

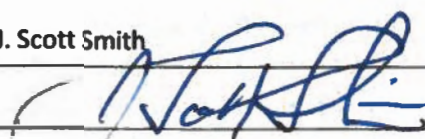


Signatures indicate agreement that all required components have been reviewed and are included in the Prolonged State of Emergency Virtual Education Plan, that the approved plan will be posted on the county board website, and that the plan will be updated every two years.

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](mailto:erin.senior@maryland.gov). The plan will be reviewed, and a response will be provided in a timely manner.

Local Education Agency: St. Mary's County Public Schools

Local Superintendent: J. Scott Smith

Local Superintendent Signature: 

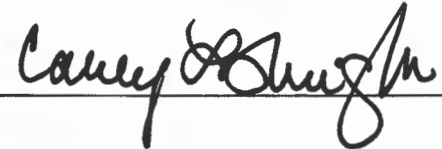
Date: 5/29/24

Local Board President: Karin Bailey

Local Board President Signature: 

Date: \_\_\_\_\_

The submitted packet has been reviewed and is  approved.  not approved.

State Superintendent Signature: 

Date: 7/1/24

Modifications required for approval:

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

### **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)

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>• 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>• provision of instruction through appropriate balance of synchronous and asynchronous learning</li> <li>• access to same curriculum, subject to the equivalent standards, as in-person instruction</li> <li>• student engagement procedures (including methods to encourage active participation, verified student presence during an entire class period, and activated cameras when appropriate)</li> <li>• method to provide instructional materials to students</li> <li>• attention to student equity to ensure all students receive thorough and appropriate education during virtual education</li> <li>• 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>• administration of regular assessments</li> <li>• 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>• 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>• interactive social and emotional wellness component designed for a virtual environment</li> <li>• regular student wellness check-ins</li> <li>• development of a school behavioral health plan</li> </ul>

Check box	Components
<input checked="" type="checkbox"/>	<p><b>Community communication plan that includes:</b></p> <ul style="list-style-type: none"> <li>• 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>• multiple methods for communication with all stakeholders during periods of virtual education</li> <li>• method for prioritizing important information that must be provided</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Technology plan that includes:</b></p> <ul style="list-style-type: none"> <li>• provision of hardware and software to students and school personnel</li> <li>• 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 that includes:</b></p> <ul style="list-style-type: none"> <li>• places and times that students and other eligible individuals may receive free meals</li> <li>• availability of health services to eligible individuals</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Return to in-person instruction plan that includes:</b></p> <ul style="list-style-type: none"> <li>• plans to return rapidly to in-person learning when it is safe to do so</li> <li>• clear process for student engagement on return to in-person learning</li> <li>• 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.

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Local Education Agency: St. Mary's County Public Schools

Local Superintendent: J. Scott Smith

Local Superintendent Signature: 

Date: 5/29/24

Local Board President: Karin Bailey

Local Board President Signature: 

Date: \_\_\_\_\_

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The submitted packet has been reviewed and is  approved.  not approved.

State Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Modifications required for approval:

# St. Mary's County Public Schools

## Prolonged State of Emergency Virtual Education Plan

June 2024



J. Scott Smith, Ed.D.  
Superintendent of Schools

[www.smcps.org](http://www.smcps.org)

# SMCPS Prolonged State of Emergency Plan

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# Introduction

Should the need arise for a prolonged state of virtual instruction, St. Mary's County Public Schools will apply lessons learned in the COVID-19 Pandemic closures. Consistent with the guiding principles that served our community in that experience, actions will be guided by key principles that will frame our operational guidelines. They include: [to be further delineated]

- **Health and Safety:** The first priority is ensuring the safety of our students and staff who come to school. St. Mary's County Public Schools will make decisions based on the best available information provided by the Health Department, and guided by the direction provided by the Maryland State Department of Education (MSDE).
- **Equity and Access:** As we work to provide educational opportunities for all students, a key element in our planning process is ensuring that learning is both available and accessible for all students. Our planning and implementation will give special attention to diversity, equity, and inclusion goals. The particular access and support required for one student or group may be different from that needed by others. All plans will be reviewed through an equity and inclusion lens.
- **Communication and Engagement:** Creating a new school structure requires that we consider the different experiences our students and families have. To that end, giving voice to students, staff, and our families is essential.
- **Engaging and High Quality Instruction:** Instruction will look different. The SMCPS plan will include an instructional plan that provides for both the live, in-classroom instructional delivery process, as well as asynchronous online learning connected to that classroom learning. Instruction is designed to ensure students work toward mastery of the instructional outcomes for their grade level and content.
- **Technology and Resource Support:** In a blended or online learning environment, technology is critical. Students must have a way to access and interact with material, instruction, their fellow students, and teachers.
- **Meets the diverse learning needs:** Multi-model instructional designs will be employed to provide options and resources for students with varying needs through specially designed instruction.

In alignment with these principles, this plan addresses the required components of the plan in the following areas:

- Staffing and personnel assignment
- Student instruction
- Student assessment and learning support
- Social and emotional support
- Community communication
- Technology
- Nutritional and health services
- Return to in-person instruction

Questions related to this plan can be directed to the [Office of Strategic Initiatives](#).

# Staffing

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## **Staffing and personnel assignment**

- Staffing and personnel assignment plan that shall include:
  - appropriate assignments for all school personnel and reasonably balanced workloads

SMCPS will put in place a Virtual Learning Playbook and Staff Playbook site that provides guidance in the following areas:

- Staff schedules
  - Providing alternating schedules, social distancing as needed, and implementing alternatives to in-person meetings with virtual meetings utilizing technologies available for all staff.
- Telework guidance
  - Implementing current practices for staff to access instructional technologies to effectively deliver virtual instruction as well as accountability for staff teleworking remotely. Alternatively, SMCPS is capable of providing on-site spaces for staff to deliver virtual instruction while maintaining social distancing and health protocols.
  - SMCPS allows staff to request considerations for reasonable accommodations through the ADA, including telework and/or modified reporting times as appropriate.
- Professional Development
  - Staff are actively using the online platform for delivery of instruction and can quickly and easily convert from in-person to virtual instruction with ease.
  - New hires to SMCPS are actively trained in the use of the online instructional platform and resources available to them.
- Mental Health supports
  - SMCPS coordinates with the St. Mary's County Health Department to implement any required safety protocols, respond to health inquiries, and direct staff to available resources.
  - SMCPS partners with INOVA to provide the Employee Assistance Program (EAP) which also connects staff to trained providers to respond to mental and physical health concerns.
  - SMCPS and St. Mary's County Government has recently launched a partnership with Everside Health Services to provide medical care for insured staff and dependents located centrally in the center of the county, with varied hours during the week and weekends.
- Access to Leave
  - SMCPS provides sick leave, personal or annual leave, as well as leave allocated through FMLA to respond to any medical or health concerns for individual staff members or their immediate family members.

# Instruction

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## **Student instruction**

- Student instruction plan that shall include:
  - provision of instruction through an appropriate balance of synchronous and asynchronous learning
  - attention to developmentally appropriate practice in the early learning years
  - access to the same curriculum and equivalent standards as in-person instruction
  - student engagement procedures (including methods to encourage active participation)
  - verified student presence during entire class period and activated cameras when appropriate
  - method to provide instructional materials to students
  - attention to student equity to ensure all students receive thorough and appropriate education during virtual education
  - Access to technology and hands-on materials in the early grades or for Title I schools
  - how students with disabilities are receiving their required services and free and appropriate public education through virtual education

The SMCPS Plan includes the following:

- Provision of instruction through an appropriate balance of synchronous and asynchronous learning:
  - Online instruction is provided using Schoology platform
    - Schoology will continue to be our Learning Management System (LMS) for all students K-12 and will house content for all courses taught within SMCPS, including Career and Technical Education (CTE)
    - Schoology is self-paced and interactive instruction
    - Schoology allows for both synchronous and asynchronous learning
- Attention to developmentally appropriate practice in the early learning years and access to technology and hands-on materials in the early grades or for Title I schools:
  - Activities provided that can be hands-on, experiential in nature
  - Supplies and materials may be sent home with Pre-Kindergarten students as needed
  - Consumable materials may be provided for Title I students as needed to complete work at home
  - Ipads provided for students and may be used for parental communication with school-based staff
  - Developmentally appropriate lessons and resources, aligned with core, evidence-based materials, in Schoology
  - Cameras are required for staff and students to remain on during synchronous instruction and while attendance is taken for the day
- Access to the same curriculum and equivalent standards as in-person instruction:

- All courses and resources in Schoology, grades PreK through grade 12 (including CTE), are built using the Maryland College and Career Readiness Standards and State Standards.
- Student engagement procedures (including methods to encourage active participation) and verified student presence during the entire class period and cameras activated:
  - Ongoing professional development will be provided to all staff to share student engagement based practices (ex: UDL and digital tools such as Kami).
  - Textbooks and instructional materials may be taken into homes
  - Students and teachers will be required to keep their cameras on throughout synchronous instruction and/or when attendance is taken for a course.
  - Usage reports will be analyzed to determine student use of digital instructional resources and supports as well as to verify student synchronous attendance (ex: Google Meets attendee reports).
- Method to provide instructional materials to students:
  - All students in SMCPs are issued an electronic device and the device is updated throughout the school year
  - Student-issued textbooks and instructional materials can be taken to student homes
  - Additional purchases may be made for items such as math manipulatives and additional copies of novels to meet the instructional needs of students while learning in their homes
  - Establishing scheduled material/resource check-in and check-out times at each school as well as utilizing school buses for scheduled check-in and check-out of materials/resources
- Attention to student equity to ensure all students receive thorough and appropriate education during virtual education:
  - Attendance will be taken as required by COMAR and SMCPs policy and regulations and actions will be taken to address students who are not attending
  - Grades/Ratings will be recorded based on student performance and as required by COMAR and SMCPs policy and regulation and actions will be taken to address students that are not achieving as expected
  - Pre-diagnostic assessments will be used to identify specific instructional needs due to school closure. Formative and summative assessments will be used throughout to determine individual student progress and the possible need for additional services and/or interventions
  - Student interventions will be provided using a virtual platform for students not in school (ex: small group tutoring or participation in a research-based intervention group such as *Phonics For Reading*)
- Students with disabilities are receiving their required services and a free and appropriate public education through virtual education
  - County-created required and iReady grade equivalency assessments will be administered to all students virtually.
  - County-created required and iReady grade equivalency assessments and other data measures will be used to determine student progress.
  - Students with disabilities will access their instruction within the appropriate LRE through the virtual platform.
  - Student supplementary aides and related services will be provided per students' IEPs through a virtual format unless otherwise determined by the IEP team.
  - IEP eligibility and review meetings will be conducted in compliance with the Division of Early Intervention and Special Education Services (DEI/SES) guidance.
- The Schoology platform will be used to meet IEP services through virtual face-to-face instruction for those not in school.

- Schoology will continue to be our Learning Management System (LMS) for all students K-12 and will house content for all courses taught within SMCPs.
- Independence using the Schoology platform is established throughout the year for students with a disability.
- Differentiation and individualized instruction are delivered through the Schoology platform.
- Professional development is ongoing throughout the calendar year and will focus on data analysis to determine learning gaps and how to remedy those gaps through accelerated learning approaches and in-the-classroom Tier I, Tier II, and Tier III interventions
- In conjunction with both formative and summative assessments, the PreK-12 MCCRS Curriculum Frameworks have been used in all content areas to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade-specific standards. The identification of this essential content has been used to make revisions in our curricular guidance, professional development offerings and resources both purchased and developed. Essential content from the framework guidance has also been used to identify students in need of additional support such as after-school tutoring; summer school; Tier I, II, and III interventions as well as identify those students that have achieved the essential mastery standards.

The provision of special education and related services operates within the broader context of the general education curriculum and instruction, which continues to be a driver. Staff are required to fully implement students' Individualized Education Programs (IEPs); it is important to remember that a Free Appropriate Public Education (FAPE) continues to be the touchstone for the IEP process, to include determining special education eligibility. It is essential to provide FAPE and the provision of early intervention and special education services (IDEA) to the greatest extent possible.

- Compliance with the development, implementation, and monitoring of IFSP/IEPs in accordance with IDEA, COMAR and MSDE, Division of Early Intervention and Special Education Services (DEI/SES) guidance.
  - Local Agency Eligibility
  - Evaluations
  - Eligibility Determinations
  - Individualized Educational Plan (IEP)
    - Annual Reviews
    - Reviews
    - Aligned Goal and Objective Development
    - Progress Monitoring
    - Appropriate Placement and LRE Determination

SMCPs recognizes the importance of continued monitoring of student progress and has established procedures and protocols to conduct data collection and analysis. SMCPs will continue to use the Maryland Online IEP to monitor individualized student progress, compliance regulations, and disproportionality data. SMCPs implements pre, mid, and post iReady assessments to monitor student progress. SMCPs will continuously monitor county benchmarks, informal and formal data, and annual reviews of the IEP/504.

# Assessment and Learning Support

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## Student assessment and learning support

- Student assessment and learning support plans that shall include:
  - administration of regular assessments
  - process for establishing benchmarks at the start and the end of virtual education as well as periodically throughout the course
  - provisions of additional learning supports for students identified as having learning loss

County-created required and optional assessments will be administered to all students. These assessments, as well as those formative assessments given by teachers throughout the year in their classrooms, will be used to plan whole group, small group and individual Tier I, II, and III instruction. Baseline data, as well as data gathered throughout the year, will be used to set instructional success goals as well as determine strength and deficit student outcomes/standards. The data will also be disaggregated by race, service group, and gender. Instruction will be targeted to close identified gaps early in the school year. Students will be progress monitored and addressed throughout the school year, through reteaching, recovery, and accelerated learning.

- A robust assessment workbook has been developed and shared with all SMCPS instructional leaders and staff. This workbook shares all assessments, required and optional, that have been developed and are available for all content areas **throughout** the school year. The assessments were developed by content supervisors, in collaboration with the Office of Assessment and Accountability and the Department of Special Education. SMCPS gathers data to identify readiness on all content standards for all grade levels and courses to meet all learning needs. The data that will be produced from administering these assessments will be disaggregated by mastery standard as well as by race, service group and gender and will be used to determine instructional next steps. Focused deployment of “just in time” recovery and Tier I intervention in all classrooms is a system-wide expectation and has been communicated to all stakeholders.
- SMCPS utilizes PowerSchool Performance Matters (PM) to identify unfinished learning and to accelerate learning progress for all students. All state, district, and even classroom assessments can be available in one report, disaggregated. With PM, teachers can administer assessments that provide real-time insights to inform instruction. The platform allows us to easily share disaggregated data so teachers can spend more time focusing on their students’ success. The assessments developed and offered will ensure that we are gathering data throughout the year. This includes assessment data to determine baselines to set standards and project student outcome attainment (beginning of the year); to plan progress monitoring and assessment benchmarking tools (mid-year), and to determine mastery attainment goals on all content standards for all grade levels and courses (end of year). The data that will be produced from administering these assessments will be disaggregated by mastery standard as well as by race, service group and gender and then used to determine instructional next steps or to inform goal setting.
- School staff will be supported to use assessment data through guided data analysis each month during leveled principal meetings (elementary, middle and high); at monthly Instructional Resource Teacher meetings; during both county and school delivered professional development opportunities; as well as through content supervisor newsletters and PLC supports. Individual assessment data will also be shared with parents and students by classroom teachers.

# Social and Emotional Supports

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## **Social and emotional support**

- Social and emotional support plans that shall include:
  - interactive social and emotional wellness components designed for a virtual environment
  - regular student wellness check-ins
  - development of a school behavioral health plan

It is important to plan for the mental, behavioral and social-emotional well-being of students, staff, and families. SMCPS will continue to implement a tiered system of support to address the mental/behavioral health and social-emotional needs of students, identify resources and plan to support the social-emotional needs of staff, identify resources and help support the social-emotional needs of parents and guardians.

- Mental health and counseling support will continue for both school and virtual environments
- Social-emotional learning lessons facilitated by counselors will increase students' self-awareness, academic achievement, and positive behaviors both in and out of the classroom
- Comprehensive mental health services are provided through a multi-tiered system of support (MTSS). The district's MTSS framework for mental health encompasses the continuum of need, promoting mental wellness for all students, identifying and addressing problems before they escalate or become chronic, and providing increasingly intensive services for individual students as needed. Additional information for MTSS is described here: [Mental Health & Counseling Support Triangle](#).
- SMCPS employs mental health professionals including school psychologists, school counselors, school social workers, and school nurses who will provide support, services, and resources as needed to students, staff, and parents.
- All mental health staff is trained in the assessment of suicidal risk.
- All staff, including administrators, teachers, transportation staff, safety & security staff, etc are trained in QPR Gatekeeper Training for Suicide Prevention. This course teaches all staff how to recognize, engage/intervene those at risk, and refer a person for appropriate support.

# Communication

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## **Community communication**

- Community communication plans shall include:
  - culturally appropriate family engagement plan that includes:
    - methods to engage with parents, guardians, and students from various ethnic, racial, and cultural backgrounds
    - students eligible for aid
    - parents, guardians, and students whose primary language is not English
  - multiple methods for communication with all stakeholders during periods of virtual education
  - method for prioritizing important information that must be provided

Communication with students, staff, families, and stakeholders is essential. A comprehensive communication plan will include regular updates and opportunities for input. This will include:

- Public presentations, town hall meetings, and virtual meetings (as appropriate and safe)
- Website postings of updates
- Social media updates and announcements
- Letters emailed and posted for families
- Posting of answers to frequently asked questions
- Phone outs directly to families using School Messenger
- Press releases.

Correspondence and postings will be shared via multiple means and provide versions in English and Spanish, or posted via tools that allow for translation in multiple languages.

Pupil Personnel Workers, Community Schools staff, and school leaders will provide follow-up for students and families who receive Free and Reduced Meals.

# Technology

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## **Technology**

- Technology plans that shall include:
  - provision of hardware and software to students and school personnel
  - access to broadband and internet services to all students and school personnel

SMCPS has worked with county and state resources to distribute and repurpose laptop computers and or tablet devices to all staff and students. Maintaining the devices has been challenging and the Department of Information Technology (IT) is continually making process improvements to minimize downtime.

- Laptop computers are provided to each student and staff member for school-related use in accordance with SMCPS policies and regulations
- Computers will have all required software installed so students and staff can participate in both in-person and online lessons as delivered by SMCPS staff
- Security software such as malware detection, content filtering, and other security measures will be installed and operational on all SMCPS devices (complete protection is only provided while on the SMCPS network).

SMCPS has worked with county and state resources during the COVID-19 Pandemic to ensure broadband access to all households. In addition, SMCPS has established wifi access points at all school sites available to access from parking lots of school facilities.

# Nutrition and Health Services

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## **Nutritional and health services**

- Nutritional and health services plan that shall include:
  - places and times that students and other eligible individuals may receive free meals
  - availability of health services to eligible individuals

Locations and pick-up times for students and other individuals who are deemed eligible to receive free meals will be determined using state and federal guidelines. Details will be outlined on a case by case basis depending on the nature of the circumstances and guidance from state and federal agencies.

Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. We must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. All of St. Mary's County Public Schools participate in the NSLP and are required to claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim

- On-site meal service (for students while in school) will be determined for the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.
- Off-site meal service (for days students who are remote learning or for unanticipated school closures) will be determined and model(s) of meal service delivery options will be implemented (i.e., Parent/student Pick-up on Remote Learning Days; Dismissal Time Distribution, and School Bus/School Vehicle Delivery).

Simultaneous Operation of Congregate and Non-Congregate Meal Service will be determined. This includes assessing needs around work stations, social distancing of staff, the availability of food, equipment and supplies, storage space, staffing, etc. We must also consider financial considerations that determine the probability of increased costs to operate the school nutrition programs and the financial impact to the LEA if there is a decrease in revenue because of the inability to offer a la carte sales, catering and a potential decrease in meal counts and increases in expenses related to the costs of food, supplies and labor. Cleaning and sanitation is another main area of focus. We are working with the local health departments on updated safety protocols, including standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, alternative meal distribution locations, and central production kitchens. Personal protective equipment is very important for the protection and safety of our staff and community. We will assess the need for PPE in food service operations such as masks, gloves and physical distancing. Communication with families is a key

element to our students getting the meals that they need to succeed in learning. We will notify parents and the school community about school meal service and options. We will use a variety of communication methods such as social media, newsletters, and school websites.

- Communication will go out to families to sign up for school breakfast and lunch. Sign-up locations will be done regionally. There will be a location in the north, central and southern areas of the county.
- Arrangements will be made for safe lunch preparation and pick-up

SMCPS collaborates with the St. Mary's County Health Department (SMCHD) in providing community health supports, which include two School-based Health Centers. These centers are located at Margaret Brent Middle School and at Spring Ridge Middle School. These strategically located sites are operated by the local health department and offer a variety of health services, including testing for communicable illnesses and vaccinations.

Additionally, SMCPS has created a multitude of resources, posted to the [SMCPS Health and Safety Webpage](#). See the plan above under social and emotional supports for additional details. A school nurse phone line will be set up for health-related questions.

# Return to In-Person Instruction

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## Return to in-person instruction

- Return to in-person instruction plan that shall include:
  - plans to return rapidly to in-person learning when it is safe to do so
  - clear process for student engagement on return to in-person learning
  - identified strategies for a return to in-person learning

Following the process implemented through the COVID-19 Pandemic, SMCPs will develop a gradual process for returning to full-time, in-person instruction. To this end, the following provides a structure for hybrid and in-person instruction:

- **Phase 1**, which includes students in **special programs** (i.e., SAIL and COMPASS) will return first, with full-time programs.
- **Phase 2**, which includes students in **Pre-K, K, and selected grades (e.g., Grades 1, 6, 9, and 12)**, return within two weeks following.
- **Phase 3**, which includes students in **all remaining grades**, return within the next two weeks. Students in special programs and Head Start or PreK will return with a regular schedule for in-person instruction, Monday-Thursday. All other students will follow a hybrid (A-Day/B-Day) schedule when they return.

The SMCPs Learning Management System (LMS), i.e., Schoology, will provide fully developed units and lessons, as detailed above under Student Instruction, and this will ensure students have comprehensive and consistent instruction for both in-person and hybrid instruction.

On days when students are on a hybrid/remote learning schedule, office hours are scheduled for teacher support.



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