

HOUSE BILL 1376

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By: **Delegate Washington**

Introduced and read first time: March 1, 2021

Assigned to: Rules and Executive Nominations

A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Education – Virtual Education – Requirements**

3 FOR the purpose of requiring a teacher preparation program that includes training in the
4 pedagogy of virtual education to include certain best practice principles; requiring
5 the State Department of Education to provide local school systems with guidance
6 related to the periodic professional development and support for teachers to achieve
7 virtual education best practice principles; establishing the Flip the Classroom Pilot
8 Program; providing for the purpose of the Pilot Program; requiring the Pilot Program
9 to provide teachers with certain tools; requiring the Department to implement and
10 administer the Pilot Program; authorizing a public school to choose to participate in
11 the Pilot Program; requiring the Department, on or before a certain date, to establish
12 a statewide universal learning management system for public schools and hire a
13 dedicated employee to implement and manage the system; requiring a county board
14 of education, on or before a certain date, to hire at least a certain number of dedicated
15 employees to coordinate use of the universal learning management system; requiring
16 the Department, beginning in a certain school year, to make certain curriculum
17 standards available through the universal management learning system;
18 authorizing a county board to elect to transition a school to virtual education under
19 certain circumstances; authorizing a county board to establish a permanent virtual
20 school; requiring a county board to establish certain plans, methods, and processes
21 when transitioning to virtual education or establishing a permanent virtual school;
22 authorizing a student who is eligible to enroll in public school to enroll in a
23 permanent virtual school, subject to certain requirements; authorizing a county
24 board to authorize a school to offer certain virtual learning opportunities for high
25 school students, subject to certain requirements; requiring a school that has elected
26 to transition to virtual education to provide regular assessments and, to the extent
27 practicable, provide each student with access to the same curriculum; requiring a
28 temporary virtual school administrator to require a staff member to conduct certain
29 regular check-ins with students at certain intervals; authorizing an administrator
30 to assign certain staff to conduct the student check-ins; requiring a temporary
31 virtual school to establish a virtual tutoring system or provide additional virtual

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 instruction time, and develop a plan to focus on students with the greatest need and
2 most learning loss; requiring the Department to establish standards for training
3 teachers to prepare virtual education plans; requiring a school providing virtual
4 education to designate a lead digital teacher; requiring a local school system to
5 provide certain periodic professional development and supports for teachers;
6 requiring the Department to provide funding and guidance for a local school system
7 to provide professional development and supports for teachers; requiring a
8 temporary virtual school administrator to develop a culturally appropriate parent
9 engagement plan; requiring a temporary virtual school administrator to use multiple
10 methods of communication during virtual learning to provide certain information to
11 students and parents in certain languages; requiring a temporary virtual
12 administrator to establish certain learning centers under certain circumstances;
13 requiring each county board, on or before a certain date each year, to collect certain
14 data from each school that engaged in virtual education during the previous school
15 year; requiring each county board to publish certain data on its website each year;
16 requiring a teacher employed by a permanent virtual school to have a teacher's
17 certificate issued by the State Superintendent and to participate in a certain career
18 ladder; requiring a county board to establish a temporary administrative office in
19 the State for a temporary virtual school for as long as the school provides virtual
20 education; requiring the Department to expand computer and Internet security
21 infrastructure for virtual education; requiring each local school system to dedicate
22 at least a certain number of staff members to oversee security for virtual education;
23 requiring a community school to address and mitigate the effects of learning loss and
24 chronic absenteeism caused by school closure; making conforming changes; defining
25 certain terms; and generally relating to virtual education in the State.

26 BY repealing and reenacting, without amendments,

27 Article – Education

28 Section 6–121(a) and (g)

29 Annotated Code of Maryland

30 (2018 Replacement Volume and 2020 Supplement)

31 (As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

32 BY repealing and reenacting, with amendments,

33 Article – Education

34 Section 6–121(b) and (f), 7–202.1, and 9.9–103

35 Annotated Code of Maryland

36 (2018 Replacement Volume and 2020 Supplement)

37 (As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

38 BY adding to

39 Article – Education

40 Section 7–128; and 7–1404, 7–1406, and 7–1410 to be under the amended subtitle

41 “Subtitle 14. Virtual Education”

42 Annotated Code of Maryland

43 (2018 Replacement Volume and 2020 Supplement)

1 BY repealing and reenacting, with amendments,
2 Article – Education
3 Section 7–1401 through 7–1408
4 Annotated Code of Maryland
5 (2018 Replacement Volume and 2020 Supplement)

6 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
7 That the Laws of Maryland read as follows:

8 **Article – Education**

9 6–121.

10 (a) A teacher preparation program shall:

11 (1) Include the following components of instruction:

12 (i) Basic research skills and methods and training on the routine
13 evaluation and use of research and data to improve student performance;

14 (ii) Differentiation of instruction and demonstration of cultural
15 competence for students of diverse racial, ethnic, linguistic, and economic backgrounds with
16 different learning abilities;

17 (iii) Implementation of restorative approaches for student behaviors;

18 (iv) Identifying and assessing, in the context of the classroom, typical
19 student learning deficits and techniques to remedy learning deficits;

20 (v) Recognizing and effectively using high quality instructional
21 materials, including digital resources and computer technology;

22 (vi) Core academic subjects that teachers will be teaching;

23 (vii) Methods and techniques for identifying and addressing the social
24 and emotional needs of students, including trauma–informed approaches to pedagogy; and

25 (viii) Skills and techniques for effective classroom management;

26 (2) Require program participants to demonstrate competency in each of the
27 components required under paragraph (1) of this subsection;

28 (3) Provide training in the knowledge and skills required to understand
29 and teach the Maryland curriculum frameworks; and

30 (4) On or after July 1, 2025, require passing a nationally recognized,
31 portfolio–based assessment of teaching ability as a requirement for graduation.

1 (b) (1) Each teacher preparation program shall incorporate classroom
2 observations in which the program participant is observed in different school settings at
3 the beginning of the teacher preparation program to assist a program participant in
4 determining if the program participant has the aptitude and temperament for teaching.

5 (2) EACH TEACHER PREPARATION PROGRAM SHALL INCLUDE
6 TRAINING IN THE PEDAGOGY OF VIRTUAL EDUCATION, INCLUDING THE FOLLOWING
7 BEST PRACTICE PRINCIPLES:

8 (I) METHODS FOR ACHIEVING THE ITEMS LISTED UNDER
9 SUBSECTION (A)(1) OF THIS SECTION THROUGH VIRTUAL EDUCATION;

10 (II) IDENTIFYING THE OPTIMAL COMBINATION OF
11 SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION;

12 (III) PROVIDING OPPORTUNITIES FOR INTERACTIVE
13 INSTRUCTION;

14 (IV) DELIVERING TARGETED AND RIGOROUS RACIALLY AWARE
15 AND CULTURALLY RESPONSIVE INSTRUCTION;

16 (V) PROVIDING OPPORTUNITIES FOR STUDENT-REGULATED
17 PERSONALIZED LEARNING;

18 (VI) ALTERNATING HIGH AND LOW INTENSITY ACTIVITIES;

19 (VII) USING DIGITAL TOOLS TO CREATE OPPORTUNITIES FOR
20 STUDENT COLLABORATION; AND

21 (VIII) INCORPORATING OPPORTUNITIES TO PROMOTE STUDENT
22 REFLECTION.

23 (f) To further support and strengthen the profession of teaching in the State, the
24 Department shall:

25 (1) Provide technical assistance and other supports to teacher preparation
26 programs at institutions of higher education in the State;

27 (2) Develop a systemic method of providing feedback to teacher preparation
28 programs to ensure that institutions of higher education have the most current information
29 about the content, composition, and expectations for teachers of prekindergarten through
30 12th grade classes; [and]

31 (3) Assist teacher preparation programs in seeking and retaining highly

1 qualified individuals, including individuals from groups historically underrepresented in
2 the teaching profession; AND

3 **(4) PROVIDE GUIDANCE TO LOCAL SCHOOL SYSTEMS FOR THE**
4 **PERIODIC PROFESSIONAL DEVELOPMENT AND SUPPORT FOR TEACHERS TO**
5 **ACHIEVE THE VIRTUAL EDUCATION BEST PRACTICE PRINCIPLES LISTED UNDER**
6 **SUBSECTION (B)(2) OF THIS SECTION.**

7 (g) The State Board and the Professional Standards and Teacher Education
8 Board shall, in consultation with the Accountability and Implementation Board established
9 under § 5-402 of this article, adopt regulations to carry out the provisions of this section.

10 **7-128.**

11 **(A) IN THIS SECTION, “PILOT PROGRAM” MEANS THE FLIP THE**
12 **CLASSROOM PILOT PROGRAM.**

13 **(B) (1) THERE IS A FLIP THE CLASSROOM PILOT PROGRAM IN THE**
14 **STATE.**

15 **(2) THE PURPOSE OF THE PILOT PROGRAM IS TO ENABLE STUDENTS**
16 **TO:**

17 **(I) LEARN OUTSIDE TEMPORAL INSTRUCTION USING**
18 **RECORDED LECTURES; AND**

19 **(II) SPEND CLASSROOM TIME ON INDIVIDUAL AND GROUP**
20 **EXERCISES THAT APPLY THE LESSONS FROM THE RECORDED LECTURES.**

21 **(C) THE PILOT PROGRAM SHALL PROVIDE TEACHERS WITH THE TOOLS**
22 **NECESSARY TO:**

23 **(1) RECORD A CLASSROOM LECTURE TO BE VIEWED**
24 **ASYNCHRONOUSLY BY STUDENTS AS HOMEWORK; AND**

25 **(2) SPEND CLASSROOM TIME FOSTERING COLLABORATIVE,**
26 **PEER-TO-PEER WORK BETWEEN STUDENTS BASED ON THE RECORDED LECTURE.**

27 **(D) (1) THE DEPARTMENT SHALL IMPLEMENT AND ADMINISTER THE**
28 **PILOT PROGRAM.**

29 **(2) A PUBLIC SCHOOL MAY CHOOSE TO PARTICIPATE IN THE PILOT**
30 **PROGRAM.**

1 7–202.1.

2 (a) The Department shall, in consultation with experienced and highly effective
3 teachers, including teachers on the career ladder under Title 6, Subtitle 10 of this article,
4 develop curriculum standards and curriculum resources for each subject at each grade
5 level, that build on one another in logical sequence, in core subjects that may be used by
6 local school systems and public school teachers.

7 (b) (1) The purpose of the curriculum standards and curriculum resources
8 developed under this section is to provide county boards with technical assistance to inform
9 high-quality instruction that will ultimately result in students meeting the college and
10 career readiness standards in the manner described under § 7–205.1 of this subtitle.

11 (2) The curriculum resources developed under this section shall include,
12 for each core subject at each grade level:

13 (i) Course syllabi;

14 (ii) Sample lessons for teachers to use as models;

15 (iii) Examples of student work that meet standards for proficiency;

16 (iv) Explanations of why student work examples meet proficiency
17 standards so that teachers know what student knowledge is required; and

18 (v) Curriculum units aligned with the course syllabi.

19 (3) In developing the curriculum resources under this subsection, the
20 Department:

21 (i) May use as a model a course or unit developed by a teacher in or
22 out of the State; but

23 (ii) Shall review each model course and unit for quality, using
24 accepted benchmarks such as approval by EdReports or Tier 1 and Tier 2 evidence-based
25 standards established by the federal Every Student Succeeds Act.

26 (4) The Department shall compile curriculum units in such a manner that:

27 (i) Complete courses are formed; and

28 (ii) When taken by a student in sequence, the student can achieve
29 the college and career readiness standard adopted under § 7–205.1 of this subtitle by the
30 end of grade 10.

31 (c) The Department shall submit curriculum resources and curriculum standards
32 developed under this section to the State Board for adoption.

1 (d) (1) (I) ON OR BEFORE JULY 1, 2022, THE DEPARTMENT SHALL:

2 1. ESTABLISH A STATEWIDE UNIVERSAL LEARNING
3 MANAGEMENT SYSTEM FOR USE IN ALL PUBLIC SCHOOLS IN THE STATE; AND

4 2. HIRE A DEDICATED EMPLOYEE TO IMPLEMENT AND
5 MANAGE THE UNIVERSAL LEARNING MANAGEMENT SYSTEM.

6 (II) ON OR BEFORE JULY 1, 2023, EACH COUNTY BOARD SHALL
7 HIRE AT LEAST ONE DEDICATED EMPLOYEE TO COORDINATE USE OF THE
8 UNIVERSAL LEARNING MANAGEMENT SYSTEM WITHIN THE LOCAL SCHOOL SYSTEM.

9 (2) BEGINNING IN THE 2022–2023 SCHOOL YEAR, THE DEPARTMENT
10 SHALL MAKE THE CURRICULUM STANDARDS DEVELOPED UNDER THIS SECTION
11 AVAILABLE THROUGH THE UNIVERSAL LEARNING MANAGEMENT SYSTEM.

12 (E) The State Board shall establish a system of assessments to ensure that
13 students are acquiring the knowledge contained in the curriculum standards in English,
14 Mathematics, Science, and History or Social Studies.

15 [(e)] (F) (1) Using the assessments established under subsection [(d)] (E) of
16 this section, the Department shall identify low–performing schools.

17 (2) An Expert Review Team established under § 5–411 of this article, under
18 the supervision of the Department, shall visit schools identified under paragraph (1) of this
19 subsection according to the criteria established under § 5–411 of this article.

20 (3) If the Department, based on a recommendation of an Expert Review
21 Team, determines that a school’s low performance on assessments is, largely, due to
22 curricular problems, the school shall adopt the curriculum resources developed under this
23 section.

24 (4) Except as provided in paragraph (3) of this subsection, this section does
25 not require a public school or county board to adopt the Department’s curriculum standards
26 and curriculum resources and may not be construed to restrict a county board’s authority
27 to adopt curricula under § 4–111 of this article.

28 Subtitle 14. Virtual [Schools] Education.

29 7–1401.

30 (a) In this subtitle the following words have the meanings indicated.

31 (b) [“Sponsor” means the Department or a county school board, having a fiduciary

1 responsibility for the operation of the virtual school.] **“LEARNING LOSS” MEANS A**
2 **GENERAL OR SPECIFIC LOSS OF KNOWLEDGE OR SKILLS DUE TO AN EXTENDED GAP**
3 **OR DISCONTINUITY IN A STUDENT’S EDUCATION.**

4 (c) **“Virtual school” “PERMANENT VIRTUAL SCHOOL”** means a public school
5 established by the Department or by a county board under § 4–109 of this article in which
6 the school [uses technology to deliver a significant portion of instruction to its students via
7 the Internet in a virtual or remote setting] **CONSISTENTLY AND PERMANENTLY IS**
8 **ENGAGED IN VIRTUAL EDUCATION.**

9 (D) **“TEMPORARY VIRTUAL SCHOOL” MEANS A SCHOOL THAT A COUNTY**
10 **BOARD HAS ELECTED TO TRANSITION TO VIRTUAL EDUCATION UNDER § 7–1402 OF**
11 **THIS SUBTITLE.**

12 (E) **“VIRTUAL EDUCATION” MEANS THE USE OF TECHNOLOGY TO DELIVER**
13 **A SIGNIFICANT PORTION OF INSTRUCTION TO STUDENTS VIA THE INTERNET IN A**
14 **VIRTUAL OR REMOTE SETTING.**

15 7–1402.

16 (a) Subject to the approval of the Department[, a]:

17 (1) **IN THE EVENT OF A SUSTAINED EVENT THAT PREVENTS NORMAL**
18 **ATTENDANCE AT A SCHOOL OVER SEVERAL SCHOOL DAYS, A COUNTY BOARD MAY**
19 **ELECT TO TRANSITION THE SCHOOL TO VIRTUAL EDUCATION; AND**

20 (2) **A county board may establish a PERMANENT virtual school.**

21 (b) A [virtual] school **ENGAGED IN VIRTUAL EDUCATION** is subject to all
22 applicable federal and State laws and regulations governing the operation of a public
23 school.

24 (C) **IN TRANSITIONING TO VIRTUAL EDUCATION OR ESTABLISHING A**
25 **PERMANENT VIRTUAL SCHOOL UNDER THIS SECTION, A COUNTY BOARD SHALL**
26 **ESTABLISH:**

27 (1) **AN EQUITY PLAN TO ENSURE THAT ALL STUDENTS ENGAGED IN**
28 **VIRTUAL EDUCATION CONTINUE TO RECEIVE A THOROUGH AND FREE EDUCATION;**

29 (2) **A METHOD TO ACCURATELY MEASURE ATTENDANCE;**

30 (3) **A PROCESS TO PROVIDE A FREE AND APPROPRIATE PUBLIC**
31 **EDUCATION TO A STUDENT WITH A DISABILITY ENROLLED IN VIRTUAL EDUCATION;**
32 **AND**

1 **(4) A PLAN TO ENSURE THAT STUDENTS CONTINUE TO RECEIVE**
2 **PHYSICAL EDUCATION.**

3 **[(c)] (D) [A] SUBJECT TO ANY REQUIREMENTS SET BY THE DEPARTMENT**
4 **OR THE COUNTY BOARD THAT ESTABLISHES THE PERMANENT VIRTUAL SCHOOL, A**
5 student who is eligible for enrollment in a public school in the State may enroll in a
6 **PERMANENT** virtual school.

7 **(E) (1) SUBJECT TO THE APPROVAL OF THE DEPARTMENT AND**
8 **PARAGRAPH (2) OF THIS SUBSECTION, A COUNTY BOARD MAY AUTHORIZE A SCHOOL**
9 **TO OFFER A VIRTUAL LEARNING SENIOR YEAR FOR A PUBLIC HIGH SCHOOL**
10 **STUDENT'S SENIOR YEAR.**

11 **(2) A COUNTY BOARD THAT AUTHORIZES A PUBLIC HIGH SCHOOL TO**
12 **OFFER A VIRTUAL SENIOR YEAR SHALL COMPLY WITH THE REQUIREMENTS LISTED**
13 **UNDER SUBSECTION (C) OF THIS SECTION.**

14 7-1403.

15 **(a) (1) A PERMANENT** virtual school shall provide each enrolled student:

16 **[(1)] (I)** Access to a sequential curriculum approved by the State Board
17 that meets or exceeds the standards adopted by the county board in the county of the
18 **PERMANENT** virtual school's principal place of business;

19 **[(2)] (II)** The same length of time for learning opportunities per academic
20 year that is required for public school students, unless the virtual school can show that a
21 student has demonstrated mastery or completion of the subject area; and

22 **[(3)] (III)** Regular assessment in the core areas of instruction as required
23 by regulations adopted by the State Board under [§ 7-1408] **§ 7-1411** of this subtitle.

24 **(2) A TEMPORARY VIRTUAL SCHOOL SHALL:**

25 **(I) TO THE EXTENT PRACTICABLE, PROVIDE EACH STUDENT**
26 **WITH ACCESS TO THE SAME CURRICULUM, SUBJECT TO THE SAME STANDARDS, THAT**
27 **THE STUDENT WOULD HAVE HAD ACCESS TO IF THE SCHOOL HAD NOT**
28 **TRANSITIONED TO VIRTUAL EDUCATION; AND**

29 **(II) PROVIDE REGULAR ASSESSMENTS TO MEASURE LEARNING**
30 **LOSS IN CORE AREAS OF INSTRUCTION.**

31 **(b)** A curriculum adopted under subsection (a) of this section shall have an
32 interactive program with significant online components.

1 **(C) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, AN**
2 **ADMINISTRATOR OF A TEMPORARY VIRTUAL SCHOOL SHALL REQUIRE A STAFF**
3 **MEMBER TO CONDUCT REGULAR CHECK-INS WITH STUDENTS AT LEAST ONCE PER**
4 **WEEK.**

5 **(2) AN ADMINISTRATOR SHALL REQUIRE A STAFF MEMBER TO CHECK**
6 **IN WITH STRUGGLING STUDENTS MULTIPLE TIMES PER WEEK.**

7 **(3) AN ADMINISTRATOR MAY ASSIGN A COMMUNITY SCHOOL**
8 **COORDINATOR, STAFF MEMBER, OR TEAM OF STAFF TO CONDUCT THE CHECK-INS**
9 **REQUIRED UNDER THIS SUBSECTION.**

10 **(D) A TEMPORARY VIRTUAL SCHOOL SHALL STRIVE TO PREVENT LEARNING**
11 **LOSS BY:**

12 **(1) (I) ESTABLISHING A VIRTUAL TUTORING SYSTEM; OR**

13 **(II) PROVIDING INSTRUCTIONAL TIME FOR VIRTUAL LEARNING**
14 **THAT IS IN ADDITION TO THE DAILY AND HOURLY ATTENDANCE REQUIREMENTS**
15 **UNDER § 7-103 OF THIS TITLE; AND**

16 **(2) DEVELOPING A PLAN TO FOCUS ON STUDENTS WITH THE**
17 **GREATEST NEED AND THE MOST LEARNING LOSS, INCLUDING:**

18 **(I) STUDENTS WITH DISABILITIES; AND**

19 **(II) STUDENTS IN HISTORICALLY UNDERSERVED GROUPS,**
20 **INCLUDING:**

21 1. **ENGLISH LANGUAGE LEARNERS; AND**

22 2. **LOW-INCOME STUDENTS.**

23 **7-1404.**

24 **(A) (1) THE DEPARTMENT SHALL ESTABLISH STANDARDS FOR TRAINING**
25 **TEACHERS ON HOW TO PREPARE VIRTUAL EDUCATION PLANS.**

26 **(2) A SCHOOL PROVIDING VIRTUAL EDUCATION SHALL DESIGNATE A**
27 **LEAD DIGITAL TEACHER TO ASSIST STUDENTS AND STAFF WITH ENGAGING IN**
28 **VIRTUAL LEARNING.**

1 **(B) A LOCAL SCHOOL SYSTEM SHALL PROVIDE PERIODIC PROFESSIONAL**
2 **DEVELOPMENT AND SUPPORTS FOR TEACHERS FOLLOWING THE DEPARTMENT'S**
3 **GUIDANCE REQUIRED UNDER § 6-121 OF THIS ARTICLE.**

4 **(C) THE DEPARTMENT SHALL PROVIDE FUNDING FOR THE GUIDANCE**
5 **REQUIRED UNDER § 6-121 OF THIS ARTICLE.**

6 **(D) DURING PROLONGED PERIODS OF SCHOOL CLOSURE DURING WHICH A**
7 **SCHOOL HAS ELECTED TO TRANSITION TO VIRTUAL EDUCATION, THE DEPARTMENT**
8 **SHALL PROVIDE MENTAL HEALTH SUPPORTS FOR SCHOOL PERSONNEL.**

9 **[7-1404.] 7-1405.**

10 (a) **[A virtual school] AN ADMINISTRATOR OF A TEMPORARY VIRTUAL**
11 **SCHOOL shall [provide]:**

12 **(1) PROVIDE to the parent or guardian of each enrolled student:**

13 **[(1)] (I) Instructional materials, including software; and**

14 **[(2)] (II) Information on the closest public facility that offers access to a**
15 **computer, printer, and Internet connection; AND**

16 **(2) DEVELOP A CULTURALLY APPROPRIATE PARENT ENGAGEMENT**
17 **PLAN, INCLUDING A SPECIFIC STRATEGY TO ENGAGE WITH:**

18 **(I) FAMILIES OF STUDENTS FROM DIFFERENT ETHNIC AND**
19 **RACIAL BACKGROUNDS;**

20 **(II) LOW-INCOME FAMILIES; AND**

21 **(III) FAMILIES WHO PRIMARILY SPEAK A LANGUAGE OTHER**
22 **THAN ENGLISH.**

23 (b) A TEMPORARY virtual school may not provide funds for the purchase of
24 instructional programs or materials to a student or to a student's parent or guardian.

25 **(C) (1) AN ADMINISTRATOR OF A TEMPORARY VIRTUAL SCHOOL SHALL**
26 **USE MULTIPLE METHODS OF COMMUNICATION DURING VIRTUAL EDUCATION TO**
27 **ENSURE THAT STUDENTS AND PARENTS RECEIVE THE FOLLOWING INFORMATION:**

28 **(I) A DAILY SCHEDULE OF ACTIVITIES AND INSTRUCTION,**
29 **INCLUDING THE ANTICIPATED SCHEDULE FOR UPCOMING SCHOOL DAYS;**

1 (II) AN OVERVIEW OF SCHOOL PRIORITIES AND ACTIVITIES FOR
2 THE NEXT 4 WEEKS; AND

3 (III) 1. A LIST OF THE SERVICES THAT ARE AVAILABLE, SUCH
4 AS NUTRITIONAL OR TRANSPORTATION SERVICES; AND

5 2. INSTRUCTIONS ON HOW TO ACCESS THE SERVICES,
6 INCLUDING THE LOCATIONS AND TIMES THE SERVICES WILL BE AVAILABLE.

7 (2) IF POSSIBLE, AN ADMINISTRATOR SHALL PROVIDE THE
8 INFORMATION REQUIRED UNDER THIS SUBSECTION IN THE NATIVE SPOKEN
9 LANGUAGE OF THE PARENTS OF EACH STUDENT.

10 7-1406.

11 (A) IF IT IS IN ACCORDANCE WITH PUBLIC HEALTH GUIDANCE, AN
12 ADMINISTRATOR OF A TEMPORARY VIRTUAL SCHOOL SHALL:

13 (1) ESTABLISH LEARNING CENTERS FOR USE DURING AN EXTENDED
14 SCHOOL CLOSURE IN SUITABLE UNOCCUPIED BUILDINGS, INCLUDING STATE
15 BUILDINGS THAT ARE NOT IN USE; AND

16 (2) IF FUNDING IS AVAILABLE DURING THE EXTENDED SCHOOL
17 CLOSURE, ESTABLISH ADDITIONAL LEARNING CENTERS PRIORITIZING:

18 (I) COMMUNITY SCHOOLS ELIGIBLE FOR CONCENTRATION OF
19 POVERTY GRANTS UNDER § 5-233 OF THIS ARTICLE; AND

20 (II) 1. AREAS WITH HIGH LEVELS OF ABSENTEEISM DURING
21 THE EXTENDED SCHOOL CLOSURE; OR

22 2. IF THE DATA UNDER ITEM 1 OF THIS SUBPARAGRAPH
23 IS UNAVAILABLE, AREAS WITH HIGH LEVELS OF ABSENTEEISM DURING THE
24 PREVIOUS SCHOOL YEAR.

25 (B) (1) ON OR BEFORE AUGUST 15, 2021, AND EACH AUGUST 15
26 THEREAFTER, EACH COUNTY BOARD SHALL COLLECT THE FOLLOWING DATA FROM
27 EACH SCHOOL THAT ENGAGED IN VIRTUAL EDUCATION DURING THE PREVIOUS
28 SCHOOL YEAR:

29 (I) THE LEARNING MODELS EMPLOYED, INCLUDING:

30 1. VIRTUAL EDUCATION;

1 **2. IN-PERSON INSTRUCTION; AND**

2 **3. HYBRID INSTRUCTION;**

3 **(II) THE PROPORTION OF SCHOOL HOURS SPENT IN EACH**
4 **LEARNING MODEL;**

5 **(III) STUDENT ATTENDANCE;**

6 **(IV) STUDENT ENGAGEMENT; AND**

7 **(V) TEACHER ATTENDANCE.**

8 **(2) EACH YEAR, EACH COUNTY BOARD SHALL PUBLISH ON ITS**
9 **WEBSITE THE DATA REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION.**

10 **[7-1405.] 7-1407.**

11 A teacher employed by a **PERMANENT** virtual school shall **[have]:**

12 **(1) HAVE** a teacher's certificate issued by the State Superintendent under
13 **Title 6 of this article; AND**

14 **(2) PARTICIPATE IN THE CAREER LADDER ESTABLISHED UNDER**
15 **TITLE 6, SUBTITLE 10 OF THIS ARTICLE.**

16 **[7-1406.] 7-1408.**

17 **(A)** A **PERMANENT** virtual school shall maintain an administrative office in the
18 State that shall be considered its principal place of business.

19 **(B) WHEN A COUNTY BOARD ELECTS TO TRANSITION A SCHOOL TO A**
20 **TEMPORARY VIRTUAL SCHOOL, THE COUNTY BOARD SHALL ESTABLISH A**
21 **TEMPORARY ADMINISTRATIVE OFFICE IN THE STATE THAT SHALL BE CONSIDERED**
22 **THE TEMPORARY VIRTUAL SCHOOL'S PRINCIPAL PLACE OF BUSINESS FOR AS LONG**
23 **AS IT CONTINUES TO PROVIDE VIRTUAL EDUCATION.**

24 **[7-1407.] 7-1409.**

25 A **PERMANENT** virtual school shall be evaluated each year by its **[sponsor]**
26 **ADMINISTRATOR** based on the following criteria:

27 (1) The extent to which the school demonstrates increases in student

1 achievement according to county and State academic standards; and

2 (2) The accountability and viability of the virtual school, as demonstrated
3 by its academic, fiscal, and operational performance.

4 **7-1410.**

5 (A) THE DEPARTMENT SHALL EXPAND COMPUTER AND INTERNET
6 SECURITY INFRASTRUCTURE FOR VIRTUAL EDUCATION, INCLUDING STAFF TO
7 MAINTAIN SECURITY.

8 (B) EACH LOCAL SCHOOL SYSTEM SHALL DEDICATE AT LEAST ONE STAFF
9 MEMBER TO OVERSEE COMPUTER AND INTERNET SECURITY INFRASTRUCTURE FOR
10 VIRTUAL EDUCATION.

11 **[7-1408.] 7-1411.**

12 The State Board shall adopt regulations to carry out the provisions of this subtitle,
13 including establishing minimum criteria for the establishment and approval of a
14 **PERMANENT virtual school OR THE TRANSITION TO A TEMPORARY VIRTUAL SCHOOL.**

15 9.9-103.

16 (a) There are community schools in the State.

17 (b) A community school shall:

18 (1) Promote active family and community engagement, including
19 educational opportunities for adults and family members of students at the school who live
20 in the neighborhood of the school;

21 (2) Have a community school coordinator, as described under § 9.9-104 of
22 this title;

23 (3) Promote expanded and enriched learning time and opportunities
24 provided after school, during weekends, and in the summer that emphasize mastering
25 21st-century skills through practical learning opportunities and community
26 problem-solving;

27 (4) Promote collaborative leadership and practices that empower parents,
28 students, teachers, principals, and community partners to build a culture of professional
29 learning, collective trust, and shared responsibility using strategies such as site-based
30 leadership teams and teacher learning communities;

31 (5) Have a parent teacher organization or a school family council; [and]

1 (6) **ADDRESS AND MITIGATE THE EFFECTS OF LEARNING LOSS AND**
2 **CHRONIC ABSENTEEISM CAUSED BY SCHOOL CLOSURE AND A LACK OF IN PERSON**
3 **INSTRUCTION; AND**

4 (7) Have a community school leadership team.

5 (c) (1) There shall be a Director of Community Schools in the Department.

6 (2) The Director of Community Schools in the Department shall coordinate
7 professional development for community school coordinators at each community school.

8 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
9 1, 2021.