

# CUMBERLAND SCHOOL DEPARTMENT



## Request for Additional Distance Learning Days

LEA Name: Cumberland Public Schools

Point of Contact: Dr. Philip Thornton

Email Address: philip.thornton@cumberlandschools.org

Phone Number: 401-658-1600 ext. 305

Types of additional distance learning days being requested for approval. As a reminder, LEAs can only seek approval for no more than 5 additional distance learning days (not including days needed for quarantine. Quarantine days must meet these criteria to count for a school day).

1) More than four distance learning days that will be paired with educator professional learning days:

Yes – Please indicate which days will be professional learning/distance learning days:

No

AND/OR

2) Distance learning days that will be used, if needed, for emergency school closures due to inclement weather or other unexpected emergencies:

Yes

No

## Assurances

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your plan.

|                |   |
|----------------|---|
| X              | Utilized a planning team or representative group of stakeholders to create our plan.  |
| X              | Our plan includes a description of the instruction that will be provided on each of our distance learning days.   |
| X              | Develop a plan to revisit students’ Individualized Education Plans, 504 plans, and multilingual learner services specific to distance learning days in partnership with teachers and parents to reflect evolving needs.                       |
| Grade specific | Ensure that all students have access to the technology necessary to access and complete distance learning tasks.  |
| X              | Approved plans will be posted on the LEA webpage.   |
| X              | LEA calendar is included in the plan with distance learning days clearly identified (if they are to be paired with professional learning days). As a reminder, calendars should also be included with this document for the approval process. |
| X              | LEA calendar will be updated as distance learning days are used.  |

## Explanations

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts.

**1. Describe the type of learning that will be occurring on your distance learning days (synchronous, asynchronous, or a combination). As a reminder, if you are requesting distance learning days to be used during inclement weather or other emergency situations, your plan must include how students will receive asynchronous instruction on these days. The schedules include time for special education services and interventions.**

Distance learning days will be used to maintain the momentum of learning, minimizing the interruptions caused by closure due to inclement weather or other emergency. Any distance learning days that occur due to inclement weather will be a combination of synchronous & asynchronous instruction. This is to ensure some continuity across all distance learning days in the event that the Superintendent cancels school for inclement weather. The Distance Learning Plan Links describe in-detail our elementary and secondary academic approaches on our distance learning days.

The plan provides flexibility to parents as synchronous and asynchronous instruction may pose significant challenges to parents and caregivers.

Cumberland students in grades 6-12 have a 1:1 Chromebook that they bring back and forth between school and home daily, and the school department has worked with families over the past 20 months to ensure that everyone has access to WiFi.

Students in grades 3-5 have chromebooks at home that were distributed at the onset of the pandemic in March of 2020. These chromebooks may or may not be in working order. We will supplement chromebooks for these families on an as-needed-basis. Principals will survey their communities and provide chromebooks to families that need them. Surveys will go out collecting data on families who would be able to support virtual instruction. Advanced planning for core (paper) materials that mirror content coverage will be required in buildings.

Students in grades 1-2, should inclement weather force a cancellation, will also be given chromebooks from our supplies in school.

Students in K, should inclement weather force a cancellation, will be given paper and pencil packets to take home in advance.

Lesson recordings are limited to teacher recording themselves providing instruction only. No students are to be recorded during a lesson.

All teachers in grades 1-12 will post assignments and due dates in their Google Classrooms, for students who are not able to access or attend any live meets. Teachers in grade K will send home instructions with their work packets.

K teachers should prioritize to meet with students, based on needs, one on one, if students have the capability to access a google meet.

Assignments will address the most important/critical work on these days. Core concepts will be covered on Distance Learning Days. All students would work to the best of their ability and receive feedback on the quality rather than the quantity of their work.

Minimally, students will be expected to engage with assignments for math, reading, writing, science, social studies, and their scheduled specials (art, PE, music, etc.) Additionally:

- Teachers may post instructional delivery through district-approved digital platforms familiar to teachers and students at various grade levels. These include, but are not limited to:
  - Kami, Screencastify, IXL, Zearn, Lexia Core 5, Foss Science, Project Lead the Way (online curriculum), Wonders online ELA curriculum) Eureka Math, Zearn, Envisions Math, and Khan Academy instructional videos. Students will also have access to online textbooks.
- Students will submit homework/classwork to their teachers through a variety of channels (most submissions will be through Google Classroom)
  - Teachers will track and record student completion/mastery of assignments through Google Classroom and our district SIS , ASPEN.
  - Teachers will interact and differentiate for students through Google Classroom/Google Meets using the messaging function, polling feature and breakout rooms, as well as private messaging in Classroom.

- Planning is being done in advance, books, workbooks and pre-prepared packets. Students, especially those in younger grades benefit from working on paper. In addition, teachers can clearly explain expectations on working remotely and prepare them for the different platforms they will be using. In many ways remote learning will look the same.
- [Distance Learning Sites](#)
- Cumberland will continue to extend and refine distance learning based on feedback from Spring of 2020 and Spring of 2021. For example, many teachers plan on meeting with smaller groups of students during their Goggle Meet sessions. It will be critical for small group meetings so that targeted instruction will result in more effective student learning outcomes. Direct instruction provides clear explanations, descriptions, modeling and illustrations.

We have demonstrated that we can provide enough of our core content instruction to supplement an instruction day in the event of inclement weather. All curriculum materials and lessons are based on grade-appropriate Common Core State Standards. Any effective distance learning experience will align with the standards being taught at that particular grade level and for the specific content area and:

1. Provide students with modeling/demonstration material (i.e. video, podcast presentation, reading assignment, website module.)
2. Ask students to recall what they have learned, showing that they have actively participated in the previous step.
3. Require that students apply what they have learned with a high-level thinking activity. This type of problem solving activity incorporates critical thinking and independent thought.

If students and/or teachers are unable to access Google Classroom due to power outages, etc., students will complete paper/pencil tasks that will be sent home prior to the distance learning day. The focus would be on all students working to the best of their ability and receiving feedback on the quality rather than the quantity of their work upon their return to school.

**2. Describe how your plan explicitly supports the instructional needs of multilingual learners, differently-abled students, and any other student population in need of additional consideration.**

- In the Fall of 2021, students were assessed through curriculum embedded measures as well as standardized assessments where appropriate.
- Using baseline assessments, ACCESS scores, former RICAS data, all students at each grade level including multilingual learners and differently abled students are appropriately identified and monitored in our multi-tiered systems.
- If a student qualifies for Tier 1, Tier 2, or Tier 3 supports, then our service provides will collaborate with classroom teachers to provide a full scope of instructional attention-- as best they can--remotely.

- Service providers will work in teams during common planning time to develop asynchronous lessons and activities that meet the unique needs of students.
- Students will receive modified assignments and tasks focused on the skills outlined in their IEPs and/or intervention plans. Special education services, interventions, and MLL services will be supported through the synchronous open meets using the Google Meet platform in 1:1 grade levels.
- During these times, special education teachers, interventionists, and MLL support professionals will connect with students on their caseloads to review their assignments, talk through hard questions, prepare them for the assignments, and ensure they are progressing. Service providers will follow up with their students when in-person learning resumes and continue to work with the teams to develop plans to meet individual student goals and needs.

### **3. Describe how attendance will be determined on distance learning days.**

- Schools will use a batch attendance code of “1F- Out of school, school provided distance learning” for the day.
- If a child is going to be absent or unable to participate in any form of distance learning, we ask the parent to notify the school by phone via the absence line.
- All students will be expected to turn in their work products on or before the day of their return to school, according to their teachers’ instructions. Students who do not complete their work or do not turn it in will be marked absent retroactively. Teachers will be asked to notify the school secretaries to make these changes as appropriate.
- All students are expected to engage in either synchronous or asynchronous activities.

### **4. Describe how your plan will be communicated with all necessary stakeholder groups (staff, families, students, community members).**

- Distance Learning Plans and specific inclement weather communications will be relayed to the community by the Superintendent of Schools in a variety of ways.
- The plan will be shared via the district webpage.
- A district wide email will be sent out from Central office.
- Principals will provide building-specific instructions and expectations.
- Distance Learning days due to inclement weather will be delivered through automated calls and email and social media.

## **ADDITIONAL LINKS**

[Cumberland Public Schools Re-Opening Plan](#)

[2021-2022 Cumberland School Calendar](#)

[Middle Schools Distance Learning Plan](#)

[Elementary Schools Distance Learning Plan](#)

[SAMPLE Elementary School Snow Day Schedule](#)

[SAMPLE High School Snow Day Schedule](#)

[HS DL PLAN](#)