

**Cumberland County Schools**  
**Continuity of Instruction Plan**  
*Updated 4-2-20 7:30 pm*

In light of the recommendation of our Governor and our concern for the health and well-being of our community, Cumberland County Schools will remain closed through April 24. We know this is a long period of time and that many of our students are eager to return to their normal routines.

The following is our interim academic plan to keep our students academically engaged during the time of the COVID19 closure. Note the suggested resources we have posted to the district webpage are only recommendations to keep students engaged. We are not requiring any participation but wish to accommodate those students and parents who desire to have activities for use. Packet completion and online learning opportunities will be used to enhance student final grades.

It is my hope that this message finds you and yours well and that this continues.

Mrs. Janet C. Graham  
Director of Cumberland County Schools

On April 2, 2020, Governor Bill Lee signed Executive Order No. 23 requiring Tennesseans to “Stay at Home.” As a district, we will both honor and fully encourage that our families and employees comply. This simply means that Cumberland County School will remain closed as planned, and we will close Central Services until the order is lifted as well.

The academic plan described here will have to change somewhat during this “Stay at Home” order. In summary, there are two main temporary revisions: full-time and contracted employees will not be allowed to work in the school buildings, but rather will continue their work from home, with the exception of the occasional lawn mowing; and the paper packet distribution for students is suspended until after the “Stay at Home” order has been lifted.

“Stay at Home” edits are indicated in red. Our hope is that we may resume our original plan once the executive order from the governor is lifted.

**1. Personnel Considerations:**

- a. Full-time teachers will continue to interact with their students whether that be virtually or in writing and will document their interactions.
- b. Part-time content teachers (i.e. chemistry, social studies), part-time ESL teachers, part-time SPED teachers and part-time instructional facilitators (RTI and federal instructional facilitators) may be eligible to continue to complete their contract and receive pay based on a timesheet and documentation.
- c. If there are other part-time scenarios to discuss, the principal should contact the Central Office for guidance and approval. The general rule is this: if the part-time teacher is going to be required to work with students for instruction, they will continue to get paid.
- d. It's also important to note that speech teachers and SLPAs (paid by timesheet) will also continue to work with students and receive regular pay. Our goal is that no one will miss a paycheck per their contract.
- e. School counselors will call and check on students who they have identified as needing additional support. Counselors will document their contact on a documentation log.
- ~~f. During the "safer at home" order issued by the governor, if a teacher needs to enter the building to collect materials needed during the COVID-19 closure (i.e. laptops, teachers' manuals, document cameras, etc.), they should coordinate with their principal who will designate a time to allow entrance. Principals should keep a log of personnel entering the building. All personnel should take precautions while in the building such as social distancing, frequent handwashing, disinfecting surfaces touched, and limiting locations visited. All personnel should remain at home during the "Stay at Home" executive order. Principals are required to coordinate their efforts to physically be in their school building periodically while taking precautions to practice social distancing and frequent hand washing. Assistant principals may volunteer to assist in monitoring the building and item pickup and distribution. Unless a sick, personal or vacation day is indicated, they should remain accessible through phone or email during working hours of 8:00-3:00. Principals and assistant principals should remain at home, and should be accessible through phone or email during the working hours of 8:00-3:00.~~
- g. Mentors may continue their work virtually (i.e. Zoom) or by phone if the interaction takes place before or after the normal school hours.

## 2. Initial Parent Contact and Survey

- a. **Prior to initiation of this plan**, all regular classroom teachers should contact each student in their class or homeroom (if departmentalized or high school) by phone to ask the following questions:

- i. Are you aware of our feeding program? Explain where the pickup locations are.
  - ii. Do you have internet access and device access? Explain the packet or online assignments. Strongly encourage online participation, even if it is limited, as this helps us to avoid personal and object contact.
  - iii. Explain the “office hours” concept and indicate what those hours are or where to find a schedule for their teachers. This should also be published on the front of the paper packet.
- b. Keep in mind that teachers are not required to use their personal cell phones for official school business. Many teachers may have privacy concerns as well as phone data packages that do not support the increased usage. ~~If teachers do not wish to publish their cell numbers or if they have limited internet access, they should communicate with their principal to determine a strategy to provide access such as using the school phone and/or internet during their designated hours.~~ **Teachers may not come to the school building to use the phones there.** If using their personal cell phones, and to protect their privacy, teachers can block their number when calling students by dialing \*67 before dialing the student's number.
- c. All CCBOE employees need to remember that in their efforts to communicate with parents and students during the facilitation of instruction, to not send personal identifying or sensitive information in a school email. Please remember that personal cell phone devices can be subpoenaed if there is any type of litigation.
- d. The family responses for the internet/device access questions should be documented on a class roster generated on a Google Document and shared with the principal and the appropriate supervisor (PreK-8 Dr. Farley and High School Dr. Maddox). This will help us gauge the need for additional efforts related to device distribution and provide information for the paper packet implementation.
- e. If the initial student/parent contact cannot be accomplished by phone, this should be documented, and other means of communication should be explored (i.e. email, regular mail, school Facebook pages, Remind, etc.).

### **3. Three Options for Continued Learning:**

- a. **Public Broadcasting Station (PBS):** In the case students have no access to the paper or online activities, they are encouraged to watch the Public Broadcasting Station for academic enrichment. WCTE is the Upper Cumberland regional PBS

provider. The PBS stations will deliver two hours of programming daily with high quality instructional content from 10:00 am-12:00 pm central standard time. Four hours of content will also be streamed overnight, which viewers can watch live or record. Please contact your television provider for more details.

- i. Note: This option does not allow opportunities for students to improve their grade averages, but rather it is an additional opportunity to keep students engaged.

b. **Online Activities with Individual Teachers**

- i. In creating activities and assignments, teachers should focus on the standards for their grade/content area and specifically on the major work of the grade. In planning, focus on supporting the instruction where the teacher left off on March 13th. Please contact one of our academic coaches if you need guidance on how to best address the standards remaining for the 2019-2020 school year.
- ii. **Grades K-8:** Additional online resources for practice and engagement may be advertised and encouraged. Individual teachers may continue online efforts (activities and assignments) already in progress for their classes. Students who are working strictly online may participate in the online activities and assignments without having to also do the packet.
- iii. **PreK teachers, K-8 CTE teachers, and K-8 special area teachers of art, music, PE, computer, and library** will need to offer brief, suggested activities for each grade level and communicate those activities to the school's webmaster to publish on the school's website. If no previous online activities are underway, you may contact Rachel Flowers to learn how to begin online teaching activities.
- iv. **High School:** Online class activities and assignments for grades 9-12 may continue.
- v. Note: Any graded assignment is considered optional and should only be recorded if it increases the student's average.
- vi. **ZOOM** may not be used for online interaction and/or instruction between teachers and students. Many concerns for this platform have been raised, and we feel this is not a best practice for us to use at this time.

c. **Paper Packets** (Please see #4 for more information) **Paper packet distribution is suspended throughout the duration of the "Stay at Home" order from the governor, but will resume once the order is lifted.**

- i. ~~K-8 will be provided an optional paper packet.~~

- ii. ~~PreK teachers, K-8 CTE teachers, and K-8 special area teachers of art, music, PE, computer, and library will need to offer brief, suggested activities for each grade level to be attached to the paper packets.~~
- iii. ~~High School: Students will be provided optional paper packets by subject area. Teachers may create individual class paper packets, or they may collaborate virtually or by phone with their colleagues to make a subject packet (i.e. Biology, English I). Students who need the paper packet should coordinate with their teacher who will make arrangements with the principal for printing and pickup.~~
- iv. Note: Any graded assignment is considered optional and should only be recorded if it increases the student's average.

4. ~~Additional Information for Paper Packets:~~ **Paper packet distribution is suspended throughout the duration of the "Stay at Home" order from the governor, but will resume once the order is lifted.**

- a. Due to copyright restrictions and the nature of "at-home" instruction, the packets may not reflect typical classroom instruction.
- b. ~~Paper packets will be ready for distribution by the school beginning on April 6th for the students. The "3-Week" packet is available to the principals and should be made available to students each Monday of the COVID19 closure. In the case our closure extends beyond April 24th, principals and teachers will have access to the next 3-Week packets no later than the Wednesday prior to the Monday distribution.~~
- c. The district will email a downloadable pdf version of the paper packets to elementary principals and ask that the paper packet be made available on each school's website. The paper packet will be published online on the school and district web pages for those who have internet access (full or limited) and/or those who do not wish to pick up a physical paper packet.
- d. ~~Schools will need to staple the teacher office hours (see directions below) to the front of each packet.~~
- e. ~~The principal and his/her assistant principal or other staff who volunteer to assist in assembly will copy appropriate numbers of packets weekly. Principals should strive to limit the number of personnel gathered together in one location and will encourage social distancing and frequent handwashing.~~
- f. ~~Packets will be organized in grade level folders or boxes and will be placed in the front, enclosed entrance of the school on Monday of each week, especially during the times the "feeding" program is conducted. Packets may be available on additional days for greater accessibility, but Monday will be required and advertised. Principals should ensure packets are replenished.~~
- g. **Completed paper packets will not be returned to the school until the end of the school closure.** If school does not resume prior to May 22, then parents may return

the packets the week of May 11-15 for those grades to be included in students' final averages. If a parent would like to send the completed assignments prior to the return date, they may scan or snap a picture of it on their phone and email it to the appropriate teacher. This practice may be encouraged throughout the closure weeks so that teachers are not bombarded with multiple packets to grade in a short amount of time.

5. **Daily Assignment/Engagement Recommended Times:** As teachers plan for daily instructional activities and assignments, we recommend the following time limits be considered to ensure that we do not overwhelm students and parents. Teachers should estimate the amount of time needed to complete the activities and include time needed for students to read passages. Teachers may find they will need to scale back the “normal” assignments in the beginning as parents and students adjust to this new way of learning.
  - a. PreK: 30 minutes daily
  - b. Grades K-1: 45 minutes daily
  - c. Grades 2-3: 60 minutes daily
  - d. Grades 4-5: 90 minutes daily
  - e. Grades 6-12: 30 minutes per content area (not to exceed 2.5 hours)
  
6. **Special education, 504, and ESL students will be served through the following means:**
  - a. Regular education teachers should collaborate with Special Education teachers, ESL teachers, and 504 Coordinators to discuss and ensure appropriate accommodations and modifications related to paper packets and online learning. This teacher collaboration should not be in person, but rather remotely through calls, emails, online meetings, google docs, etc.
  - b. **Regular education teachers should remember that modified work for students with disabilities must align with the IEP.**
  - c. **Regular education teachers should remember that an English Learner's ILP must be followed for accommodations and modifications.**
  - d. CDC Teachers and teachers who have students on ALT Assessment Standards need to provide opportunities for the students and should communicate this to families.
  - e. SPED, 504, and ESL teachers will attempt to contact each of their students (electronically or by phone) on a regular basis to check in on their progress or provide or ensure support for the work associated with their packet or online assignment. This contact should be documented on a contact log sheet.
  - f. OT, PT, and speech teachers will attempt to contact students periodically (electronically or by phone) to encourage continued progress. A separate log will be given by Vicki Presson for these teachers to log contact to correspond with billing requirements.

7. **RTI Coordinators and Instructional Facilitators** will ensure attempts are made to contact all Tier 2 and Tier 3 students (electronically or by phone) on a regular basis to check in on their progress to provide or ensure support for the work associated with their packet or online assignment. This contact should be documented on a contact log sheet.
  
8. **Home/Remote Office Hours:**
  - a. Individual teachers and principals will designate home or remote “office hours” where they are available to answer questions from students and/or parents by phone, email or other means. Teachers should communicate the office hours to their principal for publication. The hours shall be published on both the paper packets and the online platform.
  - b. We ask that teachers offer and publish a minimum of one hour per day. Teachers are welcome to offer additional days and hours, but the minimum would be five hours per week, one hour per day.
  - c. Teachers will log the calls made and received from students and families.
  - d. Keep in mind that teachers are not required to use their personal cell phones for official school business. Many may have privacy concerns as well as data packages that do not support the increased usage. ~~If teachers do not wish to publish their cell numbers or if they have limited internet access, they should communicate with their principal to determine a strategy to provide access such as using the school phone and/or internet during their designated hours.~~ **Teachers may not come to the school building to use the phones there.** Teachers can block their number when contacting students or parents by dialing \*67 before dialing the student's number.
  - e. Student/parent to teacher communication may certainly take place through email or other means (Google Voice, Remind or Band group). Remember, we are not using Zoom to communicate with students or parents. If using Skyward, be sure to copy and paste the email address into a new ccschools email. Email links in Skyward will typically route to spam without doing the aforementioned step.
  - f. ~~Again, if a teacher is to be in the building, social distancing and frequent handwashing shall be required. All personnel entering the building will need to be logged by the principal.~~ **All personnel should remain at home during the “Stay at Home” executive order.**
  
9. **Student Devices** **High school students should wait to pick up their device if they have not already done so until after the “Stay at Home” order is lifted.**
  - a. ~~Students in grades 9-12 who absolutely have no other device to access the internet, may make an appointment with the high school principal to pick up their device or check out one if they are a 12th grader.~~

- ~~b. Paperwork to document the checkout will include the device inventory number, the date of pickup, the student name, and who picked up the device. This information will be collected in one spreadsheet by the principal.~~
- ~~c. Principals should decide how to distribute the device with little to no contact with other individuals (i.e. Once the appointment is made, the principal lets the student or parent pick up the device inside the glass vestibule, and visually observes the completion of the paperwork. The student or parent leaves the paperwork in a box and exits the building.)~~
- d. Students in grades K-8 will not be given the option to use a school device at this time.

10. **Grades:** Grades will be recorded for any completion of assignments as long as it improves a student's average as of March 13th. Students will not be penalized for not participating, lack of completion, or failing the assignments. Remember, the goal of this plan is for students to continue to learn or review their learning. Their work is to be rewarded with grades to help their averages and support to fill in gaps that may become evident. If an assignment is graded and the grade falls below their current average, it should not be recorded in Skyward. Offer them appropriate remediation and support. A separate roster of student participation and graded assignments is recommended. This report will assist in assessing how effective this plan is and what adjustments should be made going forward.

In the event we do not return prior to May 22nd, teachers will review each student's grades as of March 13th. If the student was passing as of March 13th, they pass the course. If they were failing the class as of March 13th, the teacher will factor in any assignments completed during the COVID-19 closure (paper or online) that would increase the student's average. Once those grades are factored in, then the teacher, along with their building principal, will determine if the student passed or failed the course.

Until further notice, teachers should record graded assignments in the 3rd term in Skyward as this window has been extended to avoid weighting issues. Additional guidance will be forthcoming regarding half credit classes (i.e. personal finance) and credit recovery courses. The State Board of Education meets April 9th and we will issue direction following that meeting.

11. **Retentions:** At least once per week during the COVID19 closure, teachers shall personally contact individual students in danger of failing the course or entire grade level. Specific steps to successfully complete assignments and/or follow up on the previously drafted retention plans shall be discussed. Teachers should continue to report progress on these students to their individual principals. In the case that we are unable to return to school



prior to the end of the 2019-2020 school year, the final decision regarding retention will be the responsibility of the teacher and school principal as it does in a regular school year.

12. Decisions regarding **summer school** opportunities will be forthcoming once we understand the full duration of the closure and the number of possible retentions.

3rd graders who are not proficient in reading, by law, must be provided summer school. High school seniors who have failed courses will also be a priority for summer school. Once those two groups are estimated, we will decide what other grades and students could be eligible for summer remediation. Stay tuned.

13. **Looking ahead to the future:** During the first three weeks of the 2020-2021 school year, teachers will be encouraged to review material from the previous grade or prerequisite courses where students missed a period of instruction on specific standards.