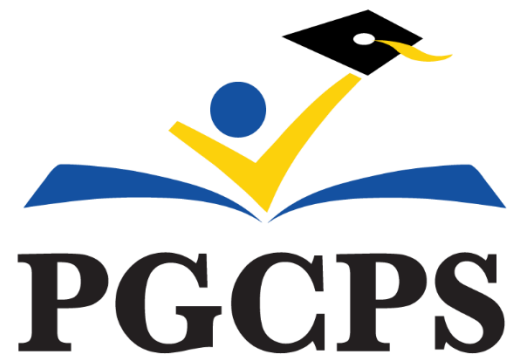


# **Prolonged State of Emergency Virtual Education Plan**

*May 7, 2026*



# INTRODUCTION

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

This Prolonged State of Emergency Virtual Education Plan includes recommendations related to staffing and personnel assignments, student instruction, student assessment and learning support, social-emotional support, community communication, technology, nutritional and health services, and return to in-person instruction. It also features guidance and implementation for virtual learning where students will participate from home daily, and how PGCPS will ensure a speedy and safe reopening when cleared to do so.

## Background

PGCPS currently has a Virtual Education Day Plan in place for inclement weather days that provides the option to transition to virtual learning – a minimum of four hours of synchronous instruction supplemented with asynchronous learning opportunities – when school buildings are closed due to an inclement weather event or other emergencies. PGCPS developed and implemented its current virtual education day plan in February 2026.

Additionally, PGCPS has successfully implemented a combination of synchronous and asynchronous virtual learning in the PGCPS Online Campus, a blended virtual program. Different forms of virtual learning have been successfully implemented in PGCPS since March 2020. If PGCPS were to experience a prolonged state of emergency where school buildings were not available for 14 days or more, continuity of learning will remain the priority and daily instruction will continue. On synchronous virtual education days, limited adjustments to the regular school schedule are necessary and students and educators progress through their daily class schedule virtually instead of in person. Instruction is provided via Zoom and Google Meet platforms, and student assignments are tracked in the Canvas Learning Management System.

In response to a prolonged state of emergency, PGCPS will rely on these established practices and adjust staffing and schedules accordingly to meet the needs of all students.

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# I. 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 roles via virtual education platforms used in PGCPS. Administrators will ensure all procedures and resources are in place for their specific school to carry out full virtual instruction for all students, mirroring in-person learning to the fullest extent possible. Teachers, classroom support and certified staff will follow their established schedules and coordinate with administrators and teachers to accommodate for any changes that may be required.

## Role of Non-Classroom Personnel

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

Non-classroom 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

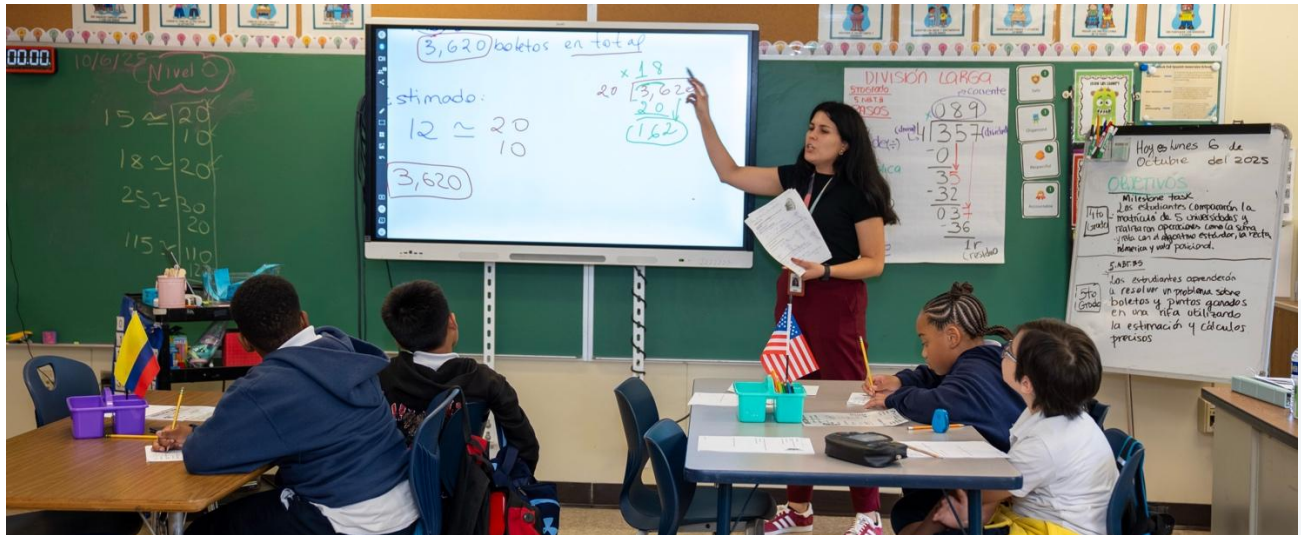
<p>Overall, staff will support virtual instruction and meet the needs of the public through virtual means.</p> <p>Specific details for roles and position types are included below.</p>	
Staff	Support to Students in Virtual Learning Model
<p><b>Instructional Staff</b> (Classroom Teachers, Reading Specialists, Instructional Lead Teachers, etc.)</p>	<ul style="list-style-type: none"> <li>• Provide support to content area teachers around incorporating strategies to meet students' instructional needs.</li> <li>• Establish a regular schedule to provide direct instruction to small groups of students (in teacher's certification area).</li> <li>• Take attendance of students through Synergy.</li> <li>• Provide opportunities for students to make up work missed during the prolonged state of emergency and when they return to in-person school.</li> <li>• May participate in Individualized Education Program (IEP), 504, or SST meetings, as needed.</li> </ul>
<p><b>Central Office Staff</b> (Content Supervisors, Instructional Specialists, Coordinators, Coaches, Peer Mediators, etc.)</p>	<ul style="list-style-type: none"> <li>• Continue to engage in collaborative discussions with classroom teachers to provide updates regarding state and district mandates. Share best approaches to assist students with online learning.</li> <li>• Continue to engage with families and communities in support of student learning.</li> <li>• Assist with attendance reporting and tracking.</li> </ul>
<p><b>Media Specialists</b></p>	<ul style="list-style-type: none"> <li>• Implement curriculum for PreK-12 for information literacy skills.</li> <li>• Design welcoming and accessible library websites highlighting student work and online resources.</li> <li>• Support teachers with digital resources related to specific units, upon request.</li> <li>• Promote webinars, video conferencing and video tools to connect students.</li> <li>• Collaborate with teachers to plan and implement instructional units that integrate use of the library (online) with classroom curriculum.</li> <li>• Manage the online library catalog, <a href="#">Follett Destiny</a>, and provide training as needed.</li> </ul>
<p><b>Student Services</b> (Professional School Counselors, Pupil Personnel Workers, School Psychologists, School Social Workers, Mental Health Clinicians)</p>	<ul style="list-style-type: none"> <li>• Provide professional development and support for staff regarding typical youth reactions to stress and trauma, some of which might be resulting from home confinement.</li> <li>• Deliver virtual mental health workshops to students and personnel.</li> <li>• Deliver virtual lessons pertaining to Social and Emotional Learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish designated virtual office hours and schedule visits.</li> <li>• Provide parent workshops on topics and services to assist families to take advantage of services available in the school system and surrounding community.</li> <li>• May participate in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>School-Based Nurses</b>	<ul style="list-style-type: none"> <li>• Provide virtual health education and support to students, staff and families.</li> <li>• Participate virtually in IEP, 504, SST and Crisis Intervention meetings.</li> <li>• Conduct cleaning, disinfecting and other safety/educational training for custodians.</li> <li>• Promote healthy habits virtually (handwashing, donning and doffing of gloves, bloodborne pathogens, etc.).</li> <li>• Consult with families and refer as needed to health-related community resources.</li> <li>• Monitor for immunization and other related compliance.</li> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>Special Educators Preschool</b>	<ul style="list-style-type: none"> <li>• Establish a regular schedule to provide specially designed instruction during their virtual learning instructional time for students and families through Google Meet or Zoom.</li> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>Special Educators Elementary</b>	<ul style="list-style-type: none"> <li>• Establish a regular schedule to provide specially designed instruction during their virtual learning instructional time for students and families through Google Meet</li> <li>• Work with general education teachers to establish regular meeting times to provide specially designed instruction and/or teacher-led reading and mathematics intervention lessons live to students through Google Meet or Zoom.</li> <li>• Monitor the implementation of a student's IEP to ensure that it is being implemented with fidelity.</li> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>Special Educators Secondary</b>	<ul style="list-style-type: none"> <li>• Co-plan and co-teach with general education teachers; establish a regular schedule to provide specially designed instruction and/or teacher-led intervention lessons during their Google Meet or Zoom instructional time in the content area co-taught class.</li> <li>• Monitor the implementation of a student's IEP to ensure that it is being implemented with fidelity.</li> </ul>

	<ul style="list-style-type: none"> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>Special Educators Special Programs</b> (CRI, Regional, Transition, Autism, CSEP, DHOH)	<ul style="list-style-type: none"> <li>• Provide core instruction/specially designed instruction or teacher-led reading/mathematics intervention lessons, as applicable, during virtual learning instructional time.</li> <li>• Monitor the implementation of a student's IEP to ensure that it is being implemented with fidelity.</li> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>Related Service Providers</b> (Speech/Language Pathologists, Occupational Therapists, Physical Therapists)	<ul style="list-style-type: none"> <li>• Work with the case manager to establish regular meeting times to provide related services through virtual platforms.</li> <li>• Monitor related services to ensure they are provided at the frequency and duration that is indicated in a student's IEP.</li> <li>• May participate virtually in IEP, 504, or SST meetings, as needed.</li> </ul>
<b>General Education Paraeducators</b>	<ul style="list-style-type: none"> <li>• Assist teachers by preparing, gathering and/or posting materials.</li> <li>• Host online sessions to provide supplemental instruction or support through live or recorded means.</li> <li>• Conduct phone, online or Zoom check-ins with families.</li> <li>• Be available to contact families and students who are attempting to access virtual learning.</li> <li>• Assist with taking attendance through Synergy.</li> </ul>
<b>Special Education Paraeducators</b>	<ul style="list-style-type: none"> <li>• Assist teachers by preparing, gathering and/or posting materials.</li> <li>• Assist with organizing and hosting online sessions to provide supplemental instruction.</li> <li>• Be available to be in contact with families and students who are attempting to access virtual learning.</li> <li>• Support teachers/students through live or recorded means.</li> </ul>
<b>Itinerant Special Education Assistant (ISEA)</b>	<ul style="list-style-type: none"> <li>• Assist teachers by preparing, gathering and/or posting materials.</li> <li>• Provide supplemental instruction and/or support teachers through live or recorded means.</li> <li>• Be available to contact families and students who are attempting to access virtual learning.</li> </ul>

<p><b>Dedicated Assistant</b></p>	<ul style="list-style-type: none"> <li>• Work one-on-one with assigned students to support the implementation of the IEP goals/objectives and services.</li> <li>• Assist with data collection.</li> <li>• Be available to contact families and students who are attempting to access virtual learning.</li> </ul>
<p><b>Lead Safety and Security Counselor</b></p>	<ul style="list-style-type: none"> <li>• Work closely with the school administrator(s) to ensure plans are in place for safe return to the school.</li> </ul>
<p><b>Crisis Intervention Resource Teachers</b></p> <p><b>In School Suspension (ISS) Room Monitors</b></p>	<ul style="list-style-type: none"> <li>• Implement Rethink and Second Step lessons to identified students.</li> <li>• Offer resources and support to families.</li> <li>• Assist teachers in contacting families of students having behavioral or academic struggles.</li> <li>• Assist in providing and implementing restorative practices and social-emotional strategies.</li> <li>• Assist with data collection and implementation of Behavior Intervention Plans.</li> </ul>
<p><b>Parent Engagement Assistants</b></p>	<ul style="list-style-type: none"> <li>• Support the school system and their assigned school's requests for assistance with ensuring student attendance and participation and family engagement during the prolonged virtual plan.</li> <li>• Assist the Parent Centers in answering phones and making referrals to address virtual learning concerns around equipment and instruction.</li> <li>• Support families in accessing internet resources through partnerships with providers, as well as hotspots through the Division of Information Technology.</li> </ul>

## II. INSTRUCTIONAL DELIVERY



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

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

While synchronous learning that follows the regular schedule as closely as possible is preferred, asynchronous instruction is designed for students to work independently and be reflective of balanced instruction to include teacher-assigned, curriculum-aligned tasks.

While the state legislature requires this virtual plan, PGCPS will also leverage its community partnerships to ensure students and families can receive additional support. PGCPS will coordinate with community partners to provide opportunities for students to receive synchronous virtual instruction. Continuing to serve the diverse student community of Prince George's County and the various modalities in learning is paramount for PGCPS.

## Attendance

During virtual learning, educators will take attendance through Synergy and will collect, grade and record specific assignments in the PGCPSS 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.

## Early Childhood Programs

Because each program is unique, schedules, activities and timeframes may vary. The Early Childhood programs consist of half-day and full-day programs, which impacts the planning of virtual learning models. 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 receive the appropriate services and service hours as documented in their 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' Individualized Education Programs (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 is both synchronous and asynchronous. When there is no synchronous virtual learning instruction, children will use their devices to work on age-appropriate apps (i.e., Hatch Ignite) and complete activities that support the learning goals as assigned by the classroom teacher. Teachers will incorporate planned cognitive transitions throughout the components of the day as children change from one activity to another. It is expected that transitions may take longer during virtual learning. As children become adjusted to daily virtual routines, cognitive transitions will take less time and run more smoothly.

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

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

## Elementary School Virtual Learning Model

In a full virtual learning model, students will receive live synchronous lessons in the core content areas: Reading/English Language Arts, mathematics, science and social studies, on a schedule set by the school. Classes for health, physical education, music and art will rotate daily and be provided as determined by the school schedule. Students will receive weekly lessons for each of these courses. Teachers and paraeducators will provide whole class and small group instruction during a virtual instructional day. Asynchronous learning activities will supplement the live instruction. While not required, some teachers may record live lessons for later viewing.

While the instructional guide provides a framework, teachers are expected to exercise professional discretion and flexibility in their delivery as it aligns to the guidelines and school schedule. Instructional timing and methods should be intentionally adapted based on student grade levels and developmental appropriateness for a virtual environment to ensure all students effectively reach the intended learning outcomes. Teachers and paraeducators will provide small group instruction throughout the week for both reading and mathematics. Students not participating in small group instruction will have independent practice or work with other staff as assigned with opportunities for additional small group instruction as needed.

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

(ELAP). Small group instruction for enrichment or intervention will be provided at a consistent time as needed or documented by an IEP, or 504 plan.

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

### **Middle School Virtual Learning Model**

In the virtual learning model, students will receive live synchronous lessons daily in scheduled courses and supplemental asynchronous learning activities. Some courses are scheduled to meet every day, while others meet every other day. Students will follow their regular school schedule. The A/B-day models for middle school provide a structure for 4-, 5- and 6-periods a day. While not required, some teachers may record live lessons for later viewing.

Within virtual learning, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ELD teachers, special educators) on a regular schedule. For multilingual learners in self-contained ELD classes, they will receive live synchronous lessons daily in scheduled courses and supplemental asynchronous learning activities. During virtual learning live lessons, MLs in co-taught classes and students with disabilities should join breakout sessions with their ELD teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided for all classes and as needed or documented by an IEP, English Language Acquisition Plan (ELAP) or 504 plan.

### **High School Virtual Learning Model**

In virtual learning, students will receive live synchronous lessons daily in scheduled courses and supplemental asynchronous learning activities. Some classes are scheduled to meet every day, while others meet every other day. Students will follow their regular schedule. While not required, some teachers may record live lessons for later viewing.

With virtual learning, support for Multilingual Learners (MLs) and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ELD teachers, special educators) on a regular schedule. Multilingual learners in self-contained ELD classes will receive live synchronous lessons daily in scheduled courses and supplemental asynchronous learning activities. During virtual learning live lessons, MLs in co-taught classes and students with disabilities will join breakout sessions with their ELD teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided for all classes and as needed or documented by an IEP, English Language Acquisition Plan (ELAP), or 504 plan.

## Nonpublic 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 Local Education Agency (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.

The PGCPSS 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, PGCPSS will not provide transportation to nonpublic schools.

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

## Regional/CRI Schools Virtual Learning Model

Students will participate in core content activities through appropriate online platforms or may access pre-recorded lessons via the same platforms. A combination of live and pre-recorded lessons is preferred, based on the individual Regional/CRI program capacity. In addition, paraprofessionals and ISEAs will support the teacher with instruction and data collection during instructional activities.

# III. ASSESSMENT AND LEARNING SUPPORT

## Assessments

The PGCPSS assessment program will focus on state, district and locally created assessments to provide student performance data and help staff identify students' learning needs for ongoing instruction planning. PGCPSS will prioritize these assessments, which will be presented in an online test administration platform on technology devices provided to all students. The online testing platform will also provide accommodations and accessibility features for students in Individualized Education Programs (IEPs) and/or 504 plans. Resources, training sessions and technical assistance will be provided to school-based and central office staff to support effective and appropriate assessment practices in a virtual learning environment, including limitations tied to test security, fidelity in assessment administration and data analysis.

The key priorities of assessments for prolonged virtual education are:

- Administer Diagnostic assessments in an online platform to all students in all major content areas to support student placement and to identify gaps in understanding to mitigate learning loss.
- Ensure Diagnostic assessments for all core courses assess students' skills related to course content and provide additional learning supports for students identified as having learning loss.
- Administer Benchmark assessments in an online platform to all students in Reading/English Language Arts and Mathematics at the beginning, middle and end of an academic year to provide instructional feedback and progress monitoring on standards-based instruction.
- Administer a Universal Screening diagnostic assessment in an online platform to all kindergarten, first, second and third grade students to identify any students at risk in reading and language skills and determine the best interventions to provide for support and remediation.
- Continue to identify common PGCPs created assessments to monitor student understanding and adjust instruction.
- Continue to identify key dates/points in the instructional cycle to administer assessments based on standards-based instruction.
- Determine data analysis structures and protocols for analyzing assessments administered and how the reporting data can be utilized for progress monitoring and instructional planning.
- Continue to identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as "at risk."

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

### **Evaluation of Virtual Learning**

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

- Attendance

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

These components will be considered in the overall evaluation of the PGCPSS virtual learning model as well as individually measured to gauge student academic growth and performance and social-emotional competencies during virtual learning. PGCPSS will determine the appropriate measurement tools and components to evaluate student learning and achievement. The district will evaluate the effectiveness of its virtual learning offerings, including the extent to which the learning goals are achieved; the district will use the results to enhance the attainment of the targeted goals.

## IV. WELLNESS

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

During virtual education, students, staff and parents/guardians will require support while away from the regular in-person school and classroom setting. The Department of Student Services identified and compiled social-emotional learning (SEL) supports appropriate for virtual learning for students, staff and parents. Teachers and all mental and behavioral health personnel will adapt the strategies and resources used in school to a virtual setting. PGCPSS 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, PGCPSS will employ tele-mental health services to support students who require counseling during virtual instruction. Social-emotional learning platforms will be utilized to provide SEL lessons during virtual learning.

Stakeholders can learn more about all the available wellness resources and supports on the [PGCPSS Office of Mental Health site](#).

### **Student Services**

During virtual learning, it is critical to conduct student encounters by telephone or video conference when students experience increased levels of stress and anxiety and need

individual support. Students believed to be in crisis should be reported to the student’s school counselor for immediate action. The Prince George’s County Mobile Unit will be utilized for wellness checks when appropriate. PGCPS has put plans in place for its student services delivery during virtual education. Department and program leaders will be available to work with principals, as needed. The Department of Student Services will work with school-based administrators and other staff to ensure smooth coordination of these services are maintained during virtual learning.

PGCPS will ensure that guidance, support and other resources are available to students, staff and families. Along with mental health and social-emotional support, PGCPS will ensure students adhere to the technology and appropriate virtual expectations as listed within the [Student Rights and Responsibilities Handbook \(Section 7\)](#).

## V. COMMUNICATION

### Communications & Community Engagement

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

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

### Communicating with the PGCPS Community

Prince George’s County Public Schools serves an exceptionally diverse population. 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](http://www.pgcps.org)) includes a language feature that translates content into one of nine languages.
- PGCPS also offers additional resources to ensure students and families who speak other languages can receive critical information and updates in their first language.

## Newsletters

- *Engage PGCPS* (families and communities), twice a month
- *Acción PGCPS* (Spanish-speaking families and communities), monthly
- *PGCPS Express* (employees), twice a month

## Social media

- [Facebook](#) (@PGCPS)
- [Facebook en español](#) (@PGCPSenespanol)
- [X \(formerly Twitter\)](#) (@PGCPS)
- [Instagram](#) (@PGCPS)
- [LinkedIn](#)
- [YouTube](#)
- **PGCPS-TV**
  - Verizon 38
  - Comcast 96
  - [YouTube](#)
  - [Video on-demand](#)

## Communications and Engagement Strategy

### Key messages

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

- We will continue to seek guidance from state and local health experts, authorities, government partners, and the Maryland State Department of Education and adhere to directives regarding the state of emergency.

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

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

**Employee communications:** Customized messages to employees are delivered through email, website, the PGCPs Express newsletter and updates from the Superintendent.

**Community engagement:** Virtual town halls and virtual school community meetings will provide families with more information about virtual learning and other resources.

## VI. LOGISTICS AND OPERATIONS

### TECHNOLOGY PLAN



#### Information Technology

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

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

#### 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 to use their own personal devices at home, if available. 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.

Families will be informed of any decisions to transition to virtual through established communication means—PGCPS website, emails and text messages, social media and local TV and radio. 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.

Every educator has access to a district-issued device for use at school or home. Educators and students may use their devices to 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 internet access 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 will 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.

### Resources for Implementation

Procedural guidelines for schools to support the virtual instructional day plan can be found on the [Virtual Education Day Support page](#). Families and students can visit the [Digital Learning Parent Resources page](#) for additional assistance. A checklist with 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 \(Section 7\)](#).

#### Students shall:

- Know their login information.

- Report virtually to their scheduled class on time.
- 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. Additionally, educators across our district have access to an online screen monitoring tool to redirect and further filter students' access to online content. If needed, administrators are encouraged to use the lowest Level of Response to address inappropriate behavior. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

# NUTRITIONAL AND HEALTH SERVICES PLAN

## Student Meal Service

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

### Program Highlights

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

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

- Students can pick up meals at one of the selected locations for meal distribution.

### FARMS Application Process

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

### Health Services

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

Health Services will engage in a collaborative virtual education plan by:

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

## **RETURN TO IN-PERSON INSTRUCTION PLAN**

### **Processes and Procedures for Safe Return to In-person**

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

During the return to in-person learning, PGCPSS may take a phased-in approach to returning to full capacity. In such a case, PGCPSS will prioritize returning students to in-person learning who are struggling the most in the virtual learning format to ensure they can receive appropriate in-person resources and support as soon as possible. When notification is given to return to a safe

in-person reopening, PGCPS will ensure there are clear processes in place for students and personnel to transition back with ease. PGCPS will follow these procedures to ensure all staff, students and families safely and rapidly return to in-person learning:

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



**PGCPS**