

HOUSE BILL 1376

F1

1lr3056

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.



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

BY repealing and reenacting, without amendments,

Article – Education

Section 6–121(a) and (g)

Annotated Code of Maryland

(2018 Replacement Volume and 2020 Supplement)

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

BY repealing and reenacting, with amendments,

Article – Education

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

Annotated Code of Maryland

(2018 Replacement Volume and 2020 Supplement)

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

BY adding to

Article – Education

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

“Subtitle 14. Virtual Education”

Annotated Code of Maryland

(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.

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

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

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

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

(III) PROVIDING OPPORTUNITIES FOR INTERACTIVE INSTRUCTION;

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

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

(VI) ALTERNATING HIGH AND LOW INTENSITY ACTIVITIES;

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

(VIII) INCORPORATING OPPORTUNITIES TO PROMOTE STUDENT REFLECTION.

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

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

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

(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.**

7–202.1.

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

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

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

(i) Course syllabi;

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

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

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

(v) Curriculum units aligned with the course syllabi.

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

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

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

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

(i) Complete courses are formed; and

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

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

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

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

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

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

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

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

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

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

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

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

Subtitle 14. Virtual [Schools] Education.

7–1401.

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

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

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

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

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

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

7–1402.

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

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

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

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

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

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

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

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

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

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

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

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

7-1403.

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

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

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

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

(2) A TEMPORARY VIRTUAL SCHOOL SHALL:

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

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

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

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

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

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

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

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

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

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

(I) STUDENTS WITH DISABILITIES; AND

(II) STUDENTS IN HISTORICALLY UNDERSERVED GROUPS, INCLUDING:

1. ENGLISH LANGUAGE LEARNERS; AND

2. LOW-INCOME STUDENTS.

7-1404.

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

(2) A SCHOOL PROVIDING VIRTUAL EDUCATION SHALL DESIGNATE A LEAD DIGITAL TEACHER TO ASSIST STUDENTS AND STAFF WITH ENGAGING IN 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;**

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

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

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

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

7-1406.

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

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

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

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

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

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

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

(I) THE LEARNING MODELS EMPLOYED, INCLUDING:

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

achievement according to county and State academic standards; and

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

7-1410.

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

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

[7-1408.] 7-1411.

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

9.9-103.

(a) There are community schools in the State.

(b) A community school shall:

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

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

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

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

(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.