Prince George's County Public Schools

DRAFT v2

Reopening Plan

*Changes in red denote updates from previous version of the Reopening Plan

2020-2021

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PGCPS

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Executive Summary

The impact of COVID-19 on public education is unprecedented and Prince George's County Public Schools (PGCPS) is no exception. This global health crisis has changed, perhaps irrevocably, the way that we interact, instruct and engage in our schools. It has served as a call to action and an opportunity to reimagine our instructional models for our changing world, workplace and future. While there remain many unknowns, the health and safety of our students, employees and their families is our highest priority. The development of this Reopening Plan involved many members of our school community – internally and externally – and a collaborative, careful and methodical approach toward our foremost goal: **to reopen PGCPS safely and responsibly for those we serve, teach and lead.**

Background

This spring, PGCPS conducted a survey to determine stakeholder preferences for reopening. 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.

As a result, PGCPS will start the school year with full distance learning for the first semester. Students will participate daily in a full school day of instruction with classes aligned to Maryland State Department of Education (MSDE) requirements. Teachers will have the option of providing instruction from home utilizing curriculum documents and resources or using their classroom to provide instruction during the workday.

Starting December 1, 2020, we will reassess the impact of COVID-19 on our state, county and school system. During this time, a parent survey will be distributed for input on the feasibility of transitioning to a hybrid learning model or maintaining the full distance learning model for the remainder of the 2020-21 school year. Our Reopening Plan includes guidelines for the transition to a hybrid model if we proceed in this manner for the second semester. PGCPS will continue to utilize policies and procedures from MSDE, the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics and other state and local agencies.

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Moving Forward: Academics, Operations and Resources

This Reopening Plan is based on extensive research that provides clear and actionable recommendations for safe operations. It is our intent to provide adequate systems and structures that support schools as we prepare to receive students safely. Our Reopening Plan focuses on implementing safety protocols to mitigate outbreaks through practices that maintain the cleanliness and sanitization of our school buildings based on CDC guidelines.

Guided by the pillars of safety, excellence and equity, we will continue to analyze and adjust our Reopening Plans as needed based on evolving circumstances. Whether learning at home or returning to the classroom, our standard remains high-quality teaching and learning opportunities for **all** students, regardless of their academic needs or personal or family circumstances. We will provide specific resources to meet the individual learning needs of special populations of students, including our English language learners and those enrolled in special education and Talented and Gifted programs. We will equip **all** students with the academic tools and resources needed for success in a digital learning environment. We will use multiple pathways to bridge the digital divide by improving technology and connectivity accessibility for **all** students. And we are creating a collaborative network with families by increasing the number of meal pickup sites, expanding access to virtual counseling platforms and digital learning resources, and creating Parent Support Centers throughout the county.

At every stage, we will deliver timely, accurate and clear information, seeking input and engagement, to help the PGCPS community make the best decisions for our students, our staff and our schools.

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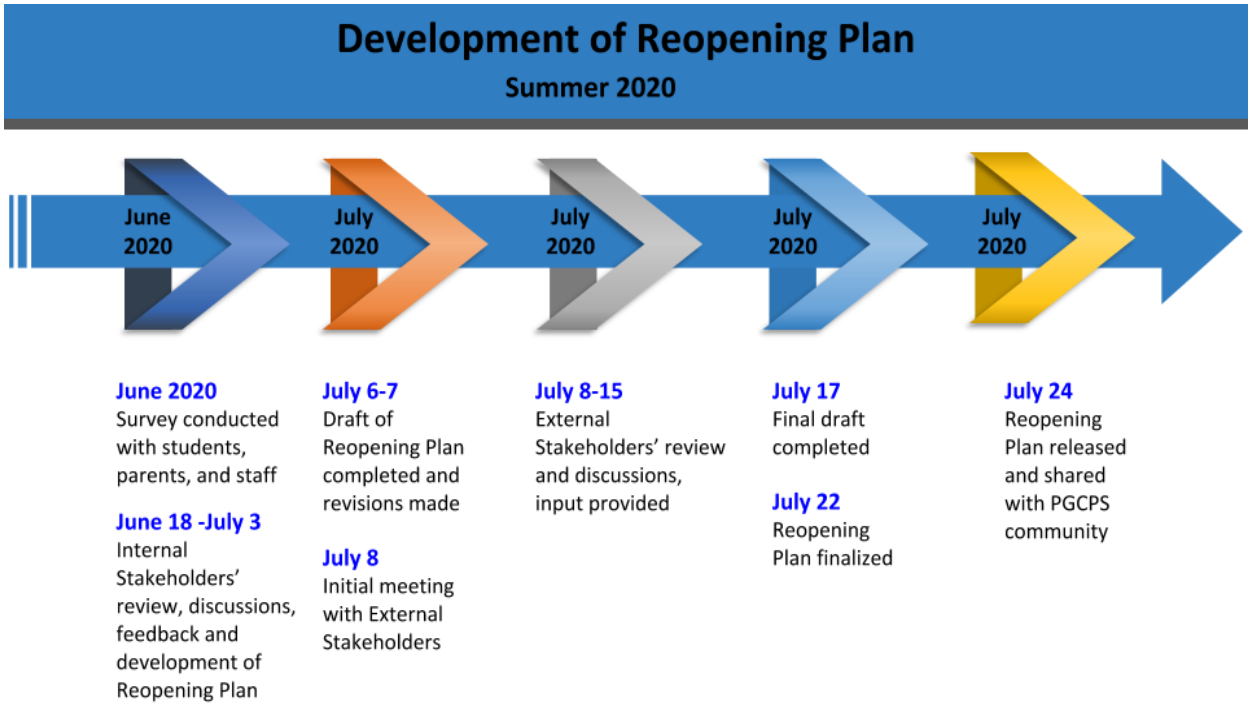
Timeline


Development of Reopening Plan
Summer 2020
June 2020
July 2020
July 2020
July 2020
July 2020
June 2020
Survey conducted with students, parents, and staff
June 18 -July 3
Internal Stakeholders' review, discussions, feedback and development of Reopening Plan
July 6-7
Draft of Reopening Plan completed and revisions made
July 8
Initial meeting with External Stakeholders
July 8-15
External Stakeholders' review and discussions, input provided
July 17
Final draft completed
July 22
Reopening Plan finalized
July 24
Reopening Plan released and shared with PGCPS community

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Instructional Program

Instructional Program

The Prince George's County Public Schools (PGCPS) Reopening Plan is designed to provide a safe learning and working environment for prekindergarten through Grade 12 students and staff members amid the regional spread of COVID-19. The instructional program for PGCPS will continue to provide access to college and career readiness standards, regardless of the instructional model implemented. This plan includes recommendations related to Instructional Models, Role of Non-Classroom-Based Personnel, Course Offerings, Distribution of Resources, Attendance, Grading and Assessment. It also features guidance and implementation for a full distance learning model and a hybrid model with smaller class sizes when students are in the school building.

The recommendations throughout the plan are presented in the priority order:

1. Full distance learning for all students during Semester 1 (August 31, 2020 – January 29, 2021): Due to the uncertainties related to the spread of this virus, PGCPS will implement full distance learning for all students during the first semester. Plans will continue to be made for the preparation of in-school instruction once it is deemed safe to do so. All schools will operate during their regularly scheduled hours, in an online format. How the school system will move forward for the second semester will be reassessed by December 1, 2020.
2. If it is safe to return to school on February 1, 2021, parents/guardians will be offered two options for learning during the second semester.
    a. Hybrid – a choice of two-day face-to-face instruction and three-day virtual learning sessions weekly; or
    b. Distance Learning – a choice to continue participating in a fully virtual model of instruction where students will participate in distance learning from home daily.

The two-day rotation hybrid model allows for a 50% split by **last names*:**

- **A-J**
- **K-Z**

***Consideration for same day attendance will be given to parents/guardians who have children in the same household with different last names outside of the A-J and K-Z breakdown.

Hybrid Learning Model

50% Enrollment Model – AA/BB-Day

Monday	Tuesday	Wednesday	Thursday	Friday
Group A - In School	Group A - In School	Live Access to Teachers * Small Groups * Interventions * Re-engagement lessons * Enrichment Teacher Office Hours Teacher and/or Grade-Level/Content Planning	Group B - In School	Group B - In School
Group B - Distance Learning	Group B - Distance Learning		Group A - Distance Learning	Group A - Distance Learning

This hybrid model will provide students with access to face-to-face instruction two days a week and three days of distance learning, while using Wednesday for small group instruction as needed or documented by IEPs, EL plans, or 504 plans, teacher and/or grade-level/content planning time and office hours. Given this structure, the instructional model will follow an AA/BB-Day schedule.

- AA/BB-Day schedule: This structure ensures a healthy, safe and secure environment by scheduling the same group of students to attend school two days in a row.

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 and have adjusted pacing to accommodate the limitations presented in full-distance learning and/or hybrid model. Curriculum Bridging Guides for prekindergarten through Grade 12 were developed for the first three weeks of school to make content standard-based connections between Quarter 4 of the 2019-2020 school year and Quarter 1 of the 2020-2021 school year due to school closures. These documents provide

teachers with guidelines to bridge the gap of content not taught during the fourth quarter of the prior year's grade level/course due to the modification of instruction for distance learning.

The components included in the three-week Curriculum Bridging Documents 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.

In addition, scope and sequence frameworks will be provided to teachers to assist them with aligning what content and strategies are best implemented with students during distance learning. The hybrid structure, when implemented, will require teachers to be very strategic in how to engage students with both in person and virtual learning platforms. Teachers will have the option to report to their respective school sites Monday – Friday to teach from their own classrooms or instructional areas assigned to them for distance learning. PreK-12 teachers will participate in professional development on all curricular documents during the pre-service days of August 20-28, 2020.

Section 504

Students with 504 plans will continue to receive accommodations in accordance with their 504 plans. 504 meetings will be scheduled and held virtually with parent permission to ensure all documents are updated to support the new learning model for the 2020-2021 school year.

Special Education

Special Education teachers will continue to service students based on Individualized Education Plans (IEPs) accommodations. 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 State Least Restrictive Environment (LRE A).
- **Elementary:** Reading and mathematics interventions for elementary students with disabilities must be provided in accordance with their IEPs – both face-to-face (when it

is safe to do so) and online.

- **Middle:** Academic Resource and reading enrichment courses must be scheduled to accommodate students with disabilities. This can be done during class “pull-out” sessions (in person or virtual) or during intervention time.
- **High:** Read 180 and Academic Resource courses must be provided to students with disabilities in schedules.
- All Special Education programs (CRI, Autism, Transition, CSEP), except regional programs, will follow the sample schedule recommended for each grade level within the Reopening Plan. A regional program sample schedule for elementary, middle and high school is included (see Instructional Models section).
- IEP meetings will be scheduled and held virtually with parent permission in accordance with the Individuals with Disabilities Education Act (IDEA) timelines and procedures.
- Individualized Continuity of Learning Plans (ICLP) will not be utilized for the 2020-2021 school year. If necessary, IEPs will be amended to reflect special education services that will be provided during distance learning.
- Cognitive, educational or related services assessments and evaluations will be scheduled and conducted by appointment only during distance learning. During the hybrid model, assessments will be conducted face-to-face with students.
- Related and support services (speech and language, vision, occupational therapy, physical therapy, etc.) will be provided through push-in and pull-out sessions (virtually and/or face-to-face) throughout the week in accordance with a student’s IEP.
- Related services providers will provide services with the same frequency as indicated in the IEP to the extent possible as part of the online distance learning structure. When direct services are not reasonably appropriate, consultation will be available at a minimum with the same frequency as indicated for direct services.
- 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 during distance learning, then Individualized Education Program (IEP) teams will convene IEP meetings to discuss the educational impact of any service(s) not provided once school reopens with face-to-face instruction. 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

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permission will be required to provide counseling services in an online environment.

- All Special Education programs will follow the alphabetical assignment by last name in order to comply with a 50% reduction of class size.

Special Education Nonpublic Programs

The Maryland State Department of Education (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 social distancing and programming as appropriate. PGCPS is committed to equitable services and access for all students served in public and nonpublic schools. PGCPS will provide students who participate in virtual learning with access to technological resources to support instructional programming. PGCPS encourages each parent and/or guardian to request a copy of the reopening plans from the nonpublic school that their student attends.

English Language Learners

English for Speakers of Other Languages (ESOL) teachers will continue to provide language support services to English Learners on a regularly scheduled basis. The following are considerations for English Learners:

- **Elementary:** During distance learning live lessons, English Learners may join breakout 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 during both face-to-face and online instruction.
- ESOL teachers will collaborate regularly with content teachers to ensure scaffolds and supports were included for ELs during distance learning.
- ESOL teachers will maintain Google Classrooms and scheduled virtual office hours to connect with students and parents.

Career and Technical Education (CTE)

- 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).

- Students will need more time to complete the hands-on/lab assignments. One possibility is to have the students complete lessons/lecture sessions virtually and the hands-on/lab assignments during the face-to-face time (when it is safe to do so).

- The hybrid and distance learning models may present some risks to the authenticity of some of the CTE programs. A CTE Programs Risk Levels document has been developed to identify the potential risks. Course theory and instruction can be conducted online with no risk level. It will provide students with the knowledge and content. However, face-to-face classroom instruction will permit students to complete performance tasks as required for industry certification/licensure.

Specialty Programs

Students participating in Specialty Programs 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 2020. A virtual Specialty Showcase will be planned for all stakeholders.

Talented and Gifted Programming

TAG Pull Out: Primary and Intermediate Pull-out groups meet at least 2 hours a week from October 1 - June 5. TAG-identified students in Grades 2 and 3 are the primary group and grades 4 and 5 students are the intermediate group. During the First Semester of SY 2020-2021, both primary and intermediate pull-out groups will implement the Renzulli Learning on-line program and the First in Math on-line program. Each TAG pull-out student will receive a login and password for each program. The 2 online programs will be implemented beginning in October. 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 in a virtual environment.

Social-Emotional Learning

After prolonged closure due to the global COVID-19 pandemic, both students and staff will require support to assist them in transitioning back to school and work. PGCPS will identify and enhance supports focused on social-emotional learning both in-person and through distance

learning. During the pre-service week, from August 20-28, 2020, all staff will participate in a series of professional development sessions on social-emotional learning and mental health supports that will assist them with reopening and provide strategies for supporting their students, whether returning with a hybrid or distance learning structure. Additionally, all PGCPS employees have access to the Employee Assistance Program (EAP), which offers face-to-face and virtual counseling.

Social-Emotional programming will focus on the Collaborative for Academic, Social and Emotional Learning (CASEL) five competence domains, which include:

- Competence in the self-awareness domain
- Competence in the self-management domain
- Competence in the social awareness domain
- Relationship skills
- Responsible decision making

Lunch Bunch

In an effort to support our students social-emotional development, schools will provide opportunities for social interaction virtually during the lunch period and through other social activities weekly. Staff will refrain from virtual lunch experiences on Monday and Thursday due to students/families leaving their home to get meals from our meal distribution or grab and go sites.

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Collection of Student Work

Students will receive letter or numerical grades on specific assignments according to the grading policy. Teachers may collect student work via a variety of resources to include, but not limited to, the following:

- Google Classroom
- Google Forms
- Presentation Slides
- Snapshots taken of work and uploaded or emailed
- Online software (i.e., iReady, Discovery Ed, Newsela, Dreambox, Imagine Learning, etc.)
- Virtual platforms (Padlet, Mote, NearPod, etc.)
- Oral presentations during live meetings and use of chat box
- Scanned samples
- Hard copies

Online Class Size Limit

Distance Learning should replicate the typical class size that our students would experience if we were delivering an in-person experience. There should not be classes with 50-60 students unless there is a special presentation that multiple classes can benefit from that cannot be offered in a regular classroom online experience (concert, grade level assembly, school performance, etc.).

Orientation/Mock Day of Distance Learning

Every school in the district will provide an opportunity for students to conduct a walkthrough of their schedule on the morning of Friday, August 28, 2020. Specific orientation information for PreK, Kindergarten and transitioning students new to middle school and 9th grade will be provided on the same date. Information regarding the walkthrough day will be posted on PGCPS and school websites and sent out through robocalls.

Instructional Models

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FULL DISTANCE LEARNING MODEL: August 31, 2020 – January 29, 2021

Teachers will utilize the content curriculum documents/resources and distance learning platforms to plan synchronous, engaging lessons for all students. All teachers will adhere to the grade procedures for distance learning.

Each student will be provided a technology device to attend classes, access online platforms, complete assignments and communicate with teachers. Specific assignments will be collected, graded and recorded in SchoolMax. Students should submit assignments as determined by the teachers.

The following schedules are recommended for the specified programs and grade levels. Schools will start and end based on their regular scheduled times. The times listed in the schedules below are only a **sample**. Attendance will be taken daily. Teacher planning time will take place during the students' independent practice times, breaks and/or designated planning times (at the secondary level). All student schedules for the 2020-2021 school year (elementary, middle and high) will be made available in the parent portal of SchoolMax by August 21, 2020.

Early Childhood Programs

Recommendations

The following distance learning schedules are recommended for the 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 distance learning models. Students will engage in synchronous and asynchronous activities each day based on the program. Live lessons may be recorded for viewing at a later time.

The following schedules are recommended for the specified Early Childhood programs.

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Infants and Toddlers Program

Services related to the **Individualized Family Service Plan** (IFSP)/**Extended Individualized Family Service Plan** (EIFSP) includes facilitating virtual parent coaching activities within the child 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.

Sample: Infants and Toddlers Program – Full Distance Learning

Content	Monday-Friday
Infants and Toddlers IFSP/ EIFSP Outcomes	Flexible Schedule as Determined by Teacher, Service Provider, Service Coordinators, and Social Workers

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Early Childhood Center Half-Day/Full-Day Programs

Students enrolled in an Early Childhood Center (ECC) will participate in schedules which ensure that families can have access to live synchronous instruction during the distance learning model. During the times where there is no synchronous distance learning instruction, students will use their devices to work on age-appropriate software including, but not limited to, Hatch Ignite and SeeSaw and will have access to themed at-home learning packets.

Sample: Full Distance Learning Daily Student Schedule:
Half-Day ECC 3-Year-Olds

Class Times	Full Virtual Student Schedule	Full Virtual Teacher Schedule
9:30-9:45 (15 min)	Live Virtual Session (Group 1)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 1)
9:50-10:05 (15 min)	Live Virtual Session (Group 2)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 2)
10:10-11:25 (75 min)	Live Virtual Sessions: Home Visit Sessions (four students). Pre-recorded small group lessons for remaining students not participating in live sessions (remaining students divided into at least two small groups)	Live Virtual Home Visit Sessions (four sessions of 15 min) Posting of at least two tiered small group lessons.
11:30-11:45 (15 min)	Live Virtual Session: ● Whole Group: Fast Focus and Read Aloud (Group 1)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 1)
11:50-12:05 (15 min)	Live Virtual Session: ● Whole Group: Fast Focus and Read Aloud (Group 2)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 2)

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Prekindergarten

The distance learning schedule below for early childhood students are both synchronous and asynchronous. During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate apps including, but not limited to, Waterford, Hatch Ignite and SeeSaw with access to themed at-home projects.

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 will take longer at the beginning of the year. As children become adjusted to daily routines, cognitive transitions should take less time and run more smoothly.

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

The Early Childhood Montessori program will follow a different school schedule from the half- and full-day prekindergarten programs. Although many of the instructional activities mirror those of the other prekindergarten programs, the Montessori daily schedule will be adjusted based on the program's time constraints. During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate software including, but not limited to, Hatch Ignite and SeeSaw and will have access to themed at-home learning packets.

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Sample: Daily Student Schedule: PreK, Montessori, and ECC 4-Year-Old
Full-Day Program Distance Learning Student/Teacher Schedule

Class Times	Full Virtual Student Schedule	Full Virtual Teacher Schedule
8:00-8:20	Live Session One (Group 1)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 1)
8:20-8:30	Break	Break
8:30-8:50	Live Session One (Group 2)	Live Virtual Session ● Whole Group: Read Aloud (Group 2)
8:50-9:00	Break	Break
9:00-10:00	Small Groups One and/or Individual Practice	Live Virtual Small Group Sessions (2-3 small groups; 3-5 children each)
10:00-11:00	Independent Practice	Individual Student Check Ins (5-8 check-ins daily)
11:00-11:15	Break	Lunch/Teacher Planning
11:15-12:00	Lunch	
12:00-12:30	Live Session Two (Group 1)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 1)
12:30-12:45	Break	Break
12:45-1:15	Live Session Two (Group 2)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 2)
1:15-2:00	Small Groups Two and/or Individual Practice	Live Virtual Small Group Sessions (2-3 small groups) and/or 1-on-1 teacher-child sessions

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Sample: Daily Student Schedule: PreK, Montessori, and ECC 4-Year-Old
Half-Day Program Distance Learning Student/Teacher Schedule

Class Times	Half-Day AM Virtual Student Schedule	Half-Day AM Virtual Teacher Schedule
8:00-8:20	Live Session One (Group 1)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 1)
8:25-8:45	Live Session One (Group 2)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 2)
8:50-9:45	Small Groups	Live Virtual Small Group Sessions (M-Th: 2 small groups; 2 individual check-ins; Fri: Individual check-ins for 8 students)
9:50-10:05	Live Session Two (Group 1)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 1)
10:10 - 10:25	Live Session Two (Group 2)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 2)
10:25-11:25	Break	Lunch/Teacher Planning
	Lunch	
See next page for Half-Day PM Student Schedule.		

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Class Times	Half-Day PM Virtual Student Schedule	Half-Day PM Virtual Teacher Schedule
11:25-11:45	Live Session One (Group 1)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 1)
11:50-12:10	Live Session One (Group 2)	Live Virtual Session ● Whole Group: Greeting Circle and Read Aloud (Group 2)
12:15-1:10	Small Groups	Live Virtual Small Group Sessions (M-Th: 2 small groups; 2 individual check-ins; Fri: Individual check-ins for 8 students)
1:15-1:30	Live Session Two (Group 1)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 1)
1:35 - 1:50	Live Session Two (Group 2)	Live Virtual Session ● Whole Group: Fast Focus and Read Aloud (Group 2)

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Elementary

Elementary – Full Distance Learning Model

In a full distance learning model, students will receive four live synchronous lessons per week in reading/English language arts and mathematics, and one or two live synchronous lessons per week in science and social studies. Classes for health, physical education, music and art will rotate daily. Students will receive one lesson per week for each of these classes. Live lessons may be recorded for viewing at a later time.

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

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

Principals are to be mindful that while creating the daily schedule, a structured time for teachers to participate in weekly collaborative planning should occur. In addition, all teachers are to be provided a 30-minute duty free lunch period and a 45 minute daily planning period.

Sample schedules are provided on the following pages.

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Sample: Elementary School Full Distance Learning Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
2-4 Live sessions	2-4 Live sessions	Teacher-Led Small Group Instruction and Enrichment This time can be used to meet the needs of small group learning for ELL, Special Education, Struggling Readers, and TAG Interventions Related Services	2-4 Live sessions	2-4 Live sessions

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Sample: Elementary Full Distance Learning Student Schedule

Grades K-3 Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	*Live Session One Whole Group (Core Content) RELA	*Live Session One Whole Group (Core Content) RELA	Teacher-Led Small Group Instruction and Enrichment for all classes Interventions Related Services	*Live Session One Whole Group (Core Content) RELA	*Live Session One (Core Content) RELA
8:30-9:00	Small Group 1 or Independent Practice	Small Group 2 or Independent Practice		Small Group 3 or Independent Practice	Small Group 4 or Independent Practice
9:00-10:00	Independent Practice	Independent Practice		Independent Practice	Independent Practice
10:00-10:30	**Recorded Science	Live Session P.E.		**Recorded Session Social Studies	Live Sessions A-Week Music B-Week Art
10:30-11:00	Break	Break		Break	Break
11:00-11:30	Lunch	Lunch		Lunch	Lunch
11:30-12:00	*Live Session Two (Core Content) Mathematics	*Live Session Two (Core Content) Mathematics		*Live Session Two (Core Content) Mathematics	*Live Session Two (Core Content) Mathematics
12:00-12:30	Small Group 1 or Independent Practice	Small Group 2 or Independent Practice		Small Group 3 or Independent Practice	Small Group 4 or Independent Practice
12:30-1:00	Break	Break		Break	Break
1:00-2:10 (20 min SEL)	Independent Practice using Online Resources/Tools (participate in 2 contents per day)	Social-Emotional Learning (SEL) Connection-Guidance / Library/Media Independent Practice using Online Resources/Tools (participate in 2 contents per day)		Social-Emotional Learning (SEL) Connection-Guidance / Library/Media Independent Practice using Online Resources/Tools (participate in 2 contents per day)	Independent Practice using Online Resources/Tools (participate in 2 contents per day)

*Live Sessions may be recorded.

**Recorded sessions can be watched at any point during the day

During Independent Practice, students can access iRead or Dreambox.

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Sample: Elementary Full Distance Learning Grades 4-6 Student/Teacher Schedule

Class Times	Full Distance Learning Student Schedule	Full Distance Learning Teacher Schedule
8:00-9:00	*Live Session One (Core Content) RELA	Live Session One
9:00-9:30	Independent Practice	Independent Practice/Teacher Planning
9:30-9:40	Break	
9:40-10:40	*Live Session Two (Core Content) Mathematics	Live Session Two
10:40-11:00	Independent Practice	Independent Practice/Lunch/Planning
11:00-11:30	Lunch	
11:30-12:30	*Live or Recorded Session Three (Core Content) Science/Social Studies (alternating days)	Live or Recorded Session Three
12:30-1:00	Social-Emotional Learning (SEL) Connection-Guidance / Library/Media	Live Session
1:00-1:10	Break	Break
1:10-2:10	*Live Session Four (Non-Core Content) PE/Health/Music/Art (daily rotation)	Live Session Four

*Recording of the live lessons is highly encouraged.

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Middle School

Full Distance Learning Model

In a full distance learning model, students will receive live synchronous lessons daily in all scheduled classes. Some classes are scheduled to meet every day and some meet every other day. The A/B-day models for middle school provide a structure for 4-, 5-, and 6-periods a day.

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

Sample: Middle School Full Distance Learning Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Follow A-Day class schedule Live sessions	Follow B-Day class schedule Live sessions	Teacher-Led Small Group Instruction and Enrichment This time can be used to meet the needs of small group learning for ELL, Special Education, Struggling Readers, and TAG Interventions Related Services	Follow A-Day class schedule Live sessions	Follow B-Day class schedule Live sessions

Sample: Middle School Full Distance Learning: 4-Period Student A/B-Day Schedule

Class Times	A-Day	B-Day
8:00-9:00	Period 1: Live Session*	Period 1: Live Session
9:00-9:25	**Independent Practice	Independent Practice
9:25-9:40	Break	Break
9:40-10:40	Period 2: Live Session	Period 2: Live Session
10:40-11:05	Independent Practice	Independent Practice
11:05-11:35	Lunch	Lunch
11:35-12:35	Period 3: Live Session	Period 3: Live Session
12:35-1:00	Independent Practice	Independent Practice
1:00-1:15	Break	Break
1:15-2:15	Period 4: Live Session	Period 4: Live Session
2:15-2:40	Independent Practice	Independent Practice

*Recording of the live lessons is highly encouraged.
**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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Sample: Middle School Full Distance Learning: 5-Period Student A/B-Day Schedule

Class Times	A-Day	B-Day
8:00-08:50	Period 1: Live Session*	Period 1: Live Session
8:50-09:05	**Independent Practice	Independent Practice
9:05-09:15	Break	Break
9:15-10:05	Period 2: Live Session	Period 2: Live Session
10:05-10:20	Independent Practice	Independent Practice
10:20-11:05	Lunch	Lunch
11:05-11:55	Period 3: Live Session	Period 3: Live Session
11:55-12:10	Independent Practice	Independent Practice
12:10-12:20	Break	Break
12:20-1:10	Period 4: Live Session	Period 4: Live Session
1:10-1:25	Independent Practice	Independent Practice
1:25-1:35	Break	Break
1:35-2:25	Period 5: Live Session	Period 5: Live Session
2:25-2:40	Independent Practice	Independent Practice

*Recording of the live lessons is highly encouraged.

**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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Sample: Middle School Full Distance Learning: 6-Period Student A/B-Day Schedule

Class Times	A-Day	B-Day
8:00 - 08:45	Period 1: Live Session*	Period 1: Live Session
8:45 - 08:55	**Independent Practice	Independent Practice
8:55 - 09:05	Break	Break
9:05 - 9:50	Period 2: Live Session	Period 2: Live Session
9:50 - 10:00	Independent Practice	Independent Practice
10:00 - 10:45	Lunch	Lunch
10:45 - 11:30	Period 3: Live Session	Period 3: Live Session
11:30 - 11:40	Independent Practice	Independent Practice
11:40 - 11:50	Break	Break
11:50 - 12:35	Period 4: Live Session	Period 4: Live Session
12:35 - 12:45	Independent Practice	Independent Practice
12:45 - 12:55	Break	Break
12:55 - 1:40	Period 5: Live Session	Period 5: Live Session
1:40 - 1:50	Independent Practice	Independent Practice
1:50 - 2:35	Period 6: Live Session	Period 6: Live Session
2:35 - 2:40	Independent Practice	Independent Practice

*Recording of the live lessons is highly encouraged.

**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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High School

Full Distance Learning Model

In a full distance learning model, students will receive live synchronous lessons daily in all scheduled classes. Some classes are scheduled to meet every day and some meet every other day.

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

Full Distance Learning Model

Sample: High School Full Distance Learning Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Follow A-Day class schedule Live sessions	Follow B-Day class schedule Live sessions	Teacher-Led Small Group Instruction and Enrichment This time can be used to meet the needs of small group learning for ELL, Special Education and Struggling Readers Interventions Related Services	Follow A-Day class schedule Live sessions	Follow B-Day class schedule Live sessions

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Sample: High School Full Distance Learning: 4-Period Student A/B-Day Schedule

Class Times	A-Day	B-Day
8:00-9:00	Period 1: Live Session*	Period 1: Live Session
9:00-9:25	**Independent Practice	Independent Practice
9:25-9:40	Break	Break
9:40-10:40	Period 2: Live Session	Period 2: Live Session
10:40-11:05	Independent Practice	Independent Practice
11:05-11:35	Lunch	Lunch
11:35-12:35	Period 3: Live Session	Period 3: Live Session
12:35-1:00	Independent Practice	Independent Practice
1:00-1:15	Break	Break
1:15-2:15	Period 4: Live Session	Period 4: Live Session
2:15-2:40	Independent Practice	Independent Practice

*Recording of the live lessons is highly encouraged.

**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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Sample: High School Full Distance Learning: Sample 5-Period Student A/B-Day Schedule

Class Times	A-Day	B-Day
8:00-8:50	Period 1: Live Session*	Period 1: Live Session
8:50-9:05	**Independent Practice	Independent Practice
9:05-9:15	Break	Break
9:15-10:05	Period 2: Live Session	Period 2: Live Session
10:05-10:20	Independent Practice	Independent Practice
10:20-11:05	Lunch	Lunch
11:05-11:55	Period 3: Live Session	Period 3: Live Session
11:55-12:10	Independent Practice	Independent Practice
12:10-12:20	Break	Break
12:20-1:10	Period 4: Live Session	Period 4: Live Session
1:10-1:25	Independent Practice	Independent Practice
1:25-1:35	Break	Break
1:35-2:25	Period 5: Live Session	Period 5: Live Session
2:25-2:40	Independent Practice	Independent Practice

*Recording of the live lessons is highly encouraged.

**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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Sample: High School Distance Learning Model: 8-Period Student Schedule

Time	Monday, Tuesday, Thursday, Friday	Wednesday
8:00-8:30	Period 1: Live Session*	Teacher-Led Small Group Instruction and Enrichment This time can be used to meet the needs of small group learning for ELL, Special Education and Struggling Readers Interventions Related Services
8:30-8:45	**Independent Practice	
8:45-9:15	Period 2: Live Session	
9:15-9:30	Independent Practice	
9:30-10:15	Period 3: Live Session	
10:15-10:30	Independent Practice	
10:30-10:45	Break	
10:45-11:15	Period 4: Live Session	
11:15-11:30	Independent Practice	
11:30-12:15	Period 5: Live Session	
12:15-12:30	Independent Practice	
12:30-1:15	***Lunch	
1:15-1:45	Period 6: Live Session	
1:45-2:00	Independent Practice	
2:00-2:30	Period 7: Live Session	
2:30-2:40	Independent Practice	

*Recording of the live lessons is highly encouraged.
**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.
***Lunch is considered students' eighth period.

Regional Schools

Full Distance Learning Model

The Department of Special Education (DSE) K-12 recommends a full distance learning model where direct instruction will be implemented two days per week. Students will participate in core content activities two days per week via Google Classroom, Zoom, or iRobots, or may be pre-recorded lessons via the same platforms. A combination of live and pre-recorded lessons is preferred, based on the individual Regional program capacity.

Sample: Regional Full Distance Learning: Teacher/Student Schedules

Class Times	Full Distance Learning Student Schedule	Full Distance Learning Teacher Schedule
8:00 - 9:00	*Live Session/Pre-Recorded Session One	Virtual Session One
9:00 - 9:15	Break	
9:15 - 10:00	**Independent Practice	
10:00 - 11:00	Live Session/Pre-Recorded Session Two	Virtual Session Two
11:00 - 11:15	Break	Lunch/Teacher Planning
11:15 - 12:00	Lunch	
12:00 - 1:00	Live Session/Pre-Recorded Session Three	Virtual Session Three
1:00 - 1:15	Break	
1:15 - 2:00	Independent Practice	

*Recording of the live lessons is highly encouraged.

**In addition to a planning period, teachers may use time to plan and prepare during the independent practice times.

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HYBRID LEARNING MODEL: February 1, 2021 – June 18, 2021

**The determination to proceed with a Hybrid Model will be reassessed by December 1, 2020.*

The following hybrid model **sample** schedules are recommended for students in grades PreK - 12. Schools will organize all classroom-based and out-of-class instructional staff to meet the needs of the school to cover both the students remaining at home and those physically in the buildings. Students will have two days in the building to receive explicit instruction. Utilizing the virtual school model is also an option to ensure that all students have access to an instructor.

Within the hybrid models, support for English Learners and students with disabilities will be provided by classroom teachers and certified specialists (e.g., ESOL teachers, special educators) on a regular schedule. During distance learning live lessons, English Learners and students with disabilities should join breakout sessions with their ESOL teacher or special educator during a portion of the instructional block. Small group instruction for enrichment or intervention will be provided on Wednesdays as needed or documented by an IEP, EL plan, or 504 plan. Planning time for teachers occurs during scheduled planning periods and before and/or after school.

Early Childhood Programs

Infants and Toddlers – Hybrid Model

The Infants and Toddlers program will continue to be a fully distance learning program. There will be no face-to-face instruction, toddler groups or home visits until all students resume attending school five days/week.

Services related to the **Individualized Family Service Plan** (IFSP)/**Extended Individualized Family Service Plan** (EIFSP) includes facilitating virtual parent coaching activities within the child 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 a child's IFSP.

Sample: Infants and Toddlers Program – Full Distance Learning

Content	Monday-Friday
Infants and Toddlers IFSP/ EIFSP Outcomes	Flexible Schedule as Determined by Teacher, Service Provider, Service Coordinators and Social Workers

Early Childhood Center Programs – Hybrid Model

Three-year-old students receiving special education services within the Early Childhood Center (ECC) will remain on a half-day schedule during the hybrid model due to the number of students/classrooms and ongoing enrollment throughout the year, and the amount of special education hours that need to be delivered per week to students.

Early Childhood Centers can also consider the following alternative recommendations based on the needs within their school building and programs (parents needs, transportation, staffing). Any one of the Instructional Models/Schedules would ensure that families can have access to face-to-face instruction with opportunities for distance learning or full distance learning. During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate software including, but not limited to, Hatch Ignite and SeeSaw and will have access to themed at-home learning packets.

1. Preschool ECC programs will offer both face-to-face instruction and distance learning Monday/Tuesday and Thursday/Friday simultaneously (see **sample** schedules for ECC programs).
2. Three-year-old ECC programs provide students with two face-to-face days of instruction and two days of supplemental virtual activities.
3. School administrators will assign a portion of staff to address face-to-face instruction and a portion of staff to facilitate distance learning for all students enrolled in preschool ECC programs.

Sample: Hybrid Model for ECC 3-Year-Olds Half-Day Program

Monday	Tuesday	Wednesday	Thursday	Friday
Group A (am)	Group A (am)	Access to teachers for support	Group C (am)	Group C (am)
Group B (pm)	Group B (pm)		Group D (pm)	Group D (pm)

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Sample: Hybrid Model for ECC 3-Year-Olds Classroom Schedule

Component of the Day	Daily Time Allotment	Face-to-Face Instruction Opportunity	Online Instruction
Arrival/Choice Centers/Meal time	30 minutes	Teacher/Paraprofessional supporting students within classroom	Breakfast
Welcome and Read Aloud	15 minutes	Teacher/Paraprofessional supporting students within classroom	Independent/Follow up Practice*
Learning Centers	30 minutes	Teacher/Paraprofessional monitoring learning activities (push in)	Teacher provides a live/recorded Welcome and Read Aloud - Total time (10 min)
Connect	10 minutes	Teacher/Paraprofessional supporting students within classroom	Independent/Follow up Practice*
Outdoor Exploration	20 minutes	Teacher/Paraprofessional supporting students within classroom	Independent/Follow up Practice*
Small Group/Centers	35 minutes	Teacher provides small group instruction to at least 2 groups, (pull out) Paraprofessional(s) support student in choice centers	Teacher provides targeted /virtual instruction to at least two small groups of students. (20 min)
Fast Focus	10 minutes	Teacher/Paraprofessional supporting students within classroom	Independent/Follow up Practice*

*****During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate apps including, but not limited to, Waterford, Hatch Ignite and SeeSaw with access to themed at-home projects.

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Prekindergarten – Hybrid Model

For the prekindergarten program, the Early Childhood Department recommends three different schedules for each of the specific programs due to their unique structures. Each proposed schedule maximizes the instructional program for the school system's youngest students and considers their safety and wellness. Distance learning for early childhood students during the hybrid model involves the families and the planned activities are both synchronous and asynchronous. During the times where there is no synchronous distance learning instruction,

children will use their devices to work on age-appropriate apps including, but not limited to, Waterford, Hatch Ignite and SeeSaw with access to themed at-home projects.

The school-based face-to-face hybrid **sample** schedules give students time with the teachers to build foundational skills and introduce them to concepts that will be practiced at home. 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 will take longer at the beginning of the semester. As children become adjusted to daily routines, cognitive transitions should take less time and run more smoothly. Planning time for teachers occurs during independent practice, breaks and before and/or after school.

Sample: Hybrid Model PreK Full-Day and ECC 4-Year-Olds Full-Day Programs and Montessori 4- and 5-Year-Olds

Monday	Tuesday	Wednesday	Thursday	Friday
Group A (all day)	Group B (all day)	Access to teachers for support	Group A (all day)	Group B (all day)

Sample: Hybrid Model for PreK, Montessori and ECC 4-Year-Old Full-Day Program In-School

Component of the Day	Daily Time Allotment	Face-to-Face Instruction Opportunity	Online Instruction
Arrival/Breakfast	30 minutes	Teacher/ Paraprofessional supporting students within the classroom	Breakfast
Welcome and Read Aloud	20 minutes	Teacher/Paraprofessional supporting students within the classroom	*Independent Practice
Learning Centers	60 minutes	Paraprofessional monitoring learning with students	Teacher joins online live session to facilitate Welcome and Read Aloud - Total time (20 minutes)
Connect	20 minutes	Teacher/Paraprofessional supporting students within classroom	*Independent Practice
Small Group/Centers	60 minutes	Teacher provides small group instruction to at least two groups Paraprofessional support student in choice centers	Teachers join a live online session with select students in order to provide targeted small group or individualized instruction. At least two small groups and two opportunities for individualized instruction. (50 minutes)
Outdoor Exploration	35 minutes	Teacher/Paraprofessional supporting students within classroom	Independent At-Home Exploration
Lunch	30 minutes	Teacher/Paraprofessional supporting students within classroom	Lunch
Reread A Story	20 minutes	Paraprofessional supporting students	Teacher provides targeted virtual instruction to at least two small groups of students. (35 minutes)
Indoor/Outdoor Free Choice Time	40 minutes	Teacher begins routine and para assumes lead and supports students for the remainder of the activity.	
Fast Focus	15 minutes	Teacher/Paraprofessional supporting students within classroom Teacher/Paraprofessional supporting students within classroom	*Independent Practice
Snack	15 minutes		
Project Time and Wrap-Up	30 minutes		

*****During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate apps including, but not limited to, Waterford, Hatch Ignite and SeeSaw with access to themed at-home projects.

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Montessori for 3-, 4- and 5-Year-Olds – Hybrid Model

The Early Childhood Montessori program will follow a different school schedule from the half and full-day prekindergarten programs. Although many of the instructional activities mirror those of the other prekindergarten programs, the Montessori daily schedule will be adjusted based on the program's time constraints. During the times where there is no synchronous distance learning instruction, children will use their devices to work on age-appropriate software including, but not limited to, Hatch Ignite and SeeSaw and will have access to themed at-home learning packets.

Sample: Hybrid Model for PreK Half-Day Program and Montessori 3-Year-Olds

Monday	Tuesday	Wednesday	Thursday	Friday
Group A (all day)	Group B (all day)	Access to teachers for support	Group C (all day)	Group D (all day)

Sample: Hybrid Model for PreK Full-Day and ECC 4-Year-Olds Full-Day Programs and Montessori 4- and 5-Year-Olds

Monday	Tuesday	Wednesday	Thursday	Friday
Group A (all day)	Group B (all day)	Access to teachers for support	Group A (all day)	Group B (all day)

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Elementary

Elementary – Hybrid Model

In elementary, the student schedules will include access to all core content areas every day and art/music/physical education on a weekly rotating basis. Each schools' schedule will vary based on the specific programming and enrollment. During the in-school, face-to-face lessons, direct instruction will occur following the content curricula. Teachers will utilize distance learning platforms for both synchronous and asynchronous activities based on the content curriculum documents and resources for students while at home. While we have a recommended schedule in our guide with content sessions for an hour, it is our expectation that teacher discretion and flexibility will be used to adjust the time accordingly based on student grade levels and age appropriateness for continuous online learning.

Principals are to be mindful that while creating the daily schedule, a structured time for teachers to participate in weekly collaborative planning should occur. In addition, all teachers are to be provided a 30-minute duty free lunch period and a 45 minute daily planning period.

Sample: Hybrid Model for Elementary: AA/BB-Day Schedule

<table>
<tr><th>Monday
A-Day Students</th><th>Tuesday
A-Day Students</th><th>Wednesday</th><th>Thursday
B-Day Students</th><th>Friday
B-Day Students</th></tr>
<tr><td>Group 1: Face-to-Face</td><td>Group 1:
Face-to-Face</td><td rowspan="2">Live Access to Teachers
* Small Groups
* Interventions
* Re-engagement lessons
* Enrichment

Teacher Office Hours

Teacher and/or Grade Level/Content Planning</td><td>Group 1:
Distance Learning</td><td>Group 1:
Distance Learning</td></tr>
<tr><td>Group 2:
Distance Learning</td><td>Group 2:
Distance Learning</td><td>Group 2:
Face-to-Face</td><td>Group 2:
Face-to-Face</td></tr>
</table>

Sample: Hybrid Model for Elementary School: Student Face-to-Face Schedule

Class Times	Schedule
8:00-9:30	Core Content Area (RELA)
9:30-10:00	Social-Emotional Learning (SEL) Connection-Guidance / Library/Media
10:00-11:00	Core Content Area Activity (Science)
11:00-11:30	Lunch
11:30-11:45	Break
11:45-12:15	Core Content Area (Social Studies/Health)
12:15-12:45	Arts/PE/Music
12:45-1:00	Break
1:00-2:00	Core Content Area (Mathematics)
2:00-2:10	Dismissal

Sample: Hybrid Model for Elementary School: Student Virtual Schedule

8:00-9:00	Core Content Area Activity (RELA)
9:00-9:30	Social-Emotional Learning (SEL) Connection/Attend Office Hours
9:30-9:45	Break
9:45-10:45	Core Content Area Activity (Science)
10:45-11:45	Arts/PE Activity
11:45-12:15	Lunch
12:15-1:15	Core Content Area Activity (Mathematics)
1:15-2:10	Core Content Area Activity (Social Studies/Health)

- Distance learning activities should support upcoming in-person instruction or practice material already presented.
- Assignments should be designed for independent practice and take about 30 minutes.
- There should be assignments given in each subject area.
- Office hours can be staggered throughout the distance learning instructional day according to teacher accessibility.

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Middle School

Two-Day Rotation Hybrid Model

In the middle school two-day rotation hybrid model, some classes are scheduled to meet everyday and some meet two days a week. The AA/BB-day models for middle school provide a structure for 4-, 5- and 6-period days, the same as the distance learning model. Students will rotate through their class schedule to receive direct instruction during the in-school, face-to-face days. On the days that the students are at home, distance learning platforms for both synchronous and asynchronous activities will be utilized to teach lessons based on the content curriculum documents/resources.

Sample: Hybrid Model for Middle School: AA/BB-Day Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - In school	Group 1 - In school	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services	Group 1 - Distance Learning	Group - Distance Learning
Group 2 - Distance Learning	Group 2 - Distance Learning		Group 2 - In school	Group 2 - In school

Sample: Middle School Hybrid Model: 4-Period Sample Student A/B-Day Schedule

Class Times	A-Day Monday/Tuesday	B-Day Thursday/Friday	Wednesday
8:00-9:30	Period 1	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services
9:35-11:00	Period 2	Period 2	
11:05-1:10	Period 3*	Period 3*	
1:15-2:40	Period 4	Period 4	

**Includes lunch period*

Sample: Middle School Hybrid Model: 5-Period Student A/B-Day Schedule

Class Times	A-Day Monday/Tuesday	B-Day Thursday/Friday	Wednesday
8:00-9:10	Period 1	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services
9:15-10:25	Period 2	Period 2	
10:30-11:40	Period 3	Period 3	
11:45-1:25	Period 4*	Period 4*	
1:30-2:40	Period 5	Period 5	

**Includes lunch period*

Sample: Middle School Hybrid Model: 6-Period Student A/B-Day Schedule

Class Times	A-Day Monday/Tuesday	B-Day Thursday/Friday	Wednesday
8:00-8:55	Period 1	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services
9:00-9:55	Period 2	Period 2	
10:00-10:55	Period 3	Period 3	
11:00-12:40	Period 4*	Period 4*	
12:45-1:40	Period 5	Period 5	
1:45-2:40	Period 6	Period 6	

**Includes lunch period*

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High School

Two-Day Rotation Hybrid Model

The high school two-day rotation hybrid model will include a 8-period day schedule for all students. Students will rotate through their class schedule to receive direct instruction during the in-school, face-to-face days. On the days that the students are at home, distance learning platforms for both synchronous and asynchronous activities will be utilized to teach lessons based on the content curriculum documents/resources.

Sample: Hybrid Model for High School: AA/BB Day Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - In school	Group 1 - In school	Teacher-Led Small Group Instruction and Enrichment Interventions Related Services	Group 1 - Distance Learning	Group 1 - Distance Learning
Group 2 - Distance Learning	Group 2 - Distance Learning		Group 2 - In school	Group 2 - In school

Sample: Hybrid Model for High School: 4-Period Sample Student Face-to-Face Schedule

Class Times	A-Day Monday/Tuesday	B-Day Thursday/Friday	Wednesday
8:00-9:30	Period 1	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services
9:35-11:00	Period 2	Period 2	
11:05-1:10	Period 3*	Period 3*	
1:15-2:40	Period 4	Period 4	

**Includes lunch period*

Sample: Hybrid Model for High School: 5-Period Student Face-to-Face Schedule

Class Times	A-Day Monday/Tuesday	B-Day Thursday/Friday	Wednesday
8:00-9:10	Period 1	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions and Related Services
9:15-10:25	Period 2	Period 2	
10:30-11:40	Period 3	Period 3	
11:45-1:25	Period 4*	Period 4*	
1:30-2:40	Period 5	Period 5	

**Includes lunch period*

Sample: High School Hybrid Model: 8-Period Student Face-to-Face Schedule

Time	Monday, Tuesday, Wednesday, Thursday	Friday
8:00-8:45	Period 1	Teacher-Led Small Group Instruction and Enrichment Interventions Related Services
8:50-9:35	Period 2	
9:40-10:25	Period 3 / Lunch	
10:30-11:15	Period 4 / Lunch	
11:20-12:05	Period 5 / Lunch	
12:10-12:55	Period 6 / Lunch	
1:00-1:45	Period 7	
1:50-2:35	Period 8	

Regional Schools

Two-Day Rotation Hybrid Model

The Department of Special Education recommends the Hybrid AA/BB-Day Model for students in Regional programs and schools. Although class sizes do not exceed eight students in a typical Regional classroom, it is important that Regional students are assigned to A and B days in order to reduce the number of students in school for instruction on any given day. Many students have critical health needs that require staff to account for significant social distancing, and there is a high ratio of staff to students in these classrooms. Additionally, these students will not all be able or willing to wear masks and participate in all traditional precautionary measures.

In-school, face-to-face instruction for all core subjects will follow the Unique Learning System (Core Curriculum Resource) suggested monthly plan, with additional lessons and practice provided through Equals mathematics program, Vizzle and ReThink. This direct instruction will focus on the alternate achievement standards, particularly those that are assessed for students in tested grades. Lessons will continue to also be designed to address each student's IEP goals and objectives. Class times and duration will be flexible based instructional requirements and individual students needs for transition and personal care tasks.

On virtual learning days of the hybrid model, instruction will be asynchronous, and activities will be provided through the curriculum resources available to students and families at home. Teachers may also choose to send home instructional materials and activities that reinforce the instruction provided on face-to-face days. Paraprofessionals/ISEAs, in consultation with the classroom teacher, will be available to provide virtual support to students and family members/caregivers on these days.

Recommendations

The following hybrid and distance learning **sample** schedules are recommended for the Regional programs. If PGCPS remains in full distance learning for the second semester, then the full distance learning schedules will be followed as outlined earlier in the Plan.

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Regional Schools - Hybrid Model

Sample: Hybrid Model for Regional: Student Weekly Schedule

Monday A Day Students	Tuesday A Day Students	Wednesday	Thursday B Day Students	Friday B Day Students
Group 1: Face-to-Face of full schedule of all core content areas and access to Arts and APE	Group 1: Face-to-Face of full schedule of all core content areas and access to Arts and APE	Live access to teachers: •Re-engagement lessons •Parent Consultation •Enrichment •IEP Meetings	Group 2: Face-to-Face of full schedule of all core content areas and access to Arts and APE	Group 2: Face-to-Face of full schedule of all core content areas and access to Arts and APE
Group 2: Virtual Activities to reinforce concepts from face-to-face sessions	Group 2: Virtual Activities to reinforce concepts from face-to-face sessions		Group 1: Virtual Activities to reinforce concepts from face-to-face sessions	Group 1: Virtual Activities to reinforce concepts from face-to-face sessions

Sample: Hybrid Model for Regional: Face-to-Face Student Schedule

Class Times	Schedule
8:00-8:15	Breakfast, Current Events
8:15-9:15	Core Content: ALT RELA
9:15-9:45	SEL and Library Media/Work Skills
9:45-10:45	Core Content: ALT Science
10:45-11:15	Lunch
11:15-11:45	Core Content: ALT Social Studies/Health
11:45-12:15	Arts/APE Activity
12:15-1:15	Core Content: ALT Math
1:15-2:00	Dismissal Procedures

•Additional time allotted for safe/distant dismissal procedures.
•Class times may be adjusted to meet content area, personal care transition and IEP requirements.
•SEL incorporated in Library Media; SEL and Work Skills held one day per week.
•Specific class times may be adjusted to account for Arts/APE scheduling.

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Sample: Hybrid Model for Regional: At-Home Student Schedule

Class Times	Schedule
8:00-8:30	Core Content Area Activity
8:30-8:45	Break
8:50-9:20	Core Content Area Activity
9:20-9:35	Break
9:40-10:10	SEL Connection/Consultation/Office Hours
10:10-10:25	Break
10:30-11:00	Core Content Area Activity
11:00-11:30	Lunch
11:35-12:05	Core Content Area Activity
12:05-12:20	Break
12:25-12:55	Arts/APE Activity
12:55-1:10	Break
1:15-1:45	SEL Connection/Consultation/Office Hours
1:45-2:00	Choice Break (CORE Board Choices)

•Virtual instruction should support face-to-face lessons for those students attending in person.
•Assignments should be designed for ease of parent participation to support student learning.
•Office hours can be staggered throughout the virtual instructional day according to teacher availability.
•In consultation with the classroom teacher, the paraprofessional/ISEA will support students and parents on virtual learning days.
•Teachers will provide hard copy instructional activity materials to parents upon request in order to support virtual instruction as appropriate.

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Role of Non-Classroom-Based Personnel

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Role of Non-Classroom Personnel

There are a variety of school-based non-classroom personnel that support both students and teachers. In face-to-face, hybrid, and full distance learning models, all educators will continue to play a crucial role in the academic success of the students in Prince George's County Public Schools.

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.

Recommendations

To maximize the impact of the staff members across the district, instructional roles will support students and teachers in hybrid and/or full distance learning models during the 2020-2021 school year.

Instructional Roles 2020-2021

Staff	Support to Students in Hybrid Model	Support to Students in Full Distance Learning Model
Instructional Staff Reading Specialists, Instructional Lead Teachers (ILTs), etc.	• Provide support to content area teachers around incorporating strategies to meet students' instructional needs. • Check in with students on days they are engaged in online learning.	• Provide support to content area teachers around incorporating strategies to meet students' instructional needs. • Establish a regular schedule to provide direct instruction to small groups of students (in their certification area).
Central Office Staff Content Supervisors, Instructional Specialists, Coordinators, Coaches, Peer Mediators, etc.	• Provide support and assistance to teachers with incorporating effective strategies in hybrid and online models. • Connect with students, parents and teachers as needed to provide access to program resources and ensure proper program planning (i.e., TAG, Science and Technology, IB, etc.)	• Continue to engage in collaborative discussions with classroom teachers to provide updates regarding state and district mandates. Share best approaches to assist students with online learning. • Peer Mediators - partner with community resources to offer programs, small group sessions for students to join together and discuss internal and external conflicts they may be experiencing at home and/or

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		school.
Library Media Specialists	• Implement curriculum for PreK-12 for information literacy skills. • Provide teachers non-print resources related to specific units upon request. • Promote webinars, video conferencing, and video tools to connect students. • Collaborate with teachers to plan and implement instructional units that integrate use of the library resources with classroom curriculum. • Manage the online library catalog, Follett Destiny, and provide training as needed. • Maintain Google (virtual) Classroom.	• Implement curriculum for PreK-12 for information literacy skills. • Design welcoming and accessible library website highlighting student work and online resources. • Support teachers with digital resources related to specific units upon request. • Promote webinars, video conferencing, and video tools to connect students. • Collaborate with teachers to plan and implement instructional units that integrate use of the library with classroom curriculum. • Manage the online library catalog, Follett Destiny, and provide training as needed. • Maintain Google (virtual) Classroom.
Student Services (Professional School Counselors, Pupil Personnel Workers, School Psychologists, Social Workers)	• Provide professional development for staff regarding typical youth reactions to stress and trauma which might have resulted from home confinement. • Deliver virtual mental health workshops. • Provide information to teachers about signs of mental health challenges and how to refer students for support. • Conduct virtual and in school classroom guidance lessons on how to help others implement appropriate social distance in and out of school. • Deliver lessons pertaining to Social and Emotional Learning.	• Provide professional development for staff regarding typical youth reactions to stress and trauma which might have resulted from home confinement. • Deliver virtual mental health workshops. • Provide information to teachers about signs of mental health challenges and how to refer students for support. • Provide virtual classroom guidance lessons. • Deliver lessons pertaining to Social and Emotional Learning. • Establish designated virtual office hours. • Provide parent workshops on topics to assist families to take advantage of services available in the school system and surrounding community.
School-Based Nurses	• Assist Prince George's County Health Department and	• Assist Prince George's County Health Department and

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	Maryland Partnership for Prevention (MPP) with contact tracing for COVID-19 and immunization/flu clinics • Provide health education to students, staff and families • Participate in IEP, 504, SST, and Crisis Intervention meetings • Conduct cleaning, disinfecting and other safety/educational trainings for custodians • Promote healthy habits (Handwashing, donning and doffing of gloves, Blood Borne Pathogens, etc.)	Maryland Partnership for Prevention (MPP) with contact tracing for COVID-19 and immunization/flu clinics • Provide virtual health education to students, staff and families • Participate virtually in IEP, 504, SST, and Crisis Intervention meetings • Conduct cleaning, disinfecting and other safety/educational trainings for custodians • Promote healthy habits virtually (Handwashing, donning and doffing of gloves, Blood Borne Pathogens, etc.)
Special Educator Preschool	• Special education teachers will establish a regular schedule to provide specially designed instruction during their face-to face or distance learning instructional time.	• Special education teachers will establish a regular schedule to provide specially designed instruction during their distance learning instructional time for students and families through Google Meet or Zoom.
Special Educators Elementary	• **Push-In:** Establish a regular schedule to provide targeted specially designed instruction and/or teacher led reading/mathematics intervention lessons in content areas classrooms during their face-to face or distance learning instructional time. • **Pull-Out:** Establish a regular schedule to provide targeted specially designed instruction and/or teacher-led reading and math intervention lessons during their face-to face or distance learning instructional time.	• 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.
Special Educators Secondary	• **Co-Teaching/Supported Inclusion**: Special education teachers will co-plan and co-teach with general education teachers.	• Special education teachers will co-plan and co-teach with general education teachers, establish a regular schedule to provide specially designed instruction and/or teacher-led

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	• Establish a regular schedule to provide specially designed instruction, and/or teacher-led reading/math intervention lessons during their face-to-face or distance learning instructional time in content area co-taught class.	intervention lessons during their Google Meet or Zoom instructional time in content area co-taught class.
Special Educators Special Programs (CRI, Regional, Transition, Autism, CSEP, DHOH)	• Provide core instruction/specially designed instruction or teacher-led reading/mathematics intervention lessons if applicable during their face-to face or distance learning instructional time	• Provide core instruction/specially designed instruction or teacher-led reading/mathematics intervention lessons, if applicable, during distance learning instructional time.
Related Service Providers (e.g., Speech/Language Pathologists, Occupational Therapists, Physical Therapists)	• Establish a regular schedule to provide related services and support as documented in the IEP.	• Work with the case manager to establish regular meeting times to provide related services through distance learning.
General Education Paraeducators	• Provide targeted instructional support to small groups of students on days they are physically in school.	• Assist teachers by preparing, gathering and/or posting materials • Assist with organizing and cleaning school equipment as needed • Host online sessions to provide supplemental instruction or support through live or recorded means, • Conduct phone check-ins with families.
Special Education Paraeducators	• Provide targeted instructional support to small groups of students within the classroom setting on days they are physically in school • Assist students with assistive technology and communication needs • Assist with data collection, management of behavior and personal care needs of students	• Assist teachers by preparing, gathering and/or posting materials • Assist with organizing and hosting online sessions to provide supplemental instruction • Support teachers/students through live or recorded means.

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	• Assist with cleaning school equipment as needed	
Dedicated Assistant	• Work one-on-one with an assigned student to support the implementation of the Individualized Education Program (IEP) goals/objectives and services. • Assist with data collection. • Assist with management of behavior and personal care needs of students assigned. • Assist with cleaning school instructional materials and equipment as needed.	• Work one-on-one with an assigned student to support the implementation of the Individualized Education Program (IEP) goals/objectives and services. • Assist with data collection.
Investigative Counselor **Security Assistant**	• Job Responsibilities as assigned in a traditional face-to-face school model • Monitoring the Use of Devices using a district level web filtering program/software that will monitor the appropriate content and websites visited by students, teachers, and caregivers via the PGCPS domain. • Report flagged activity (inappropriate content and searches) to school principal or principal designee.	• Monitoring the Use of Devices using a district level web filtering program/software that will monitor the appropriate content and websites visited by students, teachers, and caregivers via the PGCPS domain. • Report flagged activity (inappropriate content and searches) to school principal or principal designee. • Provide security service support for staff that report to the school building daily.
Crisis Intervention Resource Teachers **In School Suspension Monitor (ISS)**	• Job Responsibilities as assigned in a traditional face-to-face school model. • Assist in providing and implementing restorative practices • Assist with data collection of students with behavioral concerns. • Assist with data collection and implementation of Behavior Intervention Plans.	• Implement Rethink and Second Step lessons to identified students. • Offer resources and support to families. • Assist teachers in contacting families of students having behavioral or academic struggles • Assist in providing and implementing restorative practices • Assist with data collection and implementation of Behavior Intervention Plans.

Course Offerings

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Course Offerings

Course offerings during the 2020-2021 school year will prioritize core courses and those courses that meet graduation requirements.

Recommendations

Modifications to the courses offered during the school year may be required in order to meet social distancing guidelines. For example, alternatives for Career and Technical Education (CTE) programs, physical education and music courses might have to be considered for the health and safety of students and staff as well as for appropriate modifications during hybrid and online courses. The following chart provides guidelines for specific courses or programs:

Guidelines for Course Offerings

Courses	Course Offerings/Schedules in Hybrid Model	Course Offerings/ Full Distance Learning
Career and Technical Education (CTE) Programs CTE Course Risk Level Career and Technical Education course offerings during the 2020-2021 school year have been categorized as High Risk or Low to Moderate Risk. High Risk courses require an aggressive cleaning/disinfecting plan with course enrollments of 10 or less students. High Risk courses are not recommended in the traditional model (every day). Courses categorized as low to moderate can be conducted in the Hybrid model using **double block** schedules.	• Utilize CTE Online/ Industry recognized and approved online resources to provide opportunities to participate in the programs that may not be available, due to required hours and equipment usage: see CTE Course Risk Level • Verify that CDC/PGCPS health modifications can be applied for acceptable scheduled programs (ex., Prostart/Cosmetology). • Utilize double periods to meet seat hours and satisfy requirements. • Students should complete lessons online and the performance tasks face-to-face when physically in the school building. • Establish safety protocols for off-site instruction locations (Student Built House / PGFD Fire Academy).	• Utilize CTE Online/Industry recognized and approved online resources to provide opportunities to participate in the programs • Assign students to participate in simulations instead of physical participation in program courses were permitted. • Explore partnerships with Industry and Prince George's Community College (PGCC) to develop opportunities for virtual labs/ practicums in courses leading to licensure or certifications.
Physical Education MSDE Guidelines for Temporary Modifications to Physical Education	• Teachers will follow the curriculum and modify as needed. • It is recommended that students come to school in Physical Education (PE) attire on their PE day.	• High School offerings-Personal Fitness-Grad requirement and Lifetime Sports - elective • All teachers (elementary, middle and high school) will follow the curriculum and

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School Re-entry Considerations PE, Health and PA-SHAPE America	• Gymnasiums shall not be repurposed as general education spaces in a manner that will undermine the access of students to these courses. • Cleaning of space and equipment is required between classes. • If available facilities do not have sufficient space,class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart. • Classes should not be combined. • If there are multiple teachers in one space, care should be taken to ensure classes are separate and social distancing. • If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction. Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available. • If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff. **High School and Middle School** • Limit High School offerings to Personal Fitness	modify as needed to implement in a distance learning format. Example: teachers will have to lean on students submitting videos performing tasks or responding to skill based standards on paper/online. Example: If the outcome is for a student to skip or throw to a target, a teacher would usually observe this in real time and offer feedback if needed. If they are online, the teacher will need to have students videotape or share the critical elements from the standards based rubric in order to assess.

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	(graduation requirement) and Lifetime Sports (elective). ● At the high school and middle school level, implement the following recommendations for the 2020-2021 school year: ○ No changing into physical education attire ○ No locker room use ○ No equipment sharing ○ Floor markings needed for social distancing ○ Teach outside as frequently as possible **Elementary School** ○ No equipment sharing ○ Floor markings needed for social distancing ○ Teach outside as much as possible	
Music Education	● **Per MSDE guidance**, music instruction will continue to take place for all students individually or in small groups (chamber or sectional ensembles) with proper social distancing. ● When possible, schedule for like-instrument or grade level groupings (collaborate with the instrumental teacher.) ● Size (sq. ft.) of teaching space will determine how many students can be present at one time. ● Practice rooms are limited to one person only. **Choir** ● Due to COVID-19 transmission risks, singing within an in-person setting is not permitted at this time. ● Classes will continue to take place as students can record themselves singing at home only and submit to the teacher	● **Per MSDE guidance**, music instruction will continue to take place for all students individually or in small groups (chamber or sectional ensembles). ● Maintain scheduled and pull-out (ES) courses. ● Establish regular meeting times for pull-out courses to provide targeted instruction to students through live or recorded lessons using online platforms. ● Students will need access to their musical instrument. ● Music software/technology to view and record lessons can be used for individual virtual learning via an electronic device. ● Virtual classes should be designed with small groups in mind to maximize feedback, discussion, and performance with participating students.

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	for in-class discussion and assessment. **General Music** ● Music stands, guitar, piano, and percussive instruments are permissible, provided that social distancing guidelines are followed and instruments are sterilized per National Association for Music Education, 2020 both before and after use. **Instrumental (Band and Orchestra)** ● No sharing of wind instruments (flute, oboe, bassoon, clarinet, saxophone, horn, trumpet, trombone, baritone, tuba) will take place. ● Music stands, percussion, keyboards, guitars, and pianos, however, could be shared if necessary, provided that each item is sanitized both before and after use per National Association for Music Education, 2020 guidelines. ● Elementary Instrumental Pull-out instruction students will meet once every two weeks for a 30-minute instructional class. This will allow instruction to take place for all participating students with recommended class size and type. ● Secondary Instrumental instruction will continue as scheduled in reduced class sizes.	
Work Study/ Release Time/ Internships	● Students do not report to the building, maintain scheduling courses. ● Some courses needed for completion in certain programs.	● Students do not report to the building, maintain scheduling courses. ● Some courses needed for completion in certain programs.
Dual Enrollment/Educational Online Program (EOP)	● Maintain scheduling courses. ● Courses are scheduled outside of the instructional day. ● Courses are required for MSDE reporting.	● Maintain scheduling courses. ● Courses are scheduled outside of the instructional day. ● Courses are required for MSDE reporting.

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Special Considerations for High School Seniors:

Those seniors who need the four (4) required credits for graduation as outlined in Administrative Procedure 6150, can have the option to be enrolled in only two courses per semester. This adjusted course load for those selected seniors will provide more available sections and staffing for the freshman, sophomore, and junior courses, allowing schools to accommodate more students on campus if the hybrid model is implemented in the second semester. Additionally, this will provide senior students with the ability to engage in college and career readiness activities such as entering the workforce for financial needs, college preparation opportunities, dual enrollment and internship experiences (both virtual and/or in person). This may not apply to seniors in Specialty Programs, as the program planner may include additional courses to meet program requirements.

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Distribution of Resources

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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 is proposed to enhance the instructional experience for students during distance learning. Access to additional software will improve the delivery of instruction and provide access to platforms aligned to state and national standards.

Technology and Software

All teachers throughout PGCPS will continue to have a device assigned to them. During the 2020-2021 school year, the Office of Technology will assign a laptop or device to staff members who previously were not included in technology distribution to include paraeducators who are assigned to support teachers and students during remote learning. 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 prekindergarten and kindergarten.

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

Teacher Software	Description and Justification
Google Classroom	Digital platform that streamlines the distribution and collection of resources and assignments between teachers and students.
NearPod	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 "live lesson" feature allows for teachers to send interactive presentations & 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.
Pear Deck	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.
Flipgrid	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 others' posts.
G Suite for Education	G Suite for Education is a collection of productivity tools ls including: • Gmail (communication) • Google Drive (file storage and sharing) • Google Docs (text editing) • Google Slides (presentations) • Google Forms (quizzes and surveys)
Hapara*	Hapara, similar to GoGuardian for Teachers, is a classroom management solution that allows teachers to send documents, communicate and monitor students' online activity. The Hapara Admin Dashboard allows central office employees to view analytics measuring student engagement, teacher feedback, student collaboration, and additional instructional interactions in

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	the Google Chrome OS.
Kami*	Kami is an online document annotation and markup tool, used primarily in the classroom. Teachers and students can highlight, underline and strikethrough text in PDF and other document formats. Annotations such as text boxes, shapes and images can be added with work shared via Google Drive and/or Google Classroom.
Edpuzzle*	Edpuzzle is an instructional tool used to add interactive content, such as multiple-choice or open-ended questions, into pre-existing videos, which could be self-created or from video sources such as TED or YouTube.
Book Creator	Book Creator allows students and/or teachers to combine text, images, video, and audio to create and publish books and multimedia resources.
Screencastify	Video Creation Tool: Screencastify is a Chrome browser extension that allows users to record their screen, face, voice and more. It can be used by teachers and central office staff to create instructional videos for learners to access asynchronously.
Webex	Webex is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and for hosting employee training.
Zoom	Zoom is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and for providing live instruction to students.
Google Meet	Google Meet is a video-communication service included in the G Suite platform. It is primarily used for meetings and for providing live instruction to students.
Student Software	**Description**
Google Classroom	Google Classroom is a digital platform that streamlines the distribution and collection of resources and assignments between teachers and students.
Clever	Clever is a service that brings all digital tools and textbooks into a secure portal for access by teachers and students.
Osmo	Osmo merges tactile exploration with innovative technology, actively engaging children in the learning process.
HATCH	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.

*New for 2020-2021 School Year

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Distance Learning Instructional Materials and Resources

All students will have access to instructional materials for use at home during distance learning. Content may include, but not limited to; instructional materials for Early Learning, Creative and Performing Arts, Career and Technical Education, Special Education, and Montessori. Each student will receive instructional materials based on his or her grade level and/or course of study.

Materials may include, but not limited to:

- hard copy of textbook (if textbook is not digital)
- musical instrument
- art supplies
- assistive technology devices and adaptive equipment (students with accommodations)
- consumable books
- digital device (for students who never received a device)
- headphones for text-to-speech (students with accommodations/interventions)
- literature specific to content
- manipulatives
- non consumable textbooks
- novels

Dates and Times to Retrieve Materials

- Specific information on the distribution of instructional materials will be shared in early August.

Shared Materials

During the hybrid model, all efforts should be made to limit the sharing of materials. To minimize the potential spread of germs, grade level kits should be distributed to students. Kits will include those materials that have traditionally been shared throughout a classroom, such as mathematics manipulatives, scissors, calculators, art supplies, etc. Typical school supplies such as scissors and pencils can be provided as a list for parents to purchase to add to student kits. Content-specific items such as mathematics manipulatives and art supplies, will be provided for individual use. For students participating in full distance learning, supplies and manipulatives at home will be utilized during live instruction.

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Recommendations specific to the distribution and use of physical materials such as library books, musical instruments and textbooks are outlined below.

- **Library Books/Digital Resources:**
    - Students and staff may check out Ebooks and other digital resources through the online catalog, Follett Destiny, and will continue to have access to online research databases 24/7 from school/home. Resources are available through the PGCPS Professional Library Website.
    - **Return of library books from the 2019-2020 School Year**: Library books may be returned to the school from which they were checked out; they will need at least three days or 72 hours of quarantine before being handled. Library staff will wear gloves when handling unquarantined material. It is preferred that a collection takes place before the 2020-2021 school year begins to allow for this quarantine time period. A designated area in the Media Center for collecting these materials will need to be identified in every school. **Specific dates to return library books are forthcoming.*
- **Musical Instruments:** Students enrolled in band and orchestra will check out musical instruments from their school's instrumental teacher.
    - **Return of musical instruments from the 2019-2020 School Year:** Musical instruments borrowed from a school in 2019-2020 must be returned to the same school if the student is not returning for the school year 2020-2021. **Specific dates to return musical instruments are forthcoming.*
    - Personally owned or store rented instruments left in schools should be returned to families before the start of the school year to allow families time to schedule their own repairs. **Specific dates to pickup musical instruments are forthcoming.*
    - Teachers will inspect school-owned instruments to determine if repairs or general maintenance are needed to put the instrument in playable condition. There will need to be 1 week of instrument quarantine after receiving and before returning
      instruments to families. All cleaning, repairs and collection of instruments will take place before the school year starts.

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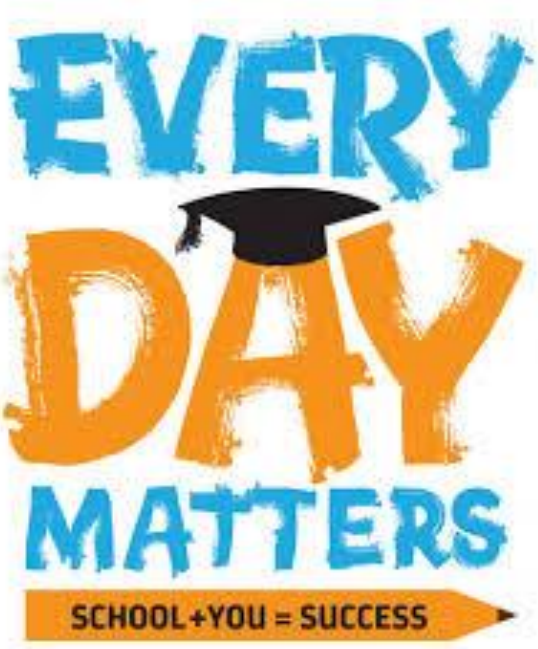
- No sharing of wind instruments (flute, oboe, bassoon, clarinet, saxophone, horn, trumpet, trombone, baritone, tuba) will take place. Music stands, percussion, keyboards, guitars and pianos, however, could be shared if necessary during the hybrid model, provided that each item is sanitized both before and after use.
- All students will be instructed on how to safely clean and maintain their assigned instrument per National Federation of State High School Associations Guidelines.
- **Textbooks:** Teachers and students will have digital access to textbooks for their assigned core courses through Clever. Clever, a service that all teachers and students in PGCPS have access to, brings digital tools and textbooks into a secure portal. Hard copy textbooks will be distributed prior to the beginning of the school year as needed per grade level per course. ** Specific dates to return and receive textbooks are forthcoming.*

Outdoor Instruction at Home

As we consider strategies for providing robust distance learning and eventually 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. 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, Disconnected Youth and Grading



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Attendance

Prince George's County Public Schools (PGCPS) continues to follow the state and local guidance in collection of student and teacher attendance. There is currently a procedure in place to identify the process in which attendance is both collected and reported for both students and teachers.

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 2020-2021 school year and daily attendance procedures will be communicated so all stakeholders know PGCPS' definition of being considered present.

Attendance for Students

- Face-to-Face Hybrid Model of Instruction: Teacher will take daily/period attendance of face-to-face learners in SchoolMax.
- Distance Learning Instruction:
    - Elementary Schools
        - Teachers will take attendance at the beginning of each day in SchoolMax. Attendance will be reviewed again after lunch to ensure students return virtually and are accounted for. In the event a student does not return for the afternoon, the student should be recorded as attending school for a ½ day and contact made with the home to ensure the student is safe.
    - Secondary Schools (middle and high school)
        - Student types in student ID number or other unique identifiers such as student email (name should auto-populate) in Google Form to ensure the correct student is identified as being present.
    - An attendance code that denotes: Present Hybrid and Present Virtual - there would be two different codes to use for students.
    - Teachers will use a Google Form by period (Middle and High) to ensure timestamp of the form/student login each day. (First assignment of the day is a

student check-in. An assignment is set in the Google Classroom for a set period of time and students must login and check in within that period of time.)

- Teachers will use the Google Form to manually add attendance to SchoolMax. The Technology Instructional Team (T3) will provide training for teachers on using Google Form for Attendance.

- Centralized attendance manager monitors and ensures fidelity and reporting of daily attendance.

Face-to-Face Learners/Hybrid	Virtual Learners
Students are expected to be in attendance for class daily and present for each session.	Students are expected to be in attendance for class daily and present for each session.
Special attendance code used for students who are face-to-face and online learning.	Special attendance code used for students who are online learning.
After a certain day, require students to provide an absence note in order to be considered lawfully absent.	After a certain day, require students to provide an absence note in order to be considered lawfully absent.

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Disconnected Youth

Prince George's County Public Schools (PGCPS) is committed to ensuring that 100% of our enrolled students are participating in distance learning. With the support of nonprofit partners, Community School Coordinators and Pupil Personnel Workers, PGCPS will coordinate virtual home visits, phone calls, and distribution of technology devices directly to students to ensure they are fully engaged in the virtual learning experience.

Outreach to this population of youth often requires an advocate to re-engage them in education and help them access needed services. Because PGCPS must ensure that remote learning is a viable option, we will leverage this time to create sustainable strategies, mechanisms and supports to meaningfully re-engage youth.

Supports

- Initiatives that could mitigate this issue include seeking funds from Governor Hogan's allocation of $10 million to K-12 technology as provided by the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.
- Access the PGCPS list of United Way partners vetted to support schools to assist in keeping our students and their families engaged in the learning process.
- Utilize the PGCPS Office of Community Partnerships to collaborate with our partners on ways they can support schools virtually.

Grading

Prince George's County Public Schools (PGCPS) is committed to providing our students with an educational program based on instructional practices that are rooted in educational research and support student achievement. To support these efforts and establish a system where assignments and assessment both inform and drive instruction as well as provide an accurate measure of a student's academic achievement, we will incorporate an equitable grading practice in every content area to ensure all learners' academic success is measured with fidelity.

A systemic grading procedure provides guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in prekindergarten, kindergarten, and Grades 1 through 12 in all elementary, middle, and high schools and centers in Prince George's County Public Schools. As defined in COMAR (Code of Maryland Regulations) 13A.03.02.08, each local school system shall develop a written policy on grading and reporting. The PGCPS grading procedures have been developed according to COMAR regulations and outline a process so that all students can learn and achieve at high levels, rigorous performance standards and achievement standards are embedded as essential components of developing and delivering quality instruction, and regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning. School-based administrators, teachers and students will be familiar with procedures to ensure that grading and reporting policies are applied consistently within their school for hybrid and virtual learners.

- Content supervisors reviewed grading factors (homework, classwork, assessments) for appropriateness for face-to-face learners/hybrid and virtual learners as defined by each of the three factors.
- Teachers will collect a minimum of two grades per week for elementary/middle/high (per period/class) depending on the number of meetings/periods (please see Administrative Procedure 5121 for guidance below).
- Assignments will remain the same weight for class work, homework and assessments by course/grade band and will receive a letter or numerical grade.

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- PGCPS' Grading Administrative Procedure 5121 (listed below) was updated to include language geared toward expectations and updates in grading factors to include distance learning.
  AP 5121.1 Elementary School, AP 5121.2 Middle School, AP 5121.3 High School
- The "N" grade language in Administrative Procedure 5121 was updated to indicate how an "N" grade is awarded for transfer students and missing quarter grades during distance learning.
- Students who received an I (Incomplete) grade in any course during the fourth quarter of Spring 2020 should submit the make-up work to the school (principal or designee) where the original grade was earned. A teacher or team of teachers will review the work and initiate the grade change process as applicable. To begin this process, the parent and/or student should contact the teacher of the class or Principal of the school If a student has transitioned to another school they must contact the teacher/Principal of the school where they were enrolled in the class.

Assessments

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Assessments

The focus for state and local student assessments will help staff identify students' learning needs and plan for upcoming instruction in the 2020-2021 school year. Assessments geared to this purpose will be prioritized in PGCPS' assessment program. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in a distance learning environment, including limitations tied to test security and fidelity in assessment administration.

The key priorities of the PGCPS assessment program for the 2020-2021 school year are to:

- Identify key benchmarks and beginning of the year assessments to support student placement and to identify gaps in understanding due to prolonged school closure.
- Identify common PGCPS created assessments with which to monitor student understanding and adjust instruction.
- Identify key dates/points in the instructional cycle to administer Benchmark assessments based on standards-based instruction.
- Determine data analysis structures and protocols for analyzing the assessments we are able to administer.
- Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as "at risk."
- Ensure diagnostic assessments for all core courses to assess students' skills related to upcoming content and Bridge 4th quarter and first quarter are administered.

The state assessments our students participate in during the 2020-2021 school year 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. If MSDE does not waive the assessments, the testing schedule will need to include days for students to return to the building to complete state assessments. Students who choose to participate in full virtual learning will be scheduled to complete testing at the school where they are enrolled. Hybrid students will take assessments on the days they are scheduled to be in the building. PGCPS local assessments may not be available due to security and availability in distance learning, therefore, may not be administered.

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Evaluation of Distance Learning

PGCPS has identified several measures that will assist in the evaluation of our distance learning model for the 2020-2021 school year to ensure online learning is coherent, cohesive, and comparable in academic rigor to the traditional instructional format. The evaluation will measure two key aspects of distance learning for the 2020-2021 school year; the processes, procedures and initiatives that occurred and the outcomes of the processes, procedures and initiatives implemented. PGCPS will define and evaluate programmatic goals using data from a variety of sources to evaluate overall effectiveness and assist in future planning. PGCPS has identified the following measures to evaluate the effectiveness of as a result of the 2020-2021 distance learning model;

- Attendance
- Course Grades
- Student Performance on District and State Assessments
- Internal and External Stakeholder survey responses and feedback
- Access to and use of Technology Devices
- Distance Learning Platform
- Social and emotional learning needs
- Curriculum lessons in all content areas

All above mentioned components will be considered in the overall evaluation of the PGCPS distance learning model as well as individually measured to gauge student performance of meeting and making growth during distance learning. PGCPS will determine the measurement tools to utilize and how to measure each component to evaluate what happened and how it worked. PGCPS will evaluate the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and will use the results of its evaluations to enhance the attainment of the goals for student achievement.

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School Facilities

Facilities

State and local leaders, as well as civic and industry representatives have worked together to develop Concise and Uniform Guidance for Reopening and Operating School Facilities in a Pandemic. This work has been disseminated through the National Council on School Facilities. The information has been used to inform the recommendations below.

Resources:

- National Council on School Facilities
- Considerations for Schools (CDC)

Recommendations for Facilities (*When students return to buildings)

Entering the School Building

Students will get off the bus and enter the school building wearing their own personal mask. Students that do not have a mask when they arrive at school will be given a mask as they enter school. PGCPS acknowledges that some students will not wear face masks. In this case, staff members working directly with those students will wear face masks and face shields. Upon entrance, students will be sent to their first classroom according to their schedule. As students exit their bus or cars, they will be guided to enter the building through one entrance.

- Teachers will need to be in classrooms when students arrive.
- Breakfast will need to be distributed to students as they enter the school.

Classroom Setup

- Student desks/tables will be set up with an optimum configuration within each classroom. Building supervisors will place an "X" on each desk that will not be utilized in the classroom.
- The desks utilized by students will minimize the distance based on the separation of the desk (every other desk, every other row).
- Teachers will assign seats to students to assist with contact tracing, if necessary.
- Each student's belongings will be separated from others' and in individually labeled containers, cubbies, or areas.

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Lockers

- Students not returning to PGCPS or who are transitioning to middle school or high school were permitted to retrieve their personal items from school between July 14, 2020 and August 7, 2020. These are students who were in Grades 5, 6 (as the terminal grade level in the school), 8, or SY20 high school seniors.
    - Principals have the autonomy to organize and schedule student personal item(s) retrieval in a manner that best fits their school and communicate the details of that plan to their school community. Please refer to your school's website and/or robo calls for further details.
    - The possibility of locker distribution will be reviewed prior to the second semester if PGCPS implements the hybrid model.
    - Schools may not be able to maintain social distancing with locker distribution.
    - Students may be permitted to carry backpacks instead of placing items in their lockers.

Restrooms

Signage will be posted on the main door of the rest room and next to the sinks. The signs will encourage students to stand 6ft away from others and to wash their hands. There should be no more than three students in the bathroom at one time. Teachers will allow only one student at a time to leave the classroom for the restroom. Principals will provide guidelines for scheduling bathroom use and to continue adherence to social distancing guidelines if they cannot staff or implement the above guidelines.

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Facilities Cleaning and Disinfecting

One of Prince George's County Public Schools' six core values is that all staff share the responsibility for a safe and supportive school environment contributing to excellence in education. Excellence cannot be achieved without a priority placed on all schools to develop and maintain a safe and orderly environment.

Special emphasis must be placed on cleaning, disinfecting, social distancing, handwashing and the use of face coverings.

Cleaning and Disinfecting Public Spaces for COVID-19

COVID-19 Guidance

COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs

Prior to Arrival of Students and Staff Returning to School Buildings:

- All areas are cleaned and sanitized so that there are recognizable differences in the care and cleanliness of each space. Daily cleaning and disinfection will include:
    - All touch points, door knobs, and panic bars disinfected.
    - All water fountains and sinks are to be cleaned and disinfected.
    - All lavatories are to be sprayed down with disinfectant and left to dwell a minimum of 10 minutes prior to cleaning.
    - Ensure hand sanitizer, paper towels, toilet paper and soap available throughout the day.
    - Disinfect all student desks and locker rooms.
    - Cleaning and disinfecting of student desks.
- Installation of hand sanitizer dispensers with one at every 10K sq. ft. in all schools and offices. Dispensers will also be placed in copier rooms, teachers' lounges and at the auto-fill water fountains.
- A combination of maintenance staff and contractors will ensure that all plumbing repairs are complete.
- The Health First Cleaning System will be mandatory in every elementary school. All elementary school building supervisors and custodians will be retrained during the summer months.
- Building coordinators working with principals will ensure proper equipment and supplies are available.

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- All water fountains will be turned off due to the inability to disinfect after use with the exception of the auto-fill water dispensers located in the multipurpose room of each building. Bottled water will also be provided.

Upon Arrival of Staff and/or Students:

- Custodial cleaning supplies, disinfectant, 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 min/max system to ensure ongoing supply levels for each individual school.
- Health Services will provide personal protection equipment for all school nurses to include N95 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.

Monitoring:

- Monitor safe, correct use and storage of cleaners and disinfectants, including storing products securely away from students.
- Building coordinators, building supervisors, and principals will monitor daily:
    - Inventory levels of cleaning and disinfectant supplies, toilet paper, hand soap, paper towels and hand sanitizer on a daily basis to ensure that an adequate inventory is maintained.
    - Adherence to cleaning and disinfectant plan along with administrative procedures on a daily basis.

- Ensure that full cleaning and disinfecting of all buildings takes place each week between student groups, including all desks.
- The building supervisor and the principal will create a schedule for all lavatory cleaning periodically throughout the day.

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Transportation

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Transportation

Resource:

What Bus Transit Operators Need to Know About COVID-19 (CDC)

Bus Configuration

Maximum number of students per bus will be one student per seat near the window on each row with **mandatory** masks which will result in approximately 22 students per run.

- The seat behind the driver will remain empty during every trip unless they are in the same household as the driver.
- To ensure physical distancing:
  - If there are seats that must remain vacant, they will be marked or blocked.
  - Visual reminders will be posted for students regarding social distancing.
- 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 will occur between July 6 through July 31, 2020. Prior to school opening, all 1,280 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.

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- Supplies will be available for bus drivers and bus aides working with students with personal care needs (N95 masks) and rubber latex free gloves.
- Bus drivers and aides who drive the special center and non-public routes will be required to wear N95 masks, gloves, and face shields. Face shields, in addition to face masks, will be required for staff members who may interact with students who spit or have salivary incontinence or the involuntary spillage of saliva over the lower lip.

Drivers and Attendants should:

- Wear Face Covering
    - 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.
    - 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. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.
    - Use hand sanitizer when hand washing is not available.
- Keep windows open on the bus when possible.

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Safety Measures for Students on the Bus:

The seat immediately behind the driver will always be left vacant to distance the driver from the students.

Students:

- Follow all guidelines for COVID-19 screenings and procedures prior to being transported.
- 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.
- Sit only in the seat to which they are assigned.
- 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.

Arrival to and Departure from Schools for Implementation During Hybrid Model:

Arrival and drop-off locations and/or times will need to be staggered and adjusted, or protocols will be in place to adhere to social distancing when parents or caregivers are dropping off students. Many schools do not have a separate entrance for buses and cars at arrival time or dismissal. Parents will be asked to wait until after dismissal to pick up students or park off property to meet their student. Increased AM vehicular traffic will require additional staffing or other controls to prevent backups entering the school property.

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 minute at the beginning and end of their run. Drivers check safety equipment, vehicle damage, and mild cleaning. Additional cleaning requirements will require that more time be built into the daily routine schedule depending on the

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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 should clean the safety vest each evening.
- If a student or staff member who was on a bus has experienced symptoms, the bus will be immediately taken out of service for cleaning and disinfecting prior to being placed back into service.
- Additional routine cleaning schedules may be recommended if deemed necessary.

Special Education Transportation:

The Transportation Director anticipates that there will be students who refuse to wear masks or shields. In this case, staff members working directly with those students will wear face masks and face shields.

Non-Public Schools, Special Centers and Early Childhood Centers:

- Buses will require special approval for additional physical modifications and safety measures in order to ensure safety requirements for students and staff.
- Shields in front of each seat will be needed because there will be students that will not wear their masks on the bus.
- Bus capacity is 10-12 students for further social distancing for special needs students.

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Food and Nutrition

Food and Nutrition

The following guidance and research was used to support the recommendations below.

- United States Department of Agriculture (USDA), Regulations and Guidelines for "Feeding Kids when Schools are Closed"
- Maryland State Department of Education (MSDE) Meal Service Requirements
- USDA Regulations and Guidelines for Accommodating Children with Special Dietary Needs
- Institute of Child Nutrition (ICN) COVID19 Resources – Meal Service During COVID-19

Meal Service in Full Distance Learning

Food service will operate under the National School Lunch and Breakfast program. Students not eligible for free and reduced-priced meals will have to pay for breakfast and lunch. Food and Nutrition Services strongly encourages cashless transactions and encourages all households to deposit funds into their student account.

All Students

- All schools will serve as meal distribution sites.
- Food Nutrition Services will assign students to a specific school based on proximity to their enrolled schools to pick up meals (e.g., Catherine T. Reed would pick up meals at DuVal High School.)
- Breakfast and lunch offered
- Suppers in eligible schools
- Meals will be pre-packaged and distributed two days per week
- **Monday** – meals for Monday, Tuesday, Wednesday
- **Thursday** – meals for Thursday and Friday
- Meals will be counted by eligibility status
- Students will need to provide Name, PIN#, and the school enrolled in if they pick up a meal from a school they do not regularly attend.
- Food Nutrition Services will use school rosters to verify and record students who receive a meal.

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

- Students can select a neighborhood school to pick up meals
- Cafeteria staff will maintain a list of these students
- Meals distribution on Monday and Thursday
- Food Nutrition Services will manually enter the meal counts on rosters

FARMS Application Process:

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

Meal Service for Hybrid Model

- Pre-pack food items in the kitchen area.
- Use additional space in the multipurpose room to ensure physical distancing of food service staff.
- Ensure a reimbursable meal for breakfast and lunch.
- Serve hot or cold products depending on the on-site or off-site students.
- Students/Parents will use MySchoolBucks prepayment plan to pay for meals
- Point of Sale (POS) mobile units will be required for classroom breakfast/lunch schedules.
- If student rosters are used for accountability, teachers check off students participating.
- Staff (enter PIN numbers for all students participating) - no students touching pin pads
- Prepare breakfast and lunch for students to take home; next day (off day).
- Prepare breakfast and lunch for students not on campus for the day.
    - Students will pick up pre-packaged breakfast and lunch for the next day(s) as they exit the building at the end of the day. Meals will consist of frozen heat and serve food items with heating instructions.
    - Following procedure for dietary needs – Teachers supply a list of students (classrooms) with special dietary requirements; available for pick up before regular lunch service.

Classroom Service Using Mobile Food Carts

Breakfast Service

- Breakfast - Students will pick up a pre-packaged breakfast as they enter the building and consume the meal in the classroom.

Lunch Service (All Grade Levels)

- All meals will be pre-packed.
- If student rosters are used for accountability; teachers check off students participating.

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- Utilize mobile meal carts to transport meals to the classroom.
- Carts will be positioned in the hallway.
    - Carts move from room to room
    - Students come up to the cart one at a time to choose their meal
- Remote POS system for payment and documenting reimbursable meal counts (Barcode)
- Social distancing and hand washing signage for students

Distance Learning Students

Breakfast and Lunch Service (Distance Learning Students)

- All meals will be pre-packed.
- Utilize bus drivers and Food Service Assistants (FSA) on a bus to distribute meals at bus stops/communities for students that live more than 1.5 miles from a school.
    - Cold containers for transporting meals
    - Meals will be pre-packaged and distributed two days per week
    - **Monday** – meals for Monday, Tuesday, Wednesday
    - **Thursday** – meals for Thursday and Friday
    - Meal tally sheet will be used for accountability

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Health and Safety

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Health and Safety

Social distancing, handwashing, and reducing the number of people in one group are the most effective safety strategies during a pandemic. Additional safety and health measures will be used by PGCPS to reduce COVID-19 exposure for our staff and students.

Social Distancing Guidelines Resource:

Social Distancing, Quarantine and Isolation

- A floor plan will be provided by the Safety Officer as an example to show the format that floor and wall signs should be placed, based on the different authorized signage. No signage should be used until it is authorized by the Safety Office.
- A floor plan indicating traffic flows and location of required floor markings should be created by the principal and submitted to the Safety Office for approval under established guidelines. The approved plan will be placed as an addendum in the school's Emergency Plan.
- Social distance stickers/decals will be made available to all schools. Principals should evaluate the need for additional social distancing signage.
- Consider extended arrival and dismissal time to prevent large assembly of students.
- Upon exiting the bus or car, students must be directed to safe distancing when entering the building.
- Each school should develop a plan to have all students to wash their hands (preferably) or use hand sanitizer upon arriving at school.
- Clear plastic barriers will be installed where appropriate, if reviewed and approved by the Safety Officer, to isolate staff, students and visitors from others.
- Students will not be sent to the health room until announced and given time to report unless there is an emergency.
- Limit any nonessential visitors (parents), volunteers and activities involving external groups or organizations. Visitors are encouraged to make an appointment with the school before arriving at the school. All visitors must be informed that face coverings and social distancing are requirements to enter the building.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, or schoolwide parent meetings.

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- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Principals should consider teachers transitioning as opposed to students when scheduling as much as allowable.
- Principals and teachers should ensure the configuration of the classroom. All students are facing in one direction and straddled by rows so that no student sits directly in front or directly behind another.
- Students should remain in cohorts throughout the school day with no mixing with others when possible in prekindergarten through middle school.
- Staff will be encouraged to bring food that needs no refrigeration or microwaving. Use of staff lounge refrigerator and microwave should be used with consideration of social distancing and limiting the possibility of cross contamination.

Prior to Student Arrival:

- Parents will complete a daily Student Health Checklist (provided by the Office of School Health) for their child to include the temperature of their child and other COVID-19 symptoms.
- If the child has a temperature and two or more of the other symptoms, the parent should keep the student at home. Symptoms of Coronavirus
- Parents will also be advised that children displaying these symptoms during the school day must be picked up from school.

Upon Arrival of Teachers and Staff:

- All will arrive through designated entries and report immediately to a predetermined location.
- Personal face coverings are required of all adults by the State of Maryland and worn throughout the school day.
- Staff will have a temperature check upon arrival to school or the building.
- Staff arriving with a temperature above 100.4 should not report to work and must contact their immediate supervisor.
- No staff can return to school until they are fever free for at least 24 hours without fever reducing medication.

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- When inside the buildings, all employees shall maintain social distancing of at least 6 feet or three paces and to wash their hands upon entering, if possible, or use hand sanitizer immediately.
- When outside in parking lots or other open spaces, employees should be conscious of social distancing particularly when exiting or entering a vehicle.
- Staff will be required to report to their assigned areas and not allowed to congregate.
- Hand washing should take place every two hours; after bathroom use; and before and after meals.
- Mandatory adherence to CDC Social Distancing guidelines.
  Exceptions:
    - Staff members who support the personal care needs of preschool and students with disabilities.
    - Teachers and staff of prekindergarten, kindergarten and 1st grade students when teaching these expected behaviors.
    - Staff members required to follow feeding protocols and toiletry functions for students with disabilities.

Upon Arrival of Students:

- Face coverings are required by all adults and students, worn throughout the school day and as feasible for students in prekindergarten, kindergarten and 1st grade.
- Students should wash their hands as soon as they arrive at school if possible, if not, hand sanitizer should be used immediately.
- A handwashing schedule will be developed by the principal for students every two hours.
- Elementary schools should discontinue small group table instruction, stop activities which require sitting on area rugs or on the floor in the classroom.

Information Sharing System & Health Monitoring

Data shows that the sharing of information for the reduction in the spread of COVID-19 is critical to schools remaining open and isolating the virus quickly. Information sharing, tracing and immediate response is a major part of the CDC's Framework for Mitigation. It is encouraged that a strong collaboration with the Health Department will assist in preventing the

spread of the virus and assist the entire community effort in understanding the transmission and provide timely mitigation. Swift, confidential, consistent and standardized responses will assist in addressing the possible social stigma and discriminatory behaviors against people perceived to have been in contact with the virus which could lead to less reporting.

- Staff and families must self-report to the school nurse or principal, if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 external icon.
- Health information will remain confidential in compliance with the Family Educational Rights and Privacy Act (FERPA).
- Staff, families and the public will be notified of any school closures and any restrictions in place to limit COVID-19 exposure.

Standard Protocol for Assumed Cases of COVID-19:

- The principal and school nurse are responsible for responding to COVID-19 concerns. All school staff and families should contact either the principal or the school nurse. The school shall provide written notification to anyone with an assumed case of COVID-19. The written notification should follow the guidelines of MSDE with consultation with the County Health Department. MSDE Guidance Document
- Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home.
- The current nurse suite will become the isolation room. The nurse may continue to stay within the suite if a protective barrier from presumed active cases can be made. Otherwise the nurse will move into a location nearby to continue daily operations. Isolation room location to be determined by the nurse and the principal.
- 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 isolation 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 member can pick up the student).
- Close off areas used by the sick person and do not use this area until after cleaning and disinfecting by custodial staff.

- Students and/or staff who test positive for COVID-19 must stay home until cleared by the primary care provider.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and 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 Health Services and the Instructional Director. A centralized confidential document of all assumed cases will be kept and shared with health officials.
- Health Services will notify the Prince George's County Health Department to collaborate on the school's response. The school will follow their guidance for notification of staff and families, quarantines, closures, reopening and any other requirements.

School Personal Protective Equipment

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

Personal Protection Equipment Requirements:

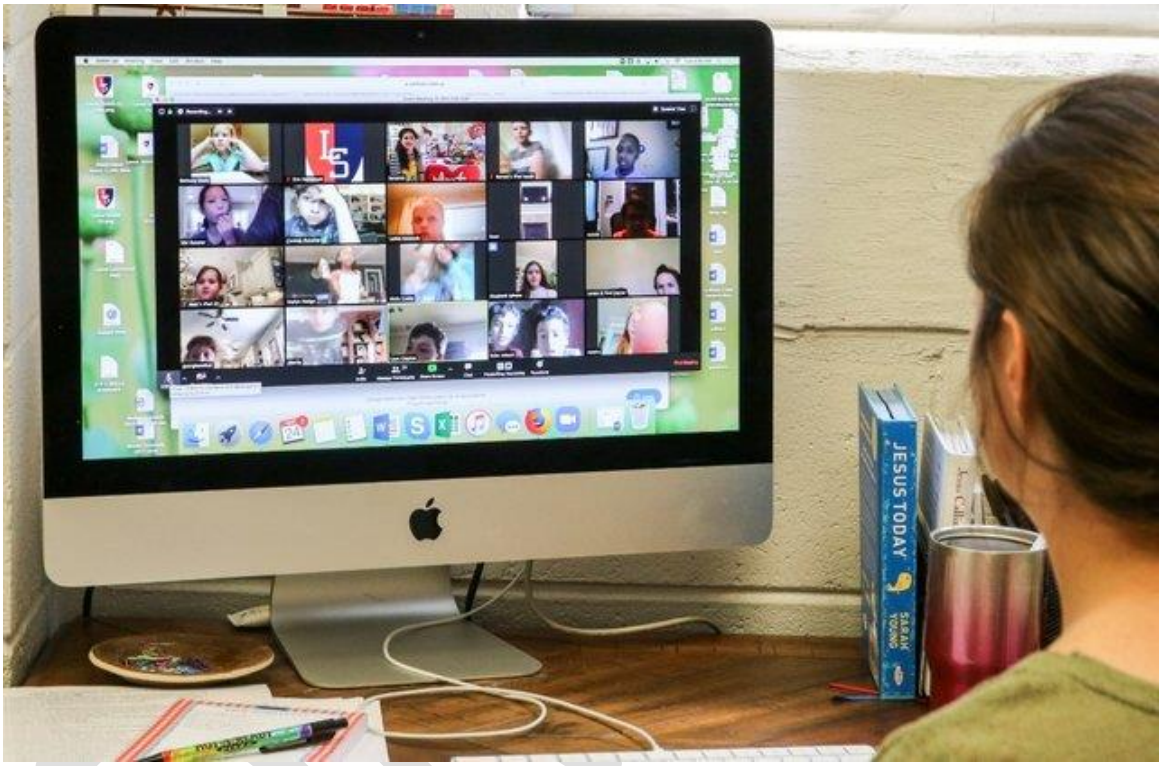
- All students, staff and teachers are asked to bring their own face coverings each day.
- Face masks will be made available at each site as a precautionary measure for students, staff or teachers in need of an additional covering during the school day.
- Adherence to social distancing regulations are required while in the office.
- Supplies will be available for custodians and nurses, bus drivers and bus aides, and staff working with students with personal care needs (N95 Masks) and rubber latex free gloves.
- Clear face coverings will be required of those working with the Deaf and Hard of Hearing program.
- Food service workers providing meals to students with disabilities require face shields, in addition to face masks.

- Staff members who support the personal care needs of preschool to age 21 students with disabilities are required N95 masks, gloves, face shields and gowns. Disposable gowns are recommended since staff members may need to change several different students each day.
- Face shields, in addition to face masks, are required for staff members who may interact with students who spit or have salivary incontinence or the involuntary spillage of saliva over the lower lip and for staff members that are required to assess students for cognitive, educational, or related services assessments.

Safety Drills

- Fire Drills and Evacuation Drills – consideration of a waiver from the Prince George's Fire Department to conduct fire drills with sections of the school throughout the month versus whole school monthly fire drills currently required.
- Shelter-in-place Drills – recommended that drills continue with the principal announcing all steps of the process while students remain seated.

Information Technology



Information Technology

Although nothing can replace an in-person schooling experience, school systems can engage students in meaningful and productive ways to enhance their learning. This is at the core of the World Bank's approach in responding to COVID-19, which aims to ensure all children and youth have access to a quality education. To achieve this end, education systems must confront issues of inequity front and center.

Recommendations for Information Technology

- 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 in all parking lots 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 in order to participate in distance learning. 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.
- 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.
- Virtual Signatures: Electronic signatures made available thru Adobe Sign.

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- Video Conferencing Platforms: Zoom and Google Meet
- Stakeholders Input: Additional surveys for families with/without internet access and those wishing to “opt” out of the hybrid approach and commit to remote learning.
- Utilize Educational Television: Television will be used (prekindergarten - 5th grade) as an alternative platform that will be used to provide learning opportunities for students to engage in learning if accessibility to the internet is limited. This is particularly useful in settings where most of the population has access to a television and education channels exist. The programming schedules will be communicated to ensure they reach the appropriate audiences.
- Increase technology connectivity for additional devices and WiFi services.
- Provide laptops for ALL employees working remotely.
- 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.
- Increase equity for families without internet access.

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Student Activities

Student Activities

This section includes information for student-based activities both in and out of school. The major sections that will be discussed are, athletics, apprenticeships and internships, performances and exhibits, dual enrollment programs, field trips, clubs, activities and partnerships.

Athletics

PGCPS' Interscholastic Athletics believe that participation in athletics teaches sportsmanship, character, determination, and the importance of physical activity for one's overall health. We believe it is crucial not only to the physical, emotional, and mental well-being of our high school students across the state to return to physical activity and athletic competition but for attaining a high level of academic engagement as well. Our proposed roadmap for return to Interscholastic athletics participation is built specifically for education-based athletic programs that will focus on professional development training for our athletic directors, coaches, etc. The health and safety of students and athletics personnel is paramount as we gradually implement a staged approach for a safe return in February 2021. There are four major categories of the recovery process: Preparation, Preseason, Participation and Postseason.

PGCPS athletics will begin in the Preparation Phase listed below. We will follow guidelines provided by our local health department, medical professionals, and Maryland Public Secondary Schools Athletic Association (MPSSAA) for progression through each phase. When distance learning is in effect, all athletic activities are cancelled.

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Interscholastic Athletics Plan SY 2020-2021	
Phase	**Key Activities/Projects**
Preparation (Opening schools)	Training for Coaches, Athletic Directors Required recertification courses for coaches Student Athlete pre-participation physicals and all required documents. All documents for athletes will be available soon on the PGCPS Athletics Website PGCPS Athletics.
Preseason ***May not be implemented in SY20-21** ***(The overall guidelines will be provided by the state, and each LSS will determine how to re-engage student athletes.)***	Re-engagement of student-athletes and the reintroduction of athletics and activities for the betterment of the social, emotional and physical well-being of students based on CDC guidelines described risk assessment levels below: ○ Low risk: Performing skill-building drills or conditioning at home, alone or with family members ○ Increasing Risk: Team-based practice ○ More Risk: Within team competition
Participation ***May not be implemented in SY20-21**	Each sport carries its own risk based on the ability of social distancing to be maintained, indoor versus outdoor participation, duration of contact, face-to-face contact, and shared equipment. Maryland's Recovery Plan Implementation of competition: ○ Follow MPSSAA guidance on scheduling sports seasons ○ Different sports may have differing risk levels, high-risk engagement may not be possible ■ More Risk: Within team competition ■ Even More Risk: Full competition between teams from the same local geographic area ■ High Risk: Full competition between teams from different geographic areas
Postseason ***May not be implemented in SY20-21**	Championship games

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Apprenticeship, Internship and Work-Based Learning

Prince George's County Public Schools (PGCPS) offer high school juniors and seniors an opportunity to participate in Apprenticeship, Internship and Work-Based Learning programs. As we continue to navigate COVID-19 each program offering may offer virtual and face-to-face instructional experiences.

In addition to partnering with post-secondary institutions and local union training centers, work-share, hands-on and lab-based instructional activities may be realized through exploring technologies such as digital textbooks, video, simulators, mobile labs and even home-kits of industry standard materials. In-person experiential learning may be conducted under adherence to strict guidelines inclusive of, but not limited to: sanitation management protocols, and completed parental permission/waivers.

The following recommendations provide guidelines for students in these categories:

- Students who earn all required hours through in-person work or volunteer experience
- Students who earn all required hours through telework and/or in-person work or volunteer experience
- Students who need to supplement in-person work with virtual employability skills modules to meet the required number of hours
- Students who are unable to find employment will complete virtual employability skills modules to meet the number of required hours.

1. **Virtual Internships and Work-Based Learning**
    - Students may complete virtual Internships through https://www.internships.com/high-school/virtual.
    - Student time requirement commitment of 15-18 hours per week
    - A part-time, project-based internship working in teams of four students at an assigned company within the student's chosen Career Group
    - Weekly group meetings with the assigned Internship Facilitator
    - Access to Career Pathways, our online professional development curriculum
    - End of Program Portfolio highlighting the full program projects completed by the student
    - Supervisor evaluation, program evaluation and certificate of completion

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- Online engagement through: simulated exercises, videos, webcams, podcasts, and virtual meetings

2. **Work-Based Related Instruction**
    - Students may complete modules related to career development and exploration. https://www.acteonline.org/s2s/ and https://www.sreb.org/cte-resources

3. **Simulated Work-Based Learning**
    - Students may complete a simulated work-based learning experience through https://careertech.org/resource/simulated-work-based-learning. Simulated work-based learning replicates workplace experiences by allowing students to immerse themselves in a realistic worksite activity remotely.

4. **Industry Certifications**
    - Students may earn industry certifications or badges that have global marketplace value. http://www.nocti.org/pdf/Workforce_Competency_Credential.pdf

FAQ: Apprenticeships, Internships & Work-Based Learning

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Performances and Exhibitions

This section includes guidelines for conducting all choral, instrumental, theatrical, and dance performances as well as all visual and media arts exhibits. Contact the Department of Creative and Performing Arts with any questions or concerns regarding the guidelines below. For more information about the PGCPS' Creative and Performing Arts program, please visit: https://www.pgcps.org/creative-and-performing-arts/.

Resources:

- Please refer to the COVID Instrument Cleaning Protocol when cleaning all instruments.
- Please review the Guidance for the Arts document for general guidelines regarding all arts-based instruction, space and materials guidance.

Recommendations for all Performance Groups:

- Before/After school performance-based clubs will be virtual (see Clubs section).
- In-Person Performances (when permissible)
    - Follow all guidelines when spacing students on the stage (maintain at least 6 feet between all performers).
    - Keep performing groups to 10 or less. The number of performers will be determined by the size of the performance space.
    - All afterschool/evening honors rehearsals and groups will be postponed.
    - Maintain at least 6-foot distance between all performers (perform/practice outside when possible).
    - Students and staff must wear masks with the exception of playing wind instruments or performances that require vocalization. Vocal performances are not permitted at this time.
- Virtual Performances
    - Pre-Recorded Performances
        - Performances can be pre-recorded and edited using technology before presenting to parents.
    - Live Virtual Performances
        - Using digital platforms such as YouTube Live to stream performances.

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- Follow the in-person performance guidelines above for social distancing protocols.

- Any performances and exhibits must have a *Student Publicity Release Form* on file for each student before broadcasted/publicized on the internet.

Performance and Exhibition Guidelines per Fine Art Form

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Dual Enrollment Programs

Prince George's County Public Schools (PGCPS) high school juniors and seniors have the opportunity to earn college credit, while still in high school through the Dual Enrollment Program. PGCPS students must meet the general guidelines and criteria to participate in the Dual Enrollment Program following PGCPS Administrative Procedure 6155. MSDE and PGCPS recognize dual enrollment as a program to support and reinforce learning. Students may obtain high school and college credits, dual credit, for successful completion of pre-identified dual enrollment courses. Seniors are not able to earn dual credit for courses taken during the spring semester of their senior year. Additional information including application protocols and the list of dual credit courses can be found at www1.pgcps.org/dualenrollment.

Due to the current COVID-19 health crisis, fall and spring semester dual enrollment participation may be limited or restricted at some institutions. The PGCPS' Office of College Readiness will continue to work with Maryland public institutions to offer options for students interested in participation in the PGCPS Dual Enrollment program. Students will participate in dual enrollment virtually from their homes or on the college campus as designated by the specific college or university. If courses occur on the college campus, students must provide their own transportation.

Dual Enrollment HUB school sites at Oxon Hill High School and Eleanor Roosevelt High School will occur virtually. "Dual in the School" students taught during the school day will occur in the format designated by PGCPS in conjunction with Prince George's Community College. Schools will designate staff to check in with students participating in dual enrollment to identify and address barriers to participation or support needed for student success.

Prince George's Community College	Virtual format both synchronous and asynchronous courses
Bowie State University	Virtual format

MD Dual Enrollment COVID-19, Maryland's Recovery Plan, Dual Enrollment COVID-19 FAQs,

PGCC Guidelines for Fall 2020

Field Trips, Clubs, Activities, Partnerships

School clubs and organizations are a vital part of the total school experience and enhance the educational and social experiences of students. Clubs and organizations are an integral component of the school community. Schools are encouraged to use virtual meeting spaces such as Zoom or Google Meet for tutoring, parent conferences, teacher office hours, student activities, organizations and extracurricular activities. MSDE Road to Recovery Plan, pages 24 and 26, CDC Guidelines: Considerations for Schools

- **Field Trips:**
  - Teachers are encouraged to also conduct virtual field trips with their students and with strict adherence to Administrative Procedure 6153.
  - Virtual Resources
    - Discovery Education Virtual Field Trips
    - Scholastic Virtual Field Trips
    - NASA STEM Engagements
    - National Museum of Natural History

- **Clubs/Organizations:**
  - Students' active engagements in school's clubs and organizations is critical to foster the development of life skills. The active participation of students can help students excel in extracurricular activities that are aligned with their interests. Students will learn how to respectfully communicate their thoughts, feelings and ideas in a designed safe place. School-based principals will collaborate with activities sponsors on the feasibility of specific clubs and organizations. Schools are encouraged to create and post a database of clubs and organizations including club sponsor(s).
  - Clubs and organizations can operate with strict adherence to Board Policy 5134.
  - Use password protected virtual spaces or limit access to PGCPS users.
  - **Virtual Resources:**
    - Global Learning Partners Project
    - Teachers' Guide to Global Collaboration
    - Science Club

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Student Services

Student Services

The use of social distancing to “flatten the curve” and prevent the spread of COVID-19 has catapulted the use of telehealth. It has become critical to conduct student encounters by telephone or video conference during the current pandemic, especially as many students are currently experiencing increased levels of stress and anxiety.

Supports for Students and Families

Monitoring of students for distance learning via principal and Professional School Counselor; risk assessment will be completed for notifications of inappropriate website visits. Parent contact will be made directly to the home. Telehealth will be utilized for virtual counseling sessions.

- Stage 1: Outreach and Connection
- Stage 2: Identification and Monitoring
- Stage 3: Reporting

- **Home Schooling Office**
  - Conduct annual verification and new registrations using the online application process and mail-in options.
  - Conduct Parent Orientation using a virtual platform.
  - Conduct portfolio reviews using electronic submissions and online platforms. Face-to-face portfolio reviews will be offered sparingly, in accordance with county and CDC guidelines, for parents who are unable to complete a portfolio review electronically.

- **Home and Hospital** services will be provided to students utilizing Edgenuity versus face-to-face.

- **Student Transfer Office**
  - Coordinate second Student Transfer window for incoming kindergarten, private school and new students (by appointment).
  - Implement a second transfer window for incoming students in mid-semesters.
  - Create an online platform for parent transfer requests.

- **McKinney-Vento Program (MVP)**
    - The new online registration process includes a screening for homeless eligibility. Parents enrolling into a school for the first time, using the online registration process, will also be able to enroll in the McKinney-Vento Program (MVP) by completing an online displacement statement. The MVP staff will review the screening reports and ensure schools are properly identifying and enrolling students who are experiencing homelessness.
    - Parents who need to re-enroll in the MVP, will have the option to do so online. Those who are unable to enroll online will be asked to make an appointment at the school to complete the enrollment process. Registrars, Pupil Personnel Workers (PPWs) and MVP staff will contact parents to inform them of the process.
    - Re-enrollment of MVP students as they transition to middle and high school; use of communications, Registrars and PPWs.

- **Pupil Personnel Workers:** Residence verification and home visits will resume when safe; however, contact to non-engaged students will continue to occur per referral Student Code of Conduct presentations will occur in student classrooms virtually via PPWs.

- **School Psychologists:** Determine the process for school psychologists to complete student evaluations and consultations when face-to-face is not feasible.
    - Secure 504 plans from the building in order to ensure implementation of accommodations and to continue to hold 504 annual review meetings.
    - Response to Intervention (RtI) approach will be implemented with fidelity in order to ensure that all students' individual needs are met; utilizing tier 1, tier 2 and tier 3 levels of services. This will be supported by Professional School Counselors, Psychologists and Pupil Personnel Workers.
    - School Instructional Team and Supplemental Team meetings will continue virtually.

- **Prince George's Regional Association of Student Governments (PGRASG)**
    - General Elections and PGRASG Appointed Positions will be held virtually to

mimic Student Member of the Board (SMOB) spring election.

- PGRASG Orientation and Student Government Association (SGA) General Assembly will occur online with modified delegates in accordance with online capacity.

- **College Readiness Office**
  - Instruction for Dual Enrollment will occur virtually.
  - Virtual college exploration and application opportunities will be coordinated.

- **Professional School Counselors and Mental Health Coordinators**
  - Provide crisis support for schools due to staff/student loss will occur via Zoom and telehealth.
  - Provide evening counseling services for students via telehealth (substance abuse and other mental health conditions).
  - Provide classroom guidance lessons focused on students' social and emotional health and academic advice will be conducted virtually for all levels. (Naviance will be used for middle school and high school.)
  - Provide professional development for teachers and parents about how to cope with the challenges associated with COVID-19 (includes Trauma Informed Training; Sanford Harmony for elementary teachers).
  - Staff training in Restorative Approaches, Mental Health First Aid, SAFETalk, Peer Mediation and PBIS training will occur virtually.
  - Increase sustainability of Professional School Counselors and School Psychologists.
  - Conduct virtual face-to-face psychological evaluations similar to that of teletherapy.
  - Transition to digitized record database for the purpose of MSDE audits.

Emotional Support for Staff and Students

- Classroom guidance lessons focused on students' social and emotional health and academic advice will be conducted virtually for all levels. (Naviance will be used for middle school and high school.)
- New Student Wellness courses for Back-to-School through SafeSchools Modules for Grades 9-12 will be developed to focus on student emotional and mental well-being:

Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements.

- New Student Wellness courses for Back-to-School through SafeSchools Modules for both Grades 6-8 and Grades 9-12 will be developed to include: Alcohol, Drugs and Vaping; Bullying & Cyberbullying; Digital Citizenship; Sexual Harassment; and Youth Suicide Awareness.
- Deliver classroom guidance lessons on how to help others implement appropriate social distance in and out of school.
- Provide classroom lessons on school expectations and structure to help students re-adjust to a full school schedule.
- Consult with classroom teachers about student needs and develop/deliver guidance lessons as appropriate to the age and grade level.
- Teach or co-teach social-emotional learning strategies to help students adjust to the changes in their environments.
- Develop classroom guidance lessons focused on gratitude: thanking the cleaning staff, nurses, doctors, grocery workers, etc. and virtually share with these adults.
- Prioritize and provide individual virtual counseling to students who express fears, loss, anxiety and/or signs of depression.
- Provide safe, social distancing for group counseling.
- Refer students to outside counseling as needed.
- Co-teach lessons on mental health warning signs and offer referrals services to students and staff.
- Observe and talk to students who may have signs of abuse or neglect. Use referral processes to secure help for the student and family.
- Increase awareness of the Employee Assistance Program's resources.
- Consult with teachers and administration on schoolwide behavioral needs of students and work with them to provide support.
- Implement suicide intervention and behavior threat assessment processes as needed.
- Crisis support for schools due to staff/student loss will occur via Zoom and telehealth.
- Provide ongoing counseling, student observations, teacher, parent and administrator consultation and professional development by new clinical mental health providers placed in PGCPS schools.
- Provide evening counseling services for students via telehealth (substance abuse and other mental health conditions).

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Parent and Community Outreach Mental Health

- Increase accessibility and raise awareness about crisis hotlines, text lines, brochures, mental health websites, and virtual counseling resources available by working in collaboration with the Office of Communications to add a link to the PGCPS mental health website on the main PGCPS website and continue to promote this website in the parent newsletter on a weekly basis.
- Share materials for parents about how to cope with challenges associated with COVID-19 and mental health supports for students via a recorded webinar accessible on the PGCPS mental health website, which will be advertised in the parent newsletter.
- Deliver virtual mental health workshops as part of forums and symposiums in collaboration with the County Executive's Office, the grant funded mental health providers and their clinicians, and school mental health professionals (e.g., counselors, psychologists, social workers). These workshops will be offered a couple of times in August through September. Plans are in progress.
- Continue to participate in virtual mental health forums as part of the Board of Education's Mental Health 365 Forum. The Board hosted two forums in June and expressed interest in offering more in the near future.
- Raise awareness of PGCPS Mental Health webpage and hotlines, text lines, brochures, websites, virtual counseling resources available.
- Share materials for parents about how to cope with challenges associated with COVID-19 and mental health supports for students.
- Deliver virtual mental health workshops, forums and symposiums.
- Coordinate services with other related service providers.

Professional Development

- Deliver professional development for staff regarding typical youth reactions to stress and trauma, and how to cope with COVID-19.
- Professional development for teachers about how to cope with the challenges associated with COVID-19 (includes Trauma Informed Training; Sanford Harmony for elementary teachers).
- Staff training in Restorative Approaches, Mental Health First Aid, SAFETalk, Peer Mediation and PBIS training will occur virtually.

Before and After Care Programs

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Before and After Care Programs

PGCPS Before and After Care Extended Learning Program (BASELP)

Until there are in-person learning experiences, our before and after care program is closed. Upon the reopening of school, even in the hybrid model, we will reduce class size by 50 percent due to COVID-19, PGCPS has proposed the following considerations to ensure licensing guidelines are followed as outlined by the Maryland Department of Education Office of Child Care Licensing.

1. Child care, Schools and Youth Programs
2. Ratios and Group Sizes

Recommendations

- Staff will assist students with logging onto their own school and participating in the instruction for distance learning.
- Staff will provide physical activity, arts and craft and games for breaks after learning.
- Each student must have a personal container for items they will be using while in Before and After Care.
- Per current licensing guidelines, 15 individuals are allowed in a space. This includes one staff member.
    - If a space like multipurpose rooms, etc., can be subdivided then the program can have two classes of 15, 1 adult and 14 children. Student capacity is based on the size of the space and the ability to social distance.
    - Staffing would be one site coordinator and one person per group of 15 students.
- Current BASELP fees are based on a five-day schedule with before and after care provided per the PGCPS calendar. Fees will be adjusted based on the model implemented for the reopening of schools.
- Sanitization and PPE would follow CDC guidelines.
- Staff Schedule for Hybrid Learning Model: 5 hours per day Monday through Friday, open at 7 a.m., close at 5:30 p.m. with the last 30 minutes dedicated to cleaning. Wednesdays will be used for planning and additional cleaning.

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Licensed Daycare Centers

Due to COVID-19, child care has become an issue of increasing concern as parents return to the workforce and school systems are considering opening under different models.

The Prince George's Child Resource Center (PGCRC) is working with centers and the Prince George's County government to explore options for centers to open.

- What PGCRC is doing:
    - Getting business coaching and support to providers
    - Providing forums for providers to get and receive support, to share ideas and problem solve
    - Securing grants to help with PPE and supplies
    - Offering free and/or reduced virtual training

Recommendations

- Parents can use the services of LOCATE to identify possible choices for child care that will service their needs.
- Parents may consult with Maryland Park and Planning to learn of options available in their community.
- Parents should consult with their chosen program to see if they have the capacity to support virtual learning.
- PGCPS will continue to explore ways to support our working parents with daycare options while we are experiencing the distance learning and hybrid model. Communication with the community will be shared on our website, social media, robocall and other social media forms as new opportunities become available for child care.

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Employee Services

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Employee Services Overview

After prolonged closure due to the global COVID-19 pandemic, staff will require support to assist them in transitioning back to school and work. During the opening pre-service week, all staff will participate in a series of professional development sessions opportunities on social-emotional learning and mental health supports that will assist them with reopening and provide strategies for supporting their students, whether we are returning face-to-face or virtually. Additionally, all PGCPS employees have access to the Employee Assistance Program (EAP) which offers services including face-to-face and virtual counseling.

- All 12-month employees who choose the option to work from home, during instructional days must submit a request to telework according to AP 4165. Attachment 3 "Teleworker Work Plan" must be submitted on a weekly basis. Telework arrangements are approved and monitored by supervisors.
- Teachers who do not provide live instruction or attend scheduled meetings as directed by school administration during the work day, must submit leave to their leave granting authority.
- A bulletin will be distributed by the Office of Employee and Labor Relations to address considerations from the Families First Coronavirus Response Act and compliance with the procedures to permit employees to take expanded family and medical leave for specified reasons related to COVID-19.
- Employees will adhere to guidelines addressed in their respective Negotiated Agreement and Administrative Procedures 4153 and 4149 for all leaves of absence, resignation and termination **unrelated** to COVID-19.
- COVID-19 Screening Questionnaire will be issued to all employees and visitors, **see Health and Safety section.**
- Job descriptions for Support Staff will be updated as their roles may change as it relates to their interactions with students under COVID-19 and the instructional model (distance learning or hybrid models), **see also Instructional Program section and Health and Safety section.**
- Mandatory training for COVID-19 for all PGCPS Employees in Safe Schools Module **(see Health and Safety section).**
- Mandatory for all employees to wear face masks/coverings while on school property.

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School-Based Staff Attendance and Work Location

To ascertain school-based staff attendance and identify individual work locations, either home or school, a daily sign in process is essential. To assist with this process, an electronic tool has been developed and will be shared with all principals. The sign-in process will be a required daily operating norm for school-based employees. This process will provide school leadership with an essential awareness of staff working on-site or from home.

A message will automatically be sent to staff each day, at a designated time, prior to the start of the instructional day, that contains the form to submit daily attendance. School-based staff are responsible for completing and submitting the form prior to the start of the instructional day but not before 6 a.m. Responses will be automatically generated in a spreadsheet that includes a date and time stamp that is accessible only by school leadership or other users that he/she authorizes. The Daily Staff Sign In Template is a simplified process with three questions for school-based staff to answer.

Substitute Employees

Substitute employees will be utilized for long term and short term assignments to support student learning for the distance learning and hybrid models.

- **Short term substitutes** will be defined as a substitute teacher who works for one or multiple educators on an as needed basis and is ineligible for long term pay.
- **Long term substitutes** will be defined as substitute teachers who provide coverage for one educator vacancy, or an educator on an approved extended leave. The assignment extends beyond 15 consecutive days or longer and must be for the **same** absent educator or unfilled educator vacancy.

The following **PGCEA positions** are eligible for substitute coverage for the 2020-2021 school year:

A. Elementary Classroom Teacher
B. Secondary Classroom Teacher
C. Resource Teachers
D. ROTC Instructors
E. Professional School Counselors

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F. Media Specialists
G. Reading Specialists

- To ensure substitutes are equipped with the technology knowledge and skills to access and utilize online platforms to provide coverage for a virtual classroom, all substitutes will be required to attend distance learning professional development **(see Instructional Program section).**
- All substitutes must be acquired through the PGCPS Frontline Absence Management system.
- Further guidelines and procedures for the utilization of substitutes will be outlined in a bulletin that will be distributed to all employees from the Office of Human Resources.
- Principals and timekeepers will be provided with additional guidance through a Substitute Payroll FAQ document distributed by the Office of Payroll Services.

Supplemental Pays

- Teachers will receive substitute coverage pay if they are asked to cover for a teacher who is absent during the distance learning or hybrid learning models.
- Extended learning opportunities will be paid for approved programs **(see Student Activities section).**
- Emoluments will be paid for approved programs **(see Student Activities section).**

SY20-21 Formal Observation for On-Cycle Educators/Appraisees

Two formal observations are required as part of the evaluation process for educators who are on-cycle. Formal observation processes remain the same in 2020-2021 as in previous years and are outlined in the 2020-2021 Unit I Evaluation Manual, which will be available during pre-service week for teachers in August. However, formal observations will look different in the online instruction environment. A 'Look-For' document for *Online Instruction Data Collection* for the formal observation of online instruction has been developed in order to provide a systematic basis for observing online instruction that is equitable for all disciplines and styles of teaching.

The Look-For document and the *Online Instruction Data Collection Tool* can be used to mentor new educators, assist educators in continued improvement, and promote teaching excellence.

The documents are aligned to Maryland State Department of Education (MSDE) guidelines for best practices in order to facilitate quality instruction in the digital age. All classroom-based educators will use the same online instruction lesson planning template. Suggestions for teaching and observing synchronized and asynchronized formats will be included.

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Communications

Communications

Effective crisis communication demands nimble collaboration between leaders with relevant expertise and clearly defined ownership of the process for crafting and distributing messages. A centralized and dedicated external communications team will help each maintain consistent messaging.

- A new PGCPS website via a new content management system that is more user-friendly will be utilized to ensure that critical information gets seen. Web pages will be maintained and updated to include information on schedules, transportation, distance learning, technology, food, mental health resources, community resources, health/safety, etc.
- Reopening deliverables will be done by way of virtual videos, media tours, customized e-blasts and webpage daily updates. Communication regarding the PGCPS Reopening Plan will be shared utilizing all media resources. Additionally, a Parent University will be held virtually in order to provide support with the technical and adaptive aspects of distance learning.
- Back-to-School information will be communicated with families about immunization requirements/clinics, non-PGCPS student transfer requests, FARMS applications.
- Enrollment and Attendance Policies communication regarding student enrollment and/or attendance policy changes will be shared with all stakeholders.
- Communication strategies will be employed in order to expedite messaging via the new e-blast/messaging platform, inclusive of the synchronization of other platforms (i.e., Remind, Class Dojo) that are utilized at the local school levels.
- There will be continuation of the use of various platforms and resources (television broadcast, interpreting services, global communication, etc.) for deliverability of information in order to ensure accessibility; close gaps for families experiencing challenges with internet access, bridge communication in various languages; and maintain fidelity to messaging/campaigns that ordinarily happen during the spring semester.

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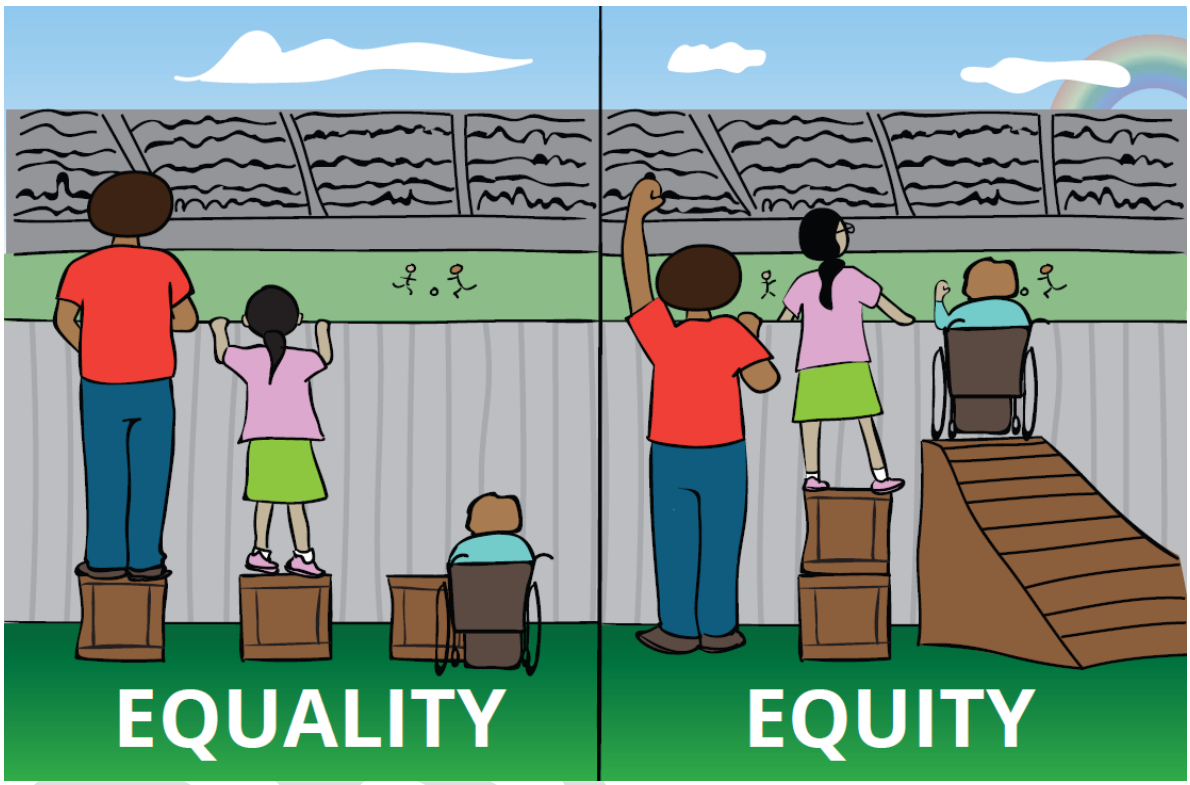
Equity



Equity

Throughout the Coronavirus Pandemic, Prince George's County Public Schools 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, we used an equity lens as we engaged in practices to ensure all students will receive high-quality instruction and support. Please refer to our Community Schools and Parent Centers sections for further information regarding wrap-around services to support students and families.

As a result, the attendance and participation of both students and staff will be consistently monitored and supervised to ensure each stakeholder contributes to the robust distance learning experience.

As we embarked on full distance learning, it is very clear that the number one priority regarding this highly contagious disease must be the health and safety of all students and staff, whether they are on a bus, in a school facility, at home, or in other qualified child care facilities with approved supervision.

PGCPS leveraged business partnerships to provide expanded internet services in high-poverty communities and Chromebooks or iPads to students in need to enable all students access to distance learning opportunities. We also provided resources to support English Language Learners and students with disabilities through grade appropriate engaging instructional materials that address their unique learning and language needs, thus, minimizing the impact of being absent physically from the school buildings.

Many of PGCPS' students benefited from meal programs, receiving breakfast and lunch at sites located throughout our county. To increase access to meals, the transportation department will deliver meals to neighborhoods that are located more than 1.5 miles from schools.

In order to ensure that our teaching staff was prepared for a distance learning program, we provided professional development to staff which focused on social and emotional health for students. While our staff worked to understand the varying challenges of students, our goal was to provide a supportive, safe and inclusive learning environment for students. In August 2020, all staff will receive additional training and differentiated professional development so they are

better prepared to support the implementation of full distance learning until January 29, 2021, and then shift to the hybrid model, if applicable.

To prevent learning loss for students, we emphasized key instructional priorities and standards to support students by focusing on the content, skills and/or processes aligned to the curriculum which was designed to be implemented during the fourth quarter of the 2019-2020 school year. These skills will lay the foundation for the content students will explore during the 2020-2021 school year.

Community Schools

Community Schools Overview

The Community School Model is a national model where schools serve as the hub of the community providing both academic and social-emotional support for students and their families. As defined by the Coalition of Community Schools, “A Community School is a public school – the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.” The goal of Community Schools is to help ensure students and their families are resilient, successful and ready to learn and are prepared to be involved in their community. PGCPS currently has a total of 45 Community Schools.

Wrap-Around Services Provided

- Extended learning time
    - Before and after school
    - Weekends
    - Summer
- Vision and dental care services
- Expanding school-based health center services
- Additional social workers, counselors, and restorative practice coaches
- Enhancing physical wellness, including providing food for in-school and out-of-school time
- Enhancing behavioral health services including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions
- Providing family and community engagement and supports
    - Language classes
    - Workforce development training
- Establishing and enhancing linkages to Judy Centers
- Enhancing student enrichment experiences
- Improving student attendance
- Additional professional development for school staff to identify students who are in need of resources

The following are ways the Office of Community Schools will virtually support students and parents:

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- Community School coordinators will host Parent Academies that may cover topics/themes regarding Digital Learning 101, Literacy Learning Parties, mediation, self-care, English classes, cooking classes, physical fitness, etc.
- Community School coordinators will assist students and families with technology.
- Coordinate after school clubs, activities, and celebrations for the students.
- Staff will attend attendance meetings and provide ideas to the parents for improving attendance (i.e., attendanceworks.org).
- Connect students and families with Department of Social Services, mental health providers and other internal and external stakeholders for assistance (food, clothing, shelter/rental assistance, health care, legal services, etc.)
- Provide monthly and/or bi-monthly scheduled family virtual field trips.
- Provide virtual announcements – YouTube/Facebook/Twitter/Class Dojo/Remind 101.
- Disburse monthly or bi-monthly electronic newsletters shared on social media platforms.
- Provide mental health therapists in all 45 schools. Mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and support in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills.
- Develop virtual programs and activities for students, parents and staff that promote learning programs which provide rigorous curriculum, meaningful teaching resources, and access to specialized programs.
- Create Parent Resource Centers located in the 45 schools to send a clear message to parents that they are very important in the education of their children. Parent Resource Centers give parents the chance to feel welcome and involved in school.

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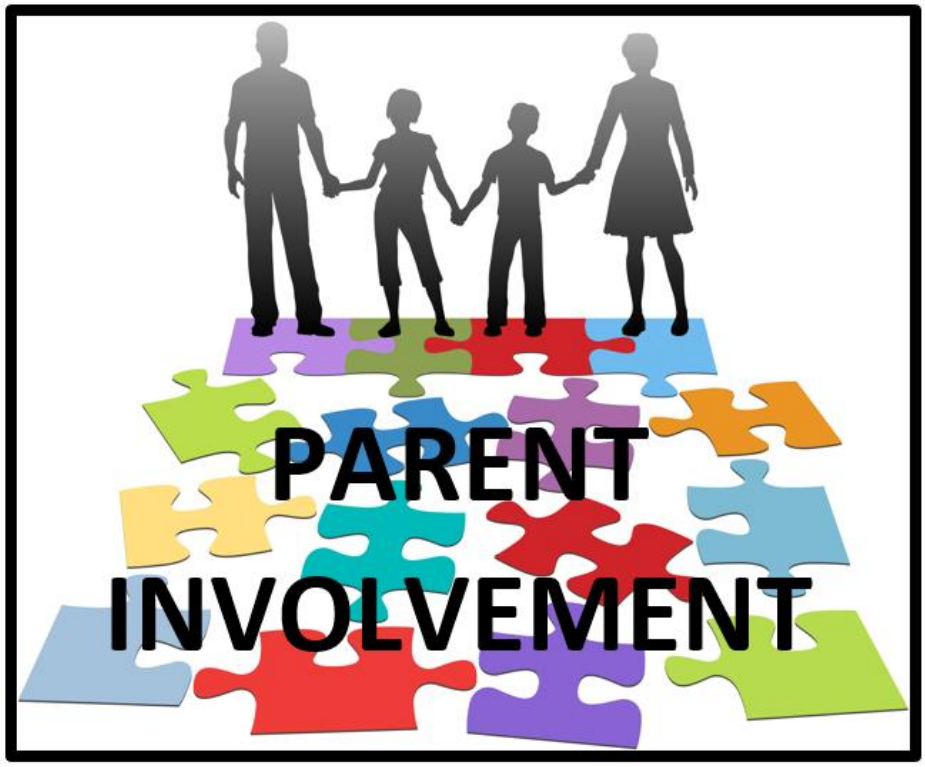
Parent/Guardians



Parent/Guardians

Prince George's County Public Schools (PGCPS) actively engaged parents and caregivers in the decision-making process as we created a Reopening Plan that reflects authentic feedback from surveys, emails, phone calls, tele town hall meetings, and social media posts. A diverse group of external stakeholders participated during the developmental stages of the plan and provided honest feedback that assisted internal stakeholders with the completion of the plan. This section was written from input of parents and is for our PGCPS parents, guardians, and families.

Parent Centers

PGCPS heard from parents and guardians during the implementation of distance learning this past winter/spring 2020 – assistance was needed in the areas of technology, instruction, and other supports. Thus we have strategically designated locations throughout PGCPS where parents can receive assistance with technology, accessing and navigating platforms, and other troubleshooting beginning **September 1, 2020**.

Days/Times: Tuesdays and Thursdays, 8:00 a.m. – 10:00 a.m. and 6:00 p.m. – 8:00 p.m.

Locations:

- **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** - 2600 Brooks Drive, Suitland, MD 20746
- **G. James Gholson Middle School** - 900 Nalley Road, Landover, MD 20785
- **Gwynn Park High School** - 13800 Brandywine Road, Brandywine, MD 20613
- **High Point High School** - 3601 Powder Mill Road, Beltsville, MD 20705
- **Northwestern High School** - 7000 Adelphi Road, Hyattsville, MD 20782
- **Port Towns Elementary School** - 4351 58th Avenue, Bladensburg, MD 20710
- **Thurgood Marshall Middle School** - 4909 Brinkley Road, Temple Hills, MD 20748

How to Help Your Child/Children with Distance Learning

- **Tips to keep children engaged**

  The term "engagement" refers to the amount and quality of time students spend on distance learning activities. Distance learning activities can be in a synchronous (real-time) learning experience where students have some type of scheduled online

interaction with a teacher or group, or asynchronous (not in real time) learning experience where students interact with online resources at their own pace (Carling, 2020).

8 Tips to Help Keep Your Child Engaged During Distance Learning

- **Student Goals for Parents to Observe**

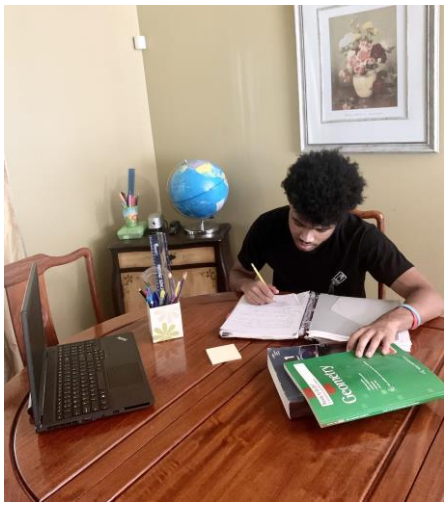
  There are specific milestones that determine school readiness. This resource is based on the Maryland College and Career Ready Standards and tells parents what students should know and be able to do by the end of his or her current grade.

- **Best Practices for Parents Based on Experiences from March 2020 - June 2020**
  - Establish and stick to a routine (create this with your child, if applicable)
  - Communicate with your child's teacher
  - Ask for help
  - Do your own work while your child is participating in online schooling
  - Encourage frequent breaks that may involve the outdoors
  - Give yourself grace

What We Expect From You

- Update all contact information in SchoolMax and with your child's school
- Responsibility of parent/guardians
  - Set small goals for your child
  - Designate a learning space that works for your family

Create a reading nook, if possible.



Make sure high schoolers have a space.

- Allow your child to participate in the virtual class without you
- Talk with your child about the reality of COVID-19

How Parent Teacher Organizations (PTO) Parent Ambassadors (PA) Can Help

It is imperative that parents understand their role as a learning coach while being their child's biggest cheerleader. The PTO Parent Ambassadors (PA) is a "building community" initiative that emphasizes a greater connection between school, home, and the community. Interested parents can support their schools by:

- Facilitating parent-to-parent led workshops to share best practices.
  - Recruit and assign Ambassadors.
  - Create weekly schedules to balance work/distance learning.
  - Discuss the importance of letting the teacher instruct while parents support the learning process as the academic coach/cheerleader.
  - Develop and/or support tutoring opportunities.
  - Share resources that reinforce learning (virtual tours, engaging activities with classmates, etc.).
- Effectively communicating
  - Provide weekly updates to parents regarding classroom/school events, assignments, etc.
  - Develop a plan for members, using Remind, Bloomz, GroupMe, etc., that supports distribution of information/announcements.
  - Schedule a school forum at the end of each year to discuss and assess effectiveness and to brainstorm ways to improve performance in all areas.

- Expanding opportunities
    - Identify activities/events that need support from community partners via cash or in-kind donations.
    - Research, identify, and contact at least 10 potential community partners.
    - Develop an advocacy calendar highlighting opportunities for parents to publically share the achievements of students.
    - Research and implement National Honor Society, if applicable.
    - Begin to research and implement competitive academic teams such as Maryland MESA (Math, Engineering, and Science Achievement).
    - Support your school to earn designation as a Blue Ribbon School.
    - Identify two community engagement activities where students work collectively with others to improve the community.
    - Partner with the principal to identify beautification needs that enhance the school's aesthetics.

Parents Supporting Parents POD

Some families have come together to support each other during this pandemic. Students who are part of the POD network move from home to home each day with a designated adult in charge of the students' learning for the day, as prescribed by PGCPS. Students who are on the same grade level will be assigned to the same teacher in an effort to support the parent who is serving as the "co-teacher" for the day. The PTO may initiate the planning of this POD concept for families who are interested in supporting one another.

Resources for Special Education Parents

The Department of Special Education will develop a Special Education Parent Distance Learning Guide to provide information regarding the distance learning process for students with disabilities. The guide will address how special education services will be provided. Distance learning special education parent online webinars will be scheduled and focus on supporting families during distance learning instruction.

Business/Community Partnerships

Business/Community Partnerships

Establishing partnerships with nonprofit organizations, such as the faith-based organizations, is quintessential in the overall growth of the school community. It is critical that students will have a complete grasp of the learning transpired in the classroom and how the learning can be applied outside the premises of the school through the collaboration among the different stakeholders in the area. To limit the exposure and potential spread of COVID-19, we ask that our partners in education engage our students virtually in lieu of physically supporting students in the school.

- The schools will utilize the volunteer site-based administrator (Administrative Procedure 4216.6 – Volunteer Services) to coordinate virtual efforts.
- Virtual Resources
  - Partners in Education

Modified Building Use by External Groups

- Selected community organizations will be given permission for building use after **August 31, 2020,** with consideration for the number of community activities at each location and ability to implement all necessary cleaning and disinfection protocols.
  - *Organizations can begin submitting facility use forms electronically August 31, 2020. Buildings will be available for use on Saturday and Sunday only. One organization per day can use the facility. All organizations must adhere to county safety guidelines (social distancing, PPE requirements and number of participants).*
- Considerations: Adding hours to disinfect after each use; cost will be passed to the community group.
- Guidelines for churches and community groups:
  - Consider limiting access to a confined space in the school with a designated entrance and exit.
  - A change in cost structure for additional cleaning. The additional fee for disinfecting the facility should cover the cost and the time required to clean and disinfect. The time will be dependent on the size of the event and the space used.
  - All external groups using the facility must notify the school of any participants diagnosed with COVID-19. Wait time and disinfection types will vary for when the virus is present versus use.

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- Guidelines for custodians:
    - Disinfect space and all possible touch points after use.
    - Follow normal disinfecting protocol after each use.

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Acknowledgements

The development of the Prince George's County Public School Reopening Plan was accomplished through the dedicated efforts of countless staff members and individuals from the Prince George's County Public Schools (PGCPS') community. With a focus on the guidelines established by the Maryland State Department of Education and the Centers for Disease and Preventive Control, the American Academy of Pediatrics and many other resources, the Reopening Plan seeks to provide a quality education and safe environment for all students, whether through distance learning or face-to-face.

While many PGCPS staff members and community members were involved in the development and adoption of this plan, the subcommittee leads deserve special recognition for their work. They spent many long hours working to develop, present and finalize this plan. Their dedication to quality and commitment to their responsibilities are greatly appreciated.

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Reopening Plan Committee
June-August 2020

Name	Organization/Position
*Dr. Kara Libby	Chief and Project Manager for Reopening Plan, PGCPS
**Dr. Judy Adams	Principal, Accokeek Academy, K-8, PGCPS
Lynson Ablaza	Science Teacher, International High School, PGCPS
Karen Andrews	Coordinating Supervisor, Family Support, PGCPS
Quiana Bannerman	Supervisor, Career and Technical Education, PGCPS
Karen Bates	Supervisor, Nursing Services, PGCPS
Wanda Battle	Office of Employee and Labor Relations, PGCPS
Erica Berry	Office of the County Executive, Prince George's County
Shari Blohm	Supervisor, Library Media, PGCPS
Darlene Bond	Supervising Budget Analyst, PGCPS
Jaime Bowers	Director, Testing, Research and Evaluation, PGCPS
Trinell Bowman	Director of Special Education, PGCPS
Toni Brooks	Supervisor, Instructional Support for Academics, PGCPS
**Dr. Jean-Paul Cadet	Director, Career and Technical Education, PGCPS
Shantelle Croom	Operations Management Analyst, PGCPS
Vince Curl	Safety Manager, Safety and Security Services, PGCPS
Steven Curry	SIS Developer, IT Student Applications, PGCPS
Mike Dougherty	Director of Financial Services, PGCPS
Shavon Ellerbe	Special Education Chair, Capitol Heights Elementary School, PGCPS
Dee-on Everette	Supervisor for Food Services, PGCPS

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Name	Organization/Position
Elizabeth Faison	Director of Student Services, PGCPS
Dr. Mark Fossett	Associate Superintendent for Supporting Services, PGCPS
Jinghong Gao	Student Application Technology Officer, PGCPS
Timothy Gover	Deputy Director for Safety and Security Services, PGCPS
Lionel Harrell	Supervisor for Instrumental Music, PGCPS
Ingrid Harrison	Government Affairs Manager - Child Health Advocacy Institute Children's National Hospital
Keith Hayes	Supervisor, Career and Technical Education, PGCPS
Raven Hill	Communications Officer, PGCPS
**Victoria Holmes	Coordinating Supervisor for Literacy, PGCPS
Mar-C Holland	Principal, Oxon Hill High School, PGCPS
Gayle Huggins	Supervisor, Office of Student Records and Transfers, PGCPS
Philip Hughes	Office of Risk Management, PGCPS
Nina Jacks	Elementary Numeracy Coach, PGCPS
Andrea Johnson	7th Grade RELA Teacher, Nicholas Orem Middle School, PGCPS
Jonathan Johnson	Supervisor for Warehouse/Supplies, PGCPS
Dr. Natasha Jones	Home Schooling, PGCPS
Meredith Kaunitz	Parent, Elementary School Representative
Kevin Kendrick	Instructional Lead Teacher for Reading, Ernest Everett Just Middle School, PGCPS
Dr. Kasandra Lassiter	Associate Superintendent for Elementary Schools, PGCPS
**Gordon Libby	Principal, Charter School, College Park Academy, PGCPS

DRAFT

Name	Organization/Position
Kaela Lonon	Parent, Prekindergarten Representative
Janelle Mallard	Parent, Special Education Representative
**Nicole McClure	Principal, High Point High School, PGCPS
**Dr. Kia McDaniel	Coordinating Supervisor for Specialty Programs, PGCPS
LaShonda McFarland	Professional School Counselor, Melwood ES, PGCPS
Allison McLeod	Coordinating Manager for Human Resources, PGCPS
Davina Midgette	Data Coach, Adelphi Elementary School, PGCPS
Delores Millhouse	Parent, Immersion Representative
Lori Morrow	Parent/Community Representative
Mbulwa Musyoki	Resource Teacher, Charles Carroll Middle School, PGCPS
Daleisha Myers	5th Grade Teacher/Professional Development Lead Teacher, Tulip Grove Elementary School, PGCPS
Jacqueline Naves	Supervisor of Pupil Personnel Services, PGCPS
Shee Newman	Parent, Special Education Representative
Gonul Ozturk	Principal, Charter School CMIT North HS, PGCPS
**Olivia Pearson	Supervisor for College Readiness, PGCPS
Cynthia Perry	Advisor, Employee & Labor Relations, PGCPS
Julius Pinkney	Athletic Director, Frederick Douglass High School, PGCPS
Joshua Pleasant	6th & 7th Grade Social Studies Educator, Benjamin Tasker Middle School, PGCPS
Carla Reid	WSSC Business Representative
Dr. Michael Robinson	Parent, Charter School Representative

DRAFT

Name	Organization/Position
Jo-Anne Rosales	Special Education Chair, Parkdale High School, PGCPS
Kievette Sampson	Parent, Middle School Representative
W. Troy Sampson	Parent, Special Education Representative
Dr. Rudy Saunders	Director of Transportation, PGCPS
Andreia Searcy	Supervisor for Early Childhood, PGCPS
Sharonda Scott	SPED Resource Teacher, Crossland High School, PGCPS
Joelle Simpson, MD	Program Director, Emergency Medical Services for Children, Emergency Medicine and Trauma Center, Children's National Hospital
Dr. Lisa Spencer	Director, Instructional Technology and Support, PGCPS
Dr. Berdenia Stanley	Parent, High School Representative
Samuel Stefanelli	Director of Building Services, PGCPS
Norma Stewart	Parent/Community Representative
Troy Lemaile Stovall	Parent/Community Representative
Elizabeth Stuart Whitehead	Supervisor for Visual Art, PGCPS
Rhonda Taylor	Supervisor, Career and Technical Education, PGCPS
Meghan Thornton	Office of Communications, PGCPS
Rick Tyler	Parent/Community Representative
**Dr. Daria Valentine	Principal, Greenbelt Middle School, PGCPS
Angela Walton	Administrative Assistant, Division of Academics, PGCPS
Selena Ward	Technical Resource Analyst, PGCPS
Dr. Leon Washington Jr.	Supervisor, Professional School Counseling Office, PGCPS
O'Shay Watson	Supervisor, Athletics Office, PGCPS
Dr. Wesley Watts	Chief, Information and Technology, PGCPS

DRAFT

Name	Organization/Position
Sarah Weber	Parent, Elementary School Representative
Dr. Judith White	Director, Curriculum and Instruction, PGCPS
Dr. Gladys Whitehead	Director, Early Childhood, PGCPS
Anthony Whittington	Director, Accountability, PGCPS
Amy Wiley	Supervisor, Physical Education, PGCPS
**Dr. Judith Haughton-Williams	Principal, Bladensburg Elementary School, PGCPS
Frieda Wright	Director, Payroll Services, PGCPS

**Lead for Reopening Plan Committee*
***Subcommittee Leads*

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Resources and References

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.
AAP – American Academy of Pediatrics
ACCESS – Assessing Comprehension and Communication in English State-to-State
ACEs – Adverse Childhood Experiences
ACT – American College Testing
AP – Advanced Placement
AVID – Advancement Via Individual Determination
BOE – Board of Education of Prince George's County
CASEL – Collaborative for Academic, Social, and Emotional Learning
CDC – Centers for Disease Control and Prevention
CEO – Chief Executive Officer
CogAT – Cognitive Abilities Test
COMAR – Code of Maryland Regulations
CRI – Community Referenced Instruction
CSEP – Comprehensive Special Education Program
CTE – Career and Technical Education
DELF – Diplôme d'études en langue française (certification of French language abilities)
ELL – English Language Learners
EOP – Educational Online Program
ES – Elementary School
ESOL – English for Speakers of Other Languages
FARMS – Free and Reduced Meals
FY – Fiscal Year
HS – High School
IB – International Baccalaureate
IEP – Individualized Education Program
JROTC – Junior Reserve Officers' Training Corps
KRA – Kindergarten Readiness Assessment
LRE A – Least Restrictive Environment
MCAP – Maryland Comprehensive Assessment Program
MS – Middle School
MSDE – Maryland State Department of Education
MPSSAA – Maryland Public Secondary Schools Athletic Association
NASP – National Association of School Psychologists
OLSAT – Otis-Lennon School Ability Test
OT – Occupational Therapist
PARCC – Partnership for Assessment of Readiness for College and Careers
PGCPS – Prince George's County Public Schools
PGRASG – Prince George's Regional Association of Student Governments

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POS – Point of Sale
PPE – Personal Protective Equipment
PT – Physical Therapist
RtI – Response to Intervention
SGA – Student Government Association
SI – Supported Inclusion
SLO – Student Learning Objective
SMOB – Student Member of the Board
SPMT – School Planning and Management Team
SY – School Year
T3 – Technology Training Team
WAN – Wide Area Network

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)	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	Programs of study consist 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

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	pre-apprenticeship experience prior to leaving high school.
Consumable	Any material intended for one-time use by a student including workbook pages, individual task sheets, and the like.
Distance and/or e-learning	The overarching term for a variety of learning modalities involving virtual experiences whether they are asynchronous or synchronous.
Manipulatives	Tools that provide concrete ways for students to bring meaning to abstract ideas.
Maryland Comprehensive Assessment Program	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
Synchronous learning	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.)
Virtual School (Virtual Program/Academy, CyberSchool, Online School)	This is based on asynchronous learning, occurring more than 80% of the time, that provides limited interactions between students and the vendor teacher. The delivery of an asynchronous course requires access to the internet, an electronic device, and a learning platform. The student courses used are either MSDE approved courses or vendor courses that have been reviewed for content and accessibility by local school systems. Either Vendor teachers or MSDE approved content specific educators manage these courses. This modality requires daily assistance and oversight from guardians, especially for K-8 students. There is a process in place to request advanced approval from the State Superintendent for local school systems that wish to offer a locally developed virtual school or to contract with a virtual school vendor. Process documentation is available by request at mvs.msde@maryland.gov.

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Resources

CDC Considerations for Reopening Schools

Expanding Telemental Health in Response to the COVID-19 Pandemic

References

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The Road Forward….

This Reopening Plan for Prince George's County Public Schools (PGCPS) is a living document that provides the expertise of many stakeholders, both internal and external, with the information and research that is currently being provided across the county to address the challenges of providing quality education in the midst of the COVID-19 pandemic. As new data, information and research comes forth, the plan will adjust accordingly. It is the ultimate goal of PGCPS to keep their students and staff safe as we move forward down the road together as a community into our hopes, a period of complete recovery.

For any questions or comments pertaining to the PGCPS Reopening Plan, please contact Dr. Kara Libby at klibby@pgcps.org.

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MSDE Checklist of Requirements for Opening Schools in Maryland

Check for Completion	Requirement	Link to Item and/or Page # in Plan
	1. Recovery plan is complete and posted to the website.	https://www.pgcps.org/reopen/
	2. Equity plan is reflected throughout the local recovery plan.	93-95, 104, 116-119, 131-133,135-136
	3. Membership of the Recovery Plan Stakeholder Group is posted.	146-150
	4. Method for determination of where students are instructionally, identification of the gaps in learning, and the path for instructional success and recovery is explained.	7-15, 16-51
	5. Explanation provided that MD College and Career Ready Standards for PreK - 12 are taught in all content areas and state frameworks are followed for each content.	139
	6. Guidance that schools 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) is included.	10-12, 91
	7. Procedures for an individual who tests positive for COVID-19 are described.	98, 99-101
	8. Safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition are described.	82-86
	9. Protocols for the safe transportation of students to and from schools are described.	88-91
	10. System for tracking attendance when students are engaged in distance learning is described.	73-75
	11. Plan for communication is included.	129-130
	12. Utilization of COVID-19 checklist in the development of the recovery plan is described.	98, 99-101
	13. Roadmap forward for interscholastic athletics and activities is posted.	107-108, 111-112, 114

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