

Safe Return to In-Person Instruction and Continuity of Services Plan 2023-2024

August 2023



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Introduction

In March 2020, the impact of COVID-19 on public education was unprecedented. The global health crisis changed, perhaps irrevocably, the way that we interact, instruct and engage in schools. It served as a call to action and an opportunity to reimagine the instructional models for our changing world, workplace and future.

In the 2020-2021 and 2021-2022 school years, Prince George's County Public Schools (PGCPS) did reimagine its instructional models by quickly pivoting to distance learning for all students, prekindergarten through Grade 12 in March 2020, and subsequently hybrid learning in spring 2021.

Throughout these transitions, a reopening plan committee of external and internal stakeholders has developed, presented and finalized the PGCPS Reopening Plan each year and will continue to do so until August 2023.

With survey and stakeholder input, current health metrics for Prince George's County, and guidelines established by the Prince George's County Health Department, the Maryland State Department of Education (MSDE), and the Centers for Disease Control and Prevention (CDC), PGCPS operated in the following ways:

- 2020-2021 school year
 - Full distance learning for all students during the first semester
 - Hybrid in-person learning April 2021 - June 2021
 - parents/guardians selected either two days per week in-person hybrid or full distance learning
- 2021-2022 school year
 - Full in-person instruction for all students with masking requirement per the CDC
 - Virtual school option for elementary students for the first semester only
 - Approximately 12,000 students in grades K-6 participated
 - All students returned to in-person instruction for the second semester beginning in February 2022
 - First year of Online Campus program for students in grades 7-12 (limited to 700 students)
- 2022-2023 school year

- Full in-person instruction for all students
- A transition from a masking requirement to masking being optional for students, staff, and visitors
- Second year of Online Campus program for students in grades 7-12

For the 2023-2024 school year, PGCPS is prepared for another year of in-person learning with plans in place in case of another pandemic or large health-related event that would alter the current plan for instruction.

Thus, in an effort to keep students and staff safe, the U.S. Department of Education (DOE) and MSDE have provided assistance measures from the American Rescue Plan Act (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund and guidelines for the reopening of schools. The PGCPS Reopening Plan continues to incorporate these guidelines and outlined the return to in-person instruction to include summer school, interventions, technology, and maintaining healthy school environments for students and staff.

Utilizing ESSER funding to address learning loss with summer school, academic interventions, and tutoring are the primary areas of focus this school year. As a one-to-one technology school district, staff and students continue to build new ways of learning and collaborating in the classroom. By collectively working together, we can build a better and stronger Prince George's County Public Schools.

Though May 11, 2023 was the end of COVID-19 being a public health emergency for the United States of America, PGCPS will continue to make health and safety decisions in consultation with health experts.

Academics

Summer School 2023

The COVID-19 pandemic had a global impact that left school systems scrambling to find innovative ways to educate students. While PGCPSS is back to full in-person instruction, we continue to work to close the achievement gap created by the COVID-19 pandemic. This will be the district's third year of working with students who were identified by school-based personnel as needing support with reading and mathematics skills.

Accordingly, PGCPSS again offered systemwide summer programs for identified students to participate in Rising Stars for prekindergarten (PreK) students rising to kindergarten; Acceleration Academy for current rising kindergarteners through Grade 5; Acceleration Academy for Middle School Intervention and Enrichment (MSIE) for students currently in grades 6-8; and High School Summer Learning Program for students currently in grades 9-12. Students participated in the summer program in July 2023. The summer programs began on July 3 and ended on July 29, 2023.

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

- The Acceleration Academy (for students in grades K-5 school year 2022-2023) and Rising Stars (prekindergarten students rising to kindergarten in school year 2023-2024) summer programs for elementary students addressed the following needs:
 - Recovery in Reading and Mathematics
 - Social-Emotional Support for mental health
 - Physical Education to sustain physical health
 - Visual Art Instruction to provide continuity in the development of students' creative abilities and artistic skills

Elementary students were engaged in face-to-face instruction for six hours a day with certified teachers. Transportation was provided, along with breakfast and lunch. This will be the district's third year of working with students who were identified by school-based personnel as needing support with reading and mathematics skills.

- The Acceleration Academy for Middle School (for students in grades 6-8 school year 2022-2023) Intervention and Enrichment (MSIE) provided a two-tier program:

- TIER I: Virtual Lab students were assigned an Individualized Learning Path based on their pretest scores in both reading and mathematics. Students completed assignments based on a recommended pacing calendar developed by the middle school team. The online tools, including a tutor, assisted in guiding students through the lessons and answering questions in real-time. An adult mentor provided technical assistance through virtual office hours and utilized reporting tools to identify student progress and ensure continued engagement throughout the course.
- TIER II: Blended Learning with Directed Teacher Support in Reading and Mathematics. Blended Learning combined classroom with online learning, in which students could partially control the time, pace and place of their learning. Researchers define blended learning as a formal education program in which (a) a student learns at least in part through online instruction, with some element of student control over time, (b) individualized path and/or pace and at least in part with a teacher, and (c) the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience (Christensen et al., 2013).
- High School Summer Learning Program (for students in grades 9-12 school year 2022-2023):
 - The COVID-19 pandemic not only interrupted students’ academic routines but also widened the existing learning gaps in course content. As a result, some students failed courses while others missed opportunities to stay on track for graduation.
 - The program provided an option for students to earn original credits and/or recover failed credits toward fulfilling graduation requirements.

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

- to provide students a high-quality, engaging, innovative opportunity for learning.
- to address learning gaps through both asynchronous and synchronous instruction.
- to assist students with mastering reading/mathematical strategies and classroom application of newly learned skills.
- to increase skills in reading and mathematics as evidenced by performance on pre- and

post-assessments.

- to increase student performance data and bridge the learning loss gaps created from the COVID-19 pandemic.
- to engage rising kindergarten students with content to support them with demonstrating kindergarten readiness skills.



In-Person Learning Model and Online Learning Program

PGCPS will offer a full-time, in-person learning program to students in prekindergarten through Grade 12. This program will run five days a week and follow a regular school schedule. Likewise, the Online Campus program (grades 7-12) will continue to offer enrollment to 700 students and is designed for students who thrive in an online learning environment. This program combines synchronous and asynchronous instruction, focusing on the core content areas with wraparound elective offerings. PGCPS is a one-to-one technology school district and is prepared to offer synchronous virtual learning should the need arise. If students should be home this school year due to COVID-19 symptoms, each school will have a continuity plan to address that student in moving forward with instruction.

Maryland College and Career Ready Standards

The use and integration of the Maryland College and Career Ready Frameworks across PGCPS PreK-12 content areas were developed based upon expectations and guidance from

MSDE. There are essential skills, knowledge, and behaviors that students need in order to master specific standards by the end of a course or grade which are identified and outlined within the respective frameworks. Further, to ensure that curriculum frameworks for all content areas are being addressed at all grade levels for all students, ongoing professional development is provided.

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

In addition to a solid focus on standards, Prince George's County Public Schools has updated all curricula with a focus on integrated technology tools and strategic differentiation of instruction to ensure that all students meet or exceed expectations. Now, more than ever, students are engaged in college and career-ready skills while simultaneously being consumers of content. As a one-to-one technology school district, it is essential that the written curriculum supports teachers with designing instruction that capitalizes on implementing technology and supports students as responsible users and creators of content. In addition, acknowledging that the pandemic had wide-spanning impacts on students, curricula must be centered on a diagnostic-prescriptive approach that supports teachers with differentiation for all students.

Updated curricula with an emphasis on technology as a core part of the teaching and learning process, along with content-specific best practices for assessing and targeting differentiated instruction work together to strengthen the new possibilities for student learning. As PGCPS bridges learning gaps for students, the district must capitalize on new practices to address the needs of a new style of learner. As teachers use curriculum to plan instruction, updated curricula will emphasize resources and practices to reinforce gains made during the pandemic, mitigate interrupted learning, and strategically target gaps in learning.

During the 2023-2024 school year, every student and teacher has access to the Canvas Learning Management System. PGCPS Department of Curriculum and Instruction has created exemplary lessons and moved content into Canvas so that educators have the ability to create and utilize materials and assess student learning in this platform. Students have a one stop shop to access and engage in content, while receiving feedback about their skill development

and learning achievement. Canvas supports teachers in designing courses and experiences that support student centered, high-quality learning. Canvas provides the digital foundation needed for accessing content and ensures a smooth transition for teachers and students between learning environments. Well-designed courses allow students to focus their cognitive energy on learning.

Enhanced Literacy Instruction

In order to support students in literacy and mathematics who may need extra support, Prince George’s County Public Schools has designed a comprehensive revamp of the Early Literacy Curriculum and curricular resources (PreK-2) in PGCPs that is grounded in the Science of Reading (SOR). The SOR is a body of evidence drawn from fields like cognitive psychology, educational psychology, neuroscience, and linguistics about how people learn to read. In addition, SOR shows that reading and writing do not come naturally, but rather building a reading brain requires explicit, systematic and cumulative instruction in key literacy components.

Enhanced literacy instruction supports equity-centered learning recovery through the integration of the following components of structured literacy:

<p>Comprehensive Curriculum Instructional Map (CIM) aligns:</p> <ul style="list-style-type: none"> ● Maryland College and Career Ready Standards (MCCRS) ● curriculum /textbook resources and materials ● lessons and resources to support kindergarten readiness and meeting grade-level 	<p>Systematic scope and sequence of phonics instruction:</p> <ul style="list-style-type: none"> ● aligns to grade-level foundational skills ● progresses in a clear sequence from simple to more complex within and across grade levels 	<p>Explicit instruction using research-based instructional practices that includes:</p> <ul style="list-style-type: none"> ● a clear objective ● teacher modeling ● guided and independent practice ● monitoring and feedback 	<p>Intensive instruction includes:</p> <ul style="list-style-type: none"> ● a high level of student-teacher interaction ● multimodality ● small group support ● brisk lessons to reinforce skills and insure kindergarten and next grade-level readiness
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<ul style="list-style-type: none"> ● expectations pacing of teaching and learning standards to be intentionally addressed across the school year 			
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Innovation in Mathematics

Mathematics instruction, PreK-12, has embedded research-based aligned, coherent resources and supports to accelerate grade-level learning and address prerequisite skills. All students will have the opportunity to participate in rigorous mathematical tasks, explored in a discourse rich environment, so that they not only know how to “do” the mathematics, but they can discuss their process and reasoning with their peers. After school tutoring opportunities will be made available to students who need additional assistance in grades K-12.

In support of a focus on mathematical discourse in PreK-12 Mathematics instruction, explicit lessons for teachers have been developed to model the daily expectations for

instruction, which include conceptual understanding, procedural skill and fluency, and application. These lessons will strengthen the instructional practices of mathematics teachers across the district. Instructional strategies, tools and language supports are embedded throughout the curriculum to promote student access to rigor and grade-level expectations.

Instructional Success

The Prince George's County Public School's Student Learner Profile describes the attributes and skills we want for all students to thrive in a dynamic, complex, global community. PGCPs believes these attributes are important for students' instructional success as well as their learning of core academic content to ensure they are ready for their futures. As students progress throughout their journey in PGCPs, they will develop the skills and strategies to become global citizens, communicators, critical thinkers, creators and innovators, and goal-directed learners as they work to fulfill their own potential. These attributes are as important for PGCPs' students as their learning of core academic content to ensure they are ready for their futures. In PGCPs' curriculum documents, students have the opportunity to engage in learning experiences that help develop these attributes throughout their PreK-12 experience. As a Global Citizen, students are aware of and respect the rich diversity of the world and its cultures while taking social and personal responsibility to advocate for oneself and others.

- As a Communicator, students actively read, write, listen, and speak clearly and with purpose in various settings and situations, thinking critically about using media and conventions appropriately for a given audience.
- As a Critical Thinker, students analyze data, information and ideas to make informed decisions that are reasonable based on evidence and facts while considering a variety of options.
- As a Creator and Innovator, students are curious and seek to give back to the world around them by building on or creating new ideas, products, or solutions.
- As a Goal-Directed Learner, students are life-long learners who are able to set, monitor and evaluate their own goals and the actions taken to reach them.

In order for PGCPs' students to have opportunities to grow in the skills and attributes captured within the Student Learner Profile, our Instructional Framework provides the blueprint for learning experiences throughout PGCPs. It defines our expectations for instruction and provides a framework for consistently planning and implementing evidence-based practices in

all grade levels, classrooms and content areas. The four tenets of the Instructional Framework are:

1. Culture and Community: Educators create and nurture an inclusive community where all learners are respected, valued and engaged.
2. Curriculum Implementation: Curriculum is aligned to standards and inclusive of individual students' needs, global perspective, and the integration of critical thinking, creative thinking, communication, and collaboration.
3. Learning Experiences: Learning experiences are student-centered, incorporate evidence-based practices, focus on making meaning, and ensure equity of access for all learners.
4. Assessment and Reflection: Assessments are used to inform instruction, monitor progress, and determine celebrations and needs.

The Literacy Plan 2.0 reinforces PGCPS' commitment to the Emphasize Rigorous Literacy Plan, originally implemented in the fall of 2015. The work of the Literacy Plan 2.0 is still grounded in the ability to read, write and reason across content areas; however, the need for students to be grounded in digital literacy and higher-order critical thinking skills has become evident in a world relying on learning, working and succeeding in an online environment. This updated plan adds new standards for digital literacy across all grade levels. The Literacy Plan 2.0 is aligned to the Instructional Framework and Student Learner profile to ensure that students are equipped with 21st century literacy skills. Strategies for Reading, Writing, Speaking and Listening Skills; Critical Thinking and Reasoning; and Digital and Technology Skills have been clearly identified for each grade-level band. Additionally, the information from this plan is already built into the PGCPS' curriculum documents.



Addressing Learning Loss

In order to address learning gaps, teachers will use a recursive instructional process in regular intervals to strategically and routinely revisit new concepts to cement understanding, cyclically review concepts in robust ways to enhance mental schema, reteach concepts with a different approach and revise opportunities for learning reflection. During data-informed instruction, teachers will:

- Routinely revisit (spiral) concepts/skills throughout the day, week and quarter.
- Routinely review concepts/skills in robust ways.
- Routinely re-engage the concepts/ skills with differentiation.
- Routinely revise concepts/skills to support reflection.

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

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

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

The Every Student Succeeds Act (ESSA) encouraged schools to prioritize and include evidence-based interventions, strategies, or approaches as the foundation for education

programs and interventions. The idea is that these methods will meet the needs of all students. Further, the kind of evidence described in ESSA has generally been produced through formal studies and research. The main goal for all stakeholders is improving student achievement.

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

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

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

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

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

The following chart shows the evidence-based interventions that PGCPs will have for students in the specified content areas and grade levels for the 2023-2024 school year. These interventions take place either before school, after school, or during the school day, depending upon the specific program. After both charts, descriptions of the intervention programs are listed.



Interventions

Intervention Program	Subject Area and Grade Level	Timeline for Implementation	Tier Rating	Method to Measure the Impact
Hatch Ignite	7 Domains of development: <ul style="list-style-type: none"> • Social Emotional • Physical • Language & Communication • Literacy • Mathematics • Science and Technology • Social Studies 	September 2022- June 2024	Tier 1	Promote growth and development across seven domains, Ignite by Hatch supports children's progression through up to eight skill levels, including kindergarten readiness. Ignite by Hatch delivers real-time child data to inform daily individualized instruction and provides evidence for developmentally appropriate assessment systems.
Mathshelf	Mathematics (PreK)	September 2022- June 2024	Tier 3	A placement test determines where children start, then Math Shelf's adaptive learning provides sequenced individualized instruction to meet each student's needs. Embedded assessments ensure students are on track for Kindergarten.

Carnegie Learning	Mathematics PreK-5	July 2023	Tier 1	Carnegie Learning provides small group tutoring in mathematics to help students develop conceptual understanding. Embedded assessments will help to ensure students are on track for learning.
Lexia	Reading At risk readers in grades K-3 Students are selected based on teacher recommendation, grades and benchmark data.	September 2022- June 2024	Tier 1	The performance predictor provides a prescription of intensity needed to increase the probability of the student reaching the end-of-year benchmark for his/her grade level. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.
iReady DreamBox Learning	Reading and Mathematics Struggling readers K-3 K-3 Students are selected based on teacher recommendation, grades and benchmark data.	September 2022- June 2024	Tier 2 Tier 1	Reports of student progress are available after each lesson. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.

Lindamood-Bell Tutoring	<p>Reading</p> <p>Elementary Literacy skills</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>December 2022-June 2024</p> <p>20 two-hour tutoring sessions per student</p>	Tier 1	<p>An online Learning Ability Evaluation will track student progress.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
TutorMe Instant online tutoring	<p>Various Content Areas</p> <p>Grades 2-10</p> <p>Grades 9-10 College Preparation</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>September 2022-June 2024</p> <p>12 hours per student each month of the year</p>	Tier 1	<p>Adaptive reports are available after each lesson.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>

SpellRead Tutoring	Reading/English Language Arts Grades 3-12 Students are selected based on teacher recommendation, grades and benchmark data.	September 2022- June 2024	Tier 3	Students' skills will increase in phonemic awareness, phonics, fluency and reading comprehension. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.
Continuation of Tutoring Support for the Prevention of Learning Loss	Reading/English Language Arts Mathematics Social Studies Science Grades PreK-12 Students are selected based on teacher recommendation, grades and benchmark data.	September 2022- June 2024	Tier 1 and 2	Reports of student progress are available after each lesson. Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.

**CTE - Career and Technical Education *ESOL - English for Speakers of Other Languages *IEP - Individualized Education Program*

Access to TutorMe provides students in grades 2-10 with 24/7, 365 access to tutoring support through their lesson space and Writing Lab; 300+ subjects supported including elementary and college prep courses; 12 hours of tutoring per student per month (average is three hours a week per student); Audio, Video and Chat unlimited archives of all lessons; Access to archives by students and administrators; Animated ACT course access (proprietary animated course); and test prep tutoring support. The Division of Academics established the data targets and is responsible for the data collection for the various content areas of science, social studies, mathematics, Reading/English Language Arts, along with SAT Prep and other college readiness courses.

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

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

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

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

Continuation of Tutoring Support for the Prevention of Learning Loss PGCPSS has implemented a robust technology-based intervention support in addition to teacher provided student

instruction. Based on the low percentage of students reading on and above grade level, additional instructional support will be implemented, data targets established, and data collected by the Division of Academics. Computer-based instruction allows educators to use data more easily and efficiently in order to differentiate instruction that meets the varying needs of students.

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

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

Other Academic Programs

Academic Program	Subject Area and Grade Level	Timeline for Implementation	Method to Measure the Impact
Parent Coaching	<i>Early Childhood Special Education/ Preschool Special Education</i>	September 2022-June 2024	Instructional parent coaching support to the student and family in the identified areas of need in the home, community, or school setting provided virtually or in person. Instructional parent coaching, supporting school readiness

			through shared best practices and developmentally appropriate activities in the home, community, or school setting. Coaching is delivered through a variety of modalities in order to meet individual family schedules, routines and learning styles
Tutors from the University of Maryland College Park	Reading and Mathematics Grades 3-5	September 2021 - June 2024	Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and Hanover Research partners.
Explore Learning Gizmos	Science Simulations Grades 8-10	September 2021 - June 2024	Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and Hanover Research partners.
Learning A-Z Licenses	ESOL Grades K-12 Language development for ESOL students Grades K-12	September 2021 - June 2024	Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and Hanover Research partners.
Immersion Digital Resources	Immersion	September 2021 - June 2024	Use of assessment features provided within

	Reading, writing, listening and speaking French Mandarin Chinese Spanish Grades K-8		the intervention, locally- developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists.
Reading Inventory (assessment)	Reading Grades 6-8	September 2021 - June 2024	This online platform screens students to provide immediate, actionable data on reading levels and growth. A lexile score is provided after each screening.

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

In alignment with the Individuals with Disabilities Education Act (IDEA), all Individualized Family Support Plan (IFSP) and Individualized Education Program (IEP) teams continue to meet to determine the educational impact for all students as a result of the COVID-19 school closure.

To support preschool students with disabilities in enhancing school readiness skills across developmental domains due to educational impact, parent coaching sessions continue to be used to support families in integrating opportunities to build school readiness within their child's natural environment.

Tutors from the Education Equality Initiative work with students in grades 3-5 and tutor them one-on-one for Reading and Mathematics. The tutors are college students from the University of Maryland.

Explore Learning Gizmos is used by biology teachers to provide interactive science simulations for students aligned to Next Generation Science Standards (NGSS). Gizmos uses an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding.



Special Programs and Populations

Specialty Programs

Students participating in Specialty Programs 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 2023-2024 school year, will be provided in the fall of 2023.

English Learners

English for Speakers of Other Languages (ESOL) teachers continue to provide language support services to English Learners (ELs) on a regularly scheduled basis for in-person learning and for any students participating in the Online Campus program for students in grades 7-12. A five year strategic plan was developed to focus on the needs of the fastest-growing population of students in the district, ELs. The ESOL strategic plan has four focus areas: 1) improve the academic achievement of all ELs, 2) increase the capacity of all staff of ELs, 3) increase family and community engagement of ELs, and 4) decrease ESOL teacher vacancies within the district.

The following are considerations for English Learners:

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

- ESOL teachers will maintain Canvas sections and provide students and families with a way to meet with them for individualized support.

Career and Technical Education

Career and Technical Education (CTE) pairs academic knowledge with technical skills to prepare students for in-demand, high-skilled, and high-wage jobs. CTE programs of study provide the opportunity for students to earn industry-recognized certificates, acquire college credit, and gain work experience.

The COVID-19 pandemic has demonstrated how vital CTE is to Maryland's current and future workforce. The need for workers in skilled trade professions continues to grow as the world continues to navigate through the pandemic. As a result, CTE provided options that ensured the opportunity for students to safely complete requirements for earning industry and postsecondary credentials.

Teachers and students will continue to have access to content aligned to the Maryland CTE Career Clusters and Program. Students in CTE programs will not only have hands-on opportunities to engage with content, but they will participate in virtual labs, simulations and interactive learning experiences that will expand their opportunities for employment, through their engagement in 21st century skills. CTE now provides students with individualized tools/devices to expand safety protocols and enhance their engagement in the classroom, including some with augmented and virtual reality capabilities.

Talented and Gifted (TAG) Programming

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

TAG in the Regular Classroom: The TAG students are clustered together and the classroom

teachers provide differentiation, enrichment, and acceleration based on students' academic needs. The TAG Office provides ongoing professional development on best practices in Talented and Gifted Instruction.

Physical Education

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

Department of Creative and Performing Arts

The Department of Creative and Performing Arts prepares students to successfully navigate real-world college and career experiences, as well as helps students achieve 21st century competency. Each content area (Dance, Instrumental Music, Media Arts, Theater, Visual Art, and Vocal/General Music) provides opportunities for mastery of an evidence-based recipe for success — the Four Cs — creativity, collaboration, critical thinking and communication.

The Arts teams purposefully integrate digital technologies into curriculum and instruction while continuing to provide multiple pathways for students to be innovative and transformative in their learning. Through the arts, students receive opportunities to learn, create and thrive, while discovering who they are and how their creative passion impacts a global society.

Creative and Performing Arts will meet the needs and instructional/career goals of PGPCS students by innovatively providing equitable access to art instruction, festivals, showcases, exhibits, and auditions. Curriculum has been updated to include Social-Emotional Learning, Culturally Responsive Teaching, and Technological Advances in Arts Education. The Creative and Performing Arts team is also working with High School Reading/English Language Arts and Mathematics to embed Arts Integration strategies into the curriculum in order for students to express their comprehension of the content in more creative and engaging ways.

As a one-to-one technology school district, virtual platforms are used across the arts to increase

access and participation across the district. Digital resources, that are unique to each art form, will provide opportunities for students to engage with music, drawing, painting, augmented and virtual reality, animation, and various media in new ways.

Since students returned in August 2022, all Dance, Instrumental Music, Media Arts, Theater, Visual Art, and Vocal/General Music classes have been held in person, with the exception of those courses designated for the Online Campus program. Whenever possible, staff in classrooms will refrain from having students share instruments and equipment. Students should be allowed to store instruments in storage rooms. Normal safety and security protocols should be followed in accordance with the procedures established by PGCPSS leadership. And, all rehearsals (daytime and after school), showcases, exhibits, performances, and festivals have resumed as normal. If there are concerns related to COVID-19 this school year, schools and staff should utilize the updated COVID-19 protocols and guidelines to reflect current best practices and to align with PGCPSS' policies. Please go to [DCPA COVID-19 Protocols](#) to review the updates.

Textbooks and Devices

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

Special Education



PGCPS will continue to use the Individualized Education Program (IEP) process to hold each student's annual review meeting to determine the supports and services that will be implemented.

All IEPs that are developed or revised will include the completion of the IEP planning for emergency conditions component. This emergency condition occurs when a local school system cannot implement a student's IEP or special education services at school for a period of 10 or more days but continues to provide instruction to its students. The following areas of the IEP will reflect an emergency condition component:

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

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

The following are considerations for students with disabilities:

- **Co-taught** classrooms and support inclusion classrooms must maintain a 50% general education and special education split to meet the State Least Restrictive Environment (LRE).
- **Elementary:** Reading and mathematics interventions for elementary students with disabilities must be provided in accordance with their IEPs.
- **Middle:** Reading and mathematics interventions for middle school students with disabilities must be provided in accordance with their IEPs. Academic Resource and/or reading enrichment courses must be scheduled to accommodate the implementation of interventions.
- **High:** Reading and mathematics interventions for high school students with disabilities must be provided in accordance with their IEPs. Academic Resource and/or Read 180 can be scheduled to accommodate the implementation of interventions.
- All Special Education programs: Community Referenced Instruction (CRI), Autism, Social Emotional Academic Development (SEAD), Comprehensive Special Education Program (CSEP), and Deaf and Hard of Hearing Program (DHOH) will implement all components of their programs.
- IEP meetings will be scheduled and held with parent or guardian permission virtually or in-person in accordance with the Individuals with Disabilities Education Act (IDEA) timelines and procedures.
- Cognitive, educational, or related services assessments and evaluations will continue to be scheduled.
- Related and support services (speech and language, vision, occupational therapy, physical therapy, etc.) will be provided through push-in and pull-out sessions in accordance with a student's IEP.
- IEP Teams will be convened to discuss the supports and services that will be implemented for students participating in the Online Campus program.
- Counseling services will be provided to students as documented in IEPs. Parent permission will be required to provide counseling services to those participating in the Online Campus.

Special Education Nonpublic Programs

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

Teacher and Staff Supports for Educational Delivery

Professional Development for PGCPS teachers and staff continues to be a priority for the district. As PGCPS prepares for the opening of schools in August 2023, teachers and staff need professional development on how to meet a wider range of students' needs, along with their own needs. With students and educators facing more change as the nation continues to emerge from the pandemic, one thing must remain constant: continued training on the most effective and compliant ways to serve students regardless of instructional model.

Consequently, professional learning offered before the pandemic may no longer be as relevant. Staff members have made adjustments to the changing landscape of traditional schooling but would benefit from proper training to meet the varied levels of proficiency with new technology platforms and practices. The way teachers deliver instruction and access students' assignments has shifted. Parents and guardians are seeking increased support to assist their children at home. Some students may have more knowledge of Internet-based programs than their teachers. As a result, PGCPS will continue to utilize ARP ESSER funding to provide the following professional development opportunities for teachers and staff during the 2023-2024 school year:

Teacher and Staff Supports for Educational Delivery	Description
Improvement Science (PGCPS Coherence Framework)	The Learning Recovery Networked Improvement Community Initiative with University of Maryland. School Leadership Training programs would be tailored to the individual needs of each principal related to their growth and development toward their understanding of Improvement Science. In addition, principals would then lead their leadership team and community in implementing a disciplined inquiry process of Plan, Do, Study, Act (PDSA) cycles in order to drive school improvement.
Quality Teaching for English Learners (QTEL) Training	Quality Teaching for English Learners (QTEL) training will be provided to 12 cohorts of 30 teachers and staff. The training will build teachers' capacity of working with English Learners and will specifically provide strategies for addressing the learning loss for English Learners due to the pandemic.

Internal School Dashboard Enhancements	The internal school dashboards are enhanced in the Data Warehouse to include new tabs and data sources, including additional test scores. The current dashboards include MCAP English and Mathematics scores but do not include other assessments. The improved dashboards should include benchmark assessments (from the new Pearson tool), MISA, State Social Studies assessment, ACCESS, KRA, etc.
9th Grade Cohort Tracker System	Beginning in the school year 2021-2022, each school system was required to implement a tracker system to measure each 9th grade student's progress toward graduating high school on time. This information must be reported to MSDE. MSDE will report the statewide data to the state Accountability and Implementation Board and Maryland Longitudinal Data System Center.
Montessori Program	Training for Teachers (New; Novice; Non-Credentialed and Secondary Teachers)
Montessori Program	MONTESSORI CURRICULUM DEVELOPMENT: In order to support New; Novice; Non-Montessori Credentialed and Secondary Teachers with Montessori Based Implementation, Curriculum Lessons and Best Practices to establish a Montessori Classroom at each level (Primary; Lower and Upper Elementary; and Montessori infused Middle School); a tailored curriculum (GUIDEPOSTS) will be written. Preparation of these materials includes researching and correlating Maryland College and Career Ready standards to Montessori Curriculum and re-fitting concept presentations to be aligned to the Framework for Teaching. A staggered roll out of these materials will coincide with trainings related to teachers' level of identification (New; Novice; Non-Montessori Credentialed and Secondary Teachers). All documents will be distributed and available to teachers through PGCPs accessible platforms (CANVAS and the PGCPs Montessori Resource Site). The Lower and Upper Elementary GUIDEPOSTS were written during the academic school year 2021-2022. Based upon data collection through feedback and surveys from Montessori School Principals and Teachers; amendments and updates were made during the academic school year 2023-2024.

iPad Pro Program: Project Creativity	Training for high school teachers in Visual Art, Media Arts, and CTE Graphics Programs were provided professional development to support new iPad Pros called Project Creativity. This program allows students the opportunity to create and innovate beyond the four walls of the classroom with these advanced devices. This program expanded in the 2023-2024 school year to beginning level computer graphics programs. Additional professional development will be provided for new apps and programs the students will be using. Curriculum will be upgraded to match the addition of this new technology into these programs.
Hanover Contract - Progress Monitoring & Evaluation	Technical assistance of the Consultant (Hanover) to provide specialized expertise in goal progress monitoring and evaluation. Technical research and analytical services, which may include, but are not limited to: custom research reports; survey design, administration and analysis; interviews with industry/issue experts; secondary research; data analysis; benchmarking (product/service comparison, key performance and efficiency metrics); and the capacity to request virtual quarterly consultations and up to one workshop or focus group project related to goal progress and/or program impact evaluation.

Note: This is not the extensive list of all professional development that will be offered in PGCPSS for the 2023-2024 school year. This list entails professional development that will utilize ARP ESSER funding.

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



Student Services

Section 504 and 504 Plan Distribution Day

Students with Section 504 Plans receive accommodations documented in their 504 Plan and/or comparable supports that are appropriate to ensure access in accordance with Section 504 of the Rehabilitation Act of 1973 for the 2023-2024 school year. The 504 plan is designed to ensure students receive equitable access to all educational services while addressing barriers to learning.

In efforts to ensure instructional and supportive student services, personnel will be fully prepared to implement accommodations prior to the first day of school, the 504 building facilitator in conjunction with the professional school counselor will distribute 504 plans on Friday, August 25, 2023. Staff will sign to acknowledge receipt of plans. Annual review meetings will continue to be held virtually to ensure accommodations remain appropriate for student's identified disabilities. Parent/guardian participation will be requested for 504 meetings to update the 504 Plan and identify accessibility accommodations virtually when in-person attendance is not an option.

Lastly, PGCPSS has launched an online database that now allows students' 504 plans to be visible and accessible electronically as an enhancement to the previous paper format. This feature supports the continuous knowledge and implementation of accommodations whether in person or during distance learning. Further monitoring from the Central Office supports quality 504 plan development and annual review meeting requirements.



Attendance

PGCPS continues to follow the state and local guidance in the collection of student and teacher attendance. [Administrative Procedure 5113](#), identifies this process for lawful and unlawful absences. According to the PGCPS administrative procedure, a file must be kept that contains the teacher of record's documentation that communication has been made with the parent/guardian of students who were absent 10 percent or more days in a quarter. The principal must ensure that students who are identified as habitually truant and chronically absent are referred to the Student Intervention Team (SIT) and/or School Support Team (SST). Subsequently, pupil personnel workers (PPWs), teachers, and professional school counselors are expected to reach out to families to encourage their participation with in-person learning and daily school attendance.

Additionally, PGCPS is responsible for identifying, collecting and transmitting data to local, state, and federal agencies for purposes of compliance, accountability, and school system funding for student attendance. Strong monitoring of systems, implementation of a streamlined process, and using objective and accurate data related to attendance collection is crucial. Physical and virtual attendance of staff and students will be collected in the 2023-2024 school year and daily attendance procedures will be communicated so all stakeholders are aware of PGCPS' definition of being considered present.

Attendance for In-Person Learning & Approved Online Instruction

Students attending a school building for in-person learning or participating in approved online instruction must adhere to attendance administrative procedure: [Administrative Procedure 5113](#). Daily attendance is expected for all students unless there is a lawful reason for the student's absence. In the event of each absence, the parent/guardian must communicate the reason for the student's absence with written documentation upon the student's return to school. Students will be permitted to make up missed assignments in accordance with the administrative procedure for all lawful absences.

Attendance Taking for Individual Students Quarantining

Students notified to quarantine as a result of possible exposure to COVID-19 must remain home until the specified time. Teachers must mark students absent with a code (QT), which will count the student absent from class but present for the day. The student will be provided virtual work

asynchronously from their teacher(s) during the quarantine period. Students should be given a daily check-in to complete in order to be marked present for the day.

Attendance Taking when an Entire Class is Quarantining

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

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

Attendance Taking When an Entire School is Quarantining

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

Attendance for Students Approved for PGCPS Online Campus (Grades 7-12)

- Students participating in the Online Campus will receive instruction in both synchronous and asynchronous learning models. Students will be marked present while attending synchronous instruction in Canvas, which will be entered into SchoolMax, PGCPS’ official system of record.
- The process for marking a student “present” for asynchronous instruction will occur through a virtual check-in as determined by the teacher of record.
- **Monitoring Attendance for Online Learners**
 - According to PGCPS administrative procedure, a file must be kept that contains the teacher of record’s documentation that communication has been made with the parent/guardian of students who were absent 10% or more days in a quarter.

Pupil Personnel Workers, Teachers, and Professional School Counselors are expected to reach out to families to encourage their participation with online learning.

- The principal must ensure that students who are identified as habitually truant and chronically absent are referred to the Student Intervention Team (SIT) and/or School Support Team (SST).
- **Attendance Taking when Students Have Reported Technological Failure**
 - Students participating in virtual learning may experience technical issues such as broken equipment or Internet outages that may impede participation in live instruction. Such issues must be immediately communicated to the student's teacher and designated school staff so support can be provided as soon as possible. When parents indicate these occurrences, the teacher must mark the student absent with code (TC), which considers the student absent from class but "present" for the day.

Mental and Behavioral Support

The COVID-19 pandemic disrupted students and families physically, socially, emotionally, and behaviorally. For some families, the pandemic added to pre-existing trauma, while for others, the pandemic brought new grief, loss, trauma, and increased risk of violence and abuse in the home. During the 2022-2023 school year, students had free access to school-based mental health professionals including contracted licensed mental health clinicians who provided counseling services to students in 158 schools. Though funded for expansion to 168 sites, prevailing vacancies due to the lack of available contracted clinicians impacted staffing at the proposed 168 sites. The scope of services provided by the clinicians are comprehensive in nature by including individual and group counseling to the students, student workshops, professional development to parents/guardians and staff, support for attendance, School Intervention and Individualized Education Program meetings, classroom observations, and crisis support.

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

Source of Support	Description	Timeline
Mental Health Support	Place mental health clinicians in all 204 schools.	August 2023 - June 2024
Prince George’s County Department of Social Services (PGDSS) Expansion Proposal	Partnership for crisis intervention, support and resources for selected early childhood centers and middle schools.	August 2022 - June 2024

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

PGDSS is currently supporting the following 15 middle schools:

PGCPS Selected Schools		
Andrew Jackson Academy	Dwight D. Eisenhower Middle School	Nicholas Orem Middle School
Buck Lodge Middle School	G. James Gholson Middle School	Oxon Hill Middle School
Benjamin Stoddert Middle School	Hyattsville Middle School	Thurgood Marshall Middle School
Charles Carroll Middle School	Isaac J. Gourdine Middle School	Walker Mill Middle School
Drew-Freeman Middle School	Martin Luther King Jr. Middle School	William Wirt Middle School

During the summer months, many of PGCPS' students lose this vital source of support due to limited insurance coverage among other barriers. This gap in counseling support negatively impacts the social, emotional, and behavioral progress PGCPS' students often make during the counseling process throughout the school year and has direct correlation to students' academic success and ability to progress in their learning.

In response to students' behavioral health needs, PGCPS continued to implement the Behavioral Health Project that included: placing contracted mental health clinicians in schools during summer 2023. Clinicians provided consultation to staff, families, and individuals, and offered group and family counseling to address students' anxiety, depression, grief, and suicidal

thoughts. Further, clinicians conducted behavioral observations and risk assessments as well as developed behavior plans, and provided behavioral and mental health support for prekindergarten through 12th grade students. In summer 2022, licensed clinicians provided supports to students in two models:

1. Students who received clinical counseling supports throughout the school year on the clinician's caseload were able to receive continued support over the summer months;
2. Summer school locations that requested clinical support were assigned staff to support students on-site

The goal of PGCPS' Behavioral Health Project is to provide students and families with behavioral health services, and staff with knowledge about the impact of trauma and trauma-informed strategies to meet the needs of PGCPS students. Additionally, in an effort to offer a continuum of support, services were afforded to students after summer school through the beginning of the school year 2022-2023. The end results of the PGCPS Behavioral Health Project were to (1) increase PGCPS students' access to school-based behavioral health supports during the summer months; (2) decrease from baseline students' symptoms of anxiety, depression and/or suicidality dependent upon the reason for referral; and (3) increase the number of Positive Behavior Support (PBS) action plans for prekindergarten students.

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

PGCPS expanded the provision of licensed mental health clinicians to 165 schools for the 2022-2023 school year as funded through Blueprint for Maryland's Future and ARP ESSER funds. The addition of Community Schools this year will place clinicians in 97 of the 165 sites due to Blueprint for Maryland's Future funds.



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

After prolonged closure due to the global COVID-19 pandemic, students, staff, and parents/guardians required support to assist them in transitioning back to school. The PGCPS' Department of Student Services identified and compiled supports focused on social-emotional learning for students, staff, and parents. During the 2021-2022 school year, PGCPS launched a new electronic social-emotional learning platform for elementary aged students - QuaverEd. This resource continues to allow professional school counselors an opportunity to continue to provide classroom guidance lessons to students virtually and face-to-face. The following link provides mental health supports and resources for students, staff, and parents/guardians:

[PGCPS on Mental Health Supports](#)

Hazel Health

The PGCPS Department of Student Services has partnered with Hazel Health, a telehealth provider that allows students to see a mental health therapist virtually using any web-connected device at no cost to families. The service was rolled out in phases over the 2022-2023 school year, with high school students receiving the option for in-school or at-home visits in December 2022, and middle school students receiving the same options in January 2023. Elementary aged students received the option for at-home virtual therapy sessions in February 2023. The service continues to be available for students this summer 2023, for visits "at-home" weekdays from 7am to 7pm. <https://my.hazel.co/pgcps/info>

Mental Health Day

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

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

Uniforms

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

Athletics



The PGCPs' Office of Interscholastic Athletics is excited to continue a full practice and game schedule for all sports and continues to keep safety first while initiating the interscholastic athletic programs for the 2023-2024 school year. PGCPs follows the [Maryland Public Secondary Schools Athletic Association \(MPSSAA\)](#) for the implementation of athletic programs. Interscholastic athletics will promote the health and well-being of students mentally, emotionally, and physically; thus, creating positive psychological and academic outcomes. The Interscholastic Athletics Office believes that all student athletes should focus on learning and enhance their academic achievement through PGCPs' education-based opportunities.

The PGCPs Office of Interscholastic Athletics will focus on sportsmanship for the 2023-2024 school year. The MPSSAA believes the ultimate indicator of the value of school athletic programs must be the level of citizenship displayed by those who participate. The current MPSSAA [Respect the Game](#) initiative, which began as a student-led task force, focuses on the importance of all individuals associated with education-based athletics doing their part to promote good sportsmanship. The MPSSAA believes taking a more proactive approach and stronger stance on sportsmanship is critical for the future operations and sustainability of interscholastic athletics in Maryland. The PGCPs Office of Interscholastic Athletics and individual schools will incorporate a program to teach and find new innovative ways to promote and model good sportsmanship within the district's athletic programs at all middle schools and high schools.

Athletic Directors (ADs) will collaborate and participate in serving on several leadership committees offering virtual webinars and in-person student advisory/leadership sessions on a variety of topics for PGCPs student-athletes. Specialized presentations and opportunities will be

provided for the junior and senior athletes to prepare for the next steps in their careers. Emphasis will be given to college and career, scholarships, social-emotional wellness, and applications and letters to schools.

Transformative Technology and Equitable Access

Technology

In the 2023-2024 school year, PGCPS continues to engage students in meaningful and productive ways to enhance their learning with technology. In the wake of the COVID-19 pandemic, the district experienced a significant expansion of the PreK-12 digital ecosystem. This includes greater use of instructional technology tools, student mobile computers, and digital textbooks. With rapid advancements in artificial intelligence, the emphasis on technology in education continues to increase. Fortunately, through the use of ARP ESSER funds, PGCPS has been able to ensure all students in PGCPS have access to a district-issued Chromebook or iPad (for the early learning grades) as well as the internet connectivity for quality education. Building on this foundation, PGCPS will continue to ensure digital equity and access in the area of instructional technology and take strategic steps to transform instruction through the use of technology. In 2023-2024, PGCPS will implement the following measures:

- Equitable Access to Hardware: PGCPS has the inventory and logistical operation to ensure that all students have access to a Chromebook or iPad for instruction and learning based on grade level. These are devices that students can take home with them to use for homework and after school activities. If a student damages a device or a new student enrolls at a school, additional devices will be deployed so that students have ongoing access to a working Chromebook or iPad.
- Equitable Access to Internet Connectivity: PGCPS will continue to partner with internet providers to close the “homework gap” by ensuring that students without home internet service have access to internet connectivity. For the small number of student households in PGCPS without home internet access, the school system, through its parent engagement assistants and community schools coordinators, will work directly with families and internet providers to leverage funding from the Federal Communications Commission (FCC) Affordable Connectivity Program to enable internet service for households in need.
- Technology Support: PGCPS will continue to ensure that users have the real-time user support they need to be successful with all PGCPS technology. An additional 13 IT Coordinator positions have been added to the PGCPS operating budget to support technology integration in schools.

- Classroom Technology: Through the use of ESSER funding, PGCPS purchased an additional 2,000 SMART interactive flat panels that are being installed in classrooms across PGCPS to modernize and transform the digital learning environment in schools. Further, ESSER funding has provided educators with access to a variety of digital tools to support instruction. Digital tools, when balanced with rigorous instruction, provide opportunities to increase students' engagement and interactivity with content as well as enhance students' creativity.
- Learning Management System: With ESSER funding, PGCPS procured a new learning management system, Canvas, which was rolled out in the 2021-2022 school year with additional professional development for teachers to practice the use of Canvas in 2022-2023. In 2023-2024, all middle and high school students and teachers will transition to using Canvas exclusively for instruction., and Google Classroom will be phased out at these levels and no longer accessible by students.
- Increased Network Bandwidth: To support the digital transformation in PGCPS, all schools have been upgraded to a 10G bandwidth to ensure the necessary capacity exists for the use of transformative technology.
- Internet Safety: PGCPS will continue to prioritize the safe use of technology and the internet for instruction through web filtering software, ContentKeeper, that regulates internet content access according to policies established for each age group— elementary school, middle school, and high school.
- Employee Technology Use: PGCPS has significantly expanded its capacity to operate digitally, and will continue to build on this work to digitize critical processes, such as enrollment and registration, signature processes, and video conferencing. All employees who use computers as a part of their daily work will continue to be issued the appropriate device to ensure they can perform their work seamlessly in a digital work environment.

The following chart describes the equipment, programs and/or services for students and staff for the 2023-2024 school year:

Technology Support for 2023-2024	Description	Timeline
Student Computers	Student Chromebooks (purchased with ESSER funds)	August 2023 - June 2024 (as needed)
Student Hardware Protection	Chromebook Protective Cases (purchased with ESSER funds)	August 2023 - June 2024 (as needed)
Student iPads	Student iPads (purchased with ESSER funds)	August 2023 - June 2024 (as needed)
Staff Computers	Staff Laptops (purchased with ESSER funds)	August 2023 - June 2024 (as needed)
Educational Technology	Interactive whiteboards for classrooms (purchased with ESSER funds)	July 2023 - September 2024
Staff Technology	Dongles - to use for wireless connection from staff laptops to interactive whiteboards. (purchased with ESSER funds)	August 2023 - June 2024 (as needed)
Digital Software Licenses	Instructional software tools that are designed to enhance collaboration, student engagement and interactivity. (purchased with ESSER funds)	August 2023
Internet Service	Hotspots/Comcast Internet Essentials (utilizing FCC Affordable Connectivity Program funding)	August 2023 - June 2024 (as needed)
Instructure Learning Management System (LMS) - Canvas	Learning Management System provides the framework that manages the learning process where we are able to house, deliver and track instructional content. (purchased with ESSER funds)	August 2023 - June 2024
SchoolMax Upgrade	Enhancement to allow grade passback feature from Canvas to SchoolMax (purchased with ESSER funds)	August 2023 - June 2024

Digital Tools Available through Districtwide License

Teacher Software	Description and Justification
Canvas	Primary Learning Management System (LMS) used throughout the district to streamline the distribution and collection of resources and assignments. Educators will utilize Canvas curricular content and resources and provide a digital presence to PGCPs students and stakeholders.
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.
Google Workspace for Education	Google Workspace for Education is a collection of productivity tools including: <ul style="list-style-type: none"> ● Gmail (communication) ● Google Drive (file storage and sharing) ● Google Docs (text editing) ● Google Slides (presentations) ● Google Forms (quizzes and surveys) ● Google Meet (virtual meetings)
Hapara	Hapara, similar to GoGuardian for Teachers, is a classroom management solution that allows teachers to send documents, communicate and monitor students’ online activity. The Hapara Admin Dashboard allows central office employees to view analytics measuring student engagement, teacher feedback, student collaboration and additional instructional interactions in the Google Chrome OS.
Kami	Kami is an online document annotation and markup tool, used primarily in the classroom. Teachers and students can highlight, underline and strikethrough text in PDF and other document formats. Annotations such as text boxes, shapes, and images can be added with work shared via Google Drive and/or Google Classroom.
Edpuzzle	Edpuzzle is an instructional tool used to add interactive content, such as multiple choice or open-ended questions, into pre-existing videos, which could be self-created or from video sources such as TED or YouTube.
Book Creator	Book Creator allows students and/or teachers to combine text,

	images, video, and audio to create and publish books and multimedia resources.
Zoom	Zoom is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and connecting virtually with stakeholders.
Google Meet	Google Meet is a video-communication service included in the Google Workspace platform. It is primarily used for meetings and connecting virtually with stakeholders.
Adobe Express	Adobe Express (formerly Adobe Spark) allows all educators to create and encourage students to communicate their ideas via webpages, graphics, and/or video to show their learning in creative and interactive ways.
Student Software	Description
Canvas	Primary Learning Management System (LMS) used throughout the district to streamline the distribution and collection of resources and assignments. Educators will utilize Canvas curricular content and resources and provide a digital presence to PGCPs students and stakeholders. Students will be able to access information shared by their teachers through Canvas.
Clever	Clever is a service that brings all digital tools and textbooks into a secure portal for access by teachers and students.
Adobe Express	Adobe Express (formerly Adobe Spark) allows all students from PreK-12 to create a Webpage, Graphic, or Video to show their learning in creative and interactive ways.
Book Creator	Book Creator allows students and/or teachers to combine text, images, video, and audio to create and publish books and multimedia resources.



Parent Centers

PGCPS continues to actively engage parents and guardians in the decision-making process that reflects authentic feedback from surveys, emails, phone calls, tele-town hall meetings and social media posts. PGCPS will continue to support parents and guardians with assistance needed in the areas of technology: accessing, navigating learning and communication platforms, and other troubleshooting. Additionally, for the 2023-2024 school year, families will be able to gather information, referrals, and support for mental health concerns from PGCPS professional school counselors. The Parent Centers have been strategically designated throughout PGCPS, in alignment with the nine Board of Education districts. Parents and guardians will begin receiving assistance at these centers on **Monday, September 18, 2023**, that will continue through June 2024.

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

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

To make an appointment please visit: <https://www.pgcps.org/offices/family-and-school-partnerships/parent-centers>



Family Institute

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

- Monitoring, managing, and supporting student technology and educational platform use;
- Developing effective study, homework and executive thinking skills;
- Helping to prepare for systemic and state assessments;
- Accessing and enrolling in tutoring and academic programs;
- Developing effective SEL skills and dealing with issues like bullying and cyberbullying;
- Addressing absenteeism and truancy;
- Accessing support for mental health concerns;
- Effective two-way home-school communication;
- Effective parent-teacher or student-led conferences and partnerships;
- Increasing engagement of fathers and other male role models;
- Family Financial Literacy;
- Accessing and navigating the school system and county for educational and family support services; and
- Planning for continuous out-of-school-time learning opportunities.

Please visit the website for more information: <https://www.pgcps.org/offices/family-and-school-partnerships/family-institute>

Vendor Managed Child Care Programs

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

- PGCPS is pleased to announce that we will continue our partnership with our approved vendors. AlphaBEST Education Inc., Champions, Sanbridge Early Learning Centers, and the YMCA will provide school-age before and after child care for selected sites.
- Parents/guardians should contact the vendor representatives to demonstrate interest in using the vendor's services. This information is needed for planning purposes. More specific instructions regarding enrollment will be distributed once the site capacities are determined by MSDE - Office of Child Care Licensing. **An expression of interest to enroll does not guarantee enrollment.**
- Program openings are to be determined by MSDE - Office of Child Care Licensing, Region 4.
- Child care services for before and after school are available from this list of [approved vendors](#) at the respective site.
- Additional services can be found in [LOCATE](#). This resource offers free, one-on-one telephone counseling support to find child care in Prince George's County. Call 1-877-261-0060 to obtain assistance.

Assessment and Reporting



PGCPS Assessment Program

PGCPS' assessment program focuses on state, district and locally created assessments to provide student performance data and help staff identify students' learning needs to plan for instruction during the 2023-2024 school year. Assessments geared toward this purpose are prioritized in PGCPS' assessment program and will be provided in an online test administration platform on all PGCPS technology devices provided to all students by PGCPS, or paper-based for students with documented accommodations. All online testing platforms and paper testing also provide accommodations and accessibility features for students who have them designated in Individualized Education Programs and/or 504 plans. Resources, training sessions, and technical assistance are provided to school-based and central office staff to support effective and appropriate assessment and data literacy practices in a distance learning environment, including limitations tied to test security, fidelity in assessment administration, and data analysis.

The key priorities of the PGCPS assessment program for the 2023-2024 school year are to:

- administer Fall Block and Spring Block Maryland Comprehensive Assessment Program (MCAP) assessments to assess students' progress in Reading, Mathematics, Science, Social Studies and Government.
- administer Alternative Maryland Comprehensive Assessment Program (MCAP) assessments to assess special education students' progress in Reading, Mathematics, and Science.
- administer ACCESS (Assessing Comprehension and Communication in English) assessments to assess social and academic English language development in the domains of Listening, Reading, Writing, and Speaking.

- administer benchmarks and assessments in an online platform to all students at the end of each quarter’s instruction in Reading/English Language Arts, Mathematics, Science, and Social Studies to provide instructional feedback and progress monitoring on standards-based instruction.
- administer appropriate benchmark/interim assessments to Grade 7 to 12 Online Campus students based on their virtual learning program.
- administer a state and district Universal Screening diagnostic reading assessment in an online platform to all students in kindergarten through Grade 3 to identify any students at risk in reading and language skills and determine the best interventions to provide for support and remediation.
- administer curriculum embedded PGCPS created assessments with which to determine readiness, monitor student understanding, and adjust instruction.
- collect and utilize quantitative and qualitative data to develop systems and identify appropriate interventions to recover learning loss and accelerate learning to support student success.
- continue to identify key dates/points in the instructional cycle to administer assessments based on standards-based instruction.
- determine and utilize data analysis structures and protocols for analyzing assessment data and how the reporting data can be utilized for progress monitoring and instructional planning.
- continue to identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as “at risk.”
- report on baseline student outcomes data, broken down by race and ethnicity, student and service group, and gender from prior year’s benchmarks and other district administered assessments in instructional planning, trend establishment, and student growth calculation.
- utilize projected student outcomes data, broken down by race and ethnicity, student and service group, and gender from prior year’s MCAP, benchmarks, and other district administered assessments in instructional planning, trend establishment, and student growth calculation.

The Baseline and Projected Data for PGCPS has been populated in the following tables for the 2021-2022 and 2022-2023 school years and projected percentages for the 2023-2024 school year. The below bulleted list defines the baseline data utilized and specific criteria identified for

each school year and how the projected student outcome data was calculated utilizing a formulaic approach for the 2023-2024 school year based on past benchmark student performance. The selected school year used to determine the projected student outcome data is 2020-2021 benchmark assessment percentages. The Baseline and Projected Data for PGCPs has been populated in the following tables for school year's, 2021-2022, 2022-2023 and projected percentages for 2023-2024. The below bulleted list defines the baseline data utilized and specific criteria identified for each school year and how the projected student outcome data was calculated utilizing a formulaic approach for the 2023-2024 school year based on past benchmark student performance. The selected school year used to determine the projected student outcome data is 2020-2021 benchmark assessment percentages.

- SY 2020-2021 (Baseline) Reading: Pearson Benchmark – Proficiency defined by students who scored at least 60% on the assessment.
- SY 2020-2021 (Baseline) Mathematics: Pearson Benchmark – Proficiency defined by students who scored at least 60% on the assessment.
- SY 2021-2022 Reading: Pearson Benchmark – Proficiency defined by students who scored at least 60% on the assessment.
- SY 2021-2022 Mathematics: Pearson Benchmark – Proficiency defined by students who scored at least 60% on the assessment.
- SY 2022-2023 (Projected) Reading: Pearson Benchmark – Proficiency defined by students who are projected to score at least 60% on the assessment.
- SY 2022-2023 (Projected) Mathematics: Pearson Benchmark – Proficiency defined by students who are projected to score at least 60% on the assessment.

PGCPS Reading/English/Language Arts Performance: Elementary School Level			
Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	17.1	21.0	25.0
Gender			
Male	14.8	18.0	22.0
Female	19.5	24.5	28.5
Race/Ethnicity			
American Indian	12.9	20.5	24.5
Asian	31.6	36.0	40.0
African American or Black	20.2	23.5	27.5
Hispanic/Latino of any race	9.8	14.0	18.0
Native Hawaiian or Pacific Islander	27.1	22.0	26.0
White	33.8	42.0	46.0
Two or More Races	30.3	36.0	40.0
Student Population			
Students with Disabilities	6.9	≤5	8.0
Free and Reduced Priced Meals	*	*	*
English Learners	≤5	7.0	11.0

PGCPS Reading/English/Language Arts Performance: Middle School Level			
Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	23.1	28.0	32.0
Gender			
Male	16.9	23.0	27.0
Female	29.1	34.0	38.0
Race/Ethnicity			
American Indian	25.6	32.0	36.0
Asian	44.8	49.5	53.5
African American or Black	23.8	30.5	34.5
Hispanic/Latino of any race	18.3	21.5	25.5
Native Hawaiian or Pacific Islander	53.7	50.5	54.5
White	40.1	48.5	52.5
Two or More Races	34.6	44.0	48.0
Student Population			
Students with Disabilities	≤5	5.5	9.5
Free and Reduced Priced Meals	*	*	*
English Learners	≤5	≤5	8.0

PGCPS Reading/English/Language Arts Performance: High School Level			
Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	15.8	26.5	30.5
Gender			
Male	11.3	22.5	26.5
Female	20.1	32.0	36.0
Race/Ethnicity			
American Indian	25.9	32.0	36.0
Asian	25.6	50.0	54.0
African American or Black	16.7	27.5	31.5
Hispanic/Latino of any race	10.5	22.0	26.0
Native Hawaiian or Pacific Islander	22.2	47.0	51.0
White	31.5	46.5	50.5
Two or More Races	30.0	36.5	40.5
Student Population			
Students with Disabilities	≤5	5.0	9.0
Free and Reduced Priced Meals	*	*	*
English Learners	≤5	≤5	8.0

PGCPS Mathematics Performance: Elementary School Level			
Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	9.1	19.5	21.5
Gender			
Male	9.4	20.0	22.0
Female	8.8	19.5	21.5
Race/Ethnicity			
American Indian	8.6	17.5	19.5
Asian	26.1	34.5	36.5
African American or Black	10.2	21.5	23.5
Hispanic/Latino of any race	≤ 5	14.5	16.0
Native Hawaiian or Pacific Islander	16.0	23.5	25.5
White	26.6	34.0	36.0
Two or More Races	20.1	30.5	32.5
Student Population			
Students with Disabilities	5.7	5.5	7.5
Free and Reduced Priced Meals	*	*	*
English Learners	≤ 5	10.5	12.5

PGCPS Mathematics Performance: Middle School Level

Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	≤ 5	≤ 5	6.0
Gender			
Male	≤ 5	≤ 5	6.0
Female	≤ 5	3.5	5.5
Race/Ethnicity			
American Indian	≤ 5	≤ 5	5.5
Asian	≤ 5	14.5	16.5
African American or Black	≤ 5	≤ 5	5.5
Hispanic/Latino of any race	≤ 5	≤ 5	≤ 5
Native Hawaiian or Pacific Islander	≤ 5	8.5	10.5
White	≤ 5	12.5	14.5
Two or More Races	≤ 5	8.0	10.0
Student Population			
Students with Disabilities	≤ 5	≤ 5	≤ 5
Free and Reduced Priced Meals	*	*	*
English Learners	≤ 5	≤ 5	≤ 5

PGCPS Mathematics Performance: High School Level

Student Group	Baseline Performance	SY 2022-2023	Projected Performance
	% Proficient	% Proficient	% Proficient
All Students	≤ 5	≤ 5	5.5
Gender			
Male	≤ 5	≤ 5	5.0
Female	≤ 5	≤ 5	5.5
Race/Ethnicity			
American Indian	≤ 5	6.0	8.0
Asian	8.1	11.5	13.5
African American or Black	≤ 5	≤ 5	5.5
Hispanic/Latino of any race	≤ 5	≤ 5	≤ 5
Native Hawaiian or Pacific Islander	≤ 5	9.0	11.0
White	7.2	9.0	11.0
Two or More Races	≤ 5	≤ 5	6.0
Student Population			
Students with Disabilities	≤ 5	≤ 5	≤ 5
Free and Reduced Priced Meals	*	*	*
English Learners	≤ 5	≤ 5	≤ 5

Evaluation of Online Learning

PGCPS has identified several measures in its Reopening Plan to assist the district in evaluation of online learning for the 2023-2024 school year to ensure the district's online learning model is coherent, cohesive, and comparable in academic rigor to the traditional instructional format. The PGCPS Reopening Plan evaluation measures two key aspects of online learning for the 2023-2024 school year: 1) the processes, procedures, and initiatives that occur, and 2) the outcomes of the implemented processes, procedures, and initiatives. The district will define and evaluate programmatic goals using data from a variety of sources to gauge overall effectiveness and strengthen future planning.

PGCPS has identified the following measures to evaluate the effectiveness of online learning in 2023-2024:

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

Online Campus Program for 2023-2024

7 - 12 Online Campus	
Program Description	<p>Students enrolled in the Grade 7-12 Online Campus will take courses on a semester or full-year schedule. Students will progress through each course sequentially over an entire semester or year; students may not complete a course before the last day of classes for the semester. Core content courses will be two semesters in length. Elective courses will be one semester long.</p> <p>In grades 7-12, students will receive some required live virtual instruction from a content certified PGCPS teacher in core content areas. Throughout the week, students will be required to sign in daily to Canvas to complete asynchronous learning assignments, access content in Pearson Connexus or Edgenuity or Apex Learning, meet in teacher-led small groups or participate in 1:1 conferencing. Time will be dedicated throughout the week for office hours for additional student support, as well</p>

	as clubs, counseling services, college and career planning, intervention/enrichment activities, and special education/related services. These activities will be available virtually as well as in person.
Application process	Students who enrolled in the blended virtual program, grades 7-12, completed an <u>application</u> that was reviewed by a committee, including the program coordinators for the Online Campus, specialists in the PGCPS Department of Curriculum and Instruction, and instructional staff in the PGCPS Area Offices. The application outlines requirements to which students must adhere, to participate in the program, as well as a review of the students' track record of success in digital learning, including attendance. If the application is approved, students will formally enroll in the blended virtual program and will have a required orientation session with staff in the Online Campus. This orientation will be held with students and parents/guardians to review the blended virtual program components, and student/family expectations and <u>agreements for participation</u> . Additional <u>activities</u> to prepare for the blended virtual program, such as a mock virtual class day, will occur over the summer.
Staffing	All teachers employed by the PGCPS blended virtual program will be Maryland certified teachers. All core content areas will be taught by Maryland certified teachers who are directly hired and employed by PGCPS. Online asynchronous courses will be taught by Maryland certified teachers employed by Edgenuity, a PGCPS instructional services partner. Edgenuity instructional services teachers will meet MSDE online facilitator requirements.
Assessments	Regular assessments will be given in each of the core content areas that are aligned directly to the core content standards. In addition, regular assessment, both formative and summative, will be a part of every course. Students enrolled in the blended virtual program will participate in the Maryland Comprehensive Assessment Program in a face-to-face administration. Students will be transported to PGCPS school buildings to participate in all required state assessments.
Program Evaluation	<p><u>Attendance</u> Teachers will keep daily attendance for students in the blended online program. Students will be required to attend all synchronous classes. In addition, students will be required to sign in to Canvas every day to engage in asynchronous learning assignments and activities. Canvas will be used to monitor attendance and daily academic requirements in the blended online program. PGCPS defines attendance as:</p> <ul style="list-style-type: none"> ● a student attending all synchronous classes and engaging in asynchronous learning assignments and activities in Canvas; and ● a confirmation of academic progress for each day by the teacher. <p><u>Course Grades</u> Blended online program teachers must post student grades to the PGCPS student information system for students and parents to view in accordance with PGCPS' Grading and Reporting Administrative Procedures, which are <u>5121.2</u> (for middle school grade levels 7-8) and <u>5121.3</u> (for high school grade levels 9-12).</p> <p><u>Student Performance on District and State Assessments</u></p>

	<p>For secondary students, academic achievement will be monitored and evaluated using the following metrics: course grades, growth on district assessments; and state Reading/Language Arts, Mathematics, Science and Social Studies assessments.</p> <p><u>Teacher Professional Development and Training</u> Professional development and training will be evaluated by considering:</p> <ul style="list-style-type: none"> ● Program Records – To determine the extent to which the proposed activities were implemented as planned, the evaluation team will collect and analyze documentation relevant to implementation, including documents that detail implementation challenges and changes. ● Workshop Evaluation – To evaluate professional development initiatives and training workshops on the essential elements of the virtual learning program’s implementation. ● Pre/Post Survey – This survey, which would be administered before providing any professional development and/or training and then again after it is provided, would be designed to measure the effectiveness of such professional development initiatives and training workshops. ● Classroom Observations – To determine the extent to which the professional development gained by the teacher is transferred to classroom practice. <p><u>Internal and External Stakeholder Survey Responses and Feedback</u> Quantitative data on how various stakeholders perceive the implementation of the virtual learning program will be collected through mid-year and end-of-year surveys, and feedback will be provided in the form of summary reports.</p> <p><u>Access to/use of Technology Devices</u> All online learning program students will be provided with an adequately functioning PGCPs-supplied device that is not an end-of-life device in order to have viable access to and/or use of technology devices.</p> <p><u>Online Learning Platform</u> Pearson Connexus, Edgenuity, and Apex Learning, the online learning platforms, will be evaluated by the Area Office.</p> <p><u>Social and Emotional Learning Needs</u> The social and emotional learning needs of students will be evaluated by a combination of interviews, surveys and observations.</p> <p><u>Curriculum Lessons in all Content Areas</u> Curriculum lessons will be evaluated by the identified and appropriate content office.</p>
Instructional Program / Curriculum	PGCPs has reviewed, designed, and currently utilizes a blended curriculum in existing programs, such as credit recovery and charter schools, that aligns to the Maryland College and Career Ready Standards. This review and development process is always done in conjunction with content supervisors and the available approved options on Maryland Virtual Learning Online (MVLO) or with approved county curriculum. The curriculum will be available to students, teachers, staff, and administrators through the

	<p>Canvas Learning Management System, which PGcps procured in October 2020 for the purpose of online and digital learning.</p> <p>In alignment with the instructional program and the available digital curriculum tools, students will have opportunities to access and interact with texts using databases and tools such as, Literacy Pro, SORA, iRead, iReady, Achieve 3000, Carnegie, Dreambox and Newsela, to mention a few. Many of these tools will provide evidence-based reading and writing extensions for students at all grades. Students will deepen their understanding of science concepts through inquiry and exploration using Gizmos, Newsela, and Discovery Education Libraries of interactive simulations. Students will have opportunities to demonstrate and share their learning, using technology tools such as assessments, surveys, discussion boards, Nearpod, Pear Deck, Book Creator, Kami, Flipgrid, and other applications. Students will have access to G Suite and Microsoft Office applications to support them in organizing and sharing information with their teachers and peers. The instructional program has been created to use a wide array of technology tools to ensure students have access to, and interact with, content in ways that allow for collaboration in a learning community and Social and Emotional Learning opportunities to sustain deep learning.</p> <p>PGcps aligns all curriculum, including the Online Campus, to meet the Maryland College and Career Ready Standards and PGcps graduation requirements. PGcps will utilize Canvas as its Learning Management System. Students enrolled in the secondary blended virtual learning programs will access curriculum through the Canvas platform, daily. In grades 7 through 12, all content in core subject areas will be developed by PGcps curriculum writers and content supervisors. In addition, in grades 7 through 12, students will have the opportunity to enroll in online courses through Pearson Connexus or Edgenuity instructional services for electives and related arts, if those courses are not offered locally by PGcps.</p> <ul style="list-style-type: none"> <i>i) An annually updated list of student courses that are being offered (7-1402).</i> <i>ii) All credit bearing asynchronous (online) courses must be listed in the State database of approved courses.</i> <i>iii) Any online credit bearing course offered will be in the State database of approved online courses.</i>
<p>Timeline for data collection and analysis</p>	<p>The Office of Testing, Research and Evaluation is responsible for evaluating the implementation of the PGcps Blended Online Campus program, which includes resource allocation, student outcomes and stakeholder perceptions. Data sources, collection and reporting timelines are as follows:</p> <p>Planning and start-up: August 2023</p> <ul style="list-style-type: none"> ● Advertise student application process ● Review student applications; inform families of acceptance ● Process for recruiting and selecting teachers ● Report completion date: September 30, 2023 <p>Mid-year progress: Fall 2023/Early Winter 2024</p>

	<ul style="list-style-type: none"> ● Student enrollment and attendance ● Academic achievement (grades and internal assessments) ● Stakeholder survey ● Report completion date: January 31, 2024 <p>End-of-year outcomes: May/June 2024</p> <ul style="list-style-type: none"> ● Continued student enrollment and attendance ● Academic achievement (grades, internal assessments, state assessments) ● Promotion rate ● Graduation rate ● Stakeholder survey ● Report completion date: July 31, 2024
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All above-mentioned components will be considered in the overall evaluation of the PGCPs online learning as well as individually measured to gauge student academic growth and performance during online learning. PGCPs will determine the appropriate measurement tools and components to evaluate student learning and achievement. The district will evaluate the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved; the district will use the results of the Reopening Plan evaluation to enhance the attainment of the targeted goals.



COVID-19 Student and Staff Safety

The safety of students and staff was the number one priority for PGCPS as it was prepared to fully reopen its doors for in-person learning during the 2021-2022 school year. Throughout the 2021-2022 school year, PGCPS provided proper personal protective equipment (PPE) for all staff and students, and ensured that the ventilation and air quality in every building met a standard that reduced or eliminated the spread of COVID-19. This was accomplished by safely disinfecting critical areas without the use of harsh chemicals. Additionally, with the assistance of community partners, PGCPS provided Immunization and Vaccine Mobile Units to assist students and families with receiving their immunizations in a timely manner, and provided COVID-19 testing and screening to students and staff. For the 2022-2023 school year, the focus shifted to careful monitoring, providing COVID-19 testing when necessary, and a shift of funds going to long-term improvement of PGCPS facilities.

ARP ESSER funding has supported and continues to support PGCPS' effort to focus on staff and student safety throughout the COVID-19 pandemic. Over time, there has been a shift to address immediate health and safety such as COVID-19 testing and screening and PPE to a long term effort of improving air quality in buildings and transportation. The following chart highlights the dedication to improving health in school facilities beginning in summer 2020 and continuing through school year 2023-2024:

ESSER I Ended September 30, 2022	ESSER II Ends September 30, 2023	ESSER III Ends September 30, 2024
<p>\$1,077,240 - Certified Nursing Assistants to administer COVID-19 testing</p> <p>\$1,958,687 - Custodial Overtime</p> <p>\$1,084,601 - Supplies</p> <p>\$40,000 - Clorox 360 System Machines</p>	<p>\$1,100,000 - Custodial Overtime</p> <p>\$344,000 - Custodial Supplies</p> <p>\$168,000 - Portable Air Filtration Units</p> <p>\$2,040,000 - Replacement Filters</p> <p>\$60,000 - Drinking Fountain Covers</p> <p>\$159,480 - Electrostatic Spray Machines</p> <p>\$41,600 - Backpack spray machines</p> <p>\$150,000 - HVAC equipment</p> <p>\$100,000 - Window unit replacements</p> <p>\$20,000 - Temp Portable air filtration systems</p> <p>\$5,100,000 - Permanent Air Filtration systems</p> <p>\$10,000,000 - HVAC system improvements</p> <p>\$500,000 - PPE for schools</p> <p>\$8,956,780 - Weekly COVID-19 kits for students with KN95 masks and rapid test kits -Tests and masks for all employees</p> <p>\$9,339,727 - Electric Buses</p>	<p>\$685,248 - Nurses for COVID-19 testing</p> <p>\$1,200,000 - Immunization Clinics</p> <p>\$1,500,000 - Removing of carpet</p> <p>\$8,000,000 - Cleaning of ductwork and coils on HVAC</p> <p>\$1,500,000 - MERV-13 Air Filters</p> <p>\$300,000 - Window AC Units</p> <p>\$8,000,000 - Modular Classroom Replacement</p> <p>\$20,449,894 - HVAC Equipment</p> <p>\$5,990,000 - Building Automation System Refreshment</p> <p>\$5,600,000 - Portable Filtration/Dehumidification System</p> <p>\$9,088,200 - Bottle Water Program</p>

Previous ESSER Summary reports are available at this link: [ESSER Funding Plan](#)

The next ESSER Summary Report will be posted in September 2023.

Health and Safety



Masking

The wearing of masks is optional in all PGCPS schools and facilities.

Health Room

The Health Room is designated specifically for such things as routine treatments for chronic and acute illnesses, procedures, medication administration, injury assessments and emergencies, etc. In order for the nurse to provide guidance and next steps, the nurse should be contacted via phone, email, or intercom regarding the health needs of the student(s) prior to sending the student(s) to the Health Room.

C.A.R.E. Room Use

For the safety of each school-based community, the *COVID, Assessment, Response, Evaluation/Exam* (C.A.R.E.) rooms should be designated solely for the medical management of the student body that may be considered infectious or demonstrating COVID-19 symptoms. It is to be utilized as a holding, testing, and isolation area. Access should be limited and only provided to those authorized by the school nurse. It is highly recommended that schools have a C.A.R.E. Room in the event of an increase in COVID-19 positivity rate. If this is not feasible, a location other than the Health Room must be identified for potential COVID-19 positive or symptomatic students to be housed while awaiting parental/guardian pick up. CDC social distancing guidelines will dictate the maximum number of people who can safely be in the room at the same time. C.A.R.E. Room areas used by the sick person will be closed off and will not be used until after cleaning and disinfecting by custodial staff.

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

Individuals who are symptomatic will be required to wear a mask in the health and C.A.R.E. rooms. In addition, individuals must wash hands or use hand sanitizer upon entry. Signs have been placed on the Health Room doors, walls and floors to remind and reinforce the importance of masks and adherence to CDC's guidelines for social distance. The nurse has the discretion to manage the Health Room/C.A.R.E. Room visitation and/or flow. Nonessential volunteers and visitors in the Health Room should be limited or avoided. Staff should avoid entering the Health Room unless necessary.

Health Room Maintenance

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

Classroom Care

The nurse will continue to provide annual training to the staff (e.g., first aid, medication administration, emergency medication, etc.). When the nurse is unavailable (to assist with emergencies, in the C.A.R.E. Room), staff will utilize the [Guide for Emergency Care in Maryland Schools](#). First aid supplies will be provided by the school nurse. The nurse will provide instructions and replenish items as needed.

Monitoring of Student Health

Nurses must keep track of COVID-19 cases and student health in the School Health Electronic Record COVID-19 dashboard. The Health Department COVID-19 survey must be completed for all positive antigen or PCR results for students and staff regardless of where the test was conducted (at-home, community, C.A.R.E. Room).

COVID Testing of Students and School-Based Staff

School nurses will have the ability to conduct antigen COVID-19 testing for students who present with COVID-19 like symptoms. Testing can only occur with signed parental consent forms. A new consent must be signed annually and is only valid for the current school year.

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

The principal and school nurse are responsible for responding to COVID-19 concerns. The school will provide written notification to staff or family members who have had a possible exposure to anyone with COVID-19 symptoms or positive case of COVID-19 per the COVID-19 guidelines. The written notification documents will reside with the school-based nurse. In absence of the nurse, the PGCPs Office of School Health will access the documents for the principals. Staff and students with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school will be immediately separated from others and sent home. Staff are responsible for notifying their supervisor of the need for them to go home. Students and/or staff who test positive for COVID-19 must stay home for five days and can return on day 6 if they are symptom free (refer to [P-12 School and Child Care COVID-19 Guidance](#) updated July 2022). Day 0 is the day of diagnosis/test. Additionally, they must wear a mask through day 10 (see [CDC recommendations](#)).

Staff and/or students who have had close contact [P-12 School and Child Care COVID-19 Guidance](#) with a person diagnosed with COVID-19 must 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 exposure, the school nurse and/or principal will immediately complete the Health Department COVID Reporting Survey (*internal document shared only with the school nurse and principal*). The school will follow the guidance of the PGCPs for notification of staff and families, quarantines, closures, reopening, and any other requirements.

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

The following steps will occur when addressing a confirmed COVID-19 case at the school or in a classroom:

1. Isolate/Quarantine Confirmed Employees or Students

The employee or student with COVID-19 must stay home for five days and can return on day 6 if they are symptom free. Day 0 is the day of diagnosis/test. Additionally, they must wear a mask through day 10. If they are unable to wear a mask, they may return to school or child care if they have a negative test result on day 5 or later; otherwise, they should remain at home for day 6 through day 10.

2. Notification of Employees or Students Who Were in the Same Room or Office Space With the COVID-19 Positive Employee or Student

- a. Individuals, regardless of vaccination status, do not need to quarantine following exposure to a person with confirmed or probable COVID-19 but should monitor for symptoms for 10 days.
- b. It is recommended that individuals test on day 5 after possible exposure.

PGCPS follows the guidelines set forth by the Prince George's County Department of Health. [Please refer to the Prince George's County COVID-19 School Quarantine and Testing Guidelines.](#)

Quarantine

The following procedures have been put in place to ensure continuity of learning for any student or group of students placed in quarantine for COVID-19 related reasons.

- For an entire class that is quarantined, the students would move to a synchronous virtual learning granted the teacher is well and not sick.
- If the teacher is not well and a substitute or staff member is available to teach the class, the class will resume virtually.

- If the teacher is not well and there is no coverage, then the class will follow the asynchronous process for any student/group of students. Each school will design its own personalized instructional plan.

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

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

During these support sessions, a teacher provides the following to quarantining students:

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

Upon completion of their assignments, students will post their assignments in Canvas. While students will post their assignments during their quarantined time, they will also have time upon their return to complete and submit assignments. Personalized instruction will be assigned to students on the digital intervention platforms available for specific grades.

Case managers for students with IEPs will ensure that the planning for emergency conditions component is reflected in all IEPs.

When additional tutoring support is needed, students can receive Brainfuse tutoring and homework help through a partnership with [Prince George's Memorial Library System](#) from 2 p.m. - 11:55 p.m.

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

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

For additional guidance for quarantined students, you may refer to the following articles: [How can schools keep quarantined students learning?](#) and [As quarantines send students home, what's the plan to keep them learning?](#)

Please refer to the CDC guidelines for further information:

[Latest CDC guidelines for K-12 Schools and Early Learning Centers](#)

*Please refer to the following guidelines for PGCPs:

[Prince George's County COVID-19 School Quarantine and Vaccination Guidelines](#)

[Please refer to the FAQs for MDH/MSDE Interim Isolation and Quarantine Guidance](#)

[Please refer to MSDE School Logistics and Transmission Rates Related to COVID-19](#)

Facilities

Prior to Arrival of Students to School Buildings

Facilities Coordinators (*Building Service Liaison with school-based administration responsible for overseeing custodial operations*) work with principals to ensure the following preparations are complete prior to students returning to the school building in August 2023 and proper equipment and supplies are available.

- Hand sanitizer dispensers per allocation (*1 per 10K sq. ft.*)
- Paper towel and soap dispensers available at all hand washing stations
- Adequate supply of sanitizer, hand soap, paper towels and disinfectant at the facility
- Adequate supply of personal protective equipment (PPE) for custodial personnel

Facilities Cleaning and Disinfecting

Cleaning and Preparation Prior to Arrival of Staff and/or Students

Custodial cleaning supplies, disinfectant and appropriate personal protective equipment will be provided to each school.

Daily Cleaning and Disinfection

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

Restroom Cleaning Protocol

All restrooms will be inspected twice per day and sanitized when necessary. Restrooms at Early Childhood Centers and Special Education Centers may need to be cleaned more frequently.

1. Wipe/clean door handles
2. Sweep floor
3. Empty trash
4. Clean sinks
5. Wipe/clean mirrors

6. Clean urinals and toilets
7. Wipe/clean stalls

After School Use of Facilities

Internal Use: Return to normal operations

Community Use: Facility use by external community groups has returned to normal operations.



Food Services

Meal Service

- Food and Nutrition Services (FNS) will offer meal service in all schools. Breakfast and lunch will be offered in all schools for students.
- FNS will follow the traditional breakfast and lunch menu/meal pattern for each age/grade group.
- Breakfast and lunch will be served in the cafeteria.
- Elementary schools participating in Maryland Meals for Achievement Classroom Breakfast Program (MMFA) will have breakfast delivered to the classroom.
- Schools participating in Breakfast In the Classroom Program (BIC) Grab & Go will pick up a prepacked breakfast and take to the classroom.
- After school supper meals will be available in select schools that meet the U.S. Department of Agriculture eligibility requirements for participation in the Afterschool Supper Program.
- A la carte snacks and beverages will be available for sale in accordance with Maryland State Department of Education Smart Snack Standards.
- Adults are welcome to purchase a full meal or a la carte items.
- Meal prices for school year 2023-2024:
 - **Students eligible for free or reduced price meals – no cost**
 - **Paid breakfast all grade levels – \$1.60**
 - **Paid elementary lunch – \$2.75**
 - **Paid secondary lunch – \$3.00**
 - **Adult breakfast – \$3.25**
 - **Adult lunch – \$5.00**
- Principals establish a lunch loan account to reimburse FNS for students without funds for lunch.
- Parents or guardians must reimburse the principal loan account for their student meal debt.



Meal Benefit Applications

- Households with students who are directly certified for meal benefits will receive a notification letter and do not complete a meal benefit application.
- Households do not complete a meal benefit application for students enrolled in a Community Eligibility Provision School (CEP).
- A Meal Benefit Application (Lunch Application) is required to determine eligibility for free or reduced priced meals.
- Parents are encouraged to complete a Meal Benefit Application to determine eligibility for free or reduced priced meals and other need-based programs offered by the district.
- Households can complete an application online at [Myschoolapps.com](https://myschoolapps.com). Online applications are processed within 24-48 hours.
- Students not eligible for free or reduced priced meals must pay for their meals.
- Paper applications are available at schools.

Student Lunch Accounts

- All students are issued a personal identification number (PIN).
- The 6-digit PIN will remain with the student until they graduate.
- FNS will use a barcode scanner at the register to expedite the serving line for prekindergarten through first grade students.
- Parents and guardians are encouraged to prepay for meals and snacks by depositing funds into their students' accounts via online payment at [Myschoolbucks.com](https://myschoolbucks.com).
- FNS accepts cash, certified checks, or money orders at the register. FNS does not accept personal checks.

Transportation



Masks are optional for all transportation to and from all PGCPs schools and facilities.

Parents/guardians have the option to transport their child/children to and from school.

Bus Configuration

The bus capacity for elementary school is up to 55 students per bus. The capacity for secondary school is up to 44 students per bus. The recommendation is two students per seat; however, elementary and middle school students may sit three to a seat when needed.

To increase/improve airflow, windows may be opened to the maximum extent possible when weather permits. Roof hatches and three windows on each side of the bus will be partially opened to increase airflow. Driver side window may be open, and fans should be utilized to increase the air flow. In the event that weather does not permit windows to allow air flow, approximately 70 percent of PGCPs buses are equipped with air conditioning units.

School Bus Safety Inspections

School bus safety inspections began in late June 2023 and concluded the last week of July 2023. Any corrective action as a result of the inspection was addressed by August 2023. All buses will be recleaned and sanitized, daily.

Bus Driver Training

All drivers will attend a mandatory pre-service meeting/training two weeks before students return to school, which incorporates cleaning and safety practices.

Bus Driver Safety and PPE Equipment

All drivers and aides have the option to wear their own face coverings each day. Supplies, to include face masks and rubber latex free gloves, are available for bus drivers and bus aides working with students who have personal care needs. Face shields, in addition to face masks, are available for staff members who may interact with students who have salivary incontinence or the involuntary spillage of saliva over the lower lip.

Drivers and Attendants

If a driver or attendant becomes ill during their route, they will contact their bus lot foreman or supervisor immediately and follow any required district guidance as necessary. Proper [hand hygiene](#) reminders: Wash hands regularly with soap and water for at least 20 seconds. Use hand sanitizer when hand washing is not available. Keep windows open on the bus when possible.

Safety Measures for Students on the Bus

Masks are optional for all students while riding the school bus. Face coverings and proper physical distancing are optional while waiting at the bus stop. While waiting to exit the bus, students will remain seated and will not congregate in the aisle. Students will also adhere to all directives provided by the driver and follow all Transportation bus rules according to [AP 5131.1](#) and as outlined in the PGCPs Student Rights and Responsibilities Handbook [AP 10101](#).

Pre- and Post-Drop Off Inspections

Drivers are currently paid 30 minutes per day for pre-/post-trip inspection that consists of 15 minutes at the beginning and end of their run. Drivers check safety equipment and vehicle damage, and do mild cleaning. Disposable gloves will be worn to clean and disinfect. Buses and specialized equipment will be cleaned and disinfected 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
- Parents of students with safety vests and PreK/Kindergarten students should clean and disinfect the safety vest each evening.

Additional routine cleaning schedules may be recommended if deemed necessary.

Addressing Equity

PGCPS plans to continue its emphasis on educational equity through the ongoing implementation of the equity-focused Strategic Plan, *Transformation 26*. The [Equity Strategic Plan Executive Summary](#) states the district's four equity outcome goals, which each have corresponding critical success indicators. Per the Prince George's County Board of Education (BOE) [Equity Policy 0101](#), each division in the school system has an equity plan, stemming from the Strategic Plan, that describes how divisional work aligns with the goals in the BOE Equity Policy and Strategic Plan. To that end, schools are required to demonstrate, through their school performance plans, how their schoolwide goals support specific student groups that have experienced marginalization. In some cases, this work will connect to Targeted Support and Improvement (TSI) related student groups. In other instances, plans will emphasize direct support to students who fit in the districtwide equity focus areas:

BTQ+, Black and Brown boys, students receiving special education services, restorative approaches, and students new to the United States and those learning the English Language.

Each school-based administrative leadership team will continue to have a heightened focus on equity and cultural responsiveness for student populations that is detailed in plans submitted to the principal's supervisor during goal-setting meetings at the beginning of the school year.

Additionally, PGCPS' Office of Equity and Excellence supports educational equity at each school by providing coaching and professional development to school-based equity leads and other staff on a systemic and individual basis. This support focuses primarily on understanding bias, identity, deficit-thinking, disproportionality, and cultural responsiveness in order to promote inclusive and effective schools. Throughout the 2023-2024 school year, staff will continue to participate in professional development for the facilitation of dialogue and learning how to support marginalized student groups.

Communications



Communications & Community Engagement: Reconnect PGCPS

PGCPS continues to prioritize communication with students, families and stakeholders, with emphasis on leveraging and maximizing digital platforms to keep the community informed with speed and reach.

The PGCPS Office of Communications and Community Engagement will continue to deliver timely communication that achieves the district's goals of safety, equity and excellence.

PGCPS Community

As the nation's 18th-largest school system and second-largest in Maryland, PGCPS serves an exceptionally diverse population, notably the highest concentration of students of color and those with limited English proficiency. Systemwide communications are distributed in English, Spanish, and French. Meetings and events are accessible to linguistically diverse families through interpretation services in over 20 languages.

Demographics:

- 131,660 students
 - 55% African American
 - 36% Hispanic
 - 4% White
 - 4% Asian/Pacific Islander/Other
 - 21% English language learners
 - 164 languages spoken
 - 155 countries represented
- 20,000 employees
 - 10,500 educators
 - 1,200 administrators and central office staff
 - 7,300 support staff
 - 1,000 temporary employees
- 208 schools
- Prince George's County – 499 square miles
 - Suburban, urban and rural areas

Communications Tools

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

1. School Messenger

- Email
- Text/SMS
- Robocall

2. Websites

- PGcps (www.pgcps.org)
- PGcps en español (www.pgcps.org/es)

3. Newsletters

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

4. Social media

- [Facebook](#) (@PGcps)
- [Facebook en español](#) (@PGcpsenespanol)
- [Twitter](#) (@PGcps, @MillardHouseII)
- [Instagram](#) (@PGcps)
- [LinkedIn](#)

- YouTube

5. PGCPs-TV

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

Organizational Structure

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

- **Communications**
 - Public Information
 - Communications Director
 - Specialists (4)
 - Digital and Visual Communications/PGCPs-TV
 - Digital and Visual Communications Supervisor
 - Specialists (5)
 - Web Services
 - Web Services Supervisor
 - Specialists (4)
- **Interpreting and Translation**
 - Language Access and Engagement Supervisor
 - Coordinators (2)
 - Translators (6)
 - On-call interpreters (102)
- **Community Partnerships**
 - Partnerships Officer
 - Specialists (2)

Communications and Engagement Strategy

Key messages

- The health and well-being of students, teachers, and employees remains the district's highest priority.
- The district's guiding pillars are safety, equity, excellence, and communication.
- District leaders are consistently reviewing guidelines from county, state and federal health officials to make the most informed decisions possible.
- Staff are encouraged to exercise good judgment and support colleagues' personal health and safety choices.

Tools

PGCPS uses multiple channels to communicate proactively and consistently with families, employees and community members.

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

PGCPS-TV: During the school year, public service announcements and programming are available on cable and video-on-demand, accessible from the PGCPS website.

Media relations: Regular story pitches to local news outlets keep stakeholders informed, supplemented by op-ed placements and national media appearances.

Digital advertising: Radio and social media advertising amplify messages around vaccinations/immunizations, parent resources, and student learning opportunities.

Employee communications: Customized messages to employees are delivered through the weekly *PGCPS Express* newsletter, regular updates from the Superintendent, and virtual town halls.

Community engagement: Opportunities include virtual town halls, school-based collaborations with business, faith-based and nonprofits, and districtwide special events that support students and families.

Timeline

Summer 2023

- Shared information and updates on student vaccination clinics.
- Promoted summer meals program.
- Encouraged family sign-ups for School Messenger platform.
- Promoted annual back-to-school fair.
- Regularly pitched stories around fall preparations to local and national media.

Fall 2023

- Engage media around back-to-school narrative and informational campaigns.
- For delayed openings, early dismissals, etc., for emergencies or inclement weather, please refer to the following updated Administrative Procedures:
 - [Administrative Procedure 2565: Modification of School Hour Schedules for Delayed Opening and Early Closing](#)
 - [Administrative Procedure 2565.1: Employee Attendance During Inclement Weather and Other Emergency Conditions](#)

Reopening Plan Committee 2020-2024

The Reopening Plan Committee was formed in the summer of 2020 to assist with the development of the Reopening Plan and continued to review and give input and advice as PGCPS revised the Reopening Plan and/or created new documents for the safe return of students and staff. This Reopening Plan Committee consisted of representatives from each division/department in PGCPS: parents/guardians of elementary, middle, high school, and special education students; pediatricians from local health facilities; county government; and labor partners. The committee presented at Board of Education meetings and received feedback from all Board members.

On August 12, 2021, PGCPS created a new Reopening Plan Committee of internal and external stakeholders for the 2021-2022 school year. The committee met virtually to review the Reopening Plan and discuss its connection to ESSER funding. Members were asked to share their input to ensure the district properly implemented all protocols and processes for teachers and students returning in August and September 2021. The main topics of interest for this plan were returning safely to in-person instruction, maximizing instructional time, sustaining the safe operation of schools, and addressing the academic, social, emotional, and mental health impacts of the COVID-19 pandemic on students, families, and staff.

The Reopening Plan Committee now connects every six months to review and give input on the Reopening Plan for the safe return to in-person instruction and continuity of services, taking into consideration significant changes to the CDC guidance on reopening schools. As COVID-19 rates have drastically dropped, the plan now reflects current in-person practices with a plan in place for any future health concerns.

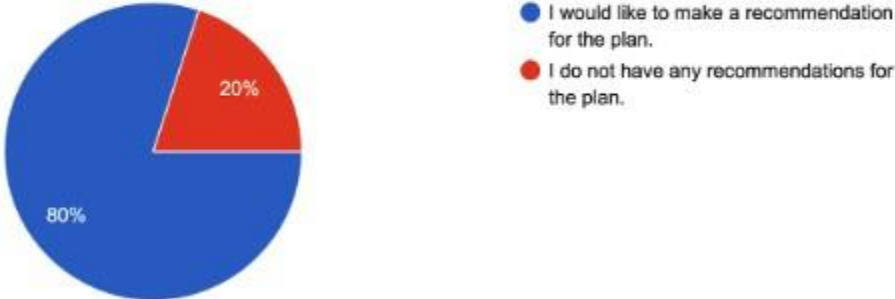
Guidance from the U.S. Department of Education states that the committee stakeholders can include students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; and to the extent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

During the month of September 2021, internal and external committee members offered feedback and suggestions for a safe return to in-person learning and continuity of services. As a result of this effort, one initiative for school year 2021-2022 was COVID-19 testing and screening for unvaccinated staff and a random selection of all students who received parental/guardian consent.

January 2022

PGCPS’ planned schedule of meeting in February 2022 needed to be adjusted to January 2022 in order to meet the Reopening Plan submission to MSDE deadline by February 1, 2022. Prior to the committee meeting that was held on January 18, 2022, a survey was disseminated to the committee members to receive recommendations and input on the Reopening Plan. Based on the following chart, 80 percent of the responses suggested recommend changes to the plan:

I have reviewed the plan and _____



The top requested areas for recommendations included:

1. COVID-19 Student and Staff Safety
2. Transformative Technology and Equitable Access
3. Academics and Student Services
4. Mental and Behavioral Support
5. Athletics

Reopening Plan Section	Recommendations that were integrated into the Reopening Plan in January 2022
COVID-19 Student and Staff Safety	<p>Page 74: "COVID Testing of Students and School-Based Staff," it currently reads that "A random sample of 10 percent of students who have a COVID testing consent form will participate." As of January 2022, the sample has increased to 20 percent.</p> <p>Page 74: "Staff and Student/Family Daily Self-Check," it references the Frontline Health Portal app. As of January 30, the use of this app will be discontinued. Should this be referenced in the plan along with the reasoning behind why the county will no longer use it?</p> <p>Page 74: Frontline has been discontinued. We should remove the language for it.</p>
Academics and Student Services	<p>Page 17: Paragraphs 2 and 3 do not read well. Para. 2 needs a comma after the word impact, and paragraph 3 needs to be reworded to make sense.</p> <p>Please add: The PGCPSS Department of Family and School Partnerships also provides workshops for parents through Family Institute (aka Parent University) each week on a variety of topics that support and build the capacity of families to support students during this period.</p> <p>Page 28: The PGCPSS Department of Creative and Performing Arts protocols linked document has some updates that have been added in red within the doc: https://docs.google.com/document/d/13kkli-t6bwQ1oUIC4IOV6KIKek1CwEKC3ymQGArANTg/edit</p> <p>Page 20 could be updated to reflect that virtual learning also happened at the school level, not just at the virtual academy.</p>
Athletics	Page 36: Athletic information must be updated.
Transformative Technology and Equitable Access	<p>Page 59: Canvas should be added as a platform for teachers and students.</p> <p>Page 54: "Technology Support for 2021-2022" chart recommended changes.... Instructure LMS Canvas - Professional Development. Add Instructional Design Tool, CidiLabs, for course development.</p>
Mental and Behavioral Support	Page 66: Add the names of the five additional middle schools.
Assessments and Reporting	Page 38: FAST should be changed to Science Benchmark.

During the virtual committee meeting, there was an opportunity to get feedback on the Reopening Plan as well as logistics to return back to in-person learning after a high COVID-19 positivity rate in Prince George’s County due to the Omicron variant and Winter Break. During the virtual meeting, parents shared their experiences of social distancing and COVID-19 protocols at different schools, while school administrators shared their perspective on following the protocols. Feedback was given on the new recommendation of wearing KN95 masks with the district providing one KN95 mask to each student each week for four weeks in January and February 2022, along with supplying COVID-19 home tests. This was also the time for approximately 12,000 elementary students (K-6) to return to in-person learning after a first semester of virtual learning since children under the age of 10 did not have access to the vaccine at the time. Most recommendations were integrated into the updated plan, as well as shared with the appropriate PGCPS division/department or office.

June 2022

With the 2021-2022 school year ending on June 23, summer school beginning July 5, summer vacations, and preparing for the students to return for the new school year on August 30, it was a bit challenging to have a Reopening Plan Committee meeting prior to the beginning of August. Thus, a survey was developed for the Reopening Plan Committee members to give recommendations and input for each section of the Reopening Plan. The survey was disseminated on June 27, 2022, and a reminder was sent on July 11, 2022. A summary of the recommendations include:

Reopening Plan Section	Recommendations
Academics	<p>“Please keep up the excellent support to teachers!”</p> <p>“Updates may be needed regarding the impact of attendance on grades and makeup work.”</p> <p>“More detailed information webinars for school-based staff.”</p>
Athletics & Activities	<p>“Return to athletics and activities to pre-pandemic schedule, including the overnight environmental education experience for fifth graders at the W.S. Schmidt Center.”</p> <p>“Bring clubs back! Open schools for events again!”</p> <p>“For athletics to limit the bus riders to just the participants”</p>
COVID-19 Protocols & Quarantining	<p>“Please step up requirements that everyone reports whenever they test ‘Positive,’ and timely notice to all building occupants is given. The practice seems to have fallen off locally and nationally!”</p> <p>“Comprehensive chart and verbiage on COVID-19 Protocols and Quarantining; mass distribution of guidelines to all employees, staff and administrators to avoid confusion and miscommunication.”</p> <p>“Should we continue to require testing and posting of results?”</p> <p>“Can they be updated? It is very confusing at times about who quarantines and who doesn't.”</p>
Communications	<p>“Please continue the Monday evening Parent Support Centers. The customers have expressed great appreciation for the service and support they receive.”</p> <p>“Give families as much notice as possible about changes for the upcoming school year.”</p> <p>“Communication department needs to update recommendations in real time for families on the PGCPs website.”</p>
Facilities	<p>“Get back to normal operations or as close a possible.”</p> <p>“Continuing the cleaning procedures following the COVID-19 Protocols.”</p> <p>“Remember to share cleaning schedules.”</p>
Transportation	<p>“Continue pandemic cleaning processes on buses to</p>

	<p>minimize spread of disease.”</p> <p>“Creating more bus routes to introduce more space and social distancing on buses.”</p> <p>“We definitely need more drivers but that is out of our hands.”</p>
Attendance and/or Assessments	<p>“Perhaps institute the practice of Home Visits to reach hard to reach students and families.”</p> <p>“Return to pre-pandemic attendance policies.”</p> <p>“Two mental health days per quarter, especially for high school students.”</p> <p>“College visits & programs should be excused, especially for seniors.”</p> <p>“Perhaps Home Visiting for absenteeism and more workshops or videos for assessments.”</p>
Other Recommendations	<p>“More funding for expanded Family Engagement training activities would be appreciated around the topic of “Rebounding in Public Schools during the On-Going COVID-19 pandemic,” etc.</p> <p>“Update guidelines doc before the start of school.”</p> <p>“Continuing to provide bottled water for students and staff due to contamination while using water fountains.”</p> <p>“Engaging families in as many ways as possible is critical.”</p>

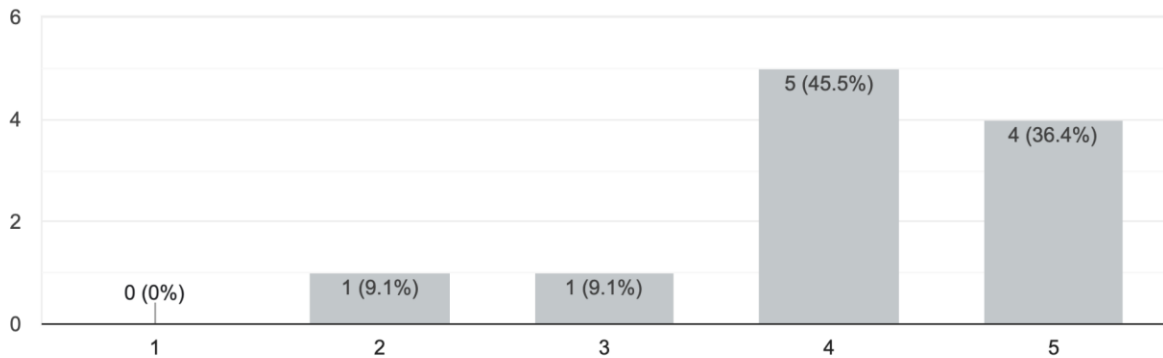
The recommendations from the Reopening Plan Committee, along with the recommendations from the PGCPs divisions/departments or offices, provided guidance in the new draft of the Reopening Plan for August 2022.

January 2023

PGCPS did not have a formal Reopening Plan Committee meeting, but opened a survey in December 2022 for committee members to give feedback on the current plan and recommend any changes. Eleven committee members responded to the survey. The first survey measured satisfaction with the current reopening plan with 1=Very Dissatisfied to 5=Very Satisfied.

How satisfied are you with the current reopening plan?

11 responses



The chart below details the recommendations of the committee for additions, deletions and edits.

Recommendations

“COVID, SARS-CoV-2, has not disappeared. In fact, as public health restrictions are being lifted, the U.S. is experiencing a marked increase in cases of COVID and influenza and respiratory syncytial virus (RSV). Due to the overcrowding of classes and offices, the opportunity for mono infection or possibly coinfection is heightened. My recommendation is to continue to clean the buildings as we were when COVID was killing thousands of people per day. Additionally, the reinstatement of masks would be a great start toward safeguarding public health/safety. A couple of other suggestions would be the distribution of home test kits and boosting the advertisement of HAZEL Telehealth for PGCPS which is available to all students to access from their homes.”

“Tips for Parents/Families”

“Updated information for employee quarantine leave guidelines. Who, what , where, when, how. Is picture of home test sufficient for proof of COVID+ or is PCR test required?”

“Add page numbers to the table of contents, change the tense (for past dates) to make it current, add process and procedures for monitoring peak occurrences (return to masking and other precautions).”

Page 24: “The BTE schools should be in list form. The 2nd box needs reformatting. Pages 37-40 - Do we still quarantine entire classes? Entire schools? If not, consider removing this information.”

“Are all of the tutoring and afterschool programs

continuing?” “Are we still using CDC approved

disinfectants?”

“Replace contracted mental health providers with system employed psychologists, social workers, and counselors.”

“Update ARP & ESSER fund information with current balance and expenditures. Link goes to a page that isn't available. How much money is left and what is it being used for?”

“Update distribution list of committee members to change executive directors of PGCEA and ASASP.”

Page 7: "PGCPS again offered systemwide summer programs for identified students to participate in Rising Stars for prekindergarten (PreK) students rising to kindergarten; Acceleration Academy for current rising kindergarteners through fifth grade; Acceleration Academy for Middle School Intervention and Enrichment (MSIE) for students currently in grades 6-8; and Summer Learning Program for students currently in grades 9-12. This sentence is hard to understand. Perhaps adding 'as follows:' after 'participate in' would help.”

"The Acceleration Academy for Middle School (current school year for students in grades 6-8) Intervention and Enrichment (MSIE) provided a two-tier program. This would be clearer if you moved 'current school year' to after grades 6-8. (for students in grades 6-8 in the current school year)certificated content area teacher. This term could use a definition. As a parent, I am wondering if it is a typo or if the certificate is different from certified in some way that I don't understand."

Page 10: "In order to support students in literacy and mathematics who may need extra support This would read better like this: In order to support students who may need extra support in literacy and mathematics."

Page 12: "Mathematics Instruction, PreK-12, has embedded research-based aligned, coherent resources" What does this phrase mean?"

"Resources and supports 'Suggest resources and supporting materials' ... or does 'supports' refer to something else? This is not clear."

"In support of a focus on mathematical discourse in PreK-12 Mathematics Instruction, explicit lessons for teachers have been developed to model the daily expectations for instruction, which include conceptual understanding, procedural skill and fluency, and application. These lessons will strengthen the instructional practices of mathematics teachers across the district. Instructional strategies, tools and language supports are embedded throughout the curriculum to promote student access to rigor and grade-level expectations." This sounds like micromanaging teachers. Does this include a mandate that all students have C&I designed math homework assigned every Monday- Thursday? The homework that I am seeing is too much. Remember the research that says that 1 or 2 problems is more than enough and that repetition is not only not helpful but can be detrimental when a student is practicing a mistake in logic, strategy or calculation."

Page 13: "As a Goal-Directed Learner, students: are life-long learners who are able to set, monitor and evaluate their own goals and the actions taken to reach them." This is a great reason to get rid of Reading Logs/Journals again. We had come to consensus during the Homework Committee work that the research clearly provided evidence that Reading Logs & Journals undermine intrinsic motivation to read, leading to decreased reading time later in life."

"Assessment and Reflection: Assessments are used to inform instruction, monitor progress, and determine celebrations and needs." How are assessments differentiated to ensure that all students; progress and needs are being accurately identified?"

Page 14: "In addition to the recursive instructional process and instructional plan, PGCPs will use ARP ESSER funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions. How? This sounds like even more standardized testing which is not going to make parents, students or teachers happy."

"Acceleration provides instruction in prior knowledge and teaching prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary." This is very hard to read and understand.

How does one 'provide instruction in prior knowledge'? Are you trying to say that the strategy is

to fill gaps in prior learning as a scaffolding technique to allow students to acquire those skills while working on grade-level content?

What is 'academic vocabulary'? This sounds like a waste of time. Students don't need the backstage jargon that we use to talk about instruction and learning in order to learn the content and skills they are supposed to be learning. It reminds me of the presentations we got during virtual learning where the first 2 slides were the 'Teaching Objective' and the SOLs they would be covering. This is not useful to students and is often distracting, off-putting and overwhelming, causing students to disengage before they have even started the lesson."

Page 19: "Access to TutorMe provides students in grades 2-10 with 24/7, 365 access to tutoring support through their lesson space and Writing Lab; 300+ subjects supported including elementary and college prep courses; 12 hours of tutoring per student per month (average is three hours a week per student); Audio, Video and Chat unlimited archives of all lessons;" Is there something missing here? A word? Punctuation? It doesn't make sense as is."

"The Middle School Reading Language Arts Office is targeting students in grades 6 and 7 who are reading significantly below grade level and will have established data targets and date collection. The ESOL Office has been responsible for establishing data targets and date collection. I think you mean 'data collection'? If not, what is 'date collection'?"

"IEP Impact Meetings: Are parents included in these meetings? Besides therapists, who else is on the team? Are they school-based or Administrative Office based? What is the result of these meetings?"

Page 26: "Students in CTE programs will not only have hands-on opportunities to engage with content, but they will participate in virtual labs, simulations and interactive learning experiences that will expand their opportunities for employment, through their engagement in 21st century skills! The exclamation point seems out of place in this document."

Page 27: "TAG Pull Out: Primary and Intermediate Pull-out groups meet at least two hours a week from October - June. TAG-identified students in grades 2 and 3 are the primary group and Grade 4 and 5 students are the intermediate group. The TAG pull-out teacher, assigned by the principal, should provide feedback to the students and review the progress of each student, weekly. The classroom teacher should differentiate instruction so the TAG students will not miss any newly introduced content or any assessments. TAG students should not be penalized by having to complete all general education assignments and all TAG pull-out assignments. The TAG pull-out teacher and general education teacher should establish a weekly schedule." Why not coordinate so that the TAG teacher is covering the same content during TAG pull-out that the other students are in their classroom? That way the TAG students do not miss content and the classroom teacher does not have to "differentiate" (I'm not sure I agree with the use of this word here anyway) and the TAG students do not end up with extra work to do either."

Page 28: "Students should be allowed to store instruments in storage rooms. Normal safety and security protocols should be followed in accordance with the procedures established by PGCPSS leadership." How are students sanitizing their instruments between use and storage?

"Students should bring their charged device to school daily as they will need to access their digital textbooks online." It is necessary to have charging stations with the correct cords for each school- assigned device in the classroom as well so that students do not have to carry heavy cords around with them and so instruction is not disrupted if for some reason a student was not able to fully charge their device overnight. This is an equity issue. Think homeless students, students who may not have enough outlets at home for all devices at a time etc.

Page 29: "Itinerant and non-school- based staff will only be required to report to one primary worksite (base site) per day.

"Department of Special Education Support Programs and Related Services personnel provide services to students and school-based staff both in person and through virtual platforms. In specific circumstances, it is necessary to provide direct services to students with disabilities in person. These itinerant staff members may only enter two school buildings per day. "These two statements appear to contradict each other. Are there two different groups of itinerant staff? If so, the two groups need to be defined so that it is clear who will be visiting one site and who will be entering 2 schools."

Page 30: "Additionally, with the loss of a Free and Appropriate Public Education (FAPE), continual and consistent progress monitoring is essential for determining additional, new, or different needs to be addressed through changes to students' IEPs and/or completion of compensatory education/recovery services. This is confusing. What does 'with the loss of a Free and Appropriate Public Education (FAPE)' mean? Where did it go?"

"Parent permission will be required to provide counseling services to those participating in the Online Campus." Why? As someone who would have benefited from having access to counseling at school without having to tell my parents I was seeking it out, I think this is something that schools need to consider offering. If you have the ability to walk into a school nurse's office or a school counselor's office and get counseling without having your parents sign a permission slip, you should have equal access through the Online Campus."

Page 38: "Students will be permitted to make up missed assignments in accordance with the administrative procedure for all lawful absences. In the case of illnesses, the assignments should be exempted, not made up, for the purposes of grading. Otherwise students who are sick wind up buried under work they cannot complete and their grades suffer inequitably."

"The student will be provided virtual work asynchronously from their teacher(s) during the quarantine period. Why not allow the student to join the classroom virtually via Zoom for hybrid instruction?"

Page 39: "In instances where the instructor is ill, classes will move to asynchronous virtual instruction, where students' assignments can be accessed during the day on a specified platform. Is the instructor providing and giving feedback on this asynchronous work? That doesn't seem very fair for the instructor."

"Students who participate in virtual instruction should be marked present upon responding as 'present' during the roll call. It would be a good idea to include a statement that students should not be required to turn on their cameras or microphones in order to be marked present.

They can respond in the chat. This is an equity issue for kids with camera/microphone anxiety, and kids who have home environments that are not conducive to sharing. The same should go for Online Campus.”

Page 40: “Such issues must be immediately communicated to the student’s teacher and designated school staff so support can be provided as soon as possible.” How do they do this?”

Page 44: "Mental Health Day" YES! Should a portion of the PD time that teachers are required to do be dedicated to self-care techniques? Students also suffer when their teachers, administrators and school staff are suffering from mental health issues and employees sometimes need to be compelled to try an intervention in order to recognize that they need one. 'Equitable Access to Internet Connectivity': Excellent!"

Page 48: "Digital tools, when balanced with rigorous instruction, provide opportunities to increase students’ engagement and interactivity with content as well as enhance students’ creativity. Digital tools are great but research shows that teachers also need training on how to use the tool and training on how to create and deliver lesson plans that effectively incorporate them. This is something else I can help with.”

"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 The rest of this got cut off.”

"Webex is a video-communications service that includes virtual video and audio conferencing. It is primarily used for meetings and for hosting employee training. This is the brain of my existence. Every time I get on a ‘training’ that is Webex-hosted, it is a miserable waste of time. The software simply doesn't allow the kind of interaction necessary for effective training or meetings.”

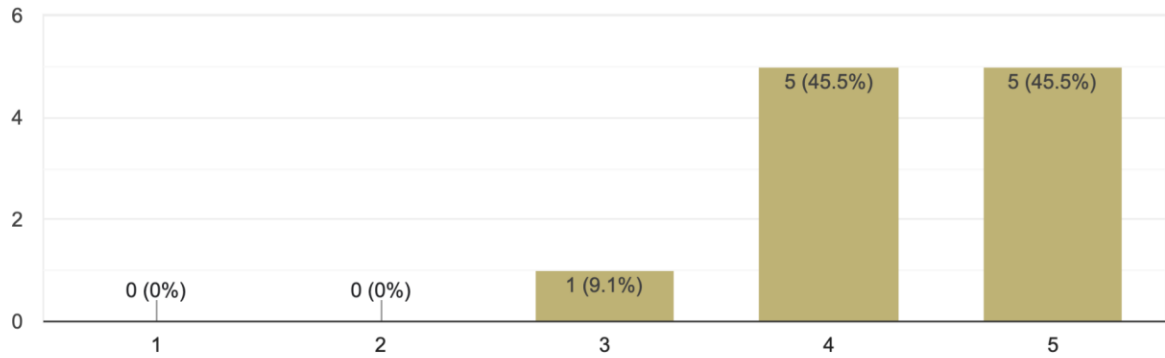
Page 53: "Parent Centers will be open on Mondays, 5 to 8 p.m. (except for holidays or other school closures). When providing services to parents, it is necessary to vary the times and days they are available. Otherwise, you limit access to parents who are available on Monday evenings and leave out everybody else.”

July 2023

PGCPS did not have a formal Reopening Plan Committee meeting, but opened a survey from July 5 to July 19, 2023, for committee members to give feedback on the current plan and recommend any changes on the draft of the plan for 2023-2024. Eleven committee members responded to the survey. The first survey measured satisfaction with the current Reopening Plan with a scale of 1=Very Dissatisfied to 5=Very Satisfied.

How satisfied are you with the current draft of the reopening plan?

11 responses



The chart below details the recommendations of the committee for edits, additions and deletions.

Recommendations
EDITS
<p>On page 74, it mentions "all operational water fountains sinks were cleaned." Students were prohibited from using the fountains when they were covered up. Were they still being cleaned? Also, on page 5, paragraph four, remove the "s" in survey and stakeholders.</p> <p>As of July 1, 2023, the name of the Department of Family and School Partnerships is now: "Department of Family and Community Partnerships."</p> <p>QUESTION: Are schools still contact tracing to identify and notify close contacts? - pg. 69 - The principal and school nurse are responsible for responding to COVID-19 concerns. The school will provide written notification to staff or family members who have had a possible exposure to anyone with COVID-19 symptoms or positive case of COVID-19 per the COVID-19 guidelines.</p> <p>EDIT: pg. 99 - Kishawn Smith Principal, Copper Lane ES, PGCPS - Please update this table with my current position/organization - Principal Leadership Coach/Area I</p> <p>We need cleaner transitions between subject areas, more visuals.</p> <p>Page 63</p> <p>Weird sentence: Viable access to and/or use of technology devices will be evaluated by ensuring all virtual learning program students have received an adequately functioning PGCPS-supplied device that is not an end-of-life device. *** Not sure I understand what this is trying to say. Suggest: All virtual learning program students will be provided with an adequately functioning PGCPS-supplied device that is not an end-of-life device in order to have viable access to and/or use of technology devices.</p> <p>Page 65</p> <p>ARP ESSER funding...immediate health and safety such *as* COVID-</p> <p>19 Page 68</p> <p>Missing punctuation: Health Room and C.A.R.E. Room "high touch" areas should be cleaned after each use, including and not limited to, door knobs, telephones, faucets and countertops, soap/hand sanitizer dispensers, table tops, cots, desks and Health Room bathroom(s).</p> <p>Missing word: The nurse will be provided *with* cleaning supplies from the PGCPS Department of Building Services and will have access to the Safety Data Sheet (SDS) per building services protocols.</p> <p>When the nurse is unavailable to (missing word) with</p>

emergencies, in the C.A.R.E. Room, staff will utilize the Guide for Emergency Care in Maryland Schools.

Page 71

For an entire class that is quarantined, the students would move to a synchronous virtual learning granted the teacher is well and not sick. ***Strange wording and redundancy Suggest: synchronous virtual learning when the teacher is not sick.

Page 72

Students will also work on personalized instruction through work being assigned to them on the digital intervention platforms available for specific grades. ***Confusing syntax. Suggest: Personalized instruction will be assigned to students on the digital intervention platforms available for specific grades.

When additional tutoring support is needed, students can receive Brainfuse tutoring and homework help through our a/the partnership with Prince George's Memorial Library System from 2

p.m. - 11:55 p.m.

Page 73

Visitors are required...in-person

Raptor provides....government-

issued

Page 76

- A la carte snacks and beverages will be available for sale, in accordance with Maryland State Department of Education Smart Snack Standards.

Page 77

Households do not complete a meal benefit application for the student enrolled in a Community Eligibility Provision School (CEP) **missing period**

All students are issued a personal identification number (PIN) number.

- The 6-digit PIN number will remain with the student until they graduate.

Page 80

LGBTQ+, Black and Brown

boys, students receiving special education services, restorative approaches, and students new to the United States and those learning the English Language.

Each school-based administrative leadership team will continue to have a heightened focus on equity and cultural responsiveness for student populations that is detailed in plans submitted to the principal's supervisor during goal-setting meetings at the beginning of the school year. ***This

thought is hard to understand. Break it up into 2 sentences. Recommend: Each school-based administrative leadership team will continue to have a heightened focus on equity and cultural responsiveness for student populations. This will be detailed in plans submitted to the principal's supervisor during goal-

setting meetings at the beginning of the school year.

Page 82

4. Social media

- Facebook (@PGCPS)
- Facebook en español (@PGCPSenespanol)
- Twitter (@PGCPS, @DrMonicaCEO). *** This needs to be

updated*** Page 101

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

Blended learning (hybrid) is a combination of synchronous and asynchronous teaching and

learning that requires access to the internet, an electronic device, web conferencing tools and a learning platform. Local school system educators deliver instruction aligned with the school's curriculum and monitor student attendance, growth, IEP requirements, and provide differentiation for individual students. The use of the local school system educators and curriculum allows for the flexibility of moving between Synchronous instruction received entirely at home via web conferencing and traditional instruction delivered in the brick and

- mortar environment **This definition doesn't do this. Hybrid as

defined by having some students in a brick-and-mortar classroom

while others join via web-conference does this. **

Additions

The Physical Education: Physical education is an integral part of our school days. Classes integrate movement throughout the day and collaborate with physical educators. Students have movement breaks throughout the day. Students participate in local and national activities that promote physical activity.

We need cleaner transitions between subject areas, more visual.

p. 33 Hanover Contract - Progress Monitoring & Evaluation of the PGCPS Transformation 2026 Strategic Plan

Community Schools' operations. In addition, to adding information on the "Do the Math" after school

program intervention. It should have been added to the chart starting on page 16.

Make sure to include Professional school counselors as part of the staff for Parent support Centers to address or make referrals for mental health or SEL concerns

Although I'm not sure if this should be a draft item or not, but the county needs to ensure an expedited transition of schools receiving cleaning & sanitizing agents for the students/staff as well as PPE for all custodians.

Deletions

Old CEO Twitter

The Reopening Plan Committee for PGCPS consists of the following members:

Name	Position/Organization
*Dr. Kara Libby	Strategic Initiatives Officer and Project Manager for Reopening Plan, PGCP
Yahnae Barner	Executive Director, PGCEA
Brenda Barrios	PGCPS Parent
Alex Baylor	Environmental Officer, Department of Building Services, PGCP
Jaime Bowers	Director, Department of Testing, Research and Evaluation, PGCP
Afra Brown	Nurse Manager, Office of School Health, PGCP
Scarlette Burgess-Wren	Student, Charles H. Flowers High School, PGCP
Dr. Donna Christy	President, PGCEA
Mark Cobb	Teacher, Cooper Lane ES, PGCP
Krystal Cunningham	High School Counselor, Parkdale HS, PGCP
Dana Denny	Instructional Specialist, Title 1 Office, PGCP
Antron Dent	Elementary School Counselor, Waldon Woods ES, PGCP
Martin Diggs	President, Local 2250
Robin Evans	Supervisor, Office of Telephone and Data Wiring Services, Division of Information Technology, PGCP
Dee-on Everette	Supervisor of Food & Nutrition Supervisor, Department of Food and Nutrition Services, PGCP
George Fleming	Bus Driver Foreman, Douglas Bus Lot, Department of Transportation, PGCP
Dr. Regina Garrett Spruill	Instructional Specialist, Department of Career and Technical Education, PGCP
Lionel Harrell	Supervisor of Instrumental Music, Department of Creative and Performing Arts, PGCP
Phixavier Holmes	Instructional Specialist, Counselor, PGCP
Trent Holmes	Secretary/Treasurer, Local 400
Catherine Houssa	PGCPS Parent

Lisa Howell	Interim CFO, Division of Finance, PGCPS
Tasha Howland	PGCPS Parent
Phillip Hughes	Risk Manager, Division of Finances, PGCP
Jackson Ibironke	Oracle ERP Functional Project Manager, Division of Information Technology, PGCP
Dr. Nina Jacks	Project Manager for Blueprint Grants, Strategic Initiatives Office, PGCP
Joseph Jackson	Central Garage, Department of Transportation, PGCP
Dr. Sheila Jackson	Director of Family and Community Partnerships, Division of School Leadership and Support, PGCP
Annett Jones	Treasurer, PGCEA
Dr. Traci Jones	Supervisor of School Health, Department of Student Services, PGCP
Meredith Kaunitz	PGCPS Parent
Amy Leatherman	ESOL Teacher, Cesar Chavez, PGCP
McKenna Lewis	Principal, James Harrison, PGCP
Christina Lopez	Instructional Specialist, Judith Hoyer Family Learning Center, PGCP
Jennifer Martin-Johnson	Senior Program Manager, Department of Accountability, PGCP
Dr. David Mathison	SVP, Clinical Operations - PM Pediatrics - Pediatric Emergency Physician
Lynn McCawley	Senior Public Information Specialist, Office of Communications & Community Engagement, PGCP
Kendra McFadden	Special Education Coordinator, Judge Sylvania Woods ES, PGCP
Delores Millhouse	PGCPS Parent
Ernest Murphy	Driver Trainer, Department of Transportation, PGCP
Dr. Kristi Murphy-Baldwin	Chief, Division of Human Resources, PGCP
Enoch Omotayo	Student, Charles H.Flowers High School, PGCP
Jeff Parker	Executive Director, ASASP
Tatia Pittinger	Driver Trainer, Department of Transportation, PGCP

Benjamin Pryor	President, ASASP
Kimberly Roberson	Director of Technology Integration and Support, Division of Information Technology, PGCPS
Willie Sanders	Executive Vice President, Local 400
Joan Shorter	Director, Department of Food and Nutrition Services, PGCPS
Reshma (Rae) Sinanan-Hill	PGCPS Parent
Kishawn Smith	Principal Leadership Coach/Area 1, PGCPS
Sam Stefanelli	Director, Department of Building Services, PGCPS
Beverley Stone	Instructional Specialist, Department of Curriculum and Instruction, PGCPS
Emily Summerlot	Secondary Resource Teacher, Department of Special Education, PGCPS
Antoine Taylor	Plant Operations Supervisor, Department of Building Services, PGCPS
Phi Thach	Community School Coordinator, Judge Sylvania Woods ES, PGCPS
Kati Thomas	Instructional Specialist, Department of Special Education, PGCPS
Timothy Traylor	Executive Director, Local 2250
Rashida Tyler	Supervisor, Strategic Planning & Change Management, PGCPS
John VanSlyke	Maintenance Supervisor, Department of Building Services, PGCPS
Frieda Waithe	Director of Payroll, Division of Finances, PGCPS
Selena Ward	Project Manager for ESSER Grants, Strategic Initiatives Office, PGCPS
LaTonya Watson	Technology Master Scheduler, Student Applications, Division of Information Technology, PGCPS
Pamela D. Williams	Central Garage, Department of Transportation, PGCPS

**Lead for Reopening Plan Committee*

The review of this Reopening Plan will occur every six months from August 2021 to August 2023:

School Year 2021-2022	School Year 2022-2023	School Year 2023-2024
August 2021	August 2022	August 2023
February 2022	February 2023	



Appendix

Acronyms

504 – Section 504 of the Rehabilitation Act of 1973 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

ACCESS – Assessing Comprehension and Communication in English State-to-State

ARP – American Rescue Plan

CDC – Centers for Disease Control and Prevention

COVID-19 – Coronavirus Disease of 2019

CRI – Community Referenced Instruction

CTE – Career and Technical Education

ESOL – English for Speakers of Other Languages

ESSER – Elementary and Secondary School Emergency Relief

HVAC – Heating, Ventilation and Air Conditioning

IEP – Individualized Education Program

KRA – Kindergarten Readiness Assessment

MCAP – Maryland Comprehensive Assessment Program

MERV-13 – Minimum Efficiency Reporting Value; a filter that catches respiratory droplets

MISA – Maryland Integrated Science Assessment

MSDE – Maryland State Department of Education

MPSSAA – Maryland Public Secondary Schools Athletic Association

PBS – Positive Behavior Support

PGCPS – Prince George’s County Public Schools

PGDSS – Prince George’s County Department of Social Services

PPE – Personal Protective Equipment

SY – School Year

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

Next Generation Science Standards (NGSS) are a set of K-12 United States science standards that set the expectation for what students should know and be able to do.

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

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

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

American Rescue Plan Act Elementary and Secondary Schools Emergency Fund

In March 2020, immense challenges of the COVID-19 pandemic abruptly interrupted learning and changed the delivery of instruction for students, families, teachers and staff. Since March 2020, Congress has released emergency funds to state departments of education and local school systems to prevent, prepare for and respond to COVID-19. The current funding under the American Rescue Plan (ARP) Act provides ARP Elementary and Secondary Schools Emergency Fund (ESSER) to state departments of education and local school systems to help schools return safely to in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional and mental health impacts of the COVID-19 pandemic on students, families and staff. The U.S. Department of Education (DOE) released related resources to assist schools in safely reopening for in-person learning as part of the ED COVID-19 Handbook. Volume 1 of the ED COVID-19 Handbook is available at: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>. Volume 2 of the ED COVID-19 Handbook is available at <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Volume 3 of the ED COVID-19 Handbook is available at: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

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

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

- Second, reopening plans must describe continuity of services including, but not limited to, services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.
- Third, the reopening must include periodically, but no less frequently than every six months, review and seek input from a committee of stakeholders, and as appropriate, revise its plan. The reopening plan considerations the timing of significant changes to CDC guidance on reopening schools.

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

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

- Accelerating student re-engagement: **speeding up the return to in-person instruction for all students in the 2021-2022 school year, while also providing the necessary supports, especially in the areas of technology/broadband access and outreach, to ensure that students and parents/families remain engaged;**
- Supporting mental and social-emotional health: **addressing the mental health and social-emotional learning (SEL) needs of students, particularly among underserved students most affected by the switch to remote learning, and parents/families and educators; and**
- Addressing the impact of disrupted instruction: **using evidence-based strategies to lessen the impact of disrupted instruction on student learning that has occurred over the past 15 months, and supporting local school systems as they do the same.**

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

- Student Learning Loss and Academic Interventions
- Teacher and Staff Supports for Educational Delivery
- Transformative Technology and Equitable Access
- Mental and Behavioral Health
- COVID-19 Student and Staff Safety

Centers for Disease Control and Prevention (CDC) Guidelines

As of May 11, 2023, the CDC recommends the following COVID-19 prevention strategies for the 2023-2024 school year:

- Staying up to date on routine vaccinations is essential to prevent illness from many different infections.
- People with symptoms of infectious diseases, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections should stay home and get tested for COVID-19.
- Schools and Early Childhood Education (ECE) programs can optimize ventilation and improve indoor air quality to reduce the risk of germs and contaminants spreading through the air.
- Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19.
- Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces.
- Wearing a well-fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19. Universal indoor mask use is recommended at a high COVID-19 community level.
- Diagnostic testing is intended to identify current infection in individuals and should be performed on anyone that has signs and symptoms consistent with COVID-19 and/or following recent known or suspected exposure to the virus that causes COVID-19.
- Screening testing identifies people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19. At medium and high COVID-19 community levels, consider implementing screening testing in schools and ECE programs.
- Localities should monitor community transmission, vaccination coverage, screening testing and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening, testing).

For additional information on the current CDC guidelines for schools, please go to [Guidance for COVID-19 Prevention in Kindergarten \(K\)-12 Schools](#).
Science brief: [Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs - Updated | CDC](#)

Maryland Department of Health (MDH) Guidelines

MDH guidelines for schools as of July 11, 2023 include: Governor's [Executive Order No. 21-06-15-01](#) rescinds requirements for face coverings in schools and on school buses as of July 1, 2021. MDH guidance for face coverings is as follows:

- The local health department will recommend control measures in response to the outbreak, which may include exclusion of ill students/children and staff, mask usage for cases and contacts, increased handwashing, increased environmental cleaning, and parent/guardian notification.
- As a result of a court order, effective immediately and as of April 18, 2022, **CDC's January 29, 2021, order requiring masks on public transportation conveyances and at transportation hubs is no longer in effect. This includes school buses.**
 - ***Though May 11, 2023, was the end of COVID-19 being a public health emergency for the United States of America, PGCPs will continue to make health and safety decisions in consultation with health experts.***

[MDH K12 School and Child Care Guidance](#) - Updated July 11, 2023

Resources

[Administrative Procedure 2565: Modification of School Hour Schedules for Delayed Opening and Early Closing](#)

[Administrative Procedure 2565.1: Employee Attendance During Inclement Weather and Other](#)

[Emergency Conditions Administrative Procedure 5121.2: Grading and Reporting for Middle School Students](#)

[Administrative Procedure 5121.3: Grading and Reporting for High School Students](#)

[Approved Vendors](#)

[As quarantines send students home, what's the plan to keep them learning?](#)

[DCPA COVID-19 Protocols](#)

[ESSER Funding Plan](#)

[Equity Strategic Plan Executive Summary](#)
[Equity Policy 0101](#)

[Guidance for COVID-19 Prevention in K-12 Schools](#)

[Guidance for Physical Education Classes](#)

[Guide for Emergency Care in Maryland Schools](#)

[Hand Hygiene](#)

[How can schools keep quarantined students learning?](#)

[Updated CDC guidance](#)

[P-12 School and Child Care COVID-19 Guidance](#)

[LOCATE](#)

[Maryland Public Secondary Schools Athletic Association \(MPSSAA\)](#)

[Maryland State Department of Education's Maryland College and Career Ready Resources website](#)

[MDH K12 School and Childcare Guidance](#)

[Online Campus Application Grades 7-12](#)

[Online Campus Course Offerings](#)

[PGCPS Graduation Requirements](#)

[PGCPS on Mental Health Supports](#)

[Prince George's County COVID-19 School Quarantine and Vaccination Guidelines](#)

[Prince George's Memorial Library System](#)

[Safety Data Sheet](#)

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

[Student/Parent/Guardian Agreement for Online Campus](#)

[Teaching and Learning in a Variety of Service Delivery Models](#)

[Technical Assistance Bulletins for Students with Disabilities \(1\)](#)

[Technical Assistance Bulletin for Students with Disabilities \(2\)](#)

[Timeline for Online Campus Procedures](#)

[Volume 1 of the ED COVID-19 Handbook](#)

[Volume 2 of the ED COVID-19 Handbook](#)

[Volume 3 of the ED COVID-19 Handbook](#)

References


Christensen, C. M., Horn, M. B., & Staker, H. (2013). Is K-12 blended learning disruptive? An introduction of the theory of hybrids. San Mateo, CA: Clayton Christensen Institute for Disruptive Innovation.
<https://www.christenseninstitute.org/wp-content/uploads/2014/06/Is-K-12-blended-learning-disruptive.pdf>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (2006). Inventory of practices for promoting children's social and emotional competence. [online] 2006 [cited 2007 Sept 6]. www.vanderbilt.edu/csefel

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

Maryland State Department of Education (MSDE) Checklist of Requirements for Opening Schools in Maryland

Check for Completion	Requirement	Link to Item and/or Page # in Plan
<input checked="" type="checkbox"/>	1. Local school systems must post their Reopening Plan on a public-facing website.	This has been added to the Reconnect PGCPs site. The direct link is https://www.pgcp.org/reconnect-pgcp/safe-return-to-in-person-instruction-and-continuity-of-services-plan
<input checked="" type="checkbox"/>	2. The local school systems must reflect their equity plan throughout the Reopening Plan.	Pages: <ul style="list-style-type: none"> • 85
<input checked="" type="checkbox"/>	3. Local school systems must consult with a variety of stakeholders in review of the Reopening Plan.	Pages <ul style="list-style-type: none"> • 102-110
<input checked="" type="checkbox"/>	4. Local school systems must establish a process to determine student instructional readiness early in the school year and a plan is established for student success.	Pages <ul style="list-style-type: none"> • 7 • 9 • 11
<input checked="" type="checkbox"/>	5. Local school systems must ensure that Maryland College and Career Ready Standards (MCCRS) and other State standards are taught in content areas.	Pages <ul style="list-style-type: none"> • 9-11
<input checked="" type="checkbox"/>	6. Local school systems must follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act (ADA).	Pages <ul style="list-style-type: none"> • 30-32 • 37
<input checked="" type="checkbox"/>	7. Local school systems must follow procedures and safety protocols consistent with current guidance from the Centers for Disease Control and Prevention (CDC).	Pages <ul style="list-style-type: none"> • 70-79 •
<input checked="" type="checkbox"/>	8. Local school systems must follow protocols for the safe transportation of students to and from schools.	Pages <ul style="list-style-type: none"> • 82-84
<input checked="" type="checkbox"/>	9. Local school systems must develop a system for tracking attendance when students are engaged in distance learning.	Pages <ul style="list-style-type: none"> • 38-40
<input checked="" type="checkbox"/>	10. Local school systems must continue to implement or enhance their communication plan.	Pages <ul style="list-style-type: none"> • 86-90
<input checked="" type="checkbox"/>	11. Local school systems must implement the Maryland Public Secondary Schools Athletic Association (MPSSAA) Athletic Program.	Pages <ul style="list-style-type: none"> • 46-47

	12. Local school systems must establish a plan for the continuity of learning and services who may need to quarantine due to COVID-19.	Pages <ul style="list-style-type: none">• 39-40• 48-53
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