CONTINUOUS LEARNING PLANS:
TEMPLATE, GUIDANCE and RUBRIC
TENNESSEE DEPARTMENT OF EDUCATION

Published Date: June 26, 2020

*On June 22, 2020, the Tennessee State Board of Education ("SBE") promulgated the Continuous Learning Plan (CLP) Emergency Rule 0520-01-17 and Policy 3.210. Based on that rule and policy, the Tennessee Department of Education ("the department") produced a template, rubric and guidance documents on June 26, 2020.

** This document is the template for the CLP application. A fillable, interactive application will be posted on the department's website by July 2, 2020.

INTRODUCTION

Pursuant to the State Board of Education emergency rule and policy, the CLP is intended to address how a local education agency (LEA) or public charter school will continue to provide quality <u>instruction</u> to students in the event of COVID-19 related disruptions to traditional school operations during the 2020-21 school year. Approved CLPs would ensure that LEAs and public charter schools can count days when instruction was provided toward the 180-day requirement in the law (pursuant to the CLP), and that LEAs will be able to continue receiving BEP funding in remote learning environments. The CLP emergency rule and policy provide the minimum requirements for each CLP and require the CLPs be submitted to the department for review and approval.

The department would like to underscore the critical importance of this work. The pandemic has been unlike any other time in our lives and has shifted education in the state of Tennessee. As noted in the department's *Reopening Schools: Overview Guide for LEAs*, the pandemic has elevated known gaps, and there is urgency for a child-centered strategy. This is especially true for our youngest learners, those with existing achievement gaps, those in rural communities, and those who need additional school-based services.

While school closures this past spring were challenging and likely created increased gaps in learning loss, we must focus on the upcoming school year. Our educators, principals, LEA and site staff worked hard and pushed to provide their students with access to instructional programming during this unexpected crisis. This year presents similar uncertainties and a need for contingency planning in key areas.

Collectively, we must work together to provide our children with a quality education that meets student and family expectations and represents our strong Tennessee public schools. This degree of planning will be difficult for a number of reasons: non-traditional school models, funding and budget constraints, health considerations and procedures, general anxiety and fear, and overall gaps in our shared knowledge of how to implement new ways of teaching and learning. We have not done this before, and it is hard.

Yet, we know that we can, that we must, and that we will. It is not a question of "if," but "how."

Throughout this process, there will be a number of supports that will be provided, and the department encourages LEAs to take advantage of any of those that will support planning or implementation work at the local level. Specifically, the department has and will provide support grants, technology grants, no-cost professional development opportunities, grants to support students with disabilities, internal staffing support, and a free online instructional tool for virtual teaching and learning (launching in August).

Will we likely need to do more with less? Yes. Will we need to change the way we teach and run our schools and LEAs? Probably. Are we as educators willing to do what it takes to support our students and one another? Absolutely. Will we get there together? Without question.

Keep going. Hold on. Take care.

CONTINUOUS LEARNING PLAN TEMPLATE

SECTION 1: COVER PAGE

Part 1.1: Snapshot Information

Please enter the name of the LEA or charter school: | Decatur County School System

Please enter the contact name and information for a single point of contact for the LEA or charter school:

Scott King- Principal at Parsons Elementary School   Email:scott.king@decaturschools.org   Phone: 7318477317

Part 1.2: Landscape Paragraph
The LEA will complete a brief landscape analysis, not to exceed a short paragraph in length. This information will include a needs assessment from the spring closures and 1-2 lines about the overall CLPs for the coming year. This can also include information provided in the LEA's CARES Act application. As an alternative, the LEA may attach a recent landscape analysis, or the LEA may reference the pages that cover this section in a separate attached document or their CARES Act application.

The district faced three challenges during the COVID-19 pandemic, teacher and student training on remote learning, device availability, and internet accessibility for families. The districts CLP will include a traditional and remote model. In creating the Continuous Learning Plan the LEA received feedback from teachers, staff, parent, local health department, community stakeholders, and the Tennessee Department of Education.

Part 1.3: COVID Plan
If the CLP will not be implemented at the beginning of the school year, the LEA should provide either a narrative summary OR an attachment of the decision-trigger process for school building closures and an estimate of the timeline for full implementation of the CLP in that instance.

N/A

Part 1.4: Authorizer Engagement (only charters complete)
All charter schools should denote if a copy of their CLP was sent to the charter authorizer. Charter schools are strongly encouraged to work with their charter authorizer when developing their CLP to ensure the charter school CLP is not in conflict with provisions of the charter agreement or memorandum of agreement related to performance goals or services provided to the charter school by the authorizer.

N/A

Note: Throughout this document there are references to various grade bands. The Department recognizes that LEAs may have a variety of grade bands, such as K-8 schools, 6-12 schools, and K-12 schools, and may also have approaches divided by primary and intermediate elementary grades, etc. LEAs have the option of multiple-select throughout the application and may provide any information that is helpful in detailing their CLPs. LEAs do not need to conform to a specific grade band.

Note: Throughout the application, LEAs will be asked to select whether the CLP will be the same in the case of full remote learning. If it is not the same, then the section will appear twice (once for how schools will open in person and once for full remote learning.)

SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR

This section should provide information on the instructional models that will be employed by the LEA. Please note the requirements for the various pathways selected. *Note: Per State Board of Education rule and policy, LEAs must have approved CLPs to receive BEP funding in remote learning environments.*

CLPs must be submitted to the department by July 24, 2020. LEAs that will not be starting implementation of their CLPs at the beginning of the school year will be able to request permission to submit only Sections 1 and 2 of the CLP by July 24, 2020 in order to receive provisional approval. These requests must be submitted to the department by July 6, 2020. LEAs that receive provisional approval will then be required to submit the remainder of the CLP by August 31, 2020 to receive full approval.

Part 2.1: Beginning-of-Year Programmatic Model by Grade Band
Please complete the chart below for how you plan to begin the 2020-21 school year (check all that apply). The *Reopening Schools: Overview Guide for LEAs* should be referenced for more information or definitions on the various pathways. Even in a traditional in-person model, individual students learning remotely may operate under the CLP; in those cases, please check "family choice."

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model						
PATHWAY	Trad'l	Stagger Return	Stagger Schedule	Year-round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder	X								X		
Elem. School	X								X		
Middle School	X								X		
High School	X								X		

MODEL	In-Person Instruction at School Building Model	Remote or Hybrid Model								
Other:										

Part 2.2: Differences between Schools

LEAs should complete this section only if schools within a given grade band are implementing different models and pathways (e.g., some hybrid split days, some hybrid based on family choice, and some in-person). Only complete the table below for grade bands where there are in-LEA differences. If there are differences in models or pathways within a school to accommodate student populations served, please provide rationale.

School Name	Grade(s) Served	Model(s) Selected	Pathway(s) Selected	Rationale

SECTION 3: STANDARDS-BASED INSTRUCTION

This section should cover how the LEA intends to provide standards-based instruction for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for school building closures. If the strategy is the same, please check the appropriate box below. Please see the Special Populations, Academics, Postsecondary Transitions and Access and Opportunity toolkits for support.

- ☑ The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, if necessary.
- ☐ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 3.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference relevant pages in an attached document or plan. In the box below, please provide the narrative or the page(s) referenced if using an attached plan. State law requires 6.5 hours of daily instruction in grades 1 – 12 (4 hours for kindergarten).

The Decatur County School System recognizes the importance of students being in school with face-to-face instruction, therefore it is our decision to start school in-person. This will allow the district the opportunity to provide breakfast and lunch to all students. It will also offer a chance to rebuild school-to-home relationships and to bolster social-emotional support for students. In addition to face-to-face instruction, the DCSS will offer remote learning to families who are not comfortable with returning to school. In both settings, students will receive rigorous, equitable, well-rounded, learning opportunities and instruction. Please see artifact 3.2 that describes the expectations for face-to-face and remote learning opportunities for all students in the DCSS.

Part 3.2: Instruction Breakdown by Grade Band
Please complete the chart for each grade band to reflect the minutes of instruction planned. (In the online application, the chart below will appear for each grade band.)

Content Area K-4 Traditional	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	90	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Math	5	90	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Science	5	45	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Social Studies	5	45	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Physical Education (PE)	1	45	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Arts	2	45	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
CCTE or Elective (optional)	2	45	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program

Content Area 5 -8 Traditional	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	80	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Math	5	80	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Science	5	40	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Social Studies	5	40	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Physical Education (PE)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Arts			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
CCTE or Elective (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program

Content Area 9-12 High School	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	75	☐ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ☐ Other ■ Teacher-based AND/OR ☐ Program
Math	5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Science	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Social Studies	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Physical Education (PE)	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Arts	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
CCTE or Elective (optional)	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program
Foreign Language (optional)	2.5	75	☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☒ Teacher-based AND/OR ☐ Program

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Math			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Science			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Social Studies			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Physical Education (PE)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Arts			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
CCTE or Elective (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Math			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Science			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Social Studies			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Physical Education (PE)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Arts			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
CCTE or Elective (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program

Part 3.3: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to instruction. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for grade-level instruction. Artifact selection should be included to meet the benchmarks listed in the rubric.

Artifacts might include:
- Chart or crosswalk of instructional materials used by subject and grade, in print and/or digital format
- Master schedule, inclusive of all learning environments (vulnerable groups of students are indicated)
- Plan for addressing learning loss, grading/feedback, and determining ongoing proficiency and growth
- Plan to deliver foundational skills (literacy) and plan to prioritize daily early literacy instruction in K-2
- Specified course and remediation schedule and prioritized schedule for academic counseling

SECTION 4: ATTENDANCE

This section should cover how the LEA intends to account for attendance of students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between how a hybrid approach may differ from school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for school building closures. If the strategy is the same, please check the appropriate box below.

- ☑ The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model.
- ☐ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 4.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

The DCSS will follow board policy in regard to student attendance. Please see pages **52-54** for DCSS attendance policy. **For online students,** daily attendance is noted through student participation in the online platform or application (examples include but aren't limited to Zoom, Google classroom, Google Meet) in scheduled virtual meetings with the instructor(s). For those who fall in the vulnerable population group without internet, a phone call will be made to those students. Student attendance will be required for online programming every day. If students do not engage with their schoolwork after the teacher has had initial contact with them and their guardians, an administrator will then reach out to set up a meeting regarding their attendance and schoolwork.

This should be aligned with state law and the State Board of Education's rules and policies, including the rules and policies specifically related to CLPs.

Part 4.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to attendance. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for attendance. Artifact selection should be included to meet the benchmarks listed in the rubric.

Artifacts might include:
- LEA and/or school process(es) for taking attendance
- Written policies and procedures, including definitions, for excused and unexcused absences
- Procedure for addressing attendance issues, including truancy and chronic absenteeism

- Staffing procedure to provide support for attendance
- Plans for family communication related to attendance and truancy

SECTION 5: INSTRUCTIONAL TECHNOLOGY

This section should cover how the LEA intends to utilize and provide access to instructional technology, including devices and internet access, for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Technology toolkit for support.

- ☑ The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- ☐ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 5.1: Explanation of Approach
To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

The LEA has a digital integration plan in place. The digital integration plan details the LEA's efforts to integrate technology into learning. CARES Act funds will enable us to accelerate student access to technology. Please see artifact 5.2 to view the DCSS digital integration plan.

Part 5.2: Artifacts
To support the procedures in the CLP, please include any artifacts that outline the LEA's approach to instructional technology. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly included.

Artifacts might include:
- Survey for teacher and student home access to technology and connectivity
- Inventory for technology devices
- Procedure for how devices will be distributed and tracked
- Policies related to device distribution, use and management
- Troubleshooting procedures and related documents, including for devices that are broken, stolen, or otherwise missing to ensure that students do not miss learning
- Procedures for how students will access content
- Firewall and student acceptable use policies, especially those related to security, safety, privacy, etc.

- Plans and documents related to access and opportunity for all students to engage in learning in a reasonable timeframe (especially for households where there are limited devices and multiple students needing access to them during the same periods)
- Procedures for providing internet access to all students (if applicable)

SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)

This section should cover how the LEA intends to provide strong professional development, learning and support opportunities for staff who may not be providing in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Professional Development toolkit for support.

- ◉ The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- ☐ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 6.1: Explanation of Approach
To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

DCSS has adjusted the 2020-21 calendar to move previous scheduled PD days to the beginning of the school year to provide faculty and staff more opportunities to become equipped to teach in any setting (i.e traditional/virtual/remote). Professional development will include synchronous/asynchronous professional learning at individual school sites so that all safety and health recommendations can also be followed. An ongoing plan of professional development will be used to continue to provide teachers training and support in a variety of platforms and formats. Please see artifact in 6.2 for detailed professional development plan to address the following areas: virtual or remote learning, student engagement and classroom climate, student supports, learning loss, and high-quality instructional materials. Please see artifact 6.2 for a full breakdown of the DCSS professional development schedule.

Part 6.2: Artifacts
To support the CLP, please include any artifacts that outline the LEA's approach to professional development, learning and support related to remote teaching and learning. This may include how the LEA expects to adapt PD to accommodate a remote learning environment. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:
- LEA yearlong professional development plan, which might include training for educators on using any online course material and collaborating with those instructors of online courses
- Professional development schedules for staff (online or in person)
- Plan for how the LEA will provide ongoing support and feedback to all staff working in remote environments (to monitor the effective implementation of the CLP)

SECTION 7: IMPLEMENTATION MONITORING

This section should cover how the LEA intends to monitor implementation of this CLP. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during full closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Assessing Student Learning, Governance and Consolidated Funding toolkits for support.

- ☑ The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- ☐ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 7.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

DCSS has outlined its assessment plan on the district website. Adjustments to the assessment plan will include checkpoints at the beginning of the year, nine-week common assessments to monitor traditional and remote learners, and include mental health checks. In addition, district supervisors, building level administration, and classroom teachers will review online lessons to ensure quality and rigor as well as the quality of submitted virtual student work. Administrators will visit every teacher's classroom regularly to observe learning practices. Plan implementation will be monitored through administrative observation of virtual classes, review of instructional practices, and collaborative conferences between teachers and principals. Please see pages **71-73** for the DCSS tentative assessment schedule. Artifact 7.2 is a list of our logistic checklist to make that we are in compliance with the CLP.

Part 7.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to implementing and monitoring the CLP. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts may include:
- Instructional oversight protocols
- Audit procedures (attendance, grading, etc.) – with specifics as to who, when, etc.
- Plan to allow for differentiated access for principal/coach/Chief Academic Officer to review alignment to standards, student work, teacher feedback to student work/student work product

SECTION 8: COMMUNICATIONS

This section should cover how the LEA plans to communicate the details of their CLP and its implementation to stakeholders, including students, parents and staff. A communications plan must be in place, but a more robust engagement plan is optional.

Part 8.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached communication plan. In the box below, please provide the narrative or the page(s) referenced.

The Communications Plan for DCSS began with a survey that was sent to teachers and parents in regard to the return to school in August. Once data were collected it was shared with the administrative team as well as the school board. Public input was given at school board meetings on June 11th and July 9th, 2020. Once the plan was complete it was shared with all parents, guardians, and community stakeholders using social media, the school system's website, calls, emails, and texts to all stakeholders as well as being published through local media outlets. Please see artifact 8.2 for copies of surveys, contact information, and letters for communication.

Part 8.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to communications. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:
- Stakeholder survey(s) and results
- Communications procedure, template and documents for updates or changes for each stakeholder group
- Emergency communications procedure, template and documents
- Family-specific services and supports provided, such as language translation and multi-media approaches

APPENDIX: OPERATIONS AND BUDGET (Optional)

The department is committed to continuing to support LEAs through this challenging period. To best plan for potential grants, supports, or other resource development, it is helpful and important to know the specific plans and work that is occurring in LEAs. Separately, it is helpful for LEAs to share their CLPs and best practices in support of one another. This section of the CLP will not be evaluated on the rubric but would be used for better aligning resource development and sharing ideas between school LEAs in the state.

Artifacts might include:
- Continuum of Operations Plan
- Childcare Plan
- Budget and Related Documents
- Governance/School Board Plans
- Health Plans

- Nutrition Plans
- Policies
- LEA- and School-based Procedures
- Safety Plans
- Transportation Plans

TIMELINE AND REVIEW PROCESS

Timeline

Deliverable	Requirement	Due Date
Provisional Approval Request	LEAs with later starting dates may request provisional approval directly to the commissioner from the director of schools.	7/6/2020
Continuous Learning Plan	Full CLPs due.	7/24/2020
TN Department of Education Review	CLP reviews provided back to LEAs (either full approval, conditional/provisional approval or denial) on a rolling basis.	8/17/2020
TN Department of Education Review	For those LEAs that request and receive provisional approval, full CLPs will be due to the department August 31, 2020, with a 7 business day review timeline (either full approval, conditional approval or denial).	8/31/2020

Review Process

Step	Reviewers	Action	LEA Support Available
Review CLP Components*	TDOE Departments (internal)	Feedback to LEA	Technical Assistance

Step	Reviewers	Action	LEA Support Available
Review Full CLP	Review Committee	Review and evaluate CLPs on rubric	Technical Assistance
Norming Check	TDOE Leadership Team Stakeholder Committee	Check non-passing review team scores for norming (Approve, Conditionally Approve or Deny)	
LEA Reviews Required Edits	None	LEA edits plan (if necessary)	In-depth Support
Second CLP Review	TDOE Cabinet or Executive Leadership Team	Review and evaluate CLPs on rubric	

*These sections may be submitted as they are completed if an LEA would like feedback or technical assistance.

Note: The department will include the monitoring of CLPs as part of its regular monitoring processes to ensure compliance with all state and federal laws and regulations.

AVAILABLE SUPPORTS

Should an LEA want or need additional support in developing CLPs, completing specific sections, or better understanding the expectations, the department has prepared to provide a significant amount of support:

Webinars

The department will host a webinar for each section of the CLP. Webinars will cover the content of what the section is referencing, how it will be evaluated, and what artifacts might be helpful to include. The session will also cover examples for various rubric rows to help provide clarity for LEAs. Webinars will be recorded and posted on the School Reopening webpage on the department's website for reference. Dates will be provided in email to superintendents as well as referenced in upcoming superintendent calls.

Office Hours

Department staff will host office hours for LEAs to support different pieces of the CLPs. There will be a consistent office hour from 12:00 – 1:00pm CST every day to answer questions about various topic areas of the CLP. The schedule for office hours will be:

- Mondays: Section 2 (Models) and Section 3 (Instruction)
- Tuesdays: Section 4 (Attendance)
- Wednesdays: Section 5 (Instructional Technology)
- Thursdays: Section 6 (Professional Development) and Section 7 (Monitoring)
- Fridays: Section 8 (Communications) and General/Open Questions

Office hours will begin on Monday, July 6, 2020. Contact information will be provided in an email to Directors of Schools. Any LEA staff responsible for sections of the CLP is welcome to utilize this resource.

Questions may be submitted on any topics related to CLPs to K12.Health@tn.gov.

Examples

The Department will post a series of examples for each section of the rubric to support LEA planning.

ADDITIONAL SUPPORTS OFFERED BY THE DEPARTMENT

Over the course of the last four months, the Department has offered a number of resources, supports, grants, or opportunities to help LEAs. A portion of these include:

- **Principal Professional Development –** a partnership with the University of Tennessee, Knoxville to offer free professional development on remote learning for any principal in the state, which are also eligible for TASL credit, with videos available to Assistant Principals and central office staff
- **Teacher Professional Development -** a partnership with Trevecca Nazarene University to offer free professional development on remote learning for any teacher in the state
- **Assistive Technology Grant –** a grant for districts to support purchasing assistive technology so that students with disabilities are able to receive services during periods of building closure
- **Compensatory Services Grant –** a pass-through award to every district to help support any expenses related to providing compensatory services in the fall
- **Special Education Innovation Grant –** a grant for districts to fund the expansion of strategies and practices to serve students with disabilities during periods of school building closure
- **Remote Learning Supports Grant for Children with Disabilities –** coming soon!
- **Online Academic Tool –** a tool that will be ready for launch this school year that will provide a full year of ELA and math lessons for $1^{st} – 8^{th}$ grades, providing coherent sets of instructional materials linked to relevant standards supports, sample assessment items, and content-based resources
- **PBS Partnership –** partnership with PBS to provide free statewide programming online and on television to support student learning during closures and over the summer
- **Ready Rosie –** free mobile app for families to use to support early literacy and numeracy at home
- **Checkpoint Assessment –** free beginning-of-year assessment available for districts to use to gauge student learning (including learning loss) to support educators in identifying areas of need
- **Innovative Assessments –** a free suite of innovative assessment supports available for districts to use including an assessment builder, interim assessments, and formative assessments
- **LEA Guide for Reopening Schools –** extensive resource produced to provide an overview framework for districts to use as they begin planning for school reopening
- **20+ Reopening Toolkits –** a series of topic-specific toolkits that provide checklists, best practices, reflective questions, and more intended to support effective and locally-driven planning for reopening
- **School Meal Finder –** a website to help families identify the closest location for meal distribution during periods of school building closure
- **Post-Secondary Task Force –** task force to support transition needs of high schoolers to post-secondary
- **Child Wellbeing Task Force –** statewide task force to support child wellbeing through next school year
- **Diverse Leaders Network –** a network to increase the number of aspiring, diverse school leaders that will pay for their masters degrees
- **Aspiring Assistant Principal Network –** a network to increase the number of aspiring school leaders that will pay for their masters degrees
- **Principal Supervisor Network –** professional development for those who manage principals
- **Foundational Skills Curriculum –** free instructional materials for early literacy
- **Special Education Additional Endorsement Grants –** a grant to pay for existing and aspiring teachers to become dual certified in special education
- **Tennessee Teacher Job Connect and Tennessee Education Job Board –** online page to connect vacancies with job-seekers during remote recruitment and hiring
- **Family Remote Learning Tool –** in partnership with Trevecca, an online resource to support families in managing learning from home

Decatur County School System

Section 3: Instruction

Math Pacing Guide – please go to www.decaturcountyschools.org for each individual grade.
ELA Pacing Guide - please go to www.decaturcountyschools.org for each individual grade.
Science Pacing Guides – please go to www.decaturcountyschools.org for each individual grade.
Social Studies Pacing Guides - please go to www.decaturcountyschools.org for each individual grade.

The district will use Google Classroom as the online platform for blended/online learning for grades K-12.

The district has purchased HMH Into Reading for grades K-5 and HMH Into Literature for grades 6-12. These new instructional materials include online resources. The online resources will be loaded to Google Classroom for our online learners.

For math curriculum, the DCSS uses Envision by Pearson for grade K-6 and HMH materials for 7-12. These instructional materials include online resources. These resources, along with resources created by the district math coach, will be loaded to Google Classroom for our remote learners.

The district uses HMH Tennessee Science for K-5, 6-8 uses Pearson, Modern Chemistry by HMH for 9-12, Miller & Levine Biology by Pearson for Biology 1, Campbell Biology by Pearson for Biology 2, HMH Tennessee Physics, and Tennessee Physical Science by McGraw Hill. These instructional materials include online resources. These resources will be loaded to Google Classroom for our remote learners.

The district uses Studies Weekly for K-4, U.S. Tennessee through time by Gibbs-Smith for 5th, World History for Middle Ages through 1700's by McGraw Hill for 7th, World History and Geography for Ancient Civilizations by McGraw Hill for 7th, World History and Geography for Colonization to Reconstruction by McGraw Hill for 8th, World History and Geography for Industrialization to present by McGraw Hill for 10th, Us. Government and Civics by McGraw Hill for 11th, and U.S. History and Geography post reconstruction to present by McGraw Hill for 12th. These instructional materials include online resources. These resources will be loaded to Google Classroom for our remote learners.

The DCSS has been intentional in planning for equitable learning opportunities for every student. On pages 22, 35, and 43, a plan is in place to meet the needs of our students with disabilities, highly mobile and homeless students, as well as ELL students. To ensure all students have an equitable opportunity for education, the DCSS has plans to check computers out to students who have selected to participate in our remote learning program if they do not have access to any device. For students without internet, a list of places with accessible hotspots will be made available through the schools, newspaper, social media, and district websites. Please see list of available hotspots in artifact 8.2**.** For those with limited transportation to access county hotspots, the DCSS has a number of hotspots purchased that will be offered to vulnerable students as needed first.

In addition to direct instruction, in-person lessons should include Google Classroom at least twice per week for blended learning. This will assist both teachers and students with becoming familiar with these online resources. In addition, the expectation is that all lesson plans and resources will be loaded into Google Classroom, which functions as the district Learning Management System. DCSS will develop a distribution plan for chrome books once we receive the additional devices to assure that every student can do assignments both at home and in the classroom while in the brink and mortar setting to prepare for possible remote learning.

Grading, Feedback, and Student Achievement

Teachers will receive professional development on providing feedback both in face-to-face situations and in remote learning situations. Teachers will regularly monitor student progress through on-line programs. Teachers should complete daily check-ins with students via phone, email, or other technology resources to provide academic feedback.

Elementary and middle school teachers have collaborative planning time built into their daily schedule for both in person and virtual leaning. RHS teachers have collaborative planning time after school. Due to the nature of the high school schedule, collaborative planning is not available during the school day.This time will be dedicated to data review and instructional planning. Professional development will be provided to teachers on planning and teaching remotely. Please see the DCSS PD schedule on page **68-70** for a breakdown of specific opportunities. Additional supports will be available if needed, i.e., central office support, program experts, technology support.

ELA and math instruction will include whole-group, small group, centers, if possible, and independent practice. Tier-II and Tier III instruction will continue for reading and math. Remediation will be provided during regular instruction and Response to Intervention.

Learning Loss and Remediation
During the first two weeks of school, teachers will utilize the Easy CBM and CASE Pre-Assessments to determine current performance levels. The district pacing guides have been updated to embed pre-requisite skills/standards not taught and/or not mastered at the end of the 2020 school year. Pacing guides can be found at www.decaturschools.org. Every student in the DCSS district is scheduled for Response To Intervention. RTI instructors and SPED teachers will provide supplementary videos for remote learning students specific to their deficiencies, as shown from Easy CBM and the CASE pre-assessment. Information about RTI and remediation/enrichment opportunities can be found on pages 26-27, 34-35, and 43-44 to represent each of the different grade bands.

Instructional Schedules-Kindergarten and 1-4
- Please see artifact 3.2 for kindergarten schedule
- Please see artifact 3.2 for grades 1-4 schedule

Instructional Schedules-5th grade and 6-8
- Please see artifact 3.2 for 5th schedule
- Please see artifact 3.2 for grades 6-8 schedule

Instructional Schedules-9th-12th grades
- Please see artifact 3.2 for high school schedule.

DCSS Elementary Instruction for PK-4th Grade

Programmatic Model	Traditional In-Person	Remote Instruction occurring simultaneously with traditional in-person.	Pivot Plan: Transition from In-Person to Remote Instruction
Metrics for determining programmatic model	Guided by state and local officials, determined by local school board	This option is 100% by parent choice	Guided by state and local officials, the local LEA, and based on health care recommendations
Definition	Students and teachers return to school for in-person instruction with an emphasis on incorporating technology on a weekly basis	Parents will sign an agreement for one semester. Parents may extend the agreement at the end of the semester. Students will be enrolled in their school of record but monitored by designees from the district. Re-entry to the school of record before the end of the agreement will only be allowed one time during the semester. Teachers will create student work through Google Classroom and will provide video lessons to support student learning.	If a short or temporary school closure is required, then a hybrid in-person and remote instruction model or an all remote model may be used. In the event of remote learning, teachers will create all student work in Google Classrooms and will record videos to support learning
Delivery Mechanism: Synchronous Asynchronous Virtual Teacher-Based Program-Based	Synchronous Teacher-Based Program-Based	Asynchronous Teacher-Based Video-Based Program-Based Virtual	Asynchronous Virtual Video-Based Program-Based Teacher-Based
Average Days per Week/Minutes per Session	5 Days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class
Learning Management System	Google Classroom	Google Classroom	Google Classroom
Schedule	Individual school schedules will be followed	Individual school schedules will continue to be followed	Individual school schedules will continue to be followed
Total Instructional Time per Day	7.0 hours per day	Equivalent of 7.0 hours per day of video lessons, assignments, and teacher contacts	Equivalent of 7.0 hours per day
School/District Monitoring	Formal and informal evaluations, walkthroughs, and/or classroom visits	Principal and grade level review of student work and teacher videos	Formal and informal evaluations, walkthroughs, and/or classroom visits Principal and grade level review of student work and

			teacher videos
Curriculum	Curriculum	Curriculum	Curriculum
ELA	All teachers will utilize the adopted and purchased curriculum. 1st--4th will use HMH Into Reading online and print materials. .	1st-4th- Into Reading Students will be expected to complete the equivalent of 75-90 minutes of instructional materials through student work created by the classroom teacher. Video lessons will be created to support students as the complete the work. Online resources will be available for those with access. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	During a remote learning situation, students will be expected to complete the equivalent of 75-90 minutes of instructional material through student work created by the classroom teacher. Video lessons will be created to support students as they complete the work. Online resources will be available for those with access. Teachers will complete daily check-ins with students via phone, email, or other technology resources.
Math	All teachers will utilize the adopted curriculum. K-4 will use Pearson Envision	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 75-90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 75-90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources
Science	K-4 Science instruction is provided through HMH Science curriculum. Studies Weekly is also available for supplemental materials	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45 minutes of instructional materials through work created by the classroom	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45 minutes of

		teacher. Video lessons will also be created to support students as they complete the work. Teachers will complete daily check-ins with students via phone, email, or other technology resources	instructional materials through work created by the classroom teacher. Video lessons will also be created to support students as they complete the work. Teachers will complete daily check-ins with students via phone, email, or other technology resources
Social Studies	K-4 social studies instruction uses Studies Weekly as well as embedded lessons in the ELA curriculum	Students will be expected to complete 45 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via phone, email, or other technology resources.	Students will be expected to complete 45 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via phone, email, or other technology resources
Exploratory Activities	Health, STEAM, and Library classes will follow their regular curriculum where available.	Health, STEAM, and Library classes will deliver instruction and video lessons through Google Classroom. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete daily check-ins with students via phone, email, or other technology resources	STEM classes will deliver instruction and video lessons through Google Classrooms. Teachers will ensure that students have log in information and are able to access content. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete weekly check-ins with students via phone, email, or other technology resources
PE	TN PE standards will be taught through a variety of methods.	Students will be expected to complete the equivalent of 30-45 minutes per day of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other	Students will be expected to complete the equivalent of 30-45 minutes per week of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other

		technology resources.	technology resources.
RTI	Tier I students will work on enrichment activities. Tier II and Tier III students will receive specific supports for their needs.	Tier I students will work on enrichment activities loaded on the LMS platform. Tier II and III students will have videos and independent work for their group.

Teachers will complete daily check-ins with students via phone, email, or other technology resources. | Tier I students will work on enrichment activities loaded on the LMS platform. Tier II and III students will have videos and independent work for their group.

Teachers will complete daily check-ins with students via phone, email, or other technology resources. |
| **Technology** | TN Technology standards will be taught through a variety of methods, where available | Students will be completing their daily/weekly assignments using technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons.

Teachers will complete daily check-ins with students via phone, email, or other technology resources. | Students will be completing their daily/weekly assignments using technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons.

Teachers will complete weekly check-ins with students via phone, email, or other technology resources. |
District Pacing Guide are REQUIRED (Non-Negotiable)	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.
Approved Programs and District Supported Applications for Blended Learning	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms
Online Component Integration Expectation	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.
Assessments to determine loss of learning, remedial needs, and academic progress	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)
Unit Assessments/ Benchmarks	CASE Benchmark assessments Benchmarks created by curriculum	CASE Benchmark assessments Benchmarks created by curriculum	CASE Benchmark assessments Benchmarks created by curriculum
SPED Considerations	All services provided as delineated in IEP.	Parent trainings and learning libraries provided.	Parent trainings and learning libraries provided.

		SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
ELL	Minimum of 5 hours per week, goals outlined in ILP	Parent trainings and curriculum and instruction materials distributed. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	Instruction provided to remote and in person learners as dictated in ILP. Supplemental lessons provided virtually. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
Response to Intervention	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students.	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students. During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.
Remediation/ Enrichment	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through google	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group

	instruction for students during core classes. In addition, after school remediation will be offered.	classrooms. Video lessons may also be created to support students as they complete the work contained in the packets.	instruction for students during core classes. During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through google classrooms. Video lessons may also be created to support students as they complete the work contained in the packets.
Grading/ Feedback	Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls.	Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls. Work will be returned to schools when new work is distributed for review and/or grading.	Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls. Work will be returned to schools when new work is distributed for review and/or grading.
Social Emotional Learning	For weekly integration of social emotional learning see the DCSS SEL plan. Daily integration of SEL topics will be addressed during morning announcements, through RTI-B implementation, and other means.	Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets. For individual counseling, contact students home school.	Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets. For individual counseling, contact students home school.
Academic Counseling	School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness. Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors.	School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness. Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors.	School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness. Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors.

Collaborative Planning	All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as deemed necessary.	All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as deemed necessary.	All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as deemed necessary. Teachers working remotely will log into their regularly scheduled meetings.
Additional Considerations	For students and teachers to become familiar with using technology, the LMS, and online programs, weekly integration is needed. Pivoting between traditional in-person instruction, blended learning, and remote learning is vital. Clear communication with students, parents, and other stakeholders is needed for successful integration.	Remote learners will be allowed to participate in their schools' sports, clubs, or activities. If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time. Alternative assignments may be needed in lieu of hands on or lab experiences.	If a teacher is teaching remotely, then supervision of the students in class would be needed with a substitute or educational assistant. If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time. Alternative assignments may be needed in lieu of hands on or lab experiences.
Teacher Resources and Support	Math PD ELA PD Online access to PD, How-to videos, lesson plans, and contracted PD days. Building Principals District supervisors and coaches	Math PD ELA PD Online access to PD, How-to videos, lesson plans, and contracted PD days. Building Principals District supervisors and coaches	Math PD ELA PD Online access to PD, How-to videos, lesson plans, and contracted PD days. Building Principals District supervisors and coaches

DCSS Middle School Instruction for 5th – 8th Grade

Programmatic Model	Traditional In-Person	Remote Instruction occurring simultaneously with traditional in-person.	Pivot Plan: Transition from In-Person to Remote Instruction
Metrics for determining programmatic model	Guided by state and local officials, determined by local school board	This option is 100% by parent choice	Guided by state and local officials, the local LEA, and based on health care recommendations
Definition	Students and teachers return to school for in-	Parents will sign an agreement for one	If a short or temporary school closure is required, then a hybrid in-

	person instruction with an emphasis on incorporating technology on a weekly basis	semester. Parents may extend the agreement at the end of the semester. Students will be enrolled in their school of record but monitored by designees from the district. Re-entry to the school of record before the end of the agreement will only be allowed one time during the semester. Teachers will create student work through Google Classroom and will provide video lessons to support student learning.	person and remote instruction model or an all remote model may be used. In the event of remote learning, teachers will create all student work in Google Classrooms and will record videos to support learning
Delivery Mechanism: Synchronous Asynchronous Virtual Teacher-Based Program-Based	Synchronous Teacher-Based Program-Based	Asynchronous Teacher-Based Video-Based Program-Based Virtual	Asynchronous Virtual Video-Based Program-Based Teacher-Based
Average Days per Week/Minutes per Session	5 Days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class
Learning Management System	Google Classroom	Google Classroom	Google Classroom
Schedule	Individual school schedules will be followed	Individual school schedules will continue to be followed	Individual school schedules will continue to be followed
Total Instructional Time per Day	7.0 hours per day	Equivalent of 7.0 hours per day of video lessons, assignments, and teacher contacts	Equivalent of 7.0 hours per day
School/District Monitoring	Formal and informal evaluations, walkthroughs, and/or classroom visits	Principal and grade level review of student work and teacher videos	Formal and informal evaluations, walkthroughs, and/or classroom visits Principal and grade level review of student work and teacher videos
Curriculum	Curriculum	Curriculum	Curriculum
ELA	All teachers will utilize the adopted and purchased curriculum. 5th Grade- HMH Into Reading 6th – 8th will use HMH Into Literature online and print materials.	5th Grade- HMH Into Reading 6th – 8th will use HMH Into Literature online and print materials. Students will be expected to complete the equivalent of 90 minutes of	During a remote learning situation, students will be expected to complete the equivalent of 90 minutes of instructional material through student work created by the classroom teacher. Video lessons will be created to support students as they complete the work. Online resources will be available for

		instructional materials through student work created by the classroom teacher. Video lessons will be created to support students as the complete the work. Online resources will be available for those with access. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	those with access. Teachers will complete daily check-ins with students via phone, email, or other technology resources.
Math	All teachers will utilize the adopted curriculum. 5th-6th will use Pearson Envision 7th-8th will use materials from HMH	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources
Science	5th Grade Science instruction is provided through HMH Science curriculum. Studies Weekly is also available for supplemental materials 6th-8th will use their grade appropriate, district adopted materials produced by Pearson.	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45-60 minutes of instructional materials through work created by the classroom teacher. Video lessons will also be created to support	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45-60 minutes of instructional materials through work created by the classroom teacher. Video lessons will also be created to support students as they complete the work.

		students as they complete the work. Teachers will complete daily check-ins with students via phone, email, or other technology resources	Teachers will complete daily check-ins with students via phone, email, or other technology resources
Social Studies	5th Grade- Gibbs Smith Publisher- TN History 6th-8th- Social studies uses their grade appropriate, district approved materials provided through McGraw-Hill	Students will be expected to complete 45-60 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via phone, email, or other technology resources.	Students will be expected to complete 45-60 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via phone, email, or other technology resources
Exploratory Activities	Health, STEAM, and Library classes will follow their regular curriculum where available.	Health, STEAM, and Library classes will deliver instruction and video lessons through Google Classroom. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete daily check-ins with students via phone, email, or other technology resources	STEM classes will deliver instruction and video lessons through Google Classrooms. Teachers will ensure that students have log in information and are able to access content. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete weekly check-ins with students via phone, email, or other technology resources
PE	TN PE standards will be taught through a variety of methods.	Students will be expected to complete the equivalent of 90 minutes per week of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	Students will be expected to complete the equivalent of 90 minutes per week of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other technology resources.

Technology	TN Technology standards will be taught through a variety of methods, where available	Students will be completing their daily/weekly assignments using technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	Students will be completing their daily/weekly assignments using technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons. Teachers will complete weekly check-ins with students via phone, email, or other technology resources.
Exploratory Activities	Health, STEAM, and Library classes will follow their regular curriculum where available.	Health, STEAM, and Library classes will deliver instruction and video lessons through Google Classroom. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete daily check-ins with students via phone, email, or other technology resources	STEM classes will deliver instruction and video lessons through Google Classrooms. Teachers will ensure that students have log in information and are able to access content. Students will be expected to complete the equivalent of 45 minutes per day. Teachers will complete weekly check-ins with students via phone, email, or other technology resources
District Pacing Guide are REQUIRED (Non-Negotiable)	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.
Approved Programs and District Supported Applications for Blended Learning	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms	IXL, Studies Weekly, Online Textbook Accounts, Google Classrooms
Online Component Integration Expectation	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.
Assessments to determine loss of learning, remedial needs, and academic progress	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)	Easy CBM (Tracked data for reading and math) Mastery Connect (All subjects)
Unit Assessments/ Benchmarks	CASE Benchmark assessments Benchmarks created by	CASE Benchmark assessments Benchmarks created by	CASE Benchmark assessments Benchmarks created by curriculum

	curriculum	curriculum	
SPED Considerations	All services provided as delineated in IEP.	Parent trainings and learning libraries provided. SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	Parent trainings and learning libraries provided. SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
ELL	Minimum of 5 hours per week, goals outlined in ILP	Parent trainings and curriculum and instruction materials distributed. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	Instruction provided to remote and in person learners as dictated in ILP. Supplemental lessons provided virtually. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
Response to Intervention	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students.	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students. During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.
Remediation/ Enrichment	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group instruction for students during core classes.	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through google classrooms. Video lessons may also be	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group instruction for students during core classes. During remote learning situations, students will be expected to

	In addition, after school remediation will be offered.	created to support students as they complete the work contained in the packets.	complete the equivalent of 30-45 minutes of differentiated instructional material through google classrooms.

Video lessons may also be created to support students as they complete the work contained in the packets. |
| Grading/ Feedback | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls. | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls.

Work will be returned to schools when new work is distributed for review and/or grading. | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls.

Work will be returned to schools when new work is distributed for review and/or grading. |
| Social Emotional Learning | For weekly integration of social emotional learning see the DCSS SEL plan. Daily integration of SEL topics will be addressed during morning announcements, through RTI-B implementation, and other means. | Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets.

For individual counseling, contact students home school. | Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets.

For individual counseling, contact students home school. |
| Academic Counseling | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. |
| Collaborative Planning | All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as | All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as | All elementary/middle school schedules allow for common planning time for subject and/or grade level collaboration. Other groups will meet as deemed necessary. |

	Traditional In-Person	Remote Instruction occurring simultaneously with traditional in-person.	Pivot Plan: Transition from In-Person to Remote Instruction
	deemed necessary.	deemed necessary.	Teachers working remotely will log into their regularly scheduled meetings.
Additional Considerations	For students and teachers to become familiar with using technology, the LMS, and online programs, weekly integration is needed. Pivoting between traditional in-person instruction, blended learning, and remote learning is vital. Clear communication with students, parents, and other stakeholders is needed for successful integration.	Remote learners will be allowed to participate in their schools' sports, clubs, or activities.

If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time.

Alternative assignments may be needed in lieu of hands on or lab experiences. | If a teacher is teaching remotely, then supervision of the students in class would be needed with a substitute or educational assistant.

If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time.

Alternative assignments may be needed in lieu of hands on or lab experiences. |
| **Teacher Resources and Support** | Math PD
ELA PD
Online access to PD, How-to videos, lesson plans, and contracted PD days.

Building Principals

District supervisors and coaches | Math PD
ELA PD
Online access to PD, How-to videos, lesson plans, and contracted PD days.

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Building Principals

District supervisors and coaches |

DCSS High School Instruction for 9th – 12th Grade

Programmatic Model	Traditional In-Person	Remote Instruction occurring simultaneously with traditional in-person.	Pivot Plan: Transition from In-Person to Remote Instruction
Metrics for determining programmatic model	Guided by state and local officials, determined by local school board	This option is 100% by parent choice	Guided by state and local officials, the local LEA, and based on health care recommendations
Definition	Students and teachers return to school for in-person instruction with an emphasis on incorporating technology on a weekly basis	Parents will sign an agreement for one semester. Parents may extend the agreement at the end of the semester. Students will be enrolled in their school of record but monitored by designees from the district.	If a short or temporary school closure is required, then a hybrid in-person and remote instruction model or an all remote model may be used. In the event of remote learning, teachers will create all student work in Google Classrooms and will record videos

		Re-entry to the school of record before the end of the agreement will only be allowed one time during the semester. Teachers will create student work through Google Classroom and will provide video lessons to support student learning.	to support learning
Delivery Mechanism: Synchronous Asynchronous Virtual Teacher-Based Program-Based	Synchronous Teacher-Based Program-Based	Asynchronous Teacher-Based Video-Based Program-Based Virtual	Asynchronous Virtual Video-Based Program-Based Teacher-Based
Average Days per Week/Minutes per Session	5 Days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class	5 days a week/average of 90 minutes per class
Learning Management System	Google Classroom	Google Classroom	Google Classroom
Schedule	Individual school schedules will be followed	Individual school schedules will continue to be followed	Individual school schedules will continue to be followed
Total Instructional Time per Day	7.0 hours per day	Equivalent of 7.0 hours per day of video lessons, assignments, and teacher contacts	Equivalent of 7.0 hours per day
School/District Monitoring	Formal and informal evaluations, walkthroughs, and/or classroom visits	Principal and grade level review of student work and teacher videos	Formal and informal evaluations, walkthroughs, and/or classroom visits Principal and grade level review of student work and teacher videos
Curriculum	Curriculum	Curriculum	Curriculum
ELA	All teachers will utilize the adopted and purchased curriculum. 9th-12th- HMH Into Literature.	9th-12th- HMH Into Literature. Students will be expected to complete the equivalent of 90 minutes of instructional materials through student work created by the classroom teacher. Video lessons will be created to support students as the complete the work. Online resources will be available for those with access. Teachers will complete daily check-ins with students via phone, email, or other	During a remote learning situation, students will be expected to complete the equivalent of 90 minutes of instructional material through student work created by the classroom teacher. Video lessons will be created to support students as they complete the work. Online resources will be available for those with access. Teachers will complete daily check-ins with students via phone, email, or other technology resources.

		technology resources.	
Math	All teachers will utilize the adopted curriculum. 9th-12th- HMH Math materials	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources	Online resources will be made available through google classroom for those with access. Students will complete materials created by teachers and the district math coach. Students will be expected to complete the equivalent of 90 minutes of instructional material through work created by students. Video lessons will also be created to support student learning. Teachers will complete daily check ins with students via phone, email, or other technology resources
Science	Chemistry- Modern Chemistry by HMH Biology I- Miller & Levine Biology by Pearson Biology II- Campbell Biology by Pearson Physics- Tennessee Physics by HMH Physical Science- Tennessee Physical Science by McGraw-Hill	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45-60 minutes of instructional materials through work created by the classroom teacher. Video lessons will also be created to support students as they complete the work. Teachers will complete daily check-ins with students via phone, email, or other technology resources	Students will be provided Science lessons through approved district materials and uploaded on Google Classrooms. During remote learning situations, students will be expected to complete the equivalent of 45-60 minutes of instructional materials through work created by the classroom teacher. Video lessons will also be created to support students as they complete the work. Teachers will complete daily check-ins with students via phone, email, or other technology resources
Social Studies	World History and Geography from Industrialization to Present by McGraw-Hill US Government and Civics by McGraw-Hill US History and Geography Post Reconstruction to Present by McGraw-Hill	Students will be expected to complete 45-60 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via	Students will be expected to complete 45-60 minutes of instructional material through student work created by teachers. Video lessons will also be created to support students as they complete the work. Teacher will complete daily check-ins with students via phone, email, or other technology resources

		phone, email, or other technology resources.	
CTE	CTE classes will follow their regular curriculum where available.	CTE classes will deliver instruction and video lessons through ICEV. Teachers will ensure that students have log in information and are able to access content. Students will be expected to complete the equivalent of 90 minutes (If enrolled in these classes) utilizing ICEV. Teachers will complete daily check-ins with students via phone, email, or other technology resources	CTE classes will deliver instruction and video lessons through ICEV. Teachers will ensure that students have log in information and are able to access content. Students will be expected to complete the equivalent of 90 minutes (If enrolled in these classes) utilizing ICEV. Teachers will complete daily check-ins with students via phone, email, or other technology resources
PE	TN PE standards will be taught through a variety of methods.	Students will be expected to complete the equivalent of 90 minutes per week of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	Students will be expected to complete the equivalent of 90 minutes per week of instructional material through lessons created by teachers. Video lessons will also be created to support students as they complete work. Teachers will complete daily check-ins with students via phone, email, or other technology resources.
Library	TN Library standards will be taught through a variety of methods.	Teachers will create lessons following TN library standards. Students will be expected to complete the equivalent of 45 minutes per week of instructional materials through teacher created lessons. Video lessons will also be created to support students as they complete the work provided. Teachers will complete daily check-ins with students via phone, email, or other technology resources.	Teachers will create lessons following TN library standards. Students will be expected to complete the equivalent of 45 minutes per week of instructional materials through teacher created lessons. Video lessons will also be created to support students as they complete the work provided. Teachers will complete daily check-ins with students via phone, email, or other technology resources.
Technology	TN Technology standards will be taught through a	Students will be completing their daily/weekly	Students will be completing their daily/weekly assignments using

	variety of methods, where available	assignments using technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons.

Teachers will complete daily check-ins with students via phone, email, or other technology resources. | technology. Teachers will provide additional opportunities to practice technology skills outside of the daily lessons.

Teachers will complete daily check-ins with students via phone, email, or other technology resources. |
| **Elective Courses (Music, Art, Spanish, etc.)** | Students enrolled in these courses will be taught according to TN state standards. | Teachers will provide opportunities for learning that equal 45 minutes per day for students enrolled in these classes.

Teachers will create video lessons to aid in the learning process.

Teachers will complete daily check-ins with students via phone, email, or other technology resources | Teachers will provide opportunities for learning that equal 45 minutes per day for students enrolled in these classes.

Teachers will create video lessons to aid in the learning process.

Teachers will complete daily check-ins with students via phone, email, or other technology resources |
District Pacing Guide are REQUIRED (Non-Negotiable)	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.	Yes. Pacing guides are updated to incorporate previous grade level or subject matter standards that should be scaffolded to promote proficiency.
Approved Programs and District Supported Applications for Blended Learning	Online Textbook Accounts, Google Classrooms	Online Textbook Accounts, Google Classrooms	Online Textbook Accounts, Google Classrooms
Online Component Integration Expectation	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.	Assignments utilizing the LMS and online resources for blended learning will be made and grade weekly.
Assessments to determine loss of learning, remedial needs, and academic progress	Mastery Connect (All subjects)	Mastery Connect (All subjects)	Mastery Connect (All subjects)
Unit Assessments/ Benchmarks	CASE Benchmark assessments Benchmarks created by curriculum	CASE Benchmark assessments Benchmarks created by curriculum	CASE Benchmark assessments Benchmarks created by curriculum
SPED Considerations	All services provided as delineated in IEP.	Parent trainings and learning libraries provided.	Parent trainings and learning libraries provided.

		SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	SPED teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
ELL	Minimum of 5 hours per week, goals outlined in ILP	Parent trainings and curriculum and instruction materials distributed. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.	Instruction provided to remote and in person learners as dictated in ILP. Supplemental lessons provided virtually. ELL teachers will work with classroom teachers on lessons. SPED teachers will make supplementary videos to help students with accommodations.
Response to Intervention	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students.	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.	Individual school schedules will be followed for skills-based interventions based on tracked reading and math data. Schools will follow state guidelines for Tier II and Tier III. Teachers will provide small group instruction for students. During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through work packets created by the interventionist based on students' scores on EasyCBM and CASE Pre-assessment. Video lessons may also be created to support students as they complete the work contained in the packets.
Remediation/ Enrichment	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group instruction for students during core classes. In addition, after school	During remote learning situations, students will be expected to complete the equivalent of 30-45 minutes of differentiated instructional material through google classrooms. Video lessons may also be created to support students	Individual school schedule will be followed for standards-based interventions based on tracked data. Teachers will provide small group instruction for students during core classes. During remote learning situations, students will be expected to complete the equivalent of 30-45

	remediation will be offered.	as they complete the work contained in the packets.	minutes of differentiated instructional material through google classrooms.

Video lessons may also be created to support students as they complete the work contained in the packets. |
| Grading/ Feedback | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls. | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls.

Work will be returned to schools when new work is distributed for review and/or grading. | Schools will determine grading practices and frequency. Feedback will be given to students and parents on a regular basis through graded assignments, conferences, student/parent portals, emails, and/or phone calls.

Work will be returned to schools when new work is distributed for review and/or grading. |
| Social Emotional Learning | For weekly integration of social emotional learning see the DCSS SEL plan. Daily integration of SEL topics will be addressed during morning announcements, through RTI-B implementation, and other means. | Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets.

For individual counseling, contact students home school. | Teachers/Counselors will continue to do 15 minutes minimum of in-focus or other SEL instruction daily. Video lessons may also be created to support students as they complete the work contained in the packets.

For individual counseling, contact students home school. |
| Academic Counseling | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. | School counselors will follow TN State standards for school counseling and district plans for academic counseling and for college and career readiness.

Schools will follow their protocols for referrals to school counselors, and students may request visits with school counselors. |
| Collaborative Planning | It is the expectation that subject-level teachers will meet after school for collaborative planning once per week. | It is the expectation that subject-level teachers will meet after school for collaborative planning once per week. | It is the expectation that subject-level teachers will meet after school for collaborative planning once per week. |
| Additional | For students and teachers | Remote learners will be | If a teacher is teaching remotely, |

| Considerations | to become familiar with using technology, the LMS, and online programs, weekly integration is needed. Pivoting between traditional in-person instruction, blended learning, and remote learning is vital. Clear communication with students, parents, and other stakeholders is needed for successful integration. | allowed to participate in their schools' sports, clubs, or activities.

If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time.

Alternative assignments may be needed in lieu of hands on or lab experiences. | then supervision of the students in class would be needed with a substitute or educational assistant.

If a student learning remotely needs additional time for RTI, remediation, or enrichment, the teacher will schedule additional time with the student before or after school or another agreed upon time.

Alternative assignments may be needed in lieu of hands on or lab experiences. |
|---|---|---|---|
| Teacher Resources and Support | Math PD
ELA PD
Online access to PD, How-to videos, lesson plans, and contracted PD days.

Building Principals

District supervisors and coaches | Math PD
ELA PD
Online access to PD, How-to videos, lesson plans, and contracted PD days.

Building Principals

District supervisors and coaches | Math PD
ELA PD
Online access to PD, How-to videos, lesson plans, and contracted PD days.

Building Principals

District supervisors and coaches |

Kindergarten Remote Learning Schedule
All prerecorded videos will guide students in their learning. Students will have independent work assigned in each segment.
*** Teachers/ or an assistant will check in to provide feedback and answer questions daily.

	Content	Asynchronous LMS Platform
75-90 minutes	Early Literacy

Each section will involve an asynchronous video and guided independent work. | 1. **30-40 minutes of teacher-led foundational skills** using HMH Into Reading Curriculum and state-provided foundational skills. Videos will be prerecorded and added to the district LMS platform.
2. **25-30 minutes of knowledge building content** using HMH Into Reading Curriculum. Videos will be prerecorded and added to the district LMS program.
3. **20-30 minutes of decodable practice**. This practice could be completed with a family member |
| 75-90 minutes | Early Math

Each section will involve an asynchronous video and guided independent work. | 1. **25-30 minutes of conceptual math learning** using Envision math. Videos will be prerecorded and added to the district LMS platform.
2. **30 minutes** of exploratory numeracy activities using Envision math.
3. **20–30 minutes of numeracy practice.** This practice could be completed with a family member |

60 Minutes	Physical Activity	Independent playtime of 60 minutes.
45 Minutes	Exploratory Activities Each lesson will involve an asynchronous video and guided independent work.	Health, STEAM, and Library teachers would provide activities through recorded lessons that will allow students opportunities for center-based learning, science explorations, and authentic inquiry.
30 minutes	Lunch	
45 minutes	Office Hours varies among grade band. Parents will be informed	**Teachers will use their planning time for office hours. During this time, teachers will make contact with students via phone, email, or other technology resources.**

<u>*1st – 4th-grade remote learning schedule*</u>

**All prerecorded videos will guide students in their learning. Students will have independent work assigned in each segment.

** Teachers/ or an assistant will check in daily to provide feedback and answer questions.

	Content	Asynchronous LMS Platform
75-90 minutes	Early Literacy Each section will involve an asynchronous video and guided independent work.	4. **30 minutes of teacher-led foundational skills** using HMH Into Reading Curriculum and state-provided foundational skills. Videos will be prerecorded and added to the district LMS platform. 5. **25-30 minutes of knowledge building content** using HMH Into Reading Curriculum. Videos will be prerecorded and added to the district LMS program. 6. **20-30 minutes of decodable practice**. This practice could be completed with a family member
75-90 minutes	Math Each section will involve an asynchronous video and guided independent work.	**15–30 minutes of conceptual math learning** using Envision math. **30 minutes** of exploratory numeracy activities using Envision math. **15–30 minutes of numeracy practice.** This practice could be completed with a family member
45 minutes	RTI	Tier I students will work on enrichment activities loaded on the LMS platform. Tier II and III students will have videos and independent work for their group. There are 3 RTI teachers along with a couple of classroom teachers who will work with students in their specific deficiency area labeled by Easy CBM and CASE pre-assessments in both ELA and Math.
45 minutes	Social Studies	Instruction using Studies Weekly. Teacher-led videos and independent work will be loaded to the district LMS platform.
45 minutes	Science	Instruction using HMH Science for Tennessee. Teacher-led videos and independent work will be loaded to the district LMS platform.

45 Minutes	Physical Activity	Independent playtime of 30-45 minutes.
45 Minutes	Exploratory Activities	Health, STEAM, and Library teachers would provide activities through recorded lessons that will allow student opportunities for center-based learning, science explorations, and authentic inquiry.
30 minutes	Lunch	
45 minutes	Office Hours varies among grade band. Parents will be informed	**Teachers will use their planning time for office hours. During this time, teachers will make contact with students via phone, email, or other technology resources.**

5th grade remote learning schedule

****All prerecorded videos will guide students in their learning. Students will have independent work assigned in each segment.**

** Teachers/ or an assistant will check in daily to provide feedback and answer questions.

	Content	Asynchronous LMS Platform
75-90 minutes	Literacy Each section will involve an asynchronous video and guided independent work.	1. **30 minutes of teacher-led foundational skills** using HMH Into Reading Curriculum and state-provided foundational skills. Videos will be prerecorded and added to the district LMS platform. 2. **25-30 minutes of knowledge building content** using HMH Into Reading Curriculum. Videos will be prerecorded and added to the district LMS program. 3. **20-30 minutes of decodable practice**. This practice could be completed with a family member
75-90 minutes	Math Each section will involve an asynchronous video and guided independent work.	1. **15–30 minutes of conceptual math learning** using Envision math. 2. **30 minutes** of exploratory numeracy activities using Envision math. 3. **15–30 minutes of numeracy practice.** This practice could be completed with a family member
45 minutes	RTI	Tier I students will work on enrichment activities loaded on the LMS platform. Tier II and III students will have videos and independent work for their group. There are 3 RTI teachers along with a couple of classroom teachers who will work with students in their specific deficiency area labeled by Easy CBM and CASE pre-assessments in both ELA and Math.
45 minutes	Social Studies	Instruction using Studies Weekly and Tennessee Through Time and United States Through Time. Teacher-led videos and independent work will be loaded to the district LMS platform.
45 minutes	Science	Instruction using HMH Science for Tennessee. Teacher-led videos and independent work will be loaded to the district LMS platform.

45 Minutes	Physical Activity	Independent playtime of 30-45 minutes.
45 Minutes	Exploratory Activities	Health, Computer Lab, and Library teachers would provide activities through recorded lessons that will allow student opportunities for center-based learning, science explorations, and authentic inquiry.
30 min	Lunch	
45 Minutes	Office Hours varies among grade band. Parents will be informed.	**Teachers will use their planning time for office hours. During this time, teachers will make contact with students via phone, email, or other technology resources.**

<div align="center">

6th – 8th-grade remote learning schedule

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**All prerecorded videos will guide students in their learning. Students will have independent work assigned in each segment.

** Teachers/ or an assistant will check in daily to provide feedback and answer questions.

	Content	Asynchronous LMS Platform
75-90 minutes	Literacy Each section will involve an asynchronous video and guided independent work.	1. **10 minutes of teacher-led foundational skills** using HMH Into Reading Curriculum and state-provided foundational skills. Videos will be prerecorded and added to the district LMS platform. 2. **40-50 minutes of knowledge building content** using HMH Into Reading Curriculum. Videos will be prerecorded and added to the district LMS program. 3. **20-30 minutes of Language and Writing skills content** using HMH and Writable. Videos will be prerecorded and added to the district LMS program
75-90 minutes	Math Each section will involve an asynchronous video and guided independent work.	1. **15–30 minutes of conceptual math learning** using 6th/Envision and 7th*8th/Go Math. 2. **30 minutes** of numerical fluency activities using Envision or Go Math. 3. **15–30 minutes of independent practice on conceptual skills.** This practice could be completed with a family member
45 minutes	RTI	Tier I students will work on enrichment activities loaded on the LMS platform. Tier II and III students will have videos and independent work for their group. There are 3 RTI teachers along with a couple of classroom teachers who will work with students in their specific deficiency area labeled by Easy CBM and CASE pre-assessments in both ELA and Math.
45 minutes	Social Studies	Instruction using McGraw Hill. Teacher-led videos and independent work will be loaded to the district LMS platform.
45 minutes	Science	Instruction using Pearson Science for Tennessee. Teacher-led videos and independent work will be loaded to the district LMS platform.
45 Minutes	Physical Activity	Independent playtime of 30-45 minutes.
45 Minutes	Exploratory Activities	Health, Computer Lab, and Library teachers would provide activities through recorded lessons that will allow student opportunities for center-based learning, science explorations,

		and authentic inquiry.
30 min	Lunch	
45 Minutes	Office Hours varies among grade band. Parents will be informed.	**Teachers will use their planning time for office hours. During this time, teachers will make contact with students via phone, email, or other technology resources.**

RHS Sample Online A/B High School Schedule

Blue-Monday/Wednesday	Gold-Tuesday/Thursday
Block 1-ELA	**Block 1-Math**
7:50-8:00 Wellness Check/Bell-ringer **8:00-8:30** ELA Instruction-HMH "Single-Paragraph Outline" (30 Minute Video Lessons) **8:40-9:15** Writing assignment using key words, phrases, abbreviations, and symbols	**7:50-8:00** Wellness Check/Bell-ringer **8:00-8:30** All Things Algebra, eMath, "Computational Fluency" (30 Minute Video Lesson) **8:40-9:15** Independent practice learning packet
Block 2-Social Studies	**Block 2-Science**
9:25-9:35 Wellness Check/Bell-ringer **9:35-10:05** S.S. Instruction-McGraw Hill (30 Minute Video Lesson) **10:05-10:45** Learning Packet with Guided Questions/Writing	**9:25-9:35** Wellness Check/Bell-ringer **9:35-10:05** Science Instruction-McGraw Hill (30 Minute Video Lesson) **10:05-10:45** Learning Packet with Lab Assignment with Guided Questions/Writing
Block 3-CTE	**Block 3-Foreign Language**
10:50-11:00 Wellness Check/Bell-ringer **11:00-11:30** CTE Instruction ICEV (30 minute video lesson) **11:30-12:00** ICEV Online Learning Module	**10:50-11:00** Wellness Check/Bell-ringer **11:00-11:30** Spanish Instruction (30 minute video lesson) **11:30-12:00** Duolingo Online Learning Module
Lunch 12:00-12:30	**Lunch** 12:00-12:30
Enrichment/Intervention **12:30-1:15** RTI Edmentum Adaptive Assessments/ACT Academy/March to Success/Credit Recovery/Physical Activity	
Block 4-Fine Arts	**Block 4-ACT WorkKeys**
1:25-1:35 Wellness Check/Bell ringer **1:35-2:05** Fine Arts Instruction 30 minute video lesson **2:05-2:45** Project-based assignment	**1:25-1:35** Wellness Check/Bellringer **1:35-2:05** WorkKeys Curriculum "Work place documents" 30 minute video lesson **2:05-2:45** WorkKeys Online Assessment Practice

Decatur County School Board
Section 4: Attendance

The DCSS will follow board policy in regard to student attendance. For online students, daily attendance is noted through student participation in the online platform or application (examples include but aren't limited to Zoom, Google classroom, Google Meet) in scheduled virtual meetings with the instructor(s). For those who fall in the vulnerable population group without internet, a phone call will be made to those students every day. Student attendance will be required for online programming every day. If students do not engage with their schoolwork after the teacher has had initial contact with them and their guardians, an administrator will then reach out to set up a meeting regarding their attendance and schoolwork.

Communication of Attendance Policy for online learners:

- The attendance policy was shared along with the district remote learning expectations to our community beginning July 21st on the district website, each schools website, and each schools Facebook page. Please see **bolded** sections on pages 6 and 7.
- The attendance policy was also in The New Leader newspaper for the July 22nd edition.
- The Director of School and each of the districts principals hosted a Facebook Live to share the district return to school plan which included how attendance would be taken for remote learning students. Please visit www.decaturcountyschools.org.
- Attendance policy will be communicated through the student handbook at each school that will be available both digitally and in print.
- Attendance policy will be communicated during the online learner parent night before school starts.
- Attendance policy will be placed on each school's website as well as the district website.

Absences will be counted by:

- Students will be counted absent if they do not log in to Google Classroom and complete any assignments during a school day. This will automatically count as an absence.
- Vulnerable students (without internet access) will be counted absent for any day that work is missing when they return their jump drives or assignments through a hot spot.
- All students will receive teacher contact every day and if a student cannot be reached on any particular day, they will be counted absent until contact is made and work is turned in.

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session.

The attendance supervisor shall oversee the entire attendance program which shall include: [1]

1. All accounting and reporting procedures and their dissemination;

2. Alternative program options for students who severely fail to meet minimum attendance requirements;

3. Ensuring that all school age children attend school;

4. Providing documentation of enrollment status upon request for students applying for new or

reinstatement of driver's permit or license; and

    5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school. [2]

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian. [3]

Absences shall be classified as either excused or unexcused as determined by the principal/designee. Excused absences shall include:

1. Personal illness;

2. Illness of immediate family member;

3. Death in the family;

4. Extreme weather conditions;

5. Religious observances; [4]

6. College visits;

7. Pregnancy;

8. School sponsored or school endorsed activities[7]

9. Summons, subpoena, or court order; or

10. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The principal shall be responsible for ensuring that: [5]

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;

3. All student absences are verified;

4. Written excuses are submitted for absences and tardiness;

5. System-wide procedures for accounting and reporting are followed.

TRUANCY

Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class, study hall or activity during the school day for which the student is scheduled.

Students who are absent five (5) days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence.[5] The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper

authorities.[5] In addition, the principal/designee shall initiate meaningful communications with the student and parent(s)/guardian(s) in order to determine the underlying cause(s) of the unexcused absences. The principal/designee shall then develop an attendance plan and coordinate additional services designed to improve the student's attendance.[11]

Upon notification that a student has been absent ten (10) days without adequate excuse, the principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s) to determine the appropriate services needed to improve the student attendance. The principal/designee shall document all communication attempts and refine the attendance plan as needed. [11]

If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner. [6]

The Board shall determine annually and include in the school calendar a plan for using three (3) abbreviated school days and the procedures for making up missed instructional days. In addition, the Board shall determine annually whether to use flexible scheduling for kindergarten students.

MILITARY SERVICE OF PARENT/GUARDIAN

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent or guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during the these absences.[8]

MAKE-UP WORK

All work must be made up within three (3) days of return to school. If the absence was for an extended time, the work must be made up in three (3) days plus the number of days absent.

STATE-MANDATED TESTS/END OF COURSE EXAMS [9]

Students who are absent the day of the scheduled End of Course Exams must present a signed doctor's excuse or must have been given an excused release by the principal prior to testing to receive an excused absence. Excused students will receive an incomplete in the course until they have taken the End of Course Exam.

Students who have an unexcused absence shall receive a failing grade on the course exam which shall be averaged into their final grade at 25%.

CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance, however, student attendance may not be the sole criterion.[10] However, if attendance is a factor, prior to credit/promotion denial, the following shall occur:

1. Parents and students shall be advised if a student is in danger of credit/promotion denial due to excessive absenteeism.

2. Procedures in due process are available to the student when credit or promotion is denied.

DRIVER'S LICENSE REVOCATION[2]

More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age.

In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

ATTENDANCE HEARING [11]

An attendance committee appointed by the principal will conduct a hearing to determine if any

extenuating circumstances exist or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the director of schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardian(s) of their right to appeal such action within two (2) school days to the director of schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the director of schools/designee rending a decision, the student's parent(s)/guardian(s) may request by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the director of schools/designee. The action of the Board shall be final.
The director of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers and administrative staff.

Decatur County Schools' Virtual Learning Expectations and Protocols
2020-21 School Year

As part of our instructional plans for the 2020-21 school year, families will have the option to choose for their students to participate in free Virtual Learning rather than attending brick-and-mortar classrooms for traditional or blended learning. In order for this option to meet the state requirements, and so that all participants (teachers, students, and caregivers) are accountable for doing their part to make this learning experience align to the demands of our state standards, expectations and protocols for all are noted below. Please read each section carefully.

General Protocols for the Virtual Learning Option:
- Teachers for Virtual Learning will be Decatur County Schools' teachers that the students are assigned to for their class or course.
- Students in grades 1-12 are required by the state to spend a minimum of 7 hours daily on the work for their classes; for Kindergarten students, it is 4.5 hours.
- Students will receive report cards and progress reports as in traditional learning, so assignments will be graded, and assessments will be required and scored.
- Students may be required to go to their home schools at specified times to take common assessments or unit tests.
- **Attendance will be taken based on active participation, timely submission of assignments, and quality of work submitted.**
- Students will be eligible to participate in all extracurricular activities and events as long as they meet the grade requirements and other usual requirements to do so.
- Special education, 504, ESL, and related services and supports will continue for all eligible students.
- Students who do not have reliable access to the internet or a reliable device can still participate in distance/virtual learning as long as their assignments can be acquired and turned in on time, they can be available for live conferences and assessments as required, and regular communication with the teacher is established and ongoing. Students may need to be able to travel within the community to find a Wi-Fi hotspot at times, if necessary. If a student wants this option but does not have internet or a device, this must be communicated clearly to the principal and the teacher before school starts, and additional protocols may apply.
- Regular communication between teachers, students, and caregivers will be essential and expected throughout the school year. During live virtual interactions for lessons, tutoring, conferences, etc., all participants will be expected to have cameras and microphones on so that they can be clearly seen and heard. This includes teachers, students, and caregivers.
- Most of the activities in the Virtual Learning option will be asynchronous (able to be done in any order at any time) using recorded lessons or posted materials, but some may require live, synchronous (at the same time) participation with the traditional class that is in the actual classroom. Following directions and keeping up with all assignments will be critical for a student to do well in the Virtual Learning option.
- Students will be allowed one change from virtual to traditional, or vice-versa, per semester unless there is a serious mitigating circumstance. Flip-flopping multiple times from one to the other will not be allowed.

Teacher Expectations for the Virtual Learning Option:
- Teachers will use Google Classroom as the platform through which virtual lessons and assignments are shared, given feedback and grades, and stored as students work through their classes.
- Teachers will communicate with each student through their Google email accounts, via the Remind app, by phone, or through virtual meetings in Google Meet, Zoom, or other vetted platforms. Every effort will be made to make communications secure and safe.
- Teachers will schedule a "Meet and Greet" video call with each virtual student during the first month of school.

- Teachers will record an overview of the week's learning and post it at the beginning of each week. These recordings will remain in the platform for the entire school year.
- Teachers will record individual lessons and post the recordings in Google Classroom for viewing. Recordings will remain in the platform for the entire school year.
- Teachers will check daily to see that students are interacting with their online classes. If a student fails to interact with a class, that teacher will log this failure as an absence from the class and will make contact with that student and/or their caregiver within 24 hours to re-engage the student.
- Teachers will document all contacts with students and caregivers.
- Teachers will have set office hours in order to provide academic support, respond to general questions, and communicate with caregivers.
- Teachers will post grades weekly in Synergy for viewing by caregivers. Progress reports and report cards will be issued as scheduled for the 2020-21 school year.
- Teachers will post due dates for all assignments and projects in the directions for these activities and in a class calendar on Google Classroom.
- Parent-Teacher conferences will be held virtually in September and February.
- Teachers will respond to all communications from students, caregivers, administrators, and supervisors within 24 hours.

Student Expectations for the Virtual Learning Option:
- Students will communicate with their teachers through their Google email accounts, via the Remind app, by phone, or through virtual meetings in Google Meet, Zoom, or other vetted platforms. Every effort will be made to make communications secure and safe.
- Students and caregivers will participate in a virtual "Meet and Greet" with their teacher during the first month of school. Students who join a class after the first month will have a Meet and Greet scheduled upon enrollment.
- **Students are expected to interact with all their classes daily in a variety of ways. These may include logging in and working on assignments, turning in assignments, participating in a live discussion during actual class time, or checking in with their teachers individually. Students who do not interact daily will be counted as absent for that class for any day they fail to do so. Teachers will be keeping track of any absences and will contact the student and/or their caregivers within 24 hours of any such absence.**
- Students will complete all assignments as directed by their teacher and submit them in Google Classroom unless otherwise directed. Late penalties may apply to any assignments that are not submitted on time.
- Students and caregivers must attend very closely to each teacher's class calendar and adjust so that all academic responsibilities of the student are met for each class, complete and on-time.
- Students will respond to any email or attempted contact by a teacher, counselor, or administrator within 24 hours.
- Students are required by the state to work on school work for a minimum of 7 hours daily for grades 1-12 and 4.5 hours daily for Kindergarteners. Quality of work submitted and timeliness of meeting deadlines are some of the indicators that will clue teachers as to whether or not a student is spending enough time on their class work. If this proves to be an issue for a student, a conference will be scheduled with all the student's teachers, their principal, and their caregivers.

Caregiver Expectations for the Virtual Learning Option:
- Caregivers will ensure that their children are working on school work for the state-required hours for grades 1-12 (7 hours) and Kindergarten (4.5 hours).
- Caregivers will familiarize themselves with the learning platforms that their children will be using so as to better monitor their children's participation and the quality of their work.
- Caregivers will make sure that their children have access to reliable internet and a device on which to do their assignments and through which they can interact with their teachers and classmates when necessary. This access may be aided by the school through loaned devices and may come as the result of a short trip to an area with a hot spot if in-home internet is not available. Caregiver communication with principals and teachers is essential if access of any kind is an issue in order for Virtual Learning to work as it should to effectively educate students.

- Caregivers will respond to emails and other communications from teachers, counselors, or administrators within 24 hours.

Registration Information for Virtual Learning Option:
Pre-registration will take place on Tuesday, July 28th from 7:00 a.m. - 7:00 p.m. Caregivers will have the opportunity to sign their children up for the Virtual Learning Option on this day.

Decatur County School System

Section 5: Instructional Technology

Distribution and Tracking
- Attach survey access to tech & connectivity
- We will add Family Zone School Manager to our plan to track devices for a cost of $17000 (all devices in the district). Please see pg. **16** for a snapshot of what Family Zone will do.
- Families who do not have access to any device may be allowed to check out computers from their respective school. Devices will be provided first for students with IEPs and those included in vulnerable populations. Remaining devices will be raffled off to students who do not have access or the ability to acquire a device.
- If during the semester a student's need changes with loss of a personal device, families may contact the school to check out a device to allow for continued remote learning. -- Parents and students will follow signed agreements with the DCSS. Forms are mentioned in the safety and security section found on this page.
- In the event of a complete shutdown, families will be able to check out a device from their respective school to allow learning to continue in a remote setting. The above policy regarding students with IEPs and vulnerable populations will apply.

Pickup/communication about devices
- Individual schools will contact families to let them know when devices are available for pick up. After the August 4th registration, schools will host a device check out prior to their remote learning training night. Students and parents will sign the responsible use policy, student computing device contract, and parents will sign he parent/guardian contract. Serial number of device will be added to the student and parent contract form.
- Students with IEPs and those included in vulnerable populations will have priority access to devices and remaining devices will be provided to students who do not have access or the ability to acquire a device.

Maintaining School Loaned Devices
- When system wide maintenance needs to be performed on school devices, respective schools will contact those with school devices at home to schedule a time to bring those devices in for maintenance.
- If maintenance needs to be performed on a specific device in the possession of a student, the parent/guardian will contact the school to schedule a time to bring the device in for maintenance.

Troubleshooting and Technical Assistance
- Staff- send email to Tech Department. Copy principal
- Students – Email the teacher, teacher can email Tech Department
- Assistance can also be provided by calling the respective school or bringing the device to the school during operating hours.
- The DCSS will offer internet accessibility and a teacher/tech person after hours at the Learning Center.
- Students/Guardians that have trouble with the computer/assignments can call the school during the school day.

- If fully online, each school will have someone available at different times throughout the day. Times will be announced.
- DCSS will have extra computers available to switch out in case of repair which should limit instructional disruption.
- If a student has trouble with a device that is loaned by the school, a replacement will be provided within 48 hours if possible or an alternate delivery of instruction will be provided until the device can be fixed or replaced.

Safety and Security
- Forms to be signed:
- Student Acceptable use of Internet
- Parent Acceptable use form
- Plan to purchase Family Zone school manager to track remote use of devices (security protections—inappropriate websites). This will allow the tech department to track what devices are being used for. Any inappropriate use as defined by board policy will result in a meeting with administration and student with their guardian and possible loss of device.
- Security program will be placed on each laptop and students and guardians will be trained in the correct procedures for using the device.
- Training in safety, security, and proper use will be provided on the online learner parent/student night orientation. District created videos and in-person training will be available for all students. Videos will be available on each schools website. The first round of in-person trainings will be August 11th for the middle and high schools and the 13th for both elementary schools.

Access and Opportunity
The district will provide devices for students that do not have access to any device. To meet this demand, the district has purchased 750 new Chromebooks. The district has also purchased 8 hotspots for our community. DCSS has also partnered with businesses and churches to offer hotspots in parking lots. Please see pg. **17** for a list of hotpots in Decatur County.

The district currently has IXL for K-8, Edmentum for 9-12, March to Success, ACT Academy, ACT Work keys and AR for 9-12 enrichment, ICEV for CTE, Bright Fish Reading for our ELL for students in K-5, and Study Island for 5-8 students in science and social studies. These programs, along with our main curriculums, have accessibility features to meet the needs of students with disabilities and translation for English Language learners.

Contingency Planning for Lost or Non-Working Devices
Our purchasing plan includes additional devices that can be stored in the school library. These devices can be distributed to students who have lost, stolen, or damaged devices resulting in no loss of learning time. In the event that this cannot happen, an alternate instructional delivery method will be provided.

Decatur County Schools' Virtual Learning Expectations and Protocols
2020-21 School Year

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- Students will complete all assignments as directed by their teacher and submit them in Google Classroom and/or Thrivist unless otherwise directed. Late penalties may apply to any assignments that are not submitted on time.
- Students and caregivers must attend very closely to each teacher's class calendar and adjust so that all academic responsibilities of the student are met for each class, complete and on-time.
- Students will respond to any email or attempted contact by a teacher, counselor, or administrator within 24 hours.
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Registration Information for Virtual Learning Option:
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Decatur County School System Responsible Use Policy

The Board provides its students and staff access to a variety of technological resources including laptop computers and tablets. These resources provide opportunities to enhance learning and improve communication within the local community and with the larger global community. Through the school district's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information. The Board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal and responsible use.   Accordingly, the Board establishes this policy to govern student and employee use of school district technological resources. This policy applies regardless of whether such use occurs on or off school district property, and it applies to all school district technological resources, including, but not limited to, computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks.

EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES
School district technological resources may only be used by students, staff and others expressly authorized by the Decatur County Schools' Technology Department. The use of school district technological resources, including access to the Internet, is a privilege, not a right. Individual users of the school district's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school district technological resources is defined as use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Student Code of Conduct, and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school district computers or electronic devices or who accesses the school network or the Internet using school district resources must comply with the additional rules for responsible use listed below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive. Furthermore, all students must adhere to the Decatur County Schools Technology Use Guidelines as set forth in the Student Code of Conduct. All students must be trained about appropriate online behavior and internet usage.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school district technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuse may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES
School district technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Use of school district technological resources for political purposes, sectarian religious purposes, or for commercial gain or profit is prohibited. Student personal use of school district technological resources for amusement or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the Board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school district business and is not otherwise prohibited by board policy or procedure.

School district technological resources are installed and maintained by members of the Decatur County Schools Technology Department. Students and employees shall not attempt to perform any installation or maintenance without the permission of the Technology Department. Under no circumstance may software purchased by the school district be copied for personal use.

Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Student Code of Conduct.

No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors. All users must comply with policy on Discrimination/Harassment of Employees (sexual, racial, ethnic, religious) and Student Discrimination/Harassment and Bullying/Intimidation when using school district technology. The use of anonymous proxies, VPN's, or any other method intended to circumvent content filtering is prohibited.

Users may not install or use any Internet-based file-sharing program designed to facilitate the sharing of copyrighted material.

Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personal identifying information or information that is private or confidential, such as the home address, telephone number, credit or checking account information or social security number of themselves or fellow students. In addition, school employees must not disclose on school district websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA). Users also may not forward or post personal communications without the author's prior consent.

Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data of any user connected to school district technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance.
Users must scan all downloaded files for viruses.

Users may not create or introduce games, network communications programs or any foreign program or software onto any school district computer, electronic device or network without the express permission of the technology director or designee. Users enrolled in classes that teach game design or theory may follow the curriculum of their respective courses to create games. Users enrolled in computer classes teaching network design or maintenance may, with the assistance of their instructor, create programs as required by the course curriculum.

Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.

Users, other than members of the Instructional Technology team, are prohibited from using another individual's ID or password. Students must also have permission from a teacher or another school official.

Students should log off or reboot at least once per day.

All users should lock their computers when they are not in direct control of the device.

Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner's express prior permission.

If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.

Teachers shall make reasonable efforts to supervise students' use of the Internet during instructional time, to ensure that such use is appropriate for the student's age, circumstances and purpose of the use.

Views may be expressed on the Internet or other technological resources as representing the view of the school district or part of the school district only with prior approval by the Director of Schools or designee.

Without permission by the Board, users may not connect any personal technologies such as laptops and workstations, wireless access points and routers, etc. to a district-owned and maintained local, wide or metro area network. The connection of personal devices such as iPods, iPads, smartphones, PDAs, and printers is permitted, but not supported, by Decatur County Schools Technology staff. Student teachers and other district invited guests are allowed to use the DCSS network in support of their work inside DC schools. The Board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).   While the DCSS Technology staff will make every reasonable effort to support personal devices, the district cannot guarantee a student or staff member will be able to access the network with a personally owned device.

Users must back up locally stored data and other important files regularly. It is the responsibility of the user to ensure that locally synced files are syncing properly. District IT staff will assist any user with synchronization issues.

Those who use district-owned and maintained technologies to access the Internet at home are responsible for both the cost and configuration of such use.

Employees and students who are issued district owned and maintained equipment must also follow these guidelines. All district employees and students are expected to follow these guidelines on all equipment owned by the district:

- Keep the equipment secure and damage-free.
- Do not loan out the equipment, charger or cords.
- Do not leave the equipment in your vehicle.
- Do not leave the equipment unattended.
- Do not eat or drink while using the equipment or have food or drinks in close proximity to the equipment.
- Do not allow pets near the equipment.
- Do not place the equipment on the floor or on a sitting area such as a chair or couch.
- Do not leave the equipment near table or desk edges.
- Do not stack objects on top of the equipment.
- Do not leave the equipment outside.
- Do not use the equipment near water such as a pool.
- Back up data and other important files regularly.
- Do not check the equipment as luggage at the airport. It is usually advisable to carry any district-owned equipment on board with you rather than checking it as luggage.

RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The Board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school district personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The Board is not responsible for content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

PARENTAL CONSENT

The Board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent/guardian must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in the independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to the monitoring of the student's Internet activity and e-mail communication by school personnel.

In addition, in accordance with the Board's goals and visions for technology, students may require accounts in third party systems for school-related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary (i.e. when parental consent is needed by a site for CIPA laws) to create and manage such third party accounts.

PRIVACY

No right to privacy exists in the use of technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the Director of Schools or designee may review files, monitor all communication and intercept email messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel shall monitor the online activities of individuals who access the Internet via a school-owned computer. The monitoring of devices issued to students by the district is active 24 hours per day regardless of the location of the device. District personnel are able to monitor all Internet activity on student devices even when the device is outside the district network.

Under certain circumstances, the Board may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the Board, as a response to a public records request or as evidence of illegal activity in a criminal investigation.

SECURITY/CARE OF PROPERTY

Security on any computer system is a high priority, especially when the system involves many users. Employees are responsible for reporting information security violations to appropriate personnel. Employees should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the Board's network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access.

Users of school district technology resources are expected to respect school district property and be responsible in their use of all equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school system computers.

PERSONAL WEBSITES

The Director of Schools may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school district or individual school names, logos or trademarks without permission.

Students
Though school personnel generally do not monitor students' Internet activity conducted on non-school district devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with Board policy. Any device connected to the district network may be monitored by district personnel.

Employees
Employees' personal websites are subject to BOE Policy Use of the Internet. Please note: Be aware that teachers' district Social Media accounts are considered district resources.

Volunteers
Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school district may be terminated if the volunteer engages in inappropriate online interaction with students.

CYBERBULLYING
Cyberbullying in any form will not be tolerated. Harassing, disrespectful comments, or comments which could be reasonably construed to incite an argument or are intended to belittle another person, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Do not send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically, mentally or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

USAGE OF STUDENT IMAGES-PHOTOS AND/OR VIDEOS
Decatur County Schools encourages students to become active participants in their education. As a result, we may publish photos and/or videos of students on web resources controlled by the district, as well as print media such as district publications and programs. **Note**: **Con***sent to use student photos and/or videos is assumed by the district unless the parent/guardian opts out in accordance with provisions below. T*he *only* way to opt-out of the district using the student's image is to provide *written* notification to the principal at your child's school stating that you **do *not*** give consent for images of your child to be used in district resources and print media.

DISTRICT PROVIDED EMAIL ACCOUNTS AND ONLINE STORAGE
The Decatur County Schools has partnered with Google to provide email accounts and online file storage for all students. This service is in full compliance with the provisions of The Children's Online Privacy Protection Act (COPPA). COPPA applies to individually identifiable information about a child that is collected online, such as full name, home address, email address, telephone number or any other information that would allow someone to identify or contact the child. No personally identifiable information is revealed to users outside the Decatur County Schools network. Student usage and disclosure of personally identifiable information is covered in other sections of this document.

Email provided to students by the Decatur County Schools is filtered, monitored and archived. District personnel are able to see all messages sent to or from any student account, but will not examine messages unless directed to by a competent authority (Principal, Director of Schools, or Law Enforcement Official with proper documentation).

PROFESSIONAL USE OF SOCIAL MEDIA

Decatur County School System employees should treat professional social media and communication like a professional workplace. The same standards expected in DCSS professional settings are expected on professional social media sites. Please be aware that teachers' *district* social media accounts are considered "district resources" for the purpose of this RUP.

All professional social media accounts will be associated with district-provided and/or managed login credentials and privacy settings.

Users that establish a username and password for any DCSS approved social media/online subscription for use by a school or classroom shall provide their username and password to building administration and administer the resource as any other professional social media.

All social media tools must be vetted by the district prior to use by a DCSS employee and/or student.

Employees using professional social media have no expectation of privacy with regard to their use of social media.

Employees are responsible for protecting confidential information. No personally identifiable student information may be posted on professional social media sites, including student photographs, without consent of the students' parents/guardians.

Employees have an individual responsibility to understand the rules of social media being used and act to ensure the safety of students. Employees are responsible for reporting the use of social media not adhering to this agreement to building administration.
Employees are expected to use the TAP principle (Transparent, Accessible, Professional) in all social media usage.

PERSONAL USE OF SOCIAL MEDIA
The district recognizes that during non-work hours employees and students may participate in online social media. Employees should keep in mind that information produced, shared and retrieved by them may be subject to district policies and is a reflection of the school community.

The personal social media presence should utilize the employee's personal email address and should be completely separate from any professional social media presence.
Employees should not use their DCSS email address for personal social media accounts.

DCSS employees should not communicate with students who are currently enrolled in current school on personal social media sites with the exception of a relative. If employees receive a request from a current student to connect or communicate through a personal social media site they should refuse the request.

Personal social media use has the potential to result in a disruption in the workplace and can be in violation of district policy and law. In this event, administration may have an obligation to respond and take appropriate action, including, but not limited to, investigation and possible disciplinary action.
Employees should not access their personal social media accounts during the workday.
DISCLAIMER
The Board makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Board will not be responsible for any damages suffered by any user. Such damages include, but are not limited to, loss of data resulting from delays, non-deliveries or service interruptions, whether caused by the school district's or the user's negligence, errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school district specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services.

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Responsible Use Policy Agreement

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- I have read and understand this Responsible Use Policy and agree to abide by it.
- I have read and discussed this Responsible Use Policy with my child.
- The school district, a school, district administration, and/or school staff /teachers may feature my child in local broadcast and print media, on the school or school district website, in school-related social media posts, and in district publications and programs. *If you do not want your child's image to be used in broadcast or print media, please provide written notification to your child's principal; otherwise please give your consent by signing below.*

Note: Your signature below provides your consent for your child's image to be used in broadcast and print media AND acknowledges your understanding of this document and your consent for your child to utilize Decatur County Schools technology resources. Students and parents are expected to read Pledge and sign below. **Failure to sign Pledge could result in your child NOT being allowed to use or participate in the indicated activity.**

_____

(Student/Employee Printed Name)   **(Student/Employee Signature)**

_____

(Homeroom Teacher/Assigner)   **(Date)**

Parent/Guardian Signature: _____

Decatur County School System
Student Computing Device Contract

Students who are issued district-owned equipment must agree to the following guidelines:

- I pledge to treat the device issued to me with respect. I will operate it by following all school guidelines as stated in the Decatur County Schools' Responsible Use Policy.

  • I accept responsibility for using the device at school and outside of school hours.

  • I pledge to hold the device carefully, to open and close it gently, and to have it under my physical control at all times.

  • I pledge to keep the device issued to me in the school approved computer sleeve, zipped up, while transporting.

  • I pledge to honor my 1:1 commitment by not loaning out the device or cord to another student unless I am asked to by an authorized adult.

  • I pledge to keep food and drinks (including the water fountain) away from the device.

  • I pledge to use the device with clean hands.

  • I pledge to keep the device on my workspace, never leaving it unattended on the floor and never placing it on the edge of my desk.

  • I pledge to care for the screen by not stacking books or other objects on top of the device; I will not close the lid with pens/pencils/other objects on the keyboard.

  • I pledge to never change my password unless I am instructed to by an authorized adult.

  • I pledge to use email appropriately and remember that my emails are monitored. I have no expectation of privacy while using the device.

  • I pledge that I will only use school-approved software and programs (no unapproved games from home).

  • I pledge that at the end of the day I will restart the device and plug it in to charge.

  • I understand that my parents/guardians and I may be responsible for costs associated with loss, damages, or theft of the device.

  • I pledge that if the device is lost, stolen, or if any problem arises with the device, I will immediately notify my teacher.

  • I pledge that I will only use the device assigned to me and will keep my hands off another's computer unless asked to assist.

  • I agree to return the device and charger to school in good working condition at the conclusion of the school year (or if I withdraw from Decatur County School System).

  • I understand that the device can be taken and inspected at any time and that failure to comply with any of the guidelines and policies may result in suspension of my use of the computer.

Student Signature_____

Printed name _____Date_____

Decatur County School System
Parent/Guardian Computing Device Contract

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I pledge to review the Student Computing Device Contract with my child and support him/her in following the pledge.

I understand that my child's ability to use and have access to technology is imperative for his/her future success in today's job market; therefore, my child will receive my full support in their academic endeavors.

I understand that my child's device must be returned to Decatur County School System at the end of the school year (or upon his/her withdrawal from the system). The device should be returned in good condition and in good working order.

Parent Signature _____ Date _____

Family Zone Information

The family Zone will be the district tracking instrument for student devices. Below are pictures show what the program will do.

Google and YouTube controls

Including search term and video visibility and playback.

Reports & alerts for student wellbeing

Create, generate and schedule tailored reports for pastoral care and administrators.

Traffic shaping

Manage your school's Internet links with powerful Quality of Service (QoS), Priority QoS, Load Balancing/Failover and Link Selection.

Control student VPN access

Stop students accessing VPNs, anonymous proxies and TOR.

Flexible deployment options

Hybrid cloud or full cloud deployment with 10GBS support.

Native Directory Integration

Works with G-suite, Azure, Localized AD, LDAP.

SSL inspection and decryption

Filter SSL sites with the option of deep packet inspection with certificates on devices.

Sync with local and/or cloud-based directory services

Integrates with your Wi-Fi network, your domain controllers and connects to your local and cloud directory service.

Decatur County Community Hotspots

Free internet access can be utilized at these locations:

1. Ski Daddys
2. Bath Springs Community Center
3. Jeanette Fire Department
4. Monroe's Auto (Perryville)
5. Perryville Baptist
6. Salem Baptist
7. McDonalds
8. Parsons Library
9. Decatur County Library
10. School parking lots

Decatur County School System

Section 6: Professional Development

Decatur County School System

Draft Professional

Development Plan Start of

20/21 school year

Rationale: DCSS recognizes the challenging position that teachers and administrators face for the upcoming 2020-2021 academic year. Our teachers must feel supported and prepared to deliver effective instruction aligned with the school district's reopening and continuous learning plans. The district must provide training to prepare our teachers for maintaining health and safety within their learning environments, and teachers also need professional learning to be able to deliver instruction differently and to address any learning loss in this changing environment.

Teachers normally may be anxious when there are going to be new curriculum materials (ELA adoption, Algebra I, Algebra II, K-2 foundational skills, etc.). Teachers want the time to be able to have onsite training coupled with time to plan for instruction. This in addition to the unknown of what COVID-19 may bring to the mix, we are in challenging times regarding professional development (PD). We know that we will need to provide teachers with as much training on the front end to be armed with tools and resources to combat whatever they may experience. We also know that we must continue to provide learning opportunities for our teachers, and the ability to practice using those tools and resources on a continuous basis.

We have developed a professional development plan to encompass all the PD sessions that schools would normally engage in for the beginning of school as well as providing the necessary trainings we feel are most important should we move remote learning.

Proposal (Delaying the start of school one week to August 13, 2020

July 31, 2020 and the week of August 3rd – 7th (August 4th is registration)

Date	Morning	Afternoon
7/31/2020	COVID-19 Prep • Reconnect with staff • Build strong learning culture • Discuss re-opening plan • Practice procedures • Classroom walkthroughs • Mr. V meets with staff at all schools	Teacher Prep (3 of the 6 required hours) • NIET Session 1 • Smartboard Training • Newline training
8/3/2020	• NIET Session 2 • Emergency Medications Training	• NIET Session 3 • My Benefits Channel mandatory courses
8/6/2020	• Mastery Connect Training • Google Classrooms	• Mastery Connect Training • Google Classrooms
8/7/2020	• Mastery Connect Training • School Net Training • Google Classrooms	• Mastery Connect Training • School Net Training • Google Classrooms

8/10/2020	• Homeless Education • Trauma Informed Practices	• Homeless Education • Trauma Informed Practices
8/11/2020	• Mastery Connect (New Teachers)	• New Teacher and Assistant Principal Orientation
8/12/2020	• ELA Training • Writable Training • Math Training • ICEV Training (CTE)	• First Aid and CPR • Child Abuse • Legal Updates • Special Education
8/13/2020	1st day of school – Students with last name of A-Maness will attend	1st day of school – Students with last name of A-Maness will attend
8/14/2020	1st day of school – All students after Maness will attend.	1st day of school – All students after Maness will attend.

Decatur County School System

Section 7: Monitoring

State Mandated Tests
1. TCAP Grades 3rd – 8th
2. TCAP EOC Grades 9th – 12th
3. ACT Fall Assessment[1] (12th grade only)
4. ACT (11th grade)
5. ACCESS for EL's (WIDA) for English Learners (K-12th)
6. NAEP (grades 8th, and 12th selected schools and students)
7. TCAP Alt Portfolio (Science and Social Studies Only)
8. MSAA (replaces TCAP Alt for RLA/Math)

System Mandated Tests
1. Easy CBM Screener (taken 3 times a year)
2. Case Pre-Assessment
3. RTI Response to Intervention Screenings (K-12th)
4. ACT Retake (12th grade, students who took the 9/22 fall assessment, ***students will have to have a voucher***)
5. PSAT
6. ACT Practice – (this is not mandated, determined on a school by school basis)
7. ACT Workkeys Assessment (NCRC)
8. ASVAB – Fall 2020

• Purpose and use of the tests

1. TCAP Grades 3rd – 8th, TCAP EOC, are given to help measure how much a student grows academically over the course of a year.
2. ACCESS for EL's (WIDA) is administered to English Learners to evaluate English language skills in the area of listening, speaking, reading and writing.
3. ACT is used to measure college readiness and HOPE scholarship eligibility.
4. NAEP measures Tennessee's academic achievement against other states also taking the test.
5. TCAP Alt Portfolio is an alternative assessment based on alternate achievement standards for students with most significant cognitive disabilities.
6. MSAA is an alternative assessment based on alternate achievement standards for students with most significant cognitive disabilities.
7. Response to Intervention (RTI[2]) screenings are administered to identify skills that students may need additional help to reach mastery. Also, it may identify skills that can be used in enrichment.
8. ACT Practice is to familiarize students with the test format and to assist teachers with student needs.
9. PSAT provides practice for the SAT and gives students the chance to qualify for National Merit Scholarships.

• How and when parents and students will be informed of the results of the test

1. TCAP Grades 3rd – 8th, TCAP EOC Grades 9th – 12th – Individual performance reports which detail student performance received by early summer to the district. District will release those reports to parents at the start of the new school year.
2. ACCESS for EL's (WIDA) – District will release those reports to parents at the start of the new school year.
3. ACT – 3 to 8 weeks after the administration of the assessment by ACT, information is sent directly to students
4. NAEP – no student level results provided
5. PISA – no student level results provided
6. TCAP Alt Portfolio & MSAA– District releases to parents once they are received
7. Response to Intervention (RTI[2]) screening – parents will receive a letter if their child will be receiving intervention or enrichment.
8. ACT Practice – after local scoring
9. PSAT – 3 to 8 weeks after the administration of the PSAT

[1]Due to spring 2020 school closures for COVID 19, this the first time the majority of students will be taking the ACT. See chart on next page for date.

- **Tentative date(s) of testing administration**

  Grades K-8

Assessment Name	Administration	Administration Window[1]
RTI (Response to Intervention) (Grades K – 8th)[2]	Fall	8/12/20 thru 9/11/20 *subject to change*
	Winter	12/1/20 thru 1/29/21
	Spring	4/12/21 thru 5/21/21
State required assessment to identify achievement gaps in ELA and Math.	August	8/17/2020 – 8/29/2020
NAEP[3] **(Grades for participation selected by the state)**	Winter/Spring	January 28th thru March 15th
ACCESS for EL's (WIDA) for English Learners (Grades K – 8th)	Spring	February 16th- April 2nd
TCAP Alt (Grades 3rd – 8th)[4] Science and Social Studies MSAA – ELA & Math	Spring	March 15th thru April 30th (TBA)
TCAP Testing[1] (Grades 3rd – 8th) *Social Studies for grades 3 thru 5 paused*	Spring	April 12th thru May 6th

**Grades 9th thru 12th

Assessment Name	Administration	Administration Window[1]
RTI (Response to Intervention) (Grades 9th – 12th)[2]	Fall	8/12/20 thru 9/11/20 *subject to change*
	Winter	12/1/20 thru 1/29/21
	Spring	4/12/21 thru 5/21/21
ACCESS for EL's (WIDA) for English Learners (Grades 9th – 12th)	Spring	February 16th- April 2nd
TCAP EOC[1] (Grades 9th – 12th) Algebra I & II, Geometry, English I, II, Biology, & U. S. History & Geography	Spring Block and	April 12th thru May 6th
ACT PRACTICE TEST (Optional by School)	Fall	TBD by each school
	Winter	TBD by each school
ACT Fall Assessment[6] (Grade 12th)	Fall	September 22nd
ACT Senior Retake[7] (Grade 12th)	Winter	December 12th at National Test Sites
ACT (Grade 11th)	Spring	March 16th
NAEP[3] (Grade 12th)	Winter/Spring	January 28th thru March 15th
PSAT[5]	Fall	October 14th
TCAP Alt[4] (Grades 9th – 11th) Science and Social Studies MSAA – ELA & Math	Spring	**March 15th thru April 30th** (tentative)
AP Course Testing	Spring	**TBA**; *only for students enrolled in AP courses*

1 State Assessment window – District will pick specific dates within the window, Participation in the Grade 2 operational assessment is a district option & includes the alternate assessment if chosen.

2 These dates are selected by the district and approved by the vendor

3 NAEP only schools selected by the state will administer this assessment

4 This is an alternative assessment based on alternate achievement standards for students with most significant cognitive disabilities.

5 Provides practice for the SAT and gives students the chance to qualify for National Merit Scholarships; student selected participation

6 ACT Fall Assessment –*Due to spring 2020 school closures for COVID 19 , this the first time the majority of students will be taking the ACT.*

7 ACT Senior Retake – For those who took the ACT Fall Assess on 9/22 and *__students will have to have a voucher__.****
Assessments will either be given on-line and/ or paper.

STATE TESTING DATES SUBJECT TO CHANGE PENDING TDOE TESTING CALENDAR/ TESTING WINDOW

Decatur County School System
Logistics

Logistics – The TN DOE CLP rubric indicates that there needs to be an audit process for each section of the CLP as it relates to virtual learning. It should include process, person responsible, timeline. You might try including a chart like the one I have below. Think about how you are going to monitor/audit that each of these are happening as you have planned them.

Section	Process	Person(s) Responsible	Timeline, Frequency
Instruction	Supervisors, like principals, will be part of virtual classrooms where they can view lessons that have been created checking for rigor and content. Each supervisor and/ or principal will meet monthly with each grade or subject area for collaborative planning. This may be virtual or in person.	Renae Lomax K-5, Dr. Terri Anglin 6-8 Dana Savage 9-12	Supervisors will monitor online instruction weekly. At least Monthly collaborative meetings with each subject area.
Attendance	Each schools' attendance secretary and Mr. Turnbo will review attendance each day in SYNERGY. Once a student misses 2 and 3 days, the individual school secretary or one of the school administrators will make a call to the parents. On day 4 the school will schedule a meeting with the parent and student to sign an attendance contract and provide attendance counseling. On day 5, Mr. Turnbo or the school secretary will inform Ms. Clenney that there needs to be a home visit. On day 6, Mr. Turnbo will turn them into juvenile court for truancy.	Terry Turnbo, Amy Clenney, School Attendance Secretaries	Daily
Technology	Ms. Lindsey and Mr. Box will provide equipment and training to students and teachers of the DCSS. Following the district plan for distributing and maintaining working devices, they will have working devices available and troubleshoot as	Penny Lindsey, Mike Box	Daily

	needed. Both will receive emails from teachers and students to inform of problems that need addressing.		
PD	A robust and intentional PD plan is in place to help prepare the faculty and staff of the DCSS if the need to move to a full virtual setting. PD will also be available after school hours for teachers and staff that will need extra practice by central office support, program experts, technology support. School administrators may request additional learning opportunities for teachers and staff.	Amy Clenney, Kodi Breeden	Monitored and offer extra services as requested by district admin.
Communications	Ms. Boggan will keep the district website updated with information about the district school plan. Dr. King will distribute articles to the local paper, radio, and post of social media of any changes that are made throughout the district.	Angie Boggan, Dr. Lyndi King	Daily, weekly, District website will be updated as needed.

Decatur County School System

Section 8: Communications

Reopening Plan School Board Meetings: The DCSS board met on June 16th and July 8th in normal business. School reopening plans were the main area of topic. DCSS board members met June 9th and July18th in a special work session pertaining to the DCSS return to school plan.

The purpose of this document is to outline communications that have or will need to take place for the 2020-2021 School Startup with COVID-19

1. Employee Return to Work Survey was open from June 30th to July 6th
2. Parent Return to School Survey was open from June 17th to June 30th
3. Information was shared with the School Board by email.
4. Blackboard Connect; includes All Call, All Email, and All Text
    a. The School Messenger notification system has family and guardian numbers entered by the district technology coordinator at the beginning of each semester
5. All Decatur County Email
    a. goes to all @decaturschools.org email addresses.
6. District Social Media Facebook and Twitter
7. District Website
8. Local newspaper and radio press release

The Decatur County School System will utilize the following modes of communication to reach parents and students to share details regarding plans for individual school start up for each school.

1. Blackboard Connect; Including All Call, All Email and All Text
2. School Social Media Facebook and Twitter
3. District and School Websites
4. Remind Messaging App

Communications Accessibility

1. Communications are available in the primary language most spoken in the district
    a. Translation to Spanish will be made available as needed.
2. Communications will be shared over phone calls, websites and social media in a timely manner so everyone has access. Important communications will be translated to Spanish as needed.
3. Hard copies of all communications will be available at each individual school.

Communications Engagement

The Decatur County School System has and will continue to utilize the following methods of engagement for students and parents.

1. Parent and Employee Survey Results
2. Facebook and Twitter accounts monitored daily
3. Telephone
4. Online forms for gathering information
5. Contact Administrator links on each schools website.
6. Parents/ Community stakeholders are able to send questions, concerns, or feedback to BQ@decaturschools.org or on instant messenger on Facebook. Questions and concerns will be addressed within 24 hours.

DCSS Contacts

Superintendent: Chris Villaflor 731-852-2391
Email: chris.villaflor@decaturschools.org

K-4 Instruction: Renae Lomax 731-852-2391
Email: renae.lomax@decaturschools.org

5-8 Instruction: Dr. Terri Anglin 731-852-2391
Email: terri.anglin@decaturschools.org

9-12 Instruction: Dana Savage 731-852-2391
Email: dana.savage@decaturschools.org

Student Management System:
Terry Turnbo 731-852-2391
Email: terry.turnbo@decaturschools.org

Technology Coordinator:
Penny Lindsey 731-852-2391
Email: penny.lindsey@decaturschools.org

CTE Director: Dr. Lyndi King 731-852-2391
Email: lyndi.king@decaturschools.org

Facilities: Keith Dickson 731-852-2391
Email: keith.dickson@decaturschools.org

Federal Programs:
Angie Boggan 731-852-2391
Email: angie.boggan@decaturschools.org

Special Education: Tina Gardner 731-852-2391
Email: tina.gardner@decaturschools.org

District Communications: Angie Boggan 731-852-2391
Email: angie.boggan@decaturschools.org

CSH: Ginger Teague 731-852-2391
Email: ginger.teague@decaturschools.org

Early Childhood Coordinator
Amy Clenney 731-852-2391
Email: amy.clenney@decaturschools.org

Multi-lingual Spanish Resource
Nancy Box – 731-847-7317

Crisis Communications

Actual and rumored situations can cause a crisis. Clearly outlined and defined crisis plans should be in place at every school, along with naming staff member roles during a crisis. The district School Safety Coordinator, Steve Boggan (731-852-2391 or at steve.boggan@decaturschools.org) provides guidance and direction on school safety plans and expectations surrounding those plans.

Emergency Communications

DCSS will utilize the following modes of communication to reach parents, students and the community to share emergency communications.

The Superintendent will notify the School Board, Executive Members, Directors, and Supervisors who will implement the following protocols:

1. Direct Contact to all interested parties as applicable
2. Activate Website Emergency Alert System on District Website and all School Websites
3. District Social Media Facebook and Twitter if applicable
4. Contact Local newspaper and radio when applicable

Media Communications

If your school is contacted by the media, refer them to Chris Villaflor at 731-852-2391.

Law enforcement is often included in a crisis situation and district personnel should most often be the lead in communicating and working with law enforcement. Depending on the situation, either district personnel or the school principal will lead in communication with faculty, students, staff and parents. Media relations in a crisis situation will be managed by the district Communications office with Chris Villaflor (731-852-2391 or chris.villaflor@decaturschools.org). Communication to your school families during or after a crisis should be done as quickly as reasonable but not before you have the proper facts.

<div align="center">**Decatur County School System**</div>

Template Letter for Employees
Topic: Positive Case of COVID-19 among Staff

Provide this letter to employees following a personal conversation about possible exposure, if time will allow. During the conversation, be honest, calm and reassuring. Do not disclose the identity of the person who tested positive.
[Date]
Dear [Employee Name]:

Today, we received confirmation that an employee of our district has tested positive for COVID-19. While we must protect the privacy of the person involved, we believe it is best to communicate transparently with you so you can make well-informed decisions regarding your health.

As a coworker of the individual involved, it is possible, but not certain, you have come into contact with the him/her while performing your work responsibilities. As a result, Decatur County Health Department officials recommend you closely monitor yourself for possible symptoms for the next two to 14 days.

COVID-19 is transmitted through person-to-person contact and through the exchange of respiratory droplets. The most common symptoms of COVID-19 include fever, cough and shortness of breath; however, some who contract the disease exhibit other symptoms or no symptoms at all. If you exhibit symptoms, please contact your medical provider immediately for advice and do not come to work. You also are asked to take your temperature daily to ensure it is not elevated before you come to work.

Please continue to follow the attached guidelines the district has established to reduce the spread of COVID-19. [Attach a copy of your district's COVID-19 prevention procedures to this letter.] The CDC also recommends the following best practices for people to protect themselves:

- Wash your hands often with soap and water for at least 20 seconds.
- Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid close contact with those who are sick.
- Cover your coughs and sneezes with a tissue or your sleeve.
- Avoid touching your eyes, mouth and nose.
- Disinfect frequently touched surfaces and objects.
- Stay at home when you are sick.
- Practice social distancing, leaving at least six feet between you and other people.
- Wear a cloth mask in public when you cannot social distance.

There is nothing more important to the Decatur County School System than the safety and health of our students, our staff and their families. If you have any questions or additional concerns about this matter, you are welcome to contact the school system at BQ@decaturschools.org. You are valued by this school district, and we are here to assist you.

Sincerely,

Chris Villaflor, Director
Decatur County School System

Decatur County School System

Letter for Parents, Staff & Community Members
 Topic: Possible Exposure to COVID-19

[Date]
Dear Decatur County parents, staff and community members:

As our country fights the spread of COVID-19, we believe one of our greatest responsibilities is to communicate transparently and often with you, our school community. It is our hope that accurate and up-to-date correspondence will help you make well-informed decisions for your family. Nothing is more important to Decatur County School System than the safety and health of our students, our employees and their families. When we work together, we can provide the best care for all involved.

Last night, we learned the following information: [Insert details of the possible exposure. State facts and avoid words that cause unnecessary alarm. Be reassuring but honest. Also, do not violate student or employee privacy laws. If possible, as a courtesy, allow the family involved to read the letter before it is distributed.]

Here is an example for school administrators of what might be included above: *A [School] family recently received notification that five cases of COVID-19 may be associated with a cruise they took last month. This information was received several days after the [School] family had returned from their vacation to their regular routines, including school and work. The family has exhibited no symptoms of the illness; however, they are self-quarantining at this time as an added precaution and safeguard.*

Decatur County School System will continue to clean and disinfect surfaces inside all district schools. Additionally, we will [include additional actions taken by the district here, such as suspending summer activities.]
As more cases are being confirmed across the state, it is important to remain vigilant. The CDC recommends the following best practices to help prevent the spread of COVID-19.

- Wash your hands often with soap and water for at least 20 seconds.
- Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid close contact with those who are sick.
- Cover your coughs and sneezes with a tissue or your sleeve.
- Disinfect frequently touched surfaces and objects.
- Practice social distancing, leaving at least six feet between you and other people.
- When you are unable to practice social distancing in a public setting, wear a cloth mask.

Symptoms of COVID-19 include fever, cough and shortness of breath. If you or any member of your family exhibit these symptoms, you are encouraged to contact your medical provider for advice immediately. Symptoms usually appear 2-14 days after exposure.
Our greatest priority is the safety of our students, staff and community members. We are grateful for the opportunity to serve you and your family, especially as we face this challenging situation together. Thank you for your support of the Decatur County School System.

Sincerely,

Chris Villaflor, Director
Decatur County School System

Decatur County School System

Letter for Parents, Staff & Community Members
Topic: Positive Case of COVID-19 in District

[Date]
Dear Decatur County parents, staff and community members:

Today, we received notification that a [District] [student or employee] has tested positive for COVID-19. While we must protect the privacy of the person involved, we believe it is best to communicate transparently with you so you can make well-informed decisions for your family.

There is nothing more important to the Decatur County School System than the safety and health of our students, our staff and their families. We are working directly with county health officials to address this situation. They have recommended we share this information with you.

Decatur County School System will continue to follow all COVID-related safety procedures. COVID-19 is transmitted through person-to-person contact and through the exchange of respiratory droplets. As more cases are being confirmed across the state, including in our community, we must be vigilant. Symptoms of COVID-19 include fever, cough and shortness of breath. If you or any member of your family exhibit these symptoms, please contact your medical provider for advice immediately. Symptoms usually appear 2-14 days after exposure.

The CDC recommends the following best practices to help prevent the spread of COVID-19:
- Wash your hands often with soap and water for at least 20 seconds.
- Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid close contact with those who are sick.
- Cover your coughs and sneezes with a tissue or your sleeve.
- Avoid touching your eyes, mouth and nose.
- Disinfect frequently touched surfaces and objects.
- Stay at home when you are sick.
- Practice social distancing, leaving at least six feet between you and other people.
- Wear a cloth mask in public when you cannot social distance.

Our greatest priority is the safety of our students, staff and community members. It is important to remember that children are greatly influenced by the reactions of adults when facing difficult circumstances. I encourage everyone to remain calm and to be empathic and respectful to those affected. We are grateful for the opportunity to serve you and your family, especially as we face this challenging situation together. Thank you for your support of the Decatur County School System.

Sincerely,

Chris Villaflor, Director
Decatur County Schools System

Decatur County School System

Long-term School Closure Recommended, Learning to Continue

[Date]

Dear Decatur County School System Family:

Today, state officials announced they will recommend to the state Board of Education that Tennessee students not return to the classroom for the remainder of the current school year, as our state continues to fight the spread of COVID-19. They will instead recommend a continuous learning plan that will allow students to complete the school year at home. **It is important to note that this decision is not final until the state Board of Education meets on Wednesday and votes to approve the recommendation.**

We are sharing this information with you in advance, however, so that you can begin to prepare accordingly for your family. We understand this recommendation is in the best interest of everyone's health, which is our greatest priority as a district. If approved, this also means that all extracurricular activities and special events will be canceled as well. Making these difficult decisions, we believe, is simply the right thing to do for our students, our staff and our community.

We do have good news: DCSS has developed a plan to ensure your child will continue to have opportunities to learn and to grow academically, especially with parental support. Because we are unable to safely gather together, these lessons and activities will primarily be delivered and communicated through virtual learning. As you can imagine, this is a significant transition for our students and our teachers.

We have numerous resources on our website, including information about free breakfasts and lunches for students under the age of 18, which will continue, as well as answers to frequently asked questions regarding the school closure. You can find these details and more by visiting [website]. The site also includes recommendations from the CDC about protecting your health and the health of your loved ones. We ask you to please follow their advice by: (1) washing your hands regularly; (2) staying at home, if you can; and (3) practicing social distancing of at least six feet from others.

This is an unprecedented situation, and it has required an unprecedented response. We can still take care of Decatur County's students, though. This is a community that sticks together in challenging times, and we know this experience will be no different. As soon as we identify our next steps, we will share them with you.

Please stay safe. As always, we appreciate your support of Decatur County Schools.

Sincerely,

Chris Villaflor
Superintendent

DCSS Employee Survey

* Required

1. Employee Name *

    _____

2. 1. If conditions on August 4, 2020 are similar as they are today, will you be returning to work with normal duties? *

    Mark only one oval.

    ( ) Yes

    ( ) No

3. If 'No,' please state the reason why:

    _____
    _____
    _____
    _____

4. 2. How many school aged children do you have? *

    _____

5. What grade levels are your children?

    _____
    _____

_____

_____

6.   3. If we go to Hybrid/Stage 2 where the students attend every other day, will
      you need childcare? *

      Mark only one oval.

      ◯ Yes

      ◯ No

      ◯ May

7.   If 'Yes,' what grade levels?

      _____

      _____

      _____

      _____

      _____

8.   4. Do you need additional training for providing online learning to your students?
      *

      Mark only one oval.

      ◯ Yes

      ◯ No

9.   5. Do you have concerns or suggestions regarding returning to school in the
      FALL 2020? *

      _____

      _____

DCSS Return to School Survey

Returning to School in the FALL, August 2020

The Decatur County School System is providing this survey as a resource to assist our Administrative Team in developing a plan to return to school on August 4, 2020. During this COVID-19 pandemic, our school system has worked extremely hard to make sure the needs of our students are met.
On behalf of Decatur County students and staff, we would like to thank you for your continued support, cooperation and kind words during this unprecedented time.
Please take just a few minutes to complete this stakeholder survey for the benefit of your child. You need to complete this for each child in the school system. Thank you!

Stage 1 - Traditional - All students will return to school with daily temperatures being checked with emphasis on hand washing and sanitizing and additional sanitation and cleanliness of the school facilities

Stage 2 - Hybrid - Students will be divided and half come on Monday and Wednesday and the other half on Tuesday and Thursday. Virtual learning for the other two days they are off. Fridays will be remediation days.

Stage 3 - Virtual - All students will receive their education virtually through internet access and other distance learning methods.
* Required

1. **Student's Name** *

2. Student's Grade as of August 2020 *

Mark only one oval.

◯ Pre-K

◯ Kindergarten

◯ 1

◯ 2

3

◯ 4

◯ 5

3. **Your relationship to the student** *

Mark only one oval.

◯ Parent

◯ Grandparent

◯ Guardian

◯ Other: _____

4. **If conditions on August 4, 2020 are similar to today, do you plan to send your child to school?** *

Mark only one oval.

◯ Likely

(Yes)

◯ Unlikely

(No)

◯ I will not send my child until a vaccine is created. (Please list your concerns in the box provided at the end of the survey.)

5. **4. If school does not return on a daily basis and we go to a Stage 2/Hybrid staggered schedule where the students attend every other day and do virtual learning the other days, my child will still participate and attend Decatur County Schools.** *

Mark only one oval.

◯ Yes

◯ No

6. **. Total number of children in the household who will be attending the Decatur County School System?** *

_____

7. Internet / Device Access: My child has access to... (Choose all that apply) *

   Check all that apply.

   ☐ The internet through a mobile device (phone)

   ☐ The internet through a separate internet connection (not
   a mobile hot spot)

   A device (laptop, chromebook, tablet) for remote
   learning

   ☐ No access to internet or devices

8. **Transportation To / From School:** *

Mark only one oval.

◯ I will provide transportation for my child to and from school.

◯ My child will need to ride the bus to and from school.

◯ I will provide transportation to school but will need the bus to provide transportation home.

◯ I will need the bus to provide transportation to school but I will provide transportation home.

9. **Will the parents or guardians be available at the house where the student caught the bus in the morning in case of emergency?**

Only answer if your child will be using bus transportation.

Mark only one oval.

◯ Yes

◯ No

10. **Bus number your children ride: _____** Only answer if your child will be using bus transportation

11. **Please list any additional comments and concerns here.**

_____

_____

_____

_____

_____