Continuous Learning Plan
Jackson-Madison County School System
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Section 1: Basic Information

Jackson-Madison County launched a "School New Normal Initiative" in June of 2020 with the goal of developing a comprehensive plan with options and opportunities for families. This new initiative "SOCA" focused on Schools, Operations, Communication and Academics. A team of district staff, school staff and community stakeholders engaged in thoughtful conversations and gathered detailed feedback. Many agencies including local government, county health department, Center for Disease Control, Department of Education provided input and/or resources in preparing the JMCSS Reopening Framework Additionally, the district garnered feedback from parent and employee surveys (available from June 22, 2020 until July 1, 2020). Information from "School New Normal Initiatives" meetings, survey responses and local health guidance on the community spread of COVID-19 will guide our decision-making for reopening schools for 2020-2021.

The district prioritized needs from data collected during the initial school closure and implementation of distance learning in March of 2020. Included in our CARES Act application were the following:

- Access for students for virtual learning including devices, internet access, a system wide virtual platform, and training for teachers using the platform.
- PPE (Personal Protective Equipment) for schools to be able to allow for in person classes including thermometers, face masks, gloves, etc.
- Mental Health needs – Students and families have been affected by the COVID-19 pandemic. Faculty and staff must be vigilant in identifying possible warning signs of stress, anxiety and trauma in students and families.

The district's Continuous Learning Plan includes three options for families for the 2020-2021 school year. Three options are included: the traditional school model (in-person for 5-days per week), the virtual classroom model (on-line distance learning in 9-week grading periods), and the cyber academy (an online full virtual school). The options provide flexibility for families during the 2020-2021 school year in response to COVID-19, as well as incorporates a new and innovative educational option for families. This plan details when and how decisions will be made relative to academic instruction based on consultation with the local health department and percentages of COVID-19 spread in Jackson-Madison County. We will also consider the presence of the virus in school buildings, district office and its impact on both student and staff attendance.

Please note that frequent changes could be made to our Continuous Learning Plan throughout the school year based on the impact of COVID-19 spread in our schools and community, as well as guidance from the Governor's Office, the Regional Health Department, and the Tennessee Department of Education. A change from on-campus instruction to remote instruction could occur for one or more schools while not including the entire district.

Traditional	In person
Distance Learning Options	Includes virtual, online, instructional telephone call, feedback from text messages, and all learning that is offered through alternate means rather than on-campus, face to face. More specific subject matter may be provided through contend download (e.g. using laptops, tablets, chrome books, smart phones) and communication by phone, conference calls and/or one-on-one calls. Instructional materials may include books, work packets, email, educational television, video recording, live meeting platforms of Microsoft TEAMS and Google Classroom.
A. Virtual Classroom	The virtual classroom option is a 9-week period of virtual instruction facilitated by your child's teacher. This would include daily contact -5 days per week, as students will use their personal or district issued laptop or tablet to observe the lessons during their scheduled class period, view assigned videos and complete and upload assignments.
B. Cyber School	The Cyber School option is a permanent option for the school year. Cyber School will not be six and a half hours in front of the computer. There are scheduled communications and check in points for English Language Arts and mathematics. Much of the learning is video based; however, teachers who have been assigned to our Cyber School will provide the video instruction. Teachers will check in with students virtually to provide assignments, and to provide direct instruction, assignment review and academic feedback.

Sections 2-6: Programmatic Model for the 2020-2021 School Year
- Standards-Based Instruction
- Attendance
- Instructional Technology
- Attendance
- Professional Development

The Jackson-Madison County School System will began the 2020-2021 school year with three options for K-12 students based on family choice. These options include the **traditional school model (in-person for 5-days per week), the virtual classroom model (on-line distance learning in 9-week grading periods), and the cyber academy (an online full virtual school).** Families may choose to continue the virtual classroom model after each 9-week grading period or return to traditional school. Students who enroll in the cyber academy will remain for the full school year. Students enrolled in virtual learning will receive teacher-facilitated online instruction. The options provide flexibility for families during the 2020-2021 school. Please note that all families should be prepared for intermittent closures and have plans that can be activated immediately if there is a school closure or if their child or children are not able to attend school because of a quarantine situation.

Explanation of Approach
All students are in school or online based on parent choice. Teachers, students, and visitors follow a safety protocol that includes daily self-screening and temperature checks. The Coordinated School Health and nursing staff will provide continuous monitoring of reportable illnesses and emphasize frequent handwashing, sanitizing, and extra cleaning of buildings.

Phase #1   Traditional – no restrictions

Phase #2   Academic Considerations: All students in physical buildings

Professional Development:
- Many teachers participated in online PD offered that addressed virtual learning/teaching during the summer
- Provide PD on iReady and Edmentum on how to create and assign learning paths, provide feedback, modifications, etc.
- Determine best platform for virtual learning/teaching based on teacher/staff survey (TEAMS, Zoom, Google Classroom, etc.)
- Provide additional PD on platform selected
- Utilize consulting companies to provide training on current implementation of curriculum (Instruction Partners, TNTP, Amplify, and Great Minds)
- Utilize consulting companies to assist with merging current classroom curriculum with the selected online platform
- Utilize consulting companies to provide PD on identifying connections between current materials and standards that need to be scaffolded
- PD on universal communication platform (TEAMS and Google Classroom)
- PD on how to access curriculum online

- Review all scenarios with staff

Academic Planning:
- Teachers meet with grade levels to identify standards/materials not covered before school begins (vertical planning/discussions)
- Teachers will identify where missing standards align/fit in current school year/curriculum
- Assess students using various measures (CKLA screeners, state formative assessments, district formative assessments, etc.)
- Schools will determine how to set aside time/funds for extended learning (before school tutoring, after school tutoring, Saturday school, etc.)
  - Identify most effective teachers for ELA and Math
  - Identify students
  - Determine best fit for school demographics
- Review assessment results and standards not taught to identify which standards need to be emphasized throughout the current year
- 1st – 3rd grades will teach untaught skills units from previous year (review scope and sequence to determine which units at particular schools need to be taught)
  - Review schedules for 1st – 3rd grades to determine best use of intervention time or double block skills lessons for the first month of school with an emphasis on skills over listening and learning
  - Utilize CKLA Skills "boosters" in grades 1st – 3rd grade
- Review individual student needs to identify who needs to be assigned to intervention to address gaps during first month of school
- Prioritize ELA and Math at the start of the school year in lower grades
- Utilize intervention time as a remediation block during the first month and as intervention block for those students who are already Tier III

Assessments:
- State formative assessments
- District formative assessments
- CKLA screeners
- End of module assessments for Eureka
- AIMS Web/Phonics screeners

Communication and Review of Plan:
- Create and communicate options for learning (All in buildings, Blended learning, and All virtual)
- Review plans with district office
- Review plans with school leaders
- Review plans with teachers
- Communicate plans with parents/community
- Regularly review plan and implementation progress based on current situation to determine areas for improvement
- Adjust plan
- Communicate adjustments

Planning for virtual transition:
- Identify teachers per grade/subject to record lessons that can be shared with students virtually
- Identify lessons in online curriculum that align with current curriculum pacing/sequence
- Teachers assign lessons that align to current pacing/sequence
- Teachers provide feedback to students within a reasonable amount of time (not necessarily a grade…conversations, assessing and advancing questions, etc.)
- Grading expectations for virtual learning are consistent with current board policy
- Communication logistics for pick-up of paper packets, materials, devices, etc.
- Teachers need to reach out to students within 3 days of shutting schools
- Paper packets should already be prepared for those who don't have internet/device access
- Schedule time for teachers and staff to pick up items needed to conduct virtual learning
- Schedule time for parents/students to pick up paper packets and other materials, if needed
  - Keep log
- Schedule time for parents/students to pick up district supplied devices
  - Keep log
- Use of current core curriculum and online platforms (iReady, Edmentum, etc.)

Special Considerations for Special Populations (SPED, ESL, Gifted):
- Special Education, Related Services, and Homebound Services are provided per normal procedures and expectations.
- ESL services are provided per normal procedures and expectations

Phase #3   Academic Considerations: Combination of in physical buildings and virtual

All considerations from Phrase 1 and Phrase 3. See additional guidance/suggestions below.

Possible Options
- Bring back all elementary students to all buildings and have 6-12 do virtual
- Odd day/even day schedule
  - Frontload information in person and assign work to be completed at home
- Week A/week B
  - Frontload information in person and assign work to be completed at home

Teacher Expectations
- One teacher per grade/per subject will video lessons to be uploaded for students to view at home either online or by another means (PBS)
- Teacher of record is responsible for grading work, providing regular feedback, and facilitating lessons for students who opt in to virtual learning

Special Considerations for Special Populations (SPED, ESL, Gifted):

Special Education Services: It is the district's plan to provide services and support to students with disabilities to access academic content to maximize their learning as indicated by the child's IEP.
- When an individual school moves to a remote or hybrid learning model, Phase 1 and Phase 3 protocols and expectations for SPED staff/related services for remote learning supports continue on days when students are not physically present in school buildings.

- Homebound services are provided normally, except will be provided by phone and/or video in a remote or hybrid learning model.
- Speech, PT, and OT services will be conducted in combination of in-person at the building level and by teletherapy services.
- IEP meetings will be conducted at the building level, virtually or conference call by phone with proper parent consent, invitation, and agreement, in writing.
- School psychologists/assessment staff will conduct assessments at the building level. In a remote or hybrid learning configuration, school psychologists will be available to school-based administrators and families during regular workday hours, as needed.

Special Considerations for English Language Learners (ESL):

English as a Second Language (ESL) Teachers: Our ESL teachers are charged with developing communication and increasing language proficiency through embedding language within content areas including Mathematics, English Language Arts, Social Studies, and Science. The ESL teachers will tailor support for the individual or small groups of ELs, as they develop the required basic interpersonal communication skills and academic language to fully engage with the content materials.

- English language learners will be supported with continued English language development through A/B alternate (hybrid) days of in-person instructional services following all required safety protocols and CDC guidelines. The in-person instruction will be a continuation of learning with regularly scheduled general educators in their respective classes and additional English language direct services provided by certified ESL teachers.
- The in-person instruction will support continued academic and language development of ELs while meeting the minimum hours of direct services, as per the ESL guidelines.
- ESL services will be based on the language needs of students and in alignment with supporting growth with the language acquisition domains: listening, speaking, reading and writing.
- During remote learning, support for ELs will continue to be provided.
- A certified ESL teacher will provide direct services.

Interpreters:
Our district interpreters will continue to provide services to support communication to and with students and families through the following:
serving as language conduits as we outreach to families; providing accurate information regarding updates; translating documents to send to families in Spanish and other languages; and providing language support for ongoing meetings as requested by administrators, staff, and teachers in various modalities to include teleconference, video conference, or in-person based on the phases utilized by the district.

Additional Considerations for English Language Learners with Disabilities:
During all phases, both ESL and Special Education and general education teachers will be provided time to consult regarding the support of core instruction.

Phase #4   Academic Considerations: All students virtual

All considerations from Phrase 1: See additional guidance/suggestions below.

Virtual Planning and Professional Development
- Utilize instructional coaches to facilitate online planning sessions focused on curriculum and online platforms
- Identify potential teacher leaders who can support others with virtual learning/teaching

Academic Feedback and Grading:
- Teachers will communicate with students a minimum of 3-times per week to provide feedback pertaining to work completed prior to giving a grade
- K-2 students will receive feedback on oral reading fluency, counting, etc. on a weekly basis
- Students will submit work weekly to be graded and/or to be given feedback on
- Teachers will follow the traditional grading policy that is in place
- Teachers will grade student performance on standards most essential to course content
- Teachers will set daily virtual office hours

Teacher Observations/Support:
- Leaders will meet weekly with PLC's
- Leaders will join virtual lessons weekly to monitor instruction and to provide feedback
- Leaders will join virtual classrooms and conduct informal and formal evaluations

Administrator Support and Expectations:
- Leaders and administrators will participate in PD sessions offered to teachers in order to have an understanding of the online platforms
- Weekly check-ins with district office to review progress and address concerns/questions
- Weekly PLC meetings with teachers
- Regularly check attendance and grades to ensure all students are participating
- Identify teachers who can be available to provide technical support for each grade band

Teacher Expectations for Virtual Teaching:
- Teachers provide daily lessons via recordings, videos, screencasts, etc. for all content areas
  - All teachers in all buildings upload their own
  - Selected teachers from each building provide uploaded content and other teachers use to facilitate lessons
  - District selected teachers provide content and all other teachers use to facilitate lessons
- Teachers set a schedule for classes
- Teachers set a time for virtual office hours to provide support and academic feedback
- Teachers utilize core curriculum and iReady and Edmentum to assign lessons
- What does attendance look like?
  - Mixed assignments log
  - Teacher takes attendance during virtual learning (class login)

Providing for Students without Internet/Device Access:
- Teachers provide packets aligned to the lessons being uploaded and intervention materials for those in RTI
- School communicates a time for packet pick up and drop off for any student without internet access
- Teachers provide feedback after packets have been dropped off during schedule office hours

- Utilize local stations to broadcast prerecorded lessons

Parent/Student Expectations for Virtual Learning:
- Create scheduled time for learning
- Create a learning space at home
- Complete and submit work as assigned
- Actively participate in online learning
- Call in to office hours to receive feedback
- What does attendance look like?
    - Students/Parents keep a log of attended "classes"
    - Students participate in all online instructional lessons
    - Students complete all assignments, including uploading work as requested

Support Staff Expectations:
- Scheduled office hours to assist with assignments and answer other questions
- Attendance clerks provide weekly attendance reports to administration and teachers
- Support staff can reach out to parents of students who are not actively participating
- Attendance clerks and bookkeepers set office hours to answer school phone
- Support staff could provide read aloud of assignments
- Provide intervention via online platform (RTI and remediation)
- Assist with packet preparation and pick up

Special Considerations for Special Populations (SPED, 504)
- Special Education (SPED) Teachers will ensure students have access to grade-level curriculum and provide support in order for students to access curriculum/core instruction.
- Special Education teachers will contact parents/students weekly in order to provide special education supports to students via phone, virtual supports, and/or email, and will be available during regular school hours via phone, email, and video conferencing.
- Special Education teachers will monitor online/paper-based student work to ensure services are provided with the necessary accommodations/modifications, behavior support, counseling services, interpreter services, and visual protocols per student IEPs.
- On-line resources for sped students will be available on the district's website.
- Homebound services will be provided by phone and/or video conferencing.
- Teletherapy services will be provided for Speech/Language, Physical Therapy (PT), and Occupational Therapy (OT) services. The Related Services Department will share activities and resources with parents for use at home.
- IEP Meetings will be conducted virtually or conference calls by phone with proper parent consent, invitation, and agreement in writing.
- School Psychologists will be available to school-based administrators and families during regular workday hours as needed, and will prioritize students' evaluations once students and staff physically return to school.

Special Considerations for English Language Learners (ESL):
- Screen potential ELs remotely. The administration of the formal assessments will follow when students return to campus.
- Students are not physically attending school and are supported remotely.
- A certified ESL teacher will provide direct services.

Interpreters:
Our district interpreters will continue to provide services to support communication to and with students and families through the following:
serving as language conduits as we outreach to families; providing accurate information regarding updates; translating documents to send to families in Spanish and other languages; and providing language support for ongoing meetings as requested by administrators, staff, and teachers in various modalities to include teleconference, video conference, or in-person based on the phases utilized by the district

Additional Considerations for English Language Learners with Disabilities:
During all phases, both ESL and Special Education and general education teachers will be provided time to consult regarding the support of core instruction.

Student Assessment

- Use of checkpoint test
- ACT
- Dual Credit challenge exams
  - *Utilize the state checkpoint tests*
  - *Dual credit – schedule for September, make optional, provide a study guide, offer a virtual review, communicate to parents*
  - *Assess additional areas from last year with Performance Matters to plan for missed learning in all end of course content areas*
  - *Some in-person testing days*

Technology:

- Phase 1 High Risk
  - Schools closed to in-person learning-virtual learning only
  - Thorough cleaning or gloves required when handling devices. UV carts may be necessary if large amounts of devices need to be serviced.
  - Devices will be distributed at the local school from stock on-hand or from a central location if facility access is limited. If travel is limited, the devices will be sent via a trackable carrier such as FedEx or UPS. Tracking information and delivery confirmation will need to be stored with the forms the parent / guardian signs for the devices themselves.
  - Devices will be checked out to the individual students in Booktracks
  - Parent / guardian will sign form that designates custodianship and acceptable usage of the device if the device is to be taken offsite
  - Offsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be returned to the school and swapped for another device. The old device will be checked in and the new device checked out, and all forms updated.

- All devices will have content filtering per CIPA guidelines
- Software will be delivered and updated with automated tools to minimize interaction
- Mandatory training on virtual teaching / learning methods for staff and students

- Phase 2 Moderate Risk
  - Mask mandatory
  - Thorough cleaning or gloves required when handling devices
  - Devices will be distributed at the local school from stock on-hand if requested
  - Devices will be checked out to the individual student in Booktracks if device is to be taken offsite
  - Parent / guardian will sign form that designates custodianship and acceptable usage of the device if the device is to be taken offsite
  - Offsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be returned to the school and swapped for another device. The old device will be checked back in, and the new device checked out; and all forms updated.
  - Onsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be serviced in place or replaced depending on the severity of the issue and access to the facility. If facility access is limited the device will need to be transported to Central Office for repairs.
  - Devices used and stored at the school should be cleaned daily
  - Devices should be assigned to a single student and not shared if possible. If sharing is required, the device should be cleaned after each use.
  - All devices will have content filtering per CIPA guidelines
  - Software will be delivered and updated with automated tools to minimize interaction
  - Mandatory training on virtual teaching / learning methods for staff and students

- Phase 3 Low Risk
  - Mask suggested but not mandatory
  - Light cleaning or gloves suggested when handling devices
  - Cleaning products on-hand for more vigorous device sanitization if desired
  - Devices will be distributed at the local school from stock on-hand if requested
  - Devices will be checked out to the individual student in Booktracks if device is to be taken offsite
  - Parent / guardian will sign form that designates custodianship and acceptable usage of the device if the device is to be taken offsite
  - Offsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be returned to the school and swapped for another device. The old device will be checked in, the new device checked out, and all forms updated.
  - Onsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be serviced in place or replaced depending on the severity of the issue.
  - Devices used and stored at the school should be cleaned daily

- Devices should be assigned to a single student and not shared if possible. If sharing were required, the device would be cleaned after each use.
- All devices will have content filtering per CIPA guidelines
- Software will be delivered and updated with automated tools to minimize interaction
- Optional training on virtual teaching / learning methods for staff and students using the virtual school option

- Phase 4 minimal risk traditional operating procedures
  - Mask suggested but not mandatory
  - Devices will be distributed at the local school from stock on-hand if requested
  - Devices will be checked out to the individual student in Booktracks if device is to be taken offsite
  - Parent / guardian will sign form that designates custodianship and acceptable usage of the device if the device is to be taken offsite
  - Offsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be returned to the school and swapped for another device. The old device will be checked in, the new device checked out, and all forms updated.
  - Onsite devices that cannot be serviced remotely (I.E. unrecoverable software error or hardware) will be serviced in place or replaced depending on the severity of the issue.
  - All devices will have content filtering per CIPA guidelines
  - Optional training on virtual teaching / learning methods for staff and students using the virtual school option
  - Software will be delivered and updated with automated tools to minimize interaction

Communication

- All decisions on the Phase levels of JMCSS schools will be based on collaboration between the Director of Schools, local/state officials, the Madison County Health department, and the JMCSS School Board. After a phase determination is set, JMCSS will notify parents and appropriate stakeholders through all available channels of communication. Due to the fluid nature of this pandemic, phase changes may occur rapidly so please stay tuned to our communications platforms. For a list of all official JMCSS communication platforms, go to www.jmcss.org
- Phase 1 is the most restrictive phase. Based on data from local/state government and the health department, the risk of Covid is substantial in our area. In phase 1 schools are closed to in-person learning and all participation is through the districts virtual platform. Students may continue to access their teachers via phone, online, or other electronic measures during normal school hours.
- Phase 2 indicates a moderate risk of infection is occurring in our area. During this phase:--
- Phase 3 indicates a low risk of infection is occurring in our area. During this phase:--

- Phase 4 indicates a minimum risk of infection is occurring in our area. During this phase, all school operations will proceed as scheduled.

School Reorganization and Social Distancing
Scheduling
Special Considerations at each Phase

Low to minimal risk: Phase 1 – All Students in the Building

Registration

- District registration day for Kindergarten and students new to the school
    - Extra staff on hand to assure social distancing
    - Gloves and masks for those handling documents and interacting with people
    - Access to school computers for those that do not have access at home
        - Disinfecting between users
    - Specify times for certain groups
    - Separate day for returning students that need computer
    - Evening times

Class Size / Scheduling

- Attention to balancing class sizes and not overloading any one class if at all possible
- Strategic placement of larger classes to assure spacing
- Plans for elementary PE
- Utilize TDOE **Procedures Guide and sample videos:** This document is intended to take the guidance provided in the department's LEA Guide and reopening toolkits and create sample procedures that schools can follow. Alongside this toolkit, the videos provide visual examples to help district leaders and school administrators think through considerations as they set-up classrooms in preparation for the fall.
- **School Reopening Example Video: Classroom Set Up 1**
- **School Reopening Example Video: Classroom Set Up 2**
- **School Reopening Example Video: Classroom Set Up 3**
    Students: Plan for daily schedules that limit and/or monitor student movement, including:

    - Hall / Bathroom attendants
    - Teachers Rotate – students stay in small groups –
        - Possible in Elementary and Middle – departmentalize
        - Middle School Elective Classes
            - Masks in motion (transitioning between classes)
    - Hallway movement in one direction
    - Recess or outdoor configurations and rules
    - Practice transitioning to virtual leaning

Staff:

- Electives in the homeroom classrooms
- Middle School – potential change to the usual elective schedule (more elementary)
- Additional duties needed
    - Early Arrival so student are not all in the gym / cafeteria
    - Additional entrances supervised
    - Temperature Checks
- *If all students wear face masks there would not need to be as much concern for social distancing*
- *Teachers MUST clear our overcrowded classrooms overrun with extra stuff to spread out*
- *Middle schools rotate electives*
- *Mark hallways*
- *Teachers rotate instead of students*
- *Many teachers want to continue to departmentalize because learning the "new normal" and new content and curriculum is too much in one year*
- *Apply for a PE Waiver*
- *Split PE classes between the teacher and an E.A*
- *Teach students to use the virtual platforms while they are all in school*
- *Teach subjects Social Studies/Science online in the virtual setting and ELA and Math in-person while students are at school.*
- *Have more field days (outside learning)*
- *Repurpose the educational assistants as needed*

Lunch and Meal Schedule

- Meals in the Classrooms
- Delivery lunches to classrooms on carts like "Breakfast in the Classroom"
    - Class Pick-up from the cafeteria
    - Use of large areas (cafeteria) in limited manners

- *Provide a rotation if cafeteria can be used in limited capacity for teachers to not have to eat in the classroom every day*
- *Use assistants to provide lunch breaks*
- *Deliver lunches to the classroom on carts in pre-made trays*
- *Provide outdoor seating for nice days*

Attendance

- Suspension / Change of attendance incentives
- Daily attendance tracking
- Implement new attendance tracking codes for Virtual Learning
- Truancy….continue use of district's Tiered Intervention Plan
- What does attendance look like?

- o Missed assignments and online class participation
- o Students/Parents keep a log of attended "classes" to be submitted twice a month
- o Suspend the attendance incentive policy
- o Enforce stricter illness policy
- o Add new attendance codes for Virtual and Quarantined

Tiered Truancy Intervention Plan

- o The Truancy Coordinators at each school will monitor chronic absenteeism by ensuring seamless implementation of tiered interventions included in the district's truancy plan. Tiered inventions for truancy require specific actions for unexcused absentees at each step to that include: Parent contacts for tardiness and absentees up to 3-days.Referral to school-based Truancy Coordinator after 5-days which includes 3-phones calls and a face-to-face meeting with parents. Referral to district-level Truancy Specialist and Truancy Board after 8-absentees. Creating and documenting implementation of a Truancy Action Plan with parents and students.

Additional Attendance Guidance and Considerations

- **Stricter illness policy** -to ensure we are consistent across the district for students and staff. We also discussed the need for reviewing the attendance policy during the pandemic due to possible quarantines that will require extended absences for students and staff. During this time, students need to be using the virtual platform if they are able to continue their education.
- **Hand hygiene** - Upon entry into the building each am and often during the day, handwashing is vital to prevent the spread of germs. Education on proper handwashing for all ages. Alcohol based hand sanitizer made available and to be used often during the school, but does not take the place of handwashing but an additional measure to prevent the spread of germs.
- **Temperature checks**-all students and staff to have temperature checks each am upon arrival to school. Again stricter illness policy needed to be able to address getting anyone with signs and symptoms of illness out of the building as quickly as possible.
- **Masks and social distancing**- Masks are not mandatory at our campuses during the school day. JMCSS expects and encourages students, teachers, and staff to wear masks when social distancing is difficult. Social distancing measures implemented to try to keep students and staff separated as much as possible. By creating cohorts with our classes, these will decrease the number of interactions during the school day with other students. These cohorts will become the "school social circles" for those students.

Section 7: Monitoring

The district's CLP is designed for learning opportunities that provide equity and access for all students. Content will be delivered in multiple ways so all students can access learning. The academic plan at each phase provides a system of monitoring student and teacher expectations relative to student engagement, teacher feedback, checks for understanding, administrator informal and formal observations, and daily attendance. A variety of assessments are used to progress monitor instruction and determine next steps for student learning. Teachers will reflect on effectiveness of instruction to adjust instructional delivery, as needed. Engagement with families will continue including the use of the Power School Parent Portal, parent/teacher conferences, phone calls, text messages, and continuous

communication through social media outlets. An embedded process of monitoring is included in each section.

The District Oversight Team (made up of the Director of Schools, Deputy Superintendents, Academic Team, Assessment & Accountability, Pupil Services, Special Education, Federal Programs and Communication will monitor and evaluate effectiveness of the CLP through monthly through "Senior Leadership Meetings" with principals, data tracking and observations. Based on data results, the team will address the need for revisions to the CLP in the areas of schools, operations, communication and academics.

Section 8: Communication

The Jackson-Madison County School System is using several avenues to communicate our Continuous Learning Plan with families within our district. Our communications team makes contact with local television, newspaper, and radio outlets to share district related news and updates with families. Additionally, our use of mass communication platforms like Blackboard allows us to send written and spoken messages directly to families within the district. Our use of social media platforms, such as Twitter and Facebook allow us to connect and engage students, parents, and community stakeholders at any point of the day – morning, noon, and evening, to share information. Using multiple communication points strengthens our efforts to keep families informed.