



# Prolonged State of Emergency – Virtual Education Plan

May 2024

# Input Groups

---

HCPS Union Leads

Communi-team (2022  
Teacher of the Year  
Group)

Summit Squad (2023  
Teacher of the Year  
Group)

Board of Education  
President

Operational Advisory  
Group

Senior Staff

Curriculum, Instruction,  
and Assessment  
\*including Teacher  
Specialists and  
Instructional Coaches

County Government

# Required Elements of the Plan

---



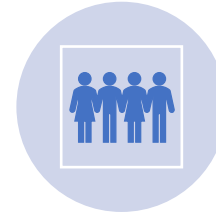
STAFFING AND  
PERSONNEL  
ASSIGNMENT PLAN



STUDENT INSTRUCTION  
PLAN



STUDENT ASSESSMENT  
AND LEARNING  
SUPPORT PLAN



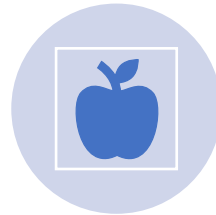
SOCIAL AND  
EMOTIONAL LEARNING  
SUPPORT PLAN



COMMUNITY  
COMMUNICATION PLAN



TECHNOLOGY PLAN



NUTRITIONAL AND  
HEALTH SERVICES PLAN



RETURN TO IN-PERSON  
INSTRUCTION PLAN

# What Can *Staff* Expect?



As defined by Senate Bill 610, the Governor of Maryland may declare a state of emergency that ‘prevents regular, in-person attendance at a public school for at least 14 consecutive school days.’



If the Governor issues a prolonged state of emergency, HCPS will follow up with communication to HCPS staff, students, and families. ★



Teachers will be provided one full day of planning after the prolonged state of emergency is declared to prepare for synchronous instruction. Students will not participate in instruction during this day.



Teachers in specialized programs will receive guidance from the supervisor/coordinator of that area/program. This includes support for students with Individualized Education Plans, English Language Learners, Gifted and Talented students, and Prekindergarten students.

# What Can *Students* Expect?

---



Students will engage in synchronous instruction daily during regular operating hours.



Students will follow the established daily school schedule for the duration of the closure, Monday-Friday.



Teachers will use Canvas and Microsoft Teams to deliver instruction and monitor student attendance and participation. Attendance and grades will still be reported via Home Access Center (HAC).



Teachers and/or students who have limited Wi-Fi accessibility will be provided an HCPS hotspot.

# Ensuring Effective Instruction

---

Teachers will:

- Continue to implement the **curriculum**, with necessary modifications made to support virtual instruction.
- Utilize **Canvas** to curate resources and facilitate learning experiences, including collaborative work, student assignments, and homework.
- Include strategies to encourage active **student participation**.
- Follow established **pacing** recommendation to the greatest degree possible.
- Utilize **formative assessment** tools embedded in the curriculum as well as iReady tools to monitor student performance and intervene/enrich as appropriate.
- Make every effort to make sure that students have the necessary curriculum **supplies** and technology resources to continue instruction.
- Prepare a list of **materials** students will need for the duration of the closure.

# Considerations for Teachers Prior to a Closure

---

- What am I planning on teaching over the next 14-x days?
- What lesson pieces do I already have that will work virtually as they are?
- What lesson pieces will I need to modify to fit a virtual environment?
- Which co-teachers do I need to meet with to discuss continuation of services?
- What physical resources do I need to take home with me?
  - To use for my planning
  - To use for my record keeping
  - To use for my teaching/presenting/modeling
- What physical resources do students need to take home with them? What resources could I direct my students to access virtually? [Consider these digital resources.](#)
- How can I reassure my students at this time? How can I check in with their well-being throughout the day?
- What do I need help/support in doing? Who will I reach out to?

# Best Practices for Synchronous Instruction

---

Balance direct instruction with student engagement by providing opportunities for interaction:

- Use the chat and breakout rooms.
- Consider the use of Nearpod and 365 Forms to "see" student work.
- Allow processing time/think time.
- Allow for off camera, off-mic time for students to read, explore, or listen to a video/podcast, while maintaining access to the teacher.
- Maintain student-teacher connections throughout homeroom and lessons.



# Preparing Students for a Closure

---

- *Throughout the regular school year, utilize Canvas as an instructional tool in alignment with district priorities so students and families can quickly and efficiently transition if necessary for a prolonged closure.*
- With your students, establish your norms for virtual learning.
  - *Consider communication and digital sharing procedures and practices. (Hand raising, use of the chat, attendance, participation, using Canvas, submitting assignments, digital citizenship, etc.)*
  - *Tell students how they should message you (email or Canvas)*
  - *Tell students best set-up for their learning space at home (a desk in a quiet space).*
- Show students where to access the Teams meeting link for your class.
- Review daily schedule.
- Attend to specific social emotional needs as appropriate.
- Assist with ensuring students have all necessary materials and devices.
- Share with all families the [Technology Supports](#) site resources and contact information for family technology support. Graphic included on slide can be copied and shared.

# Specialized Programs

---

- To the greatest extent possible, students with disabilities will receive specially designed instruction and related services in accordance with the frequency and duration identified in each student's Individualized Education Plan (IEP).
- Special education and related services will be implemented virtually in accordance with the *IEP Planning for Emergency Conditions* sections of each IEP which outlines the agreed upon supports, accommodations, and services that will be delivered in the event of an extended school closure.
- On-going progress monitoring will be conducted and reported to parents.
- When schools resume normal operations, IEP teams will consider the impact of the school closure on each child and review/revise the IEP to determine whether compensatory services are needed.

# Content Specific Questions?

---

Teachers, Have Questions or Want Support about  
**Content?**

Contact your content supervisor, a teacher specialist, or  
an instructional coach.

# Technology Specific Questions?

ABOUT US   BUDGET   PARENTS   STUDENTS   STAFF   COMMUNITY   BOARD OF EDUCATION   SUPERINTENDENT

**Students**

- Academic Information
- Academic Tutoring
- HCRASC
- Learning Resources and Tools
- Mental Health Zone
- Safety and Security
- Student Education Planning Guide  
*Dual Enrollment*
- Summer Programs

## Technology Supports


Click on an image to view more information




**iPads**



**Chromebooks**



**Windows Devices**



**Digital Tools and Support Tools**

 [Recursos españoles](#)

# What Additional Supports Exist for Families, Students, and Employees?

---

- Purposeful support of mental and emotional well-being through increased access to mental health supports and resources through school-based staff and community partnerships
- Virtual resources to support health such as HCPS Virtual Calming Room and Care Solace, a mental health care coordination service
- Student meal distribution sites
- Regular communication via HCPS Website, Social Media, Mobile App, Parent Academy Real Talks and direct communication to families and staff members via phone, email and text message
- On-going support from the Office of Innovation in Learning in relation to instructional technology tools, resources, and professional development

# Flexibility of Plan

---



*This plan may be adjusted as necessary to fit the specific needs of the school(s) affected and the specific circumstances of the emergency.*



*In addition, if a prolonged closure impacts all Harford County Public Schools for more than 3 consecutive weeks, synchronous instruction time will be adjusted to allow more opportunities for teacher planning, teacher collaboration, teacher professional development, and individual student support through structures such as teacher office hours.*

# Task Force

---

- Beginning in the Fall of 2024, a Task Force of various stakeholders will begin convening quarterly. The Task Force will include members including but not limited to the following groups:
  - Board of Education Member(s)
  - Harford County Government Official(s)
  - School System Leaders
  - Community Leaders
- If a Prolonged State of Emergency is called, the Task Force will convene weekly to coordinate county communication, problem-solve, progress monitor and create the return to in-person plan.

# Questions

---