

# Rogersville City School System



## CONTINUOUS LEARNING PLAN 2020 - 2021

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## Rogersville City School Reopening Plan 2020

The phase that RCS opens in is related to spread and new cases in Hawkins County. The Director of schools will determine movement and timelines between phases. For a reference, please access the following links:

<https://www.tn.gov/governor/covid-19.html>

<https://www.tn.gov/health/cedep/ncov/data/epi-curves.html>

Within each of the pandemic scenarios above, the virus will manifest in local communities in one of three ways at any given point in time:

- **Green: (Zero to Minimal)** Defined as very few, if any, COVID-19 cases among Hawkins County (Rogersville) residents, with an average case rate of 0-9 new cases per 100,000 residents over the last 14 days.
- **Yellow: (Minimal to Moderate)** Defined as an average case rate of 10 or more new COVID-19 cases per 100,000 Hawkins County (Rogersville) residents over the last 14 days.
- **Red: (Substantial)** Expected when case counts in Hawkins County (Rogersville) have increased or accelerated rapidly, spread is significant, or a complete shutdown of the community is activated. Substantial amount of new cases of COVID-19 cases per 100,000 County residents over the last 14 day period.

**The level of community spread, and the basic reproductive number are the core public health inputs that should inform school leaders' decision-making relative to school reopening.**

To determine the level of spread, school leaders will plan to have weekly discussions with local public health officials and city leaders to determine whether the  $R_0$  is less than, equal to, or greater than 1, any trends under observation and whether there are plans to change the city's reopening phase status. In return, city leaders must plan to clearly communicate the level of community spread as well as the factors used to make that determination on a weekly basis.

## Public Health Framework for Reopening

	<b>GREEN</b>	<b>YELLOW</b>	<b>RED</b>
<b>Threshold Level</b>	Average case rate of $\leq 10$ new COVID-19 cases per 100,000 Hawkins County (Rogersville) residents over the last 14 days	Average case rate of 10 or more new COVID-19 cases per 100,000 Hawkins County (Rogersville) residents over the last 14 days	Significant case rate of $\geq 15$ new COVID-19 cases per 100,000 Hawkins County (Rogersville) residents over the last 14 days
<b>School Opening Recommendation</b>	<b>School Open</b>	<b>Situation Dependent</b>	<b>Consideration for Transition to Remote Learning</b>

From an epidemiological standpoint, school will be able to open and remain open if transmission remains low. If the Hawkins County (Rogersville) region experiences community disease transmission higher than the acceptable threshold level then schools will likely be required to close to help break transmission chains. It is important to note that identification and investigation of potential COVID-19 case clusters are an imperative component in this decision making process and requires thorough discussions between public health officials and the local school systems.

## **Types of Learning Delivery Methods**

Rogersville City On-Line (RCO) and Live Streaming

RCO is the option to attend school only online. Live streaming refers to one of the formats in which instruction will be given. Some instruction will be available via a live stream meeting in which students and teachers may interact with each other. Other formats may include pre-recorded instruction or other activities distributed through the student's Learning Management System (LMS).

LMS stands for Learning Management System. An LMS is a digital platform that allows teachers to easily deliver instructional content. Content could include step-by-step instructions for assignments, live or recorded videos of teacher instruction, and other resources for learning. Within an LMS, students can submit assignments, contact the teacher, and receive feedback on learning. RCS is utilizing the following LMS platforms for its students:

- K-2 Seesaw
- 3-4 Google Classroom
- 5-8 Schoology

Because we are a K-8 school, we have a wide range of developmental levels. "One size fits all" is not best for our learners. A highly visual LMS like Seesaw is best for our youngest students who are still developing reading proficiency. As students increase in age and independence, more robust platforms with a wider range of tools become better options.

## **Reopening Stages - General Guide**

### **Rogersville City School's Covid Reopening Stage for Yellow**

**Grades bands may be brought back in a staggered format. Grade bands will be dependent on current ROI and known infection/quarantine status shared by stakeholders.**

For example, grades pre-k through 2 may be attending in person for four consecutive days. Grades 3 through 8 may be populated into AA/BB Hybrid groups (referred to as only 'hybrid'). AA/BB Hybrid groups are formed by several factors - alphabetical last name, sibling(s) in attendance, sibling(s) at Cherokee High School, and/or special services required. Each hybrid group will have the opportunity to receive instruction in person two days a week and two days online synchronously through live streaming. Students that have an existing Individualized Education Plan (IEP), 504 plan, or Individualized Learning Plan (ILP) as ESL/ELL may be attending in person for four consecutive days pending local ROI and quarantine numbers.

Friday will be utilized as an extension of that week's learning, additional intervention time, and/or specialized therapy time dependent upon teacher(s) discretion and student need.

## **Rogersville City School's Covid Reopening Stage for Red Virtual Only**

Students will attend through a virtual format. This decision will be made based upon the current ROI and known infection/quarantine status shared by stakeholders.

Virtual format is a teacher delivering content in person that is live streamed (in real time) from their classroom to their students at home. Live streaming enables teachers and students to interact with each other in a manner similar to that of a typical classroom.

Exceptional learners' programs will be evaluated on a case-by-case basis.



## **Programmatic Model for 2020-2021**

### **Instruction with Technology Modes for K to Second**

Pre-K to second grade school students will have M-Thurs. scheduled instruction directed by their teacher(s) while RCS is in the red.

Each student, K-2 will be issued an iPad for use on-campus, remotely or through the online program. K-2 students who opt for full virtual learning will be issued their device during our Device Deployment days. All other K-2 will receive their devices on one of their in-person learning days.

K-2 students will use SeeSaw as their Learning Management System (LMS) to serve as a platform for learning and communication with teachers.

Teachers will be using tools such as Zoom, Screencastify and all other RCS content-specific resources.

All staff members will have a role in providing daily instruction.

### **Third to Fifth**

All middle school students will have Monday -Thursday scheduled instruction directed by their teacher(s) while RCS is in the red.

Each student, 5-8, will be issued a Laptop for use on-campus, remotely or through the online program. Grades 3 and 4 will be issued iPads.

Grades 3-4 school students will use Google Classroom as their Learning Management System (LMS) to serve as a platform for learning and communication with teachers. Grades 5-8 school students will use Schoology as their learning Management System (LMS) to serve as a platform for learning and communication with teachers.

Teachers will be using tools such as Zoom, Screencastify and all other RCS content-specific resources.

All staff members will have a role in providing daily instruction.

**6th to 8th**

All middle school students will have Monday -Thursday scheduled instruction directed by their teacher(s) while RCS is in the red.

Each student, 5-8, will be issued a Laptop for use on-campus, remotely or through the online program.

Grades 5-8 school students will use Schoology as their learning Management System (LMS) to serve as a platform for learning and communication with teachers.

Teachers will be using tools such as Zoom, Screencastify and all other RCS content-specific resources.

All staff members will have a role in providing daily instruction.



### **Exceptional Populations (see *Exceptional Programs Protocol* for specifics)**

RCS recognizes that students with disabilities are general education students first and, therefore, students with disabilities will be provided equal access to the same opportunities as all other students during any models of instruction should they be deemed necessary.

The RCS Office of Federal Programs recognizes that protecting the safety, health, and welfare of our students and staff is the primary concern as we continue to face the COVID-19 crisis. Through guidance provided by the United States Department of Education and the Tennessee Department of Education, the RCS' Office of Federal Programs will continue to work in collaboration with schools and parents to provide a free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially designed instruction, and related services to these students. The major purpose of the IDEA is to provide specially designed instruction to (a) address the unique needs of a student with disabilities which result from the student's disability and (b) to ensure access of the student to the general curriculum so that the student can meet the educational standards that apply to all students. What the specially designed instruction to meet a student's unique needs and enable access to the general curriculum looks like may be substantially different based on the learning models that are defined as green, yellow, or red throughout this document.

### **Determining Student Needs Upon Returning from the Extended School Closure**

All students, including those with disabilities, have been affected by the COVID-19 pandemic and the extended school closure. There are many complexities when determining how distance learning impacted all students. Special education services are not intended to mitigate the impact of COVID-19.

Each teacher will receive a copy of instructional accommodations from a student's case manager. A case manager is a designated person that is responsible for sharing and updating team members concerning a student's IEP, 504, or an Individualized Learning Plan (ILP - ESL/ELL). Teacher training will be provided to demonstrate what accommodations may look like in a virtual setting and typical school-setting. A Continuous Learning Plan (CLP) with contingency options will be completed for each child. The CLP will be shared with that student's teachers (See Artifacts for Example).

Students with an IEP, 504 or ESL/ELL plan will attend school on a schedule that is equivalent to their grade-level peers. Days those students are on-line only, instruction and services will be provided in a virtual format. Related services such as OT, PT, Speech, Language, and/or Vision will deliver services in a virtual and school-based setting. Therapists will be contacting parents within the first week of school.

**Section 504** (see *Exceptional Programs Protocol* for specifics)

RCS recognizes that students with disabilities are general education students first and, therefore, students with disabilities will be provided equal access to the same opportunities as all other students during any models of instruction should they be deemed necessary. For students eligible under Section 504, this understanding is even more relevant and, subsequently, when the "typical" delivery of instruction and/or the "typical" schedule for providing those services is altered, individual student needs as identified in his/her 504 Plan may also need to be adjusted accordingly.

During any alternative delivery of instruction or scheduling, students with existing 504 plans will be provided equal access to educational services as adequately as their non-disabled peers. This includes the provision of any appropriate services, related aids, accommodations and/or support(s) as identified in the student's 504 Plan. To the extent possible, accommodations in an individual student's Section 504 plan will remain unchanged in the models of instruction described above.

**English Learners** (see *Exceptional Programs Protocol* for specifics)

The Tennessee Department of Education requires each qualifying student to have an Individualized Learning Plan (ILP) with accommodation in place. These plans are student specific and are in place to ensure support for the student at each grade level

**Exceptional Learners - in green, yellow, and red**

Each teacher will receive a copy of instructional accommodations from a student's case manager. A case manager is a designated person that is responsible for sharing and updating team members concerning a student's IEP, 504, or an Individualized Learning Plan (ILP - ESL/ELL). Teacher training will be provided to demonstrate what accommodations may look like in a virtual setting and typical school-setting. A Continuous Learning Plan (CLP) with contingency options will be completed for each child. The CLP will be shared with that student's teachers. Students with an IEP, 504 or ESL/ELL plan will attend school on a schedule that is equivalent to their grade-level peers. Days those students are on-line only, instruction and services will be provided in a virtual format. Related services such as OT, PT, Speech, Language, and/or Vision will deliver services in a virtual and/or school-based setting.

## **Academic Plan**

Instructional Materials and Example Schedules (See Artifacts for Examples)

### **Standards-based Instructional Methodology**

#### Literacy and ELA

\*ELA- K-1 - INTO READING BY HMH- This is a grade specific, state approved curriculum in print and digital format for integrating reading for various purposes/audiences with early literacy instruction, including writing, grammatical skills, letter sounds, segmenting, and other skills that meet the rigor of the Tennessee English/Language Arts standards. Other supplemental platforms may include: SeeSaw, Schoology, Google Classroom, Study Island, IXL, and Reading Counts.

\*ELA 2-8- WIT AND WISDOM by GREAT MINDS - This is a grade specific, state approved curriculum in print and digital format that incorporates high-quality texts with other various forms of media such as photos, poems, excerpts, paintings, music, etc. This curriculum is designed to enrich the learning experience of all students through challenging activities, assessments, and discussions, presentations, speeches, end of module writing tasks, and other skills that meet the rigor of the Tennessee English/Language Arts standards. Other supplemental platforms may include: SeeSaw, Schoology, Google Classroom, Study Island, IXL, and Reading Counts.

#### Numeracy and Math

\*MATH-K-8 - GO MATH BY HMH - This is a grade specific, state approved curriculum in print and digital format that emphasizes depth of understanding, critical thinking, and problem-solving applications through interactive lessons, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. This curriculum is designed to enrich students and meet the rigor of the Tennessee Mathematics Standards through challenging activities, tasks, and projects and includes rich digital resources to personalize learning. Other supplemental platforms may include: SeeSaw, Schoology, Google Classroom, Study Island, and IXL.

## Science

K-2 teachers will use both synchronous and asynchronous SCIENCE instruction to deliver knowledge-building content that also aligns with the ELA curriculum.

Grades 3-8 use INSPIRE SCIENCE *both digital and print version* is designed to spark your students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. With the proven 5E instructional framework, *Inspire Science* provides an in-depth, collaborative, evidence based, and a project-based learning experience to place elementary science students on the path to career and college readiness. Also, to supplement learning and address individual learning needs teachers will use the following digital platforms: Study Island, Discovery Education, and McGraw-Hill to deliver both synchronous and asynchronous instruction to students

## Social Studies

K-2 will use the online component of Studies Weekly to deliver Social Studies content that is aligned with the ELA knowledge-building basal text series. This platform offers teachers the opportunity to take students deeper through the use of primary sources. In addition, K-2 teachers will use text sets that are aligned with the ELA curriculum to build broader content knowledge.

3-5- GALLOPADE- This is an online platform that teachers can use to meet the TN State Standards for Social Studies, while embedding those standards into the ELA curriculum as well. 3-5- TN History for Kids- This is an online platform that is aligned with the TN State Standards that encompass TN History.

It should be noted that each of these platforms listed in this plan for each subject are platforms that students use during traditional learning. Therefore, there will be no difference in materials used for remote learning and distance learning.

6-8 HMH- SOCIAL STUDIES includes numerous components based upon TN STATE STANDARDS for Social Studies including: Textbook/Digital Standards are listed for the students in each chapter. Vocabulary is highlighted in the text. The students can also use the textbook online. Literature is also embedded throughout the textbook. There are differentiation options coded in the teacher's edition- Approaching Level, Beyond Level, or ELL. Inquiry Journal- Civics, Literacy, Inquiry- Offers an Essential Question for each lesson. Students write in these journals. The journal and the textbook both begin each lesson with an Essential Question, then it offers graphic organizers, cause/effect, relating events, comparing/contrasting. There is also a lesson on analyzing sources for each chapter. Primary and secondary sources will be offered for each lesson in the chapter. At the end of each lesson in the inquiry journal, there is a Citizenship activity called "Taking Action." SyncBlasts are offered each day and offer discussion/writing opportunities. These SyncBlasts are "current events" but will relate back to the history standards in some way. LearnSmart- Adaptive Learning Technology- This offers differentiation for each student. It builds a program individually for each student. There is a presentation available online for each lesson. This can be sent to students, such as ones who are absent. There is an app called "Read Anywhere" and they can use the resources at home even if they don't have internet access.

## Instruction Breakdown by Grade Band

GRADE K-2	AVERAGE DAYS PER WEEK	MINUTES PER SESSION	DELIVERY MECHANISM
ENGLISH	5	120	Online platform or synchronous instruction from teacher
FOUNDATION SKILLS LITERACY	5	40	Online platform or synchronous instruction from teacher
MATH	5	60	Online platform or synchronous instruction from teacher
SCIENCE	5	30	Online platform or synchronous instruction from teacher
SOCIAL STUDIES	5	30	Online platform or synchronous instruction from teacher
RTI/REMEDIATION	5	45	Online platform or synchronous instruction from teacher
PHYSICAL ED	2	45	Online platform or synchronous instruction from teacher
SPECIAL EDUCATION, 504 PLAN, ESL/ELL ILP	PER Individual STUDENT Plan		

<b><u>GRADES 3-5</u></b>	AVERAGE DAYS PER WEEK	MINUTES PER SESSION	DELIVERY MECHANISM
ENGLISH LANGUAGE ARTS	5	90	Online platform or synchronous instruction from teacher
MATH	5	60	Online platform or synchronous instruction from teacher
SCIENCE	5	60	Online platform or synchronous instruction from teacher
SOCIAL STUDIES	5	60	Online platform or synchronous instruction from teacher
RTI	5	45	Online platform or synchronous instruction from teacher
PHYSICAL EDUCATION	2	45	Online platform or synchronous instruction from teacher
SPECIAL EDUCATION, 504 PLAN, ESL/ELL ILP	PER Individual STUDENT Plan		
ARTS	3	45	Online platform or synchronous instruction from teacher
REMEDICATION	DURING RTI		Online platform or synchronous instruction from teacher

GRADES 6-8	AVERAGE DAYS PER WEEK	MINUTES PER SESSION	DELIVERY MECHANISM
ENGLISH LANGUAGE ARTS	5	90	Online platform or synchronous instruction from teacher
MATH	5	90	Online platform or synchronous instruction from teacher
SCIENCE	5	45	Online platform or synchronous instruction from teacher
SOCIAL STUDIES	5	45	Online platform or synchronous instruction from teacher
RTI	5	45	Online platform or synchronous instruction from teacher
PHYSICAL EDUCATION	2	60	Online platform or synchronous instruction from teacher
SPECIAL EDUCATION, 504 PLAN, ESL/ELL ILP	PER STUDENT Plan		
ARTS	3	60	
REMEDIATION	DURING RTI		
ACADEMIC COUNSELING	PER STUDENT NEED		



## **Example Schedules (See Artifacts)**

### **Learning Loss and Remediation**

Due to the COVID-19 closure, learning loss is anticipated and will be monitored, addressed, and continually evaluated. The following items will be used to collect data to determine learning loss for each student (including our most vulnerable students and subgroups-swd, esl, ed): universal screener data, standardized assessment data, progress monitoring data, and classroom formative assessments. From the collected data, individual student plans will be developed. These plans will ensure students are provided equal opportunities to close achievement gaps. Once identified, students will be grouped for remediation by skill deficits in order to support student mastery of these individual skills.

In order to pinpoint potential standards gaps, teachers will meet in teams to collaborate vertically and identify standards that were either not taught or not mastered. Teachers will adapt grade-level scope and sequence to address identified learning gaps and provide additional support and scaffolding within Tier 1. Teachers will meet with the instructional coaches monthly throughout the school year to analyze data, revise scope and sequence documents, and adapt remediation plans accordingly in order to improve classroom instruction to ensure mastery and student growth.

Student progress towards standards mastery will be measured using the same data as collected at the beginning of the school year to determine learning loss. Teachers will have data meetings/conversations with students to set instructional goals and develop individual achievement plans. Students who exceed growth on grade level standards will receive enrichment within the Tier 1 classroom. Students showing regression will be provided remediation within the Tier 1 classroom. Students who continually show little to no growth will be provided with intervention for skill deficits.

### **Learning Loss and Remediation Plan for Mathematics**

#### **Mathematics**

#### **Learning Loss PLCs:**

Prior to the start of the school year, teachers will meet in teams to collaborate vertically and identify standards that were either not taught or not mastered to determine potential standards gaps.

Teachers will adapt grade-level scope and sequence to address identified learning gaps and provide additional support and scaffolding within regular scheduled classes.

Teams of teachers will meet with the math coach monthly throughout the school year to revise scope and sequences and adapt remediation plans based on students' progress.

#### Checkpoint Assessments:

Scheduled time: Checkpoint assessments will be given to students in grades 1-8 during the first week of September, 2 weeks after the start of school.

Grades 3-8: TCAP practice tests, available in print and digital, will be used from the previous year to assess students' learning gaps. For example, third graders will take the second grade practice TCAP test.

Grades 1-2: Cumulative assessments from the previous year, available in print and digital, from the state-approved Go Math curriculum will be used to assess students' learning gaps.

#### Checkpoint Assessment Data:

Grades 3-8: Teachers will use TCAP cut scores to determine student proficiency and will conduct a standards analysis to determine specific standards students have not mastered.

Grades 1-2: Grade level teachers will determine the percentage of correct answers on the cumulative assessment to determine student proficiency and will conduct a standards analysis using the Go Math standards correlation document which identifies the standard each test item assesses to determine the specific standards students have not mastered.

#### Remediation Grouping:

Grade level teachers will use checkpoint assessment data and standards analysis to group students based on specific learning gaps.

Students will receive standards-based remediation based on specific needs.

#### Monitoring Student Progress:

Student progress towards standards mastery will be monitored every four weeks,

Teachers will use cumulative assessments, available in print and digital, from the state-approved Go Math curriculum to determine student progress.

Teachers will meet to analyze assessment results and revise scope and sequences and adjust student grouping as needed.

Resources for Remediation:

- Go Math Re-teaching materials and lessons/activities from the prior grade-level textbook
- Go Math Prerequisite Skills Document
- Go Math Animated Math Models—online lessons and guided practice activities
- IXL Curriculum Alignments
- IXL
- Study Island

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Dibels K-1 intervention

Remediation links will be added in students Schoology accounts as part of their learning each week. Based on the individual student progress.

## Learning Loss and Remediation Plan for English/Language Arts

### Learning Loss PLC:

Prior to the start of the school year, teachers will meet in teams to collaborate vertically and identify standards that were either not taught or not mastered to determine potential standards gaps.

Teachers will adapt grade-level scope and sequence to address identified learning gaps and provide additional support and scaffolding within regular scheduled classes.

Teams of teachers will meet with the reading coach monthly throughout the school year to revise scope and sequences and adapt remediation plans based on students' progress.

### Checkpoint Assessments:

Scheduled time: Checkpoint assessments will be given to students in grades 1-8 during the first week of September, 2 weeks after the start of school.

Grades 3-8: TCAP practice tests, available in print and digital, will be used from the previous year to assess students' learning gaps. For example, fourth graders will take the third grade practice TCAP test.

Grades 1-2: Cumulative assessments from the previous year, available in print and digital, from the state-approved *HMH Into Reading* curriculum will be used to assess students' learning gaps.

### Checkpoint Assessment Data:

Grades 3-8: Teachers will use TCAP cut scores to determine student proficiency and will conduct a standards analysis to determine specific standards students have not mastered.

Grades 1-2: Grade level teachers will determine the percentage of correct answers on the cumulative assessment to determine student proficiency and will conduct a standards analysis using the Growth Measures and the Bridge and Grow Pathway from the *HMH Into Reading Series* to determine the specific standards students have not mastered.

### Remediation Grouping:

Grade level teachers will use checkpoint assessment data and standards analysis to group students based on specific learning gaps.

Students will receive standards-based remediation based on specific needs.

#### Monitoring Student Progress:

Student progress towards standards mastery will be monitored every four weeks.

Teachers will use cumulative assessments, available in print and digital, from the state-approved *HMH Into Reading* curriculum to determine student progress.

- Teachers will meet to analyze assessment results and revise scope and sequences and adjust student grouping as needed.

#### Resources for Remediation:

##### Grades 1-2

- *HMH Into Reading* re-teaching materials and lessons/activities from the prior grade-level textbook
- *HMH Into Reading* customizable lesson plans to support learning loss and differentiation
- *HMH Into Reading* online platform “Ed: Your Friend In Learning” for standard domain proficiency data for each student
- IXL (for differentiation of skill/standard deficits)
- Study Island (for differentiation of skill/standard deficits)

##### Grades 3-8

- IXL (for differentiation of skill/standard deficits)
- Study Island (for differentiation of skill/standard deficits)

iReady

## **RTI**

Each student at Rogersville City School is benchmarked 3 times a year in reading and math. A collaborative team will review the results and determine a learning path that is best for each student. Students will be assigned a tier level for intervention in reading and math (tier 1, 2, or 3). Students who require extra help for skill loss and remediation will be put into a small intervention group. Students in tiers 2 and 3 will be progress monitored every 2 weeks to check progress. If gains are being made, the student will continue in that tier group. If a student shows no progress or even regresses, the team will discuss an alternative placement for the child. This will continue regardless of the model of school attendance.

## **Grading, Feedback and Student Achievement**

Teachers are required to enter student grades into the district grading portal weekly. This allows administrators, parents, and students to monitor grades.

Building level administrators will monitor student grades.

Building level administrators will meet with teachers, students, and parents/guardians when needed.

Teachers will communicate and offer feedback on assignments multiple times per week with students and parents via LMS platform, phone calls or email.

Grading policies will be the same for students participating in on-site and remote learning. This allows for consistency across the district. Teachers will connect daily with their students on-site and remote to provide feedback for progress towards and mastery of grade-level standards. IEPs and 504 plans are carefully followed to ensure student achievement at the appropriate level.

## **Monitoring**

Procedures to ensure desired student outcomes are being met. District Learning Leaders and teachers have updated pacing guides to align with new resources and embed opportunities to address students' needs. Students will participate in monthly formative assessments. This data will be analyzed by the district supervisors, district instructional coaches, building level administrators, and teachers. The data will be used to guide instructional decisions. Students will participate in benchmark assessments. The data from the assessments will be analyzed by the district supervisors, district instructional coaches, building level administrators, and teachers. The data will guide future instruction.

The Exceptional Education Director, ESL Director, and 504 Director will observe classrooms to ensure students are receiving the appropriate support and interventions. District supervisors will work in conjunction with building level administrators to maintain equity across all subgroups such as SWD or ESL/ELL.

Pacing guides have been developed by teachers and district leaders so teachers have the ability to plan and support each other by utilizing common data to make instructional decisions.

Direct, explicit instruction will be provided to both on site and remote learning students. Remote learning students will be using live streaming (synchronous and asynchronous) to participate in live instruction to allow participation with classmates and the teacher.

## **Professional Development**

The following professional development offerings will be provided to administrators and instructional personnel to help address and meet the most immediate/urgent challenges and needs in terms of teaching and learning during these unprecedented times. Virtual professional learning sessions and virtual learning communities/meetings will be used in order to provide educators collaborative opportunities that safely support professional growth and communication.

### Distance Learning

Teaching in a distance learning environment requires specialized skills including how to conduct classes virtually, how to deliver content, how to engage students, how to design opportunities for students to demonstrate learning, how to design equitable instruction, how to provide feedback to students, how to maintain effective communication with students' families, and how to use digital resources and technology to make it all work. RCS has developed a professional learning series on effective distance/learning pedagogy. During identified district professional development days in July through August, all teachers will complete technology training. This training will include:

LMS training

Live streaming 101

Google and Zoom meeting training (advanced features such as break-out rooms, etc...)

Confidentiality

Utilizing technology for exceptional and special learners

### Physical and Mental health

It is critical for instructional staff to be educated on the district's protocols for a variety of physical health, mental health, and safety issues related to COVID-19. These issues include:

- Symptoms of COVID-19
- Prevention techniques including universal precautions
- Procedures to prevent and minimize exposure
- Signs of mental health stress in students, with follow-up protocols found in the *Tennessee Schools: PREPARE* guidance document.
- Social and Emotional Learning: Strategies and promising practices to provide social and emotional support for students



## **Communication Plan**

The Rogersville City School District is committed to honest, transparent and consistent communication with our stakeholders throughout the planning and reopening of schools after the closure to due COVID-19. The purpose of our communications plan is to present a clear and concise framework for communicating with both internal and external audiences in our school community. It is our main goal to clearly communicate on a regular basis the plans to reopen school in a safe and efficient manner.

### **Methods**

Electronic communication - district website, call-outs, email, social media

Media - local news channels and newspapers

Our focus is to establish the COVID-19 Reopening Updates on a regular basis as new information is available.

Post the Board Approved Plan on the District website in an easy to find location for staff, students, parents and other stakeholders to access and review.

Produce smaller pieces of plan in a regular communication so it will be easier to read and understand.

Link each communication to the full plan.

Utilize internal communication to ensure that all staff members are aware and understand the full plan

Target families that do not have a verifiable internet source will be met with on an individual basis. These meetings will review need and an individual parent contract will be created. The technology contract will be created to document measures that will be taken by the district and needed reciprocation from the student's family concerning accessing the internet..

## **School Nutrition**

In the green phase, food services operations will be as normal as possible. Children will continue to eat in the cafeteria on their regular meal schedules. All meals components will be pre-packaged and students will not self-serve any bulk food items. An enhanced cleaning and sanitizing protocol will be employed to prevent the spread of cross contamination.

In the yellow phase, cafeteria use will be limited to accommodate social distancing. For those students who can not eat in the cafeteria due to social distancing, those students will be allowed to come to the cafeteria to receive their meal and take it back to their own classroom designated eating area for consumption. Social distancing will occur in all areas of the cafeteria including the serving line where all food is again, pre-packaged. For those students not attending school in person, meals will be available outside the cafeteria for parent pick up on the west side of the building between 8:30 am and 9:30 am for breakfast, and 12:30-1:30pm., for lunch, Monday to Friday. We ask that parents notify the cafeteria before 12:00 pm each day if they are planning on picking up a lunch for their child or children. Only students who are enrolled in RCS may pick up a meal and the meal will be charged according to the child's free, reduced or paid meal status.

In the red phase, meals will be available to any child between 1-18 years of age regardless of school enrollment at RCS. Days and times of operations will be determined and communicated at a later time. Our Food Service Department is preparing menus that enable meals to be easily packaged and placed in paper bags for delivery to the classrooms. These entrees include hamburgers, hot dogs, chicken nuggets, pizza, sandwiches, etc., along with a limited selection of sides and packaged drinks. These daily menus will be posted on the website and can be printed off and posted in classrooms as desired.

**Attendance - see *Attendance - Regular/Hybrid/Remote Plan***

**Technology - see *Deployment Plan***