

## **Introduction**

On or before June 1, 2024, a county school board shall adopt a virtual education plan for use during a prolonged state of emergency. Annotated Code of Maryland, Education Article § 7-14A-01 through 7-14A-09 defines parameters of a prolonged state of emergency – virtual education plans. “A prolonged state of emergency means a state of emergency declared by the Governor under Title 14 of the Public Safety Article that prevents regular, in-person attendance at a public school for at least 14 consecutive school days.” MD Code, Educ., § 7-14A-01(c).

If there is a prolonged state of emergency that requires the cessation of in-school attendance at a public school, and the county school board determines virtual education is required, a county school board immediately shall implement the approved virtual education plan and transition the school or local education agency (LEA) to virtual education.

The county school board may adjust the virtual education plan to fit the specific needs of the school(s) affected and the specific circumstances of the emergency. The adjusted plan shall be submitted to the State Board of Education as soon as practicable.

Additional information regarding the specific requirements within each component and the review process can be found on the template provided to each LEA. The Prolonged State of Emergency Virtual Education Plan shall be updated by the county school board every two years and the most recent version shall be published on the county school board’s website. MSDE will notify LEAs regarding any new regulations and/or guidance regarding these plans.

## **Directions**

Please check the box indicating that each component is included in the final plan and then submit a complete packet with the required signatures to Erin Senior, [erin.senior@maryland.gov](mailto:erin.senior@maryland.gov). These documents will then be provided to the State Superintendent for review and approval.

Documents to be included within the submitted packet are:

- the final version of the Prolonged State of Emergency Virtual Education Plan,
- the completed Prolonged State of Emergency Virtual Education Plan rubric, and
- the signed attestation.

**Attestations** (please check each box to indicate the component is included in the Prolonged State of Emergency Virtual Education Plan)

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Check Box	Components
<input checked="" type="checkbox"/>	<p><b>Staffing and personnel assignment plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> appropriate assignments for all school personnel and reasonably balanced workloads</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Student instruction plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> provision of instruction through appropriate balance of synchronous and asynchronous learning</li> <li><input checked="" type="checkbox"/> access to same curriculum, subject to the equivalent standards, as in-person instruction</li> <li><input checked="" type="checkbox"/> student engagement procedures (including methods to encourage active participation, verified student presence during an entire class period, and activated cameras when appropriate)</li> <li><input checked="" type="checkbox"/> method to provide instructional materials to students</li> <li><input checked="" type="checkbox"/> attention to student equity to ensure all students receive thorough and appropriate education during virtual education</li> <li><input checked="" type="checkbox"/> how students with disabilities are receiving their required services and a free appropriate public education through virtual education</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Student assessment and learning support plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> administration of regular assessments</li> <li><input checked="" type="checkbox"/> process for establishing benchmarks at the start and the end of virtual education as well as periodically throughout the course of virtual education</li> <li><input checked="" type="checkbox"/> provision of additional learning supports for students identified as having learning loss</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Social and emotional learning support plans</b> that include:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> interactive social and emotional wellness component designed for a virtual environment</li> <li><input checked="" type="checkbox"/> regular student wellness check-ins</li> <li><input checked="" type="checkbox"/> development of a school behavioral health plan</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Community communication plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> culturally appropriate family engagement plan that includes methods to engage with:               <ul style="list-style-type: none"> <li>○ parents, guardians, and students from various ethnic, racial, and cultural backgrounds</li> <li>○ students eligible for aid</li> <li>○ parents, guardians, and students whose primary language is not English</li> </ul> </li> <li><input checked="" type="checkbox"/> multiple methods for communication with all stakeholders during periods of virtual education</li> <li><input checked="" type="checkbox"/> method for prioritizing important information that must be provided</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Technology plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> provision of hardware and software to students and school personnel</li> <li><input checked="" type="checkbox"/> access to broadband and internet services to all students and school personnel</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Nutritional and health services plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> places and times that students and other eligible individuals may receive free meals</li> <li><input checked="" type="checkbox"/> availability of health services to eligible individuals</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Return to in-person instruction plan</b> that includes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> plans to return rapidly to in-person learning when it is safe to do so</li> <li><input checked="" type="checkbox"/> clear process for student engagement on return to in-person learning</li> <li><input checked="" type="checkbox"/> identified strategies for a return to in-person learning</li> </ul>

Signatures indicate agreement that all required components have been reviewed and are included in the Prolonged State of Emergency Virtual Education Plan, that the approved plan will be posted on the county board website, and that the plan will be updated every two years.

All documents that are required to be included within the submitted packet should be sent to Erin Senior by email at erin.senior@maryland.gov. The plan will be reviewed, and a response will be provided in a timely manner.

**Local Education Agency: Prince George's County Public Schools**

**Superintendent: Mr. Millard House II**

**Superintendent Signature:** \_\_\_\_\_ *Mr. Millard House II*

**Date:** 5/23/2024

**Board President: Ms. Judy Mickens-Murray**

**Board President Signature:** \_\_\_\_\_ *Judy S. Mickens-Murray*

**Date:** 5/23/2024