



Virtual Education Day Plan

**PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS**

February 2026

INTRODUCTION

The Maryland State Department of Education (MSDE) through [Maryland. Code, Education § 7-103.2](#), a section of the legislation, defines a set of allowances and requirements for Virtual Education for Severe Weather Conditions. The general requirements of the statute include:

- **Board Approved:** The county school board may authorize the use of virtual education days in severe weather conditions. Before this authorization is given to local school superintendents, the county school board must discuss this topic at an open meeting and vote affirmatively on the authorization.
- **Available to the Public:** The county school board shall publish the county's plan for virtual education on the school district's website.
- **Synchronous Instruction:** The county superintendent may decide to provide a day of virtual education (not less than four hours of synchronous instruction) only if the LEA has used all the days incorporated into its calendar for school closures for severe weather conditions
- **Attendance:** Attendance must be tracked for both students and staff. There also must be opportunities for students to make up work missed during virtual education days when they return to in-person school
- **Equity:** The district must ensure all students have the necessary technology or an alternative plan to make up work without penalty.

This plan gives Prince George's County Public Schools (PGCPS) the option to transition to virtual learning—synchronous instruction (4 hour minimum) supplemented with asynchronous learning opportunities—when or if school buildings are closed due to an inclement weather event or other emergencies. These are days when it is unsafe for PGCPS to transport students or have students and staff report to school buildings in person. Virtual instruction days count towards the minimum 180 required days of instruction under Maryland law and are initiated for the entire school district by the Superintendent of Schools.

The intent is to best prepare our schools and communities with the necessary support and resources to implement virtual instruction, when our operational status has changed.

*****NOTE**All inclement weather will not automatically trigger a switch to PGCPS's virtual instructional day plan. PGCPS's Division of Communications and Community Engagement has an established process of notifying students, staff, and the community for inclement weather days and will declare which type of inclement day we are experiencing.***

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DECISION MAKING

The safety of PGCPs students and employees is paramount. In the case of inclement weather or other emergencies that disrupt normal teaching and learning, there are various options for the school system's operating status; some events only require modifications, resulting in a delay or early dismissal, and others require closure or the potential of virtual instruction. PGCPs considers current and extended weather provided by the National Weather Service, road and traffic conditions, and the necessary progress towards in-person re-entry. Traditional snow days remain an option. Additionally, all incorporated make-up days must be exhausted before a Maryland school system can decide to provide virtual instruction.

Transitioning to virtual learning is considered when:

- ☐ Incorporated make-up days of the school calendar are accounted for
- ☐ An event and its timing is predictable based on available weather forecasting
- ☐ Most commonly, when the expected weather is a part of a multi-day inclement weather event (i.e. blizzard, ice storm, etc.)
- ☐ Prior preparation and communication has taken place

The decision to close schools or declare a virtual education day because of weather (or another widespread situation impacting safety) is always for the entire system. A uniform procedure to close all schools is maintained so the school system can respond quickly to emergency conditions and protect the safety and well being of students and staff who attend both public and non-public schools and receive transportation services.

COMMUNITY COMMUNICATIONS PLANS

COMMUNITY COMMUNICATIONS PLANS

Communications & Community Engagement

In times of crisis and uncertainty, clear and timely communication is of paramount importance. Prince George's County Public Schools has communications in place in case an imminent weather or emergency event causes the school district to transition to a virtual instructional day. The school system continues to focus on transparency while managing expectations, addressing urgent issues and considering future impacts (such as available long range weather forecasts). Additionally PGCPs is committed to connecting stakeholders with community partners and government resources to ensure it adapts to the times by utilizing various available resources. PGCPs has established clear and direct communication practices to ensure all personnel are prepared to take on their roles in a virtual education setting and deliver timely and high quality instruction and services to all students.

Preparation and Communication

- PGCPs Division of Communications and Community Engagement and individual schools will provide a "Get Ready" announcement (when a weather event is imminent and all make-up days included in the calendar are accounted for). Receiving the information is critical as everyone has a role to play:
 - Schools and teachers will start to check for readiness and communicate with students and families
 - Educators will also lead students in a "Virtual Education Day Drill" to ensure access and readiness
 - Chromebooks and chargers will be issued to students who have requested devices for home use.
- PGCPs Division of Communications and Community Engagement will share the decision to offer virtual learning as early as possible the day before.
- During this time, families are asked to:
 - [Create a ParentVUE account](#), if they have not already done so. ParentVUE provides access to the Synergy Student Information System (SIS) to view students' schedules and grades
 - Check [ParentVUE](#) accounts and, if needed, update the contact information to ensure families can be reached and provided with all status updates. Additionally, navigate to student information, select edit, select Y for needing a device, and save.
 - Help students practice logging into [Clever](#) to access digital learning platforms including Canvas and [Synergy \(StudentVUE\)](#).

- Notify their school if their student does not have access to reliable internet.

Families will learn of the decision to transition to virtual through established communication means—PGCPS website, emails and text messages, social media and local TV and radio media. The Office of Communications and Community Engagement will coordinate efforts that reflect our commitment to empower all members of the PGCPS community with information. During a change in the PGCPS operational status that leads to a delay, closure, or shift to a virtual day, the Office of Communications will continue to provide updates to the community; likewise, information regarding reopening will be shared in a timely fashion.

Communicating with the PGCPS Community

Prince George's County Public Schools serves an exceptionally diverse population. Systemwide communications are distributed in English, Spanish and French. Meetings and events are made accessible to linguistically diverse families through interpretation services in over 20 languages.

Communications Tools

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

- **Websites**
 - PGCPS (www.pgcps.org) includes a language feature that translates content into one of nine languages.
- **Social media**
 - [Facebook](#) (@PGCPS)
 - [Facebook en español](#) (@PGCPSenespanol)
 - [X \(formerly Twitter\)](#) (@PGCPS)
 - [Instagram](#) (@PGCPS)
 - [LinkedIn](#)
 - [YouTube](#)
- **PGCPS-TV**
 - Verizon 38
 - Comcast 96
 - [YouTube](#)
 - [Video on-demand](#)

Communications and Engagement Strategy

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

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

Employee communications: Customized messages to employees may be delivered by email and website.

Community engagement: If necessary, virtual information sessions will provide families with answers to virtual learning questions and information about resources.

STAFFING AND PERSONNEL

Role of School Administrators and Classroom Personnel

There are a variety of school-based personnel – administrators, classroom and non-classroom personnel – who support both students and teachers. Administrators and staff (e.g., principals, assistant principals, teachers, instructional assistants and specialized personnel) responsible for the daily instruction of students will assume their normal role via virtual education platforms used in PGCPs. Administrators will ensure all procedures and resources are in place for their specific school to carry out full virtual instruction for all students, mirroring in-person learning to the best extent possible.

Role of Non-Classroom Personnel

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

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

STAFF ROLES AND RESPONSIBILITIES	
Overall, staff will support virtual instruction and meet the needs of the public through virtual means.	
Staff	Support to Students in Virtual Learning Model

Instructional Staff (Classroom Teachers, Reading Specialists, Instructional Lead Teachers, etc.)	<ul style="list-style-type: none"> ● Provide support around incorporating strategies to meet students' instructional needs. ● Establish a regular schedule to provide direct instruction to students. ● Take attendance of students through Synergy. ● Provide opportunities for students to make up work missed during virtual education days when they return to in-person school. ● May participate in IEP, 504, or SST meetings, as needed
Central Office Staff (Content Supervisors, Instructional Specialists, Coordinators, Coaches, Peer Mediators, etc.)	<ul style="list-style-type: none"> ● Continue to engage in collaborative discussions with classroom teachers to provide updates and share best approaches to assist students with online learning. ● Continue to engage with families and communities in support of student learning. ● Assist with attendance reporting and tracking.
Media Specialists	<ul style="list-style-type: none"> ● Implement curriculum for PreK-12 for information literacy skills. ● Support teachers with digital resources related to specific units, upon request. ● Promote webinars, video conferencing and video tools to connect students. ● Manage the online library catalog and provide training as needed.
Student Services (Professional School Counselors, Pupil Personnel Workers, School Psychologists, School Social Workers, Mental Health Clinicians)	<ul style="list-style-type: none"> ● Provide support for staff regarding typical youth reactions to stress and trauma, some of which might be resulting from home confinement. ● Deliver virtual lessons pertaining to Social and Emotional Learning. ● Provide parent workshops on topics and services to assist families to take advantage of services available in the school system and surrounding community. ● May participate in IEP, 504, or SST meetings, as needed
School-Based Nurses	<ul style="list-style-type: none"> ● Provide virtual health education and support to students, staff and families. ● Participate virtually in IEP, 504, SST and Crisis Intervention meetings. ● Consult with families and refer as needed to health-related community resources. ● Monitor for immunization compliance.
Special Educators Preschool	<ul style="list-style-type: none"> ● Provide specially designed instruction during their virtual learning instructional time for students and families through Google Meet. ● May participate in IEP, 504, or SST meetings, as needed

Special Educators Elementary	<ul style="list-style-type: none"> Establish regular meeting times to provide specially designed instruction and/or teacher-led reading and mathematics intervention lessons live to students through Google Meet. Monitor the implementation of student IEP to ensure that they are being implemented with fidelity. May participate in IEP, 504, or SST meetings, as needed
Special Educators Secondary	<ul style="list-style-type: none"> Co-plan and co-teach with general education teachers; provide specially designed instruction and/or teacher-led intervention lessons during their Google Meet instructional time in content area co-taught class. Monitor the implementation of student IEP to ensure that they are being implemented with fidelity. May participate in IEP, 504, or SST meetings, as needed
Special Educators Special Programs (CRI, Regional, Transition, Autism, CSEP, DHOH)	<ul style="list-style-type: none"> Provide core instruction/specially designed instruction or teacher-led reading/mathematics intervention lessons, as applicable, during virtual learning. May participate in IEP, 504, or SST meetings, as needed
Related Service Providers (Speech/Language Pathologists, Occupational Therapists, Physical Therapists)	<ul style="list-style-type: none"> Provide related services through virtual platforms, when possible. May participate in IEP, 504, or SST meetings, as needed
General Education Paraeducators	<ul style="list-style-type: none"> Assist teachers by preparing, gathering and/or posting materials. Assist with taking attendance through Synergy. Assist in posting and providing make up assignments. Be available to be in contact with families and students who are attempting to access virtual learning.
Special Education Paraeducators	<ul style="list-style-type: none"> Assist teachers by preparing, gathering and/or posting materials. Assist in posting and providing make up assignments. Be available to be in contact with families and students who are attempting to access virtual learning.
Itinerant Special Education Assistant (ISEA)	<ul style="list-style-type: none"> Assist teachers by preparing, gathering and/or posting materials. Provide supplemental instruction and/or support teachers through virtual instruction. Be available to be in contact with families and students who are attempting to access virtual learning.

Dedicated Assistant	<ul style="list-style-type: none">• Work one-on-one with assigned students to support the implementation of the Individualized Education Program (IEP) goals/objectives and services virtually.• Assist with data collection.• Be available to be in contact with families and students who are attempting to access virtual learning.
Lead Safety and Security Counselor	<ul style="list-style-type: none">• Work closely with the school administrator(s) to ensure the plans are in place for safe return to the school.
Crisis Intervention Resource Teachers In School Suspension Room Monitors (ISS)	<ul style="list-style-type: none">• Offer resources and support to families.• Assist teachers in contacting families of students having behavioral or academic struggles.• Assist in providing and implementing restorative practices and social-emotional strategies.
Parent Engagement Assistants	<ul style="list-style-type: none">• Support of the school system and their assigned school's requests for assistance with ensuring student attendance and participation and family engagement during the virtual day(s).• Assist parents by addressing virtual learning concerns around equipment and instruction.• Support families in accessing internet resources through partnerships.

STUDENT INSTRUCTIONAL PLAN

Instructional Program

Prince George's County Public Schools (PGCPS) is committed to ensuring the safety of all students and staff while maintaining continuity of teaching and learning. When severe weather conditions disrupt the ability to conduct in-person instruction, PGCPS may close school buildings or delay openings. Virtual Education Days may be implemented only after all calendar-designated make-up days have been exhausted and when severe weather is imminent, allowing the school system time to prepare educators, students, and families.

PGCPS is prepared for all schools to operate in a virtual format when necessary. The instructional program during a Virtual Education Day will continue to provide students access to college and career readiness standards through high-quality virtual instruction delivered from home. While there is no substitute for in-person learning, PGCPS expects educators and families to make every effort to engage in meaningful, live teaching and learning experiences on a virtual platform.

A Virtual Instructional Day will include a minimum of four (4) hours of synchronous (live) instruction, supplemented by asynchronous learning activities. Instruction will reflect a balanced approach and include teacher-assigned, curriculum-aligned tasks. Teachers will utilize content curriculum documents, instructional resources, and approved virtual learning platforms to plan and deliver engaging lessons for all students that are in alignment with the content being taught. All educators will adhere to established grading procedures during virtual learning.

Students will access virtual instruction by logging into Clever to reach digital learning platforms such as Canvas and Synergy (StudentVUE). Educators will post links for live virtual instructional sessions and are encouraged to use Google Meet, which provides attendance reporting features. Attendance may also be taken visually and/or verbally. The educator of record is responsible for recording attendance in Synergy within four (4) days of the Virtual Education Day. Student attendance is required and monitored during all virtual instructional days.

Educators will take attendance and collect, grade, and record specific assignments in Synergy. However, instructional activities completed during a Virtual Education Day will not negatively impact a student's grade. Students are expected to submit assignments as directed by their teachers, and educators will provide make-up assignments as necessary.

To support equitable access, schools will work with their communities to ensure students have access to a device at home. Devices will be issued to students whose parents or guardians submit a request through ParentVUE; other students may use personal devices. Prior to a Virtual Education Day, educators will conduct a "Virtual Education Day Drill" to ensure students can successfully log in, access digital platforms, and participate in synchronous learning.

PGCPS Communications will announce Virtual Education Days, and schools and teachers will share detailed information directly with families. Additional support is available through the district's Virtual Learning Support page for school leaders and educators, as well as the Digital Learning Parent Resources page for students and families.

- Procedural guidelines for school leaders and educators– [Virtual Learning Support page](#).
- Assistance for Students and Families– [Digital Learning Parent Resources page](#)

Attendance

During Virtual Learning, attendance will be taken by educators through Synergy and specific assignments will be collected, graded and recorded in the student information system. Students will log into [Clever](#) to access their digital learning platforms such as Canvas, and [Synergy \(StudentVUE\)](#) to check their progress on graded assignments. The teacher of record will update attendance and grade completed assignments in Synergy.

Early Childhood Programs

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

Early Childhood Programs include:

- Infants and Toddlers
- Preschool Special Education
- Prekindergarten
- Montessori for 3-, 4- and 5-Year-Olds

Infants and Toddlers Program

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

Preschool Special Education

The virtual learning schedule for special education preschool students combines synchronous (live) and asynchronous (offline/guided) learning experiences aligned with the services identified in students' IEPs. During asynchronous learning times, children engage in age-appropriate, teacher-assigned activities with support from an adult to help them participate meaningfully and work toward individualized learning goals aligned with their IEPs. The schedule also includes virtual parent coaching sessions, during which teaching teams partner with families to model strategies and explain how to support learning at home. Following these sessions, teachers facilitate a virtual lesson to support the provision of developmentally appropriate, curriculum-based activities that support 3- and 4-year-old students' access to standards-based instruction while embedding targeted practice of IEP goals and objectives.

Prekindergarten

The virtual learning schedule for early childhood students are both synchronous and asynchronous. During independent times, children will use their devices to work on age-appropriate resources to complete activities that support the learning goals as assigned by the classroom teacher.

Teachers will incorporate planned cognitive transitions throughout the components of the day as children change from one activity to another. It is expected that transitions may take longer during virtual learning.

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

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

Elementary School Virtual Learning Model

In a full virtual learning model, students will receive live synchronous lessons based on the schedule communicated by the school. In a full virtual learning model, students will receive live synchronous lessons in the core content areas: Reading/English language arts, mathematics, science and social studies, on a schedule set by the school. Classes for health, physical education, music and art will rotate and be provided as determined by the school schedule. Teachers and paraeducators will provide whole class and small group instruction during a virtual instructional day. Asynchronous learning activities will supplement the live instruction.

Within the virtual learning models, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and licensed educators/paraeducators (e.g., English Language Development (ELD) teachers, special educators). MLs and students with disabilities will have the opportunity to meet virtually with their ELD teacher or special educator during a portion of the instructional block, as appropriate. Small group instruction for enrichment or intervention will be provided as needed or documented by an IEP, ML plan, or 504 plan.

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

Middle School Virtual Learning Model

In a full virtual learning model, students will receive live synchronous lessons based on the schedule communicated by the school. In the virtual learning model, students will receive live synchronous lessons daily. Some courses are scheduled to meet every day and some meet every other day. Students will follow the communicated schedule of their school (e.g. A/B model, etc.). Asynchronous learning activities will supplement the live instruction.

Within the virtual learning models, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and licensed educators/paraeducators (e.g., English Language Development (ELD) teachers, special educators). MLs and students with disabilities will have the opportunity to meet virtually with their ELD teacher or special educator during a portion of the instructional block, as appropriate. Small group instruction for enrichment or intervention will be provided as needed or documented by an IEP, ML plan, or 504 plan.

High School Virtual Learning Model

In a full virtual learning model, students will receive live synchronous lessons based on the schedule communicated by the school. In virtual learning, students will receive live synchronous lessons daily in all scheduled courses. Some classes are scheduled to meet every day and some meet every other day. Students will follow the communicated schedule of their school (e.g. A/B model, etc.). Asynchronous learning activities will supplement the live instruction.

Within the virtual learning models, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and licensed educators/paraeducators (e.g., English Language Development (ELD) teachers, special educators). MLs and students with disabilities will have the opportunity to meet virtually with their ELD teacher or special educator during a portion of the instructional block, as appropriate. Small group instruction for enrichment or intervention will be provided as needed or documented by an IEP, ML plan, or 504 plan.

Non Public Students

Pursuant to COMAR 13A.06.07.03(B), a local school system is responsible for the safe operation of its student transportation system. Accordingly, safety for students and staff is our priority. If the LEA has determined that it is not safe to transport students on a specific day due to inclement weather, the LEA will not be required to transport students residing in their county, regardless of whether the jurisdiction where the nonpublic school is located is open or closed for instruction. This applies whether the LEA where the student resides is closed for instruction or has decided to provide virtual instruction.

PGCPS Inclement weather policy acknowledges that most of our nonpublic schools follow the same inclement weather policy of the Local School System (LSS) in which they are located. When our school system is closed during inclement weather, PGCPS will not provide transportation to nonpublic schools.

PGCPS will work collaboratively with impacted families, non public schools administrators to make up any missed services due to a lack of transportation to the non public schools for in-person instruction and will consider the need for any compensatory services, if appropriate.

STUDENT ASSESSMENT

Assessments

While virtual instructional days exist for pending or predictable inclement weather, they are not designed for extended periods. Since virtual instructional days are for short events and emergencies, state assessments will not be administered during a virtual instructional day. Any adjustments to the state testing window will be conveyed from MSDE and shared with families. Likewise, district assessments will not be administered during virtual instruction. Classroom teachers will use their discretion regarding the administering of classroom assessments.

SOCIAL AND EMOTIONAL SUPPORT PLANS

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

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

Student Services

During virtual learning, it is critical to conduct student encounters by telephone or video conference when they are experiencing increased levels of stress and anxiety and need individual support. Students believed to be in crisis should be reported to the student's school counselor for immediate action. The Prince George's County Mobile Unit can be utilized for wellness checks when appropriate. The Department of Student Services may work with school-based administrators and other staff to ensure smooth coordination of these services during virtual learning.

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

TECHNOLOGY PLAN

Information Technology

Although nothing can replace an in-person learning experience, school systems can engage students using digital applications in meaningful and productive ways to enhance their learning. This is at the core of the resources provided by the PGCPs Division of Information Technology, which aims to ensure all children and youth have access to a quality education.

Each PGCPs student has access to a technology device to access online platforms, complete assignments and communicate with teachers. Specific assignments will be collected, graded and recorded in the PGCPs student information system, Synergy. Students should submit assignments as determined by the teachers through our online learning management platform, Canvas. Canvas and other digital learning resources are accessible for students and teachers through Clever.

Devices

Every PGCPs student is provided with a digital mobile device (Chromebook or iPad) for use at school. During virtual education days, we encourage students who have access to their own personal devices at home, to use those. If a student requires a device for home use, parents or guardians must [submit a request](#) through ParentVUE. By accepting the device for at-home use, the family agrees to the terms and financial obligations outlined in the Student Device Usage Agreement regarding any potential misuse.

Every educator has access to a district-issued device for use at school or home. Using their device, educators and students may connect through virtual conferencing tools, such as Google Meet. This allows PGCPs to provide synchronous virtual learning in real time.

For details about students' devices and the Student Device Usage Agreement, visit our [Student Devices webpage](#).

Internet Connectivity

Based on previous experience with virtual learning, the overwhelming majority of PGCPs students have access to the internet at home. Where the digital divide persists, PGCPs has a limited number of remaining hotspots from the pandemic that are activated and provided to students through their schools in times of need for internet access outside of school. Additionally, the PGCPs McKinney-Vento Program has been issued a set of hotspots for quick deployment should a family experience homelessness and be without internet access.

Schools should monitor students' need for devices and internet access, and work with the PGCPs Information Technology division to ensure students – and staff – have the necessary tools for digital learning when devices become damaged or if families need support with home access to the internet. In advance of anticipated synchronous virtual learning, damaged student devices should be exchanged at the school level for operable ones, and damaged devices should be removed weekly for repair.

Resources for Implementation

Procedural guidelines for schools to support the virtual instructional day plan can be found on the [Virtual Learning Support page](#). Families and students may visit the [Digital Learning Parent Resources page](#) for assistance. A checklist which includes the related links will be shared with teachers and school leadership to ensure schools are prepared to implement a virtual instructional day, when needed.

Appropriate Use and Student Responsibilities

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

Students shall:

- Know their login information
- Report virtually to their scheduled class on time in appropriate school attire
- Be respectful to adults and peers
- Use technology tools and sites as directed by their teacher
- Follow PGCPs technology equipment user agreement
- Follow Use of Technology guidelines (as provided in the Handbook)

Students shall not:

- Share their user account information or password with others
- Attempt to bypass security restriction and computer devices, networks, or internet access
- Use network account for non-school related activities
- Copy licensed software, download or copy files without permission
- Create, access, or distribute offensive, obscene, bullying or otherwise inappropriate materials
- Capture images or recordings of other students or staff from another device
- Use inappropriate screensavers
- Use inappropriate background setting
- Intentionally damage technology

Complete guidelines for the acceptable use of technology are contained in [Administrative Procedure 0700](#). Teachers and other non-classroom personnel assisting with virtual learning are encouraged to implement various levels of interventions and responses in an effort to teach, correct and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Device care guidance and digital citizenship activities are available for teachers and students to teach and reinforce appropriate behaviors. If needed, administrators are encouraged to use the lowest Level of Response to address inappropriate behavior. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.