holidays or other school closures).*
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 will be 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 will be 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>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Support</td>
<td>Mental Health clinicians in remaining 116 PGCPS schools that currently do not have mental health clinicians</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>
</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 months.
In response to students’ behavioral health needs, PGCPS plans to implement the Behavioral Health Project that will include: placing contracted mental health clinicians in schools during the summer. Clinicians will provide consultation to staff, families, individuals, and offer group and family counseling to address our students’ anxiety, depression, grief and suicidal thoughts. Further, clinicians will conduct behavioral observations and risk assessments as well as develop behavior plans, facilitate social emotional lessons for students, and lead workshops for families and/or staff and provide behavioral and mental health support 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 will be afforded to students after summer school through the beginning of the school year 2021-2022. The end results of the PGCPS Behavioral Health Project will be 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, the schools who did not have a mental health clinician will have a person assigned to the school. 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; and 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; track and monitor identified students and their families for improved outcomes. PGDSS is currently supporting the following 15 middle schools:
Five additional middle schools will be 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 five 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 towards 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 Service 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 is preparing to fully reopen its doors for daily in-person learning. More specifically, PGCPS has included in this Reopening Plan factors that are considered as part of student and staff safety as listed in the chart below. First, 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. Secondly, PGCPS plans to ensure that the ventilation and air quality in every building meets a standard that will reduce or eliminate 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 will have 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</td>
<td>August 2021 and as needed throughout the school year</td>
</tr>
<tr>
<td>Project Description</td>
<td>Description</td>
<td>Timeframe</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</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 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>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>
</tbody>
</table>

**Health and Safety**

Per CDC, **masks will be required** inside schools and office buildings for students, staff and visitors regardless of vaccination status. 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.
Visitors

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 complete this questionnaire upon arrival. Please keep a file of all visitors and the completed questionnaire in case you need to contact the person in terms of contact tracing. The contents of the questionnaire should remain confidential and placed in a secure location when completed. 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.

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**: Provide 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

Adherence with Family Educational Rights and Privacy Acts (FERPA) and HIPAA (Health Insurance Portability and Accountability Act) laws; routinely assess safety concerns throughout the building and scheduling 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 committee 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 non-traditional locations such as the media center, .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. Non-essential volunteers and visitors in the Health Room should be limited or avoided. Staff should avoid entering the Health Room unless necessary.

General Social and Health Room Distancing
Signs will be placed on the Health Room doors and walls to remind and reinforce the importance of face coverings and being 6 feet away from one another whether sitting, standing or laying on a cot Face Coverings - MDH Guidelines. Seating/desks spacing will be at least 6 feet apart; in areas where it is difficult to remain at least 6 feet apart tape/signs will be placed on the floor to show spacing. Non-essential staff in the health room should be limited or avoided.
Staff should avoid entering the health room unless necessary (i.e., accompanying a young child). Use of telephone and email are encouraged for communication as appropriate.

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; telephone; 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. Dependent 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.

COVID Testing of Students and School-Based Staff
PGCPS will conduct COVID testing and screening of students and school-based staff as needed.
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 July 7, 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.

Staff and Student/Family Daily Self-Check

All staff and students/families are highly encouraged to conduct daily self-checks using the Frontline Education mobile app. The Frontline School Health Management program will assist in minimizing individuals who are ill/sick from entering PGCPS buildings in an effort to keep everyone as safe as possible. Data collection will include:

- individuals who have experienced COVID-19 symptoms;
- individuals who have been exposed to someone with COVID-19; and
- individuals who have tested positive.

The principal and the Office of School Health will be able to monitor data to identify trends in infection rates and self-screening data. All collected data will be kept confidential per HIPPA and FERPA regulations.

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 May 2021). Staff and/or students who have had close contact (Maryland Department of Health: Interim Definition of Close Contact) 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.

**Quarantine Guidelines For Persons Who Have Been Vaccinated**

CDC recommends everyone 12 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.

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:

- Are fully vaccinated (i.e., ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine).
- Are within 3 months (90 days) following receipt of the last dose in the series
- Have remained asymptomatic since the current COVID-19 exposure.
Persons who do not meet all three of the above criteria should continue to follow current quarantine guidance after exposure to someone with suspected or confirmed COVID-19.

Fully vaccinated persons who do not quarantine should still monitor for symptoms of COVID-19 for 14 days following an exposure. If they experience symptoms, they should be clinically evaluated for COVID-19, including SARS-CoV-2 testing, if indicated.

Please refer to the CDC guidelines for further information: [https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html](https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html)

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 this four-step plan 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 10 days and be symptom free in order to return to a PGCPS building. See Medical Clearance Return to School for Students in the Appendix.

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 (as referenced in the definition section)
   - **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 14 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.

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.

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 Protection 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.
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 4 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 everyday” 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 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 Center 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**

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 and should immediately vacate the facility at the end of each day. 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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</thead>
<tbody>
<tr>
<td><strong>Face Coverings</strong></td>
</tr>
<tr>
<td>Early Childhood Centers</td>
</tr>
<tr>
<td>Per CDC, <strong>masks will be required</strong> inside schools and office buildings for students, staff and visitors regardless of vaccination status. Individuals aged 2 and older are required to wear a mask.</td>
</tr>
</tbody>
</table>
| Distance | Space seating/desks at least 3 feet apart when feasible in particular in elementary schools.  
  
  *CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.*  

*Teachers will assign seats to students to assist with contact tracing, if necessary.
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.
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 and supper will be free for all students.
- 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 or in designated areas determined by school administration.
- Elementary schools participating in Maryland Meals for Achievement Classroom Breakfast Program will have breakfast delivered to the classroom.
- Food and Nutrition Services strongly encourages cashless transactions and encourages households to deposit funds into their student account for a la carte snacks and beverages.
- Students can pick up a pre-packaged after school supper meal to take home at the end of the school day.

Students Attending Virtual School

- Meals will be available for virtual school students.
- Meal boxes consisting of breakfast, lunch and supper for five (5) days will be available for distribution.
- Meal distribution will be on Friday afternoons from 3:00 p.m. - 4:00 p.m.
- Virtual school 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.

Bus Configuration
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.

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

Bus Drivers 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 Drivers 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 non-public 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 coverings when students are disembarking or boarding the bus while not on route. Drivers will not be required to wear face coverings while driving because this may be distracting to the driver and for drivers that wear glasses may be at risk of their glasses fogging while driving. If a driver becomes ill during their route, they will contact their bus lot foreman or supervisor immediately. Drivers 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 Non-Public 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 Language 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 works 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-enter, 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 Equity Leads at each school with specific professional development to support learning about facilitating dialogue and creating school-based professional learning 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.

Looking ahead to the 2021-22 school year, the PGCPS Office of Communications and Community Engagement will continue 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 will be focused on connecting students, staff and families with vaccination resources — and after more than a year of distance and hybrid learning, we will be preparing families with the information they need 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 are distributed in English, Spanish and French. Meetings and events are 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 language 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

- **208 schools**
  - 122 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

- Websites
  - PGCPS ([www.pgcps.org](http://www.pgcps.org))
  - PGCPS en español ([www.pgcps.org/es](http://www.pgcps.org/es))

- Newsletters
  - Engage PGCPS (families and communities), weekly
  - Acción PGCPS (Spanish-speaking families and communities), weekly
  - PGCPS Express (employees), weekly
  - Partner PGCPS (business, faith-based and nonprofit groups), monthly

- Social media
  - Facebook (@PGCPS)
  - Facebook en español (@PGCPSenespanol)
  - Twitter (@PGCPS, @DrMonicaCEO)
  - Instagram (@PGCPS)
  - LinkedIn
  - YouTube

- PGCPS-TV
  - Verizon 38
  - Comcast 96
  - YouTube
  - Video-on-demand

**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:

Reconnect PGCPS webpage: The Reconnect PGCPS webpage (https://www.pgcps.org/reconnect-pgcps) provides an overview of 2021-22 school year learning
options, resources, our school reopening guide and reopening frequently asked questions. PGCPS en español features an identical companion site, Reconéctate con PGCPS (https://www.pgcps.org/es/reconnect-pgcps).

- **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 will feature 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 will keep stakeholders informed about fall learning, vaccination, safety and back-to-school protocols and student/family supports. Op-ed placements and national media appearances will provide 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 will amplify 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**
- Share information and updates on student/staff vaccination clinics.
- Promote summer meals program.
- Promote and accept applications for virtual fall K-6 and 7-12 online academies.
- Introduce new School Messenger tool and encourage family sign-ups.
- Promote annual back-to-school fair.
- Revamp weekly parent/community newsletters (Engage PGCPS/ Accion PGCPS).
- Regularly pitch stories around vaccination efforts, fall preparations, successes to local and national media.
- Continue to utilize PGCPS-TV to fill technology and language access gaps.

**Fall 2021**
- 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 will create a new committee of internal and external stakeholders for the 2021-2022 school year. The Reopening Plan Committee will have 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.

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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Jennifer Epps</td>
<td>Executive Director, PGCEA</td>
</tr>
<tr>
<td>Robin Evans</td>
<td>Supervisor, Office of Telephone and Data Wiring Services, Division of Information Technology, PGCPS</td>
</tr>
<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>
</tr>
<tr>
<td>Dr. Regina Garrett Spruill</td>
<td>Instructional Specialist, Department of Career and Technical Education, PGCPS</td>
</tr>
<tr>
<td>Lionel Harrell</td>
<td>Supervisor of Instrumental Music, Department of Creative and Performing Arts, PGCPS</td>
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<tr>
<td>Veronica Harrison</td>
<td>Director, Strategic Planning and Resource Management, PGCPS</td>
</tr>
<tr>
<td>Phixavier Holmes</td>
<td>Middle School Counselor, William Wirt MS, PGCPS</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Title</td>
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<tr>
<td>Trent Holmes</td>
<td>Secretary/Treasurer, Local 400</td>
</tr>
<tr>
<td>Catherine Houssa</td>
<td>PGCPS Parent</td>
</tr>
<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 Finance, PGCPS</td>
</tr>
<tr>
<td>Jackson Ibironke</td>
<td>Oracle ERP Functional Project Manager, Division of Information Technology, PGCPS</td>
</tr>
<tr>
<td>Nina Jacks</td>
<td>Project Manager for Kirwan and ESSER 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>
</tr>
<tr>
<td>Jeff Parker</td>
<td>President, ASASP</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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</tr>
<tr>
<td>Tatia Pittinger</td>
<td>Driver Trainer, Department of Transportation, PGCPS</td>
</tr>
<tr>
<td>Doris Reed</td>
<td>Executive Director, ASASP</td>
</tr>
<tr>
<td>Kimberly Roberson</td>
<td>Instructional Specialist, Technology Training Team, Division of Information Technology, PGCPS</td>
</tr>
<tr>
<td>Willie Sanders</td>
<td>Executive Vice President, Local 400</td>
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<tr>
<td>Patricia Scalise</td>
<td>Teacher, Kenilworth ES, PGCPS</td>
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<tr>
<td>Joan Shorter</td>
<td>Director, Department of Food and Nutrition Services, PGCPS</td>
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<tr>
<td>Reshma (Rae) Sinanan-Hill</td>
<td>PGCPS Parent</td>
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<tr>
<td>Kishawn Smith</td>
<td>Principal, Copper Lane, PGCPS</td>
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<tr>
<td>Sam Stefanelli</td>
<td>Director, Department of Building Services, PGCPS</td>
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<tr>
<td>Beverley Stone</td>
<td>Instructional Specialist, Department of Curriculum and Instruction, PGCPS</td>
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<tr>
<td>Emily Summerlot</td>
<td>Secondary Resource Teacher, Department of Special Education, PGCPS</td>
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<tr>
<td>Antoine Taylor</td>
<td>Plant Operations Supervisor, Department of Building Services, PGCPS</td>
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<tr>
<td>Phi Thach</td>
<td>Community School Coordinator, Judge Sylvania Woods ES, PGCPS</td>
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<tr>
<td>Katie Thomas</td>
<td>Instructional Specialist, Department of Special Education, PGCPS</td>
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<td>Timothy Traylor</td>
<td>Executive Director, Local 2250</td>
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<tr>
<td>Jefferson Turciosrivera</td>
<td>High School Student, Parkdale HS, 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>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>
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</table>
*Lead for Reopening Plan Committee*

Meetings will occur every six months beginning in August 2021:

<table>
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<th>School Year 2021-2022</th>
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<td>February 2022</td>
<td>February 2023</td>
<td>February 2024</td>
<td>February 2025</td>
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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 United States Department of Education (USDE) released related resources to assist schools in safely reopening for in-person learning as part of the

The United States 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 considerations 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 July 27, 2021, 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 in the fall 2021 is a priority.
- Vaccination is currently 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.
- The CDC recommends that “everyone in K-12 schools wear masks indoors, including teachers, students, and visitors, regardless of vaccination.”
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- 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.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
○ 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 June 24, 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, 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.
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 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)

CDC Clinical Care Considerations for COVID-19 Vaccinations

CDC guidelines for schools

COVID - C.A.R.E. Room

COVID-19 Vaccine Consent Form for Minors

COVID-19 Vaccines for Children and Teens

Digital tools

Equity Strategic Plan Executive Summary

Face Coverings - MDH Guidelines

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
Looking Through the Equity Lens

Maryland Department of Health: Interim Definition of Close Contact

Meal benefits

Parental Delegation Form Authorizing the Immunization of a Minor

PGCPS Athletics Website

PGCPS on Mental Health Supports

PGCPS Technology Training

Public transportation conveyances

Reconnect PGCPS Website

Response to a Confirmed Case of COVID-19 and Persons with COVID-19 Symptoms in Schools

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)

Volume 1 of the ED COVID-19 Handbook

Volume 2 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>
<thead>
<tr>
<th>Check for Completion</th>
<th>Requirement</th>
<th>Link to Item and/or Page # in Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td><strong>1. Local school systems must have their reopening plans completed and posted to the website by August 14, 2021.</strong> (<em>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).</em></td>
<td>Will be included by August 17, 2021</td>
</tr>
<tr>
<td></td>
<td>The MSDE will review all local recovery plans to ensure that the plans include all requirements for opening schools.</td>
<td></td>
</tr>
</tbody>
</table>
| ✓                    | **2. The local school systems' equity plan must be reflected throughout the local reopening plan.**                                                                                                           | Pages:  
  - 3  
  - 31-32  
  - 67-68  
  - 71-72  
  - 87-88  |
| ✓                    | **3. Local school systems must establish a reopening plan stakeholder group that is representative of their schools and community.**                                                                            | Pages:  
  - 3-4  
  - 75-79  
  - 83  |
|                      | *Local school systems need to update their reopening plan at least every six months through September 30, 2024.*                                                                                              |                                    |
| ✓                    | **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:  
  - 3  
  - 6-22  |
| ✓                    | **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.**                        | Pages:  
  - 6-22  
  - 25  
  - 28-39  
  - 41-44  
  - 62-63  
  - 73  
  - 82-84  
  - 89  |
|                      | *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.* |                                    |
| ✓                    | **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:  
  - 15  
  - 19-21  |
|   | 7. Local school systems must follow procedures that are developed by the MSDE in collaboration with the Maryland Department of Health and guidance from the CDC for an individual who tests positive for COVID-19. | Pages  
  ● 53-54  
  ● 57-59 |
|---|---|---|
|   | 8. Local school systems must follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the Maryland Department of Health and the CDC guidance. | Pages  
  ● 34-35  
  ● 45  
  ● 55-60 |
|   | 9. Local school systems must follow protocols for the safe transportation of students to and from schools. | Pages  
  ● 3  
  ● 6  
  ● 64-66 |
|   | 10. Local school systems must develop a system for tracking attendance when students are engaged in distance learning. | Pages  
  ● 3  
  ● 23-24  
  ● 81 |
|   | 11. Each local school system must develop its own plan for communication. | Pages  
  ● 3  
  ● 32  
  ● 68-74 |
|   | 12. The COVID-19 checklist (Appendix A) must be utilized in the development of the recovery plan. | NA |
|   | 13. The local school system must implement the MPSSAA Athletic Program. | Pages  
  ● 3  
  ● 25-26  
  ● 80 |