Cecil County Public Schools’ Continuity of Learning Plan is designed to support the educational process while schools are closed. We acknowledge there is no replacement for face to face teaching, but in the event we are not able to offer typical instruction at school, we believe a level of instruction can still take place in a distance learning format. Knowing some families do not have online access, lessons will be created in a packet format that will be available for pick up at their home school at a designated time.

**Distance Learning Platforms Supporting Continuity of Learning**

The following Online Platforms will support Distance Learning and faculty/student/family collaboration to ensure a quality learning experience when planning and delivering instruction remotely:

- Lessons and learning opportunities are posted on CCPS Blackboard Learn on the “At Home Connection” page. [ccps.blackboard.com](http://ccps.blackboard.com)

- CCPS email and Blackboard Communicate are the communication tools used to contact and communicate with CCPS families, PreK - 12.

- Current student email is open for grades 8 - 12. Email will be expanded for grades 3 - 7 during the time when distance learning is required. Students in grades 3 - 8 are limited to emailing within the CCPS system.

- Google Classroom, Blackboard Learn are the primary online distance learning platforms.

- Blackboard Collaborate is a web conferencing tool that will allow staff to communicate with other staff and students in a synchronous (real time) format.
In order to determine the ability to deliver a Distance Learning Platform for the continuity of learning, CCPS completed a needs assessment for teachers and students.

**TEACHERS - Home Internet Access**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>1192 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>With access</td>
<td>1169</td>
</tr>
<tr>
<td>Without access</td>
<td>23</td>
</tr>
</tbody>
</table>

CCPS will attempt to provide access via a mobile hotspot to teachers without internet access as long as there is reception in their residential area.

**TEACHERS - Professional development assessment to determine the capacity to deliver instruction through online format. Training will be available to teachers to increase their capacity in the different online instructional platforms.**

<table>
<thead>
<tr>
<th></th>
<th>Teach other teachers</th>
<th>Do not need help</th>
<th>Need some help</th>
<th>Need more help</th>
<th>Not able at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Learn</td>
<td>4.7%</td>
<td>6.3%</td>
<td>52.7%</td>
<td>29.9%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>4.4%</td>
<td>12.9%</td>
<td>43.7%</td>
<td>30.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Google Drive</td>
<td>16.2%</td>
<td>35%</td>
<td>31.6%</td>
<td>14.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Google Form Assessment</td>
<td>14.3%</td>
<td>24.7%</td>
<td>37%</td>
<td>20.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Blackboard Communicate</td>
<td>7.3%</td>
<td>19.1%</td>
<td>37.6%</td>
<td>30%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Screencast Demonstrations</td>
<td>2.3%</td>
<td>5.4%</td>
<td>30.8%</td>
<td>48.2%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
STUDENTS - Home Internet Access (surveyed students in grades 3 - 12)

<table>
<thead>
<tr>
<th>Student with access</th>
<th>9254</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students without access</td>
<td>709</td>
</tr>
</tbody>
</table>

Non-traditional access to the internet can be accessed through smartphone hotspots, internet service suppliers who use hotspots for mobile devices, such as Xfinity, and Armstrong hotspots.

STUDENTS - Device Needs Assessment - Completed March 13, 2020

<table>
<thead>
<tr>
<th>Need device</th>
<th>2253</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t need device; have internet access</td>
<td>7001</td>
</tr>
<tr>
<td>Devices loaned</td>
<td>1744</td>
</tr>
</tbody>
</table>

Local schools will continue to reach out to families to assess access needs and provide devices when appropriate.

TIMELINE

**March 12, 2020**  
The Maryland State Superintendent of Schools announced closure of schools between March 16 - 27.

**March 13, 2020**  
Local schools surveyed students for technology home access. Chromebooks were loaned to students who stated they needed a device at home. Teachers distributed learning opportunity packets to students without internet access.

**March 13 - 27, 2020**  
Content Coordinators prepared learning opportunities and posted on the “At Home Connection” page on CCPS Blackboard site (ccps.blackboard.com). This is a public site that is open to students and parents.

**March 25, 2020**  
The Maryland State Superintendent of Schools announced closure of schools between March 30 - April 24.

**March 30 - April 10, 2020**  
Content Coordinators prepared lessons to cover 2 weeks for all grade levels and posted the lessons on the “Home Connection” page on the CCPS Blackboard site. Parents and students can access the corresponding grade and subject lessons online, and packets are provided for parent/student pick-up at each school.

**March 30 - April 3, 2020**  
Professional Development for teachers for Distance Learning Platforms

**April 10 - April 24, 2020**  
Teachers and Content Coordinators work together to provide lessons in 2-week intervals during the time schools are closed.
Central Office Roles

Education Leadership Team
- Develop and communicate plans for continuity of learning with all stakeholders
- Monitor continuity of learning initiatives and communicate with local school administration

Content Coordinators
- Create new learning opportunities and a lesson template for content delivery
- Provide training to support teachers with distance learning platforms
- Provide curricula resources for teachers
- Support school leadership teams and teachers with the planning and implementation of continuity of learning process
- Establish office hours to support teachers

School-Based Roles and Responsibilities to Support Continuity of Learning

School Leadership Team
- Communicate with families throughout this period
- Communicate plans for continuity of learning with staff
- Support and monitor Continuity of Learning Plan
- Participate in professional development of Distance Learning Platforms to support their staff
- Copy and make lessons available to students who do not have online access

Content/Classroom Teachers
- Participate in professional development to support delivery of instruction through online platforms
- Working with coordinators, develop and upload lessons to support student learning aligned with the curriculum
- Monitor student progress and provide feedback
- Respond to student and parent communication through online platforms in a timely fashion
- Develop material for students who do not have access to online learning
- Guidelines for Teachers

English Language Learners
- First priority of EL teachers will be to ensure their students have access to materials and/or technology
- Next priority is to reach out to teachers who have EL students to provide support and assist with modifying work and delivering instruction
High School AP Teachers
In addition to items listed for content/classroom teachers
- Deliver instruction that supports review of content that will be on the AP tests
- Support students in preparing for the online version of the test

Instructional Coaches
- Work with content coordinators to support teachers
- Work with content coordinators to continue to populate lesson plans, resources, and instructional materials
- Provide training for teachers in online platforms to support instruction

Media Specialists
- Support Instructional Coordinators in accessing resources
- Provide teacher support with online platforms and Google

School Counselors
- School counselors will contact students on their caseload during the week of March 30 to identify students who require specific support
- Develop plans that respond to specific student needs
- Schedule phone calls/Blackboard Collaborate meetings with families that need specialized support
- Continue to accomplish your regular duties for this time of year to the best of your ability
- As much as possible, high school counselors should work with students to complete scheduling

Special Education Case Managers
- Special educators should contact the students on their caseload during the first week to communicate the learning plan and how they will support the students’ access to general education content

Special Education Related Service Providers
- To be determined

Student Services Resource Teachers
- Support families in transition (homeless)
- Provide contact support for students on home and hospital instruction
- Provide support to counselors

Paraprofessionals
- To be determined
Student and Parent Roles and Responsibilities to Support Continuity of Learning

Students Support Their Own Learning

- Dedicate appropriate time to learning, comparable to the school day, or as guided by your teachers.
- Check online platforms for information and assignments daily. Most lessons will be asynchronous, meaning you are not in real time with your teacher.
- Attend as much as possible synchronous (real time) engagements offered by your teachers.
- Identify a comfortable and quiet place to study/learn.
- Submit all assignments in accordance with the directions provided by the teacher.
- Engage in all learning with academic honesty.
- Ensure your own social and emotional well-being by engaging in time for reflection, physical activity, conversation, and play. Make sure you practice appropriate social distancing when around others.

Parents Support the Learning of their Students

- Provide an environment conducive to learning (access to technology; safe and quiet space during daytime)
- Engage in conversations on posted material and assignments.
- Monitor time spent in online and offline learning.
- Encourage attendance in synchronous engagements offered by your child’s teachers.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

CECIL COUNTY PUBLIC SCHOOLS
Dr. Jeffrey A. Lawson, Superintendent

Mr. William H. Malesh, Board of Education President
Ms. Diana B. Hawley, Board of Education Vice President
Mr. James K. Fazzino, Board Member
Ms. Christie L. Stephens, Board Member
Miss Kelsey M. Meis, Student Member of the Board

March 26, 2020