

# **Special Called Board of Education Meeting**

July 17, 2020 11:00 AM

<https://youtu.be/dc4Wj3QteDM>

## **I. Call to Order**

## **II. Approval of Agenda**

## **III. Items for Action**

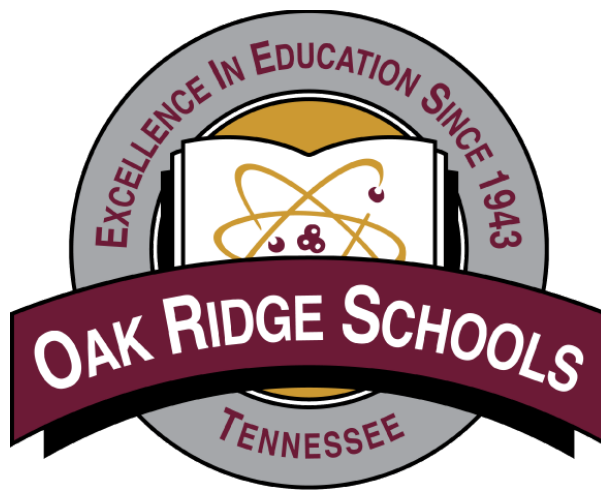
- A. Oak Ridge Schools Continuous Learning Plan
- B. Addition of a 1.0 NJROTC Position at ORHS
- C. Addition of a 1.0 Paraprofessional Position at Willow Brook Elementary
- D. FLVS Online Course Content
- E. First Student Bus Disinfecting Plan

## **IV. Items for Information**

- A. 65th Anniversary of Desegregation

## **V. Items for Discussion**

## **VI. Adjournment**



# Reopening Plan

2020-2021

Family guide for successful student learning and wellbeing (COVID-19)

Dear families of Oak Ridge,

We appreciate the tremendous participation and feedback you have given us for our safe reopening survey. This plan is based in large part on that feedback, as well as guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), state, county, and local government. This plan will be evolving regularly with changing guidance during our ongoing response to COVID-19. Regular updates will be made to this plan as we receive guidance from these agencies.

We learned from our survey that the majority of you want to see us return to some semblance of normalcy with students participating in face-to-face instruction. You also told us your highest priorities in bringing students back safely are, in order: 1) regularly disinfecting common areas, 2) practicing social distancing, 3) providing temperature checks, 4) reducing non-essential visitors in the school, and 5) wearing masks as needed.

In response to your voices, and to help reduce ambiguity for you, we created this evolving plan to aid in a safe reopening. With this plan, we hope to address questions you may have regarding the ever-changing landscape of learning, health, and safety recommendations we receive. We will work together to implement, continuously evaluate, and update this plan. **It is our ultimate desire to protect the wellbeing of our students, staff, and families in our community, as we carefully plan to reopen this fall.**

To help mitigate the spread of the virus, we are also requesting that parents take their children's temperature on a daily basis prior to allowing them to attend school. Students with a temperature of 100.4 or higher should remain at home.

All updates to this plan will be sent to you by e-mail and posted on our COVID-19 web page:

[www.ortn.edu/information-regarding-coronavirus](http://www.ortn.edu/information-regarding-coronavirus)

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## How Our Students Will Learn



Students will be offered two options for instructional models this year. Families should read this guidance document and make informed decisions about which option to select.

The options for instruction include the following:

### Option 1

Physically in the school building with safety measures applied and contingency plans in place.

- If full-time direct instruction cannot be provided for all students due to emergency closure, we are preparing to ensure that high-quality learning will be able to continue virtually online.
- To make this possible, your student(s) will be provided the device(s) they need for digital learning. We will work diligently with families to ensure each and every student has the wireless access needed to use these devices or we will offer a paper alternative.
- When families have internet access, all activities can be done online, eliminating potential health risks associated with packet distribution and face-to-face instructional support. As with face-to-face instruction, timely completion of assignments is expected for students to receive grades and course credit.

### Option 2

Fully online with current teachers delivering standardized course content virtually.

- ConnectOR is a continuous learning program at Oak Ridge Schools that provides a home-based option to students for whom an online, virtual education is appropriate.
- Students who are accepted into ConnectOR will use a rigorous, relevant online curriculum, with guidance from certified, highly-qualified teachers to complete the state-required curriculum from home or any place where a computer and a high speed internet connection are available.
- If your student(s) need(s) this option, [click here](#) to apply. The link here has a [handbook](#) with student learning expectations.
- Complete and return the application form to [ConnectOR@ortn.edu](mailto:ConnectOR@ortn.edu) at your earliest convenience.
- To make this possible, your student(s) will be provided the device(s) they need for digital learning. We will work diligently with families to ensure each and every student has the wireless access needed to use these devices or we will offer a paper alternative.
- When families have internet access, all activities can be done online, eliminating potential health risks associated with packet distribution and face-to-face instructional support. As with face-to-face instruction, timely completion of assignments is expected for students to receive grades and course credit.

**Grades K-1 iPads**



**Grades 2-12 Windows Laptops**



Student Opportunities and Expectations	Option 1	Option 2
Face-to-face interaction with teachers and counselors	X	
Collaboration with peers	X	
Oak Ridge Schools-created curriculum	X	
Access to hands-on elective coursework	X	
Access to extended learning opportunities	X	
Full-time learning every day, attendance is mandatory	X	X
Oak Ridge Schools will provide learning devices	X	X
Students will have online support	X	X
Students will have offline support	X	X
Students will have opportunities to practice for assessments	X	X
Students will have support for learning to use virtual content delivery systems	X	X
Students with disabilities will have access to supports needed to fulfill their individualized education plans (IEP) and 504 plans	X	X
Students who are English Learners will have access to instruction in a manner consistent with individualized learning plans (ILP)	X	X

## How Our Students Will Stay Healthy and Safe



For those who select to be physically in the school building to learn, it is our top priority to ensure health and safety for every student, staff member, and family in the Oak Ridge community. Decisions about student activities will be made to mitigate risk and minimize the spread of the virus, including:

- Increasing deep cleaning practices, including the use of disinfecting guns on a daily basis in classrooms, and sanitizing high-contact points multiple times during the day.
- Emphasizing social distancing, handwashing, staying home when sick, and the required use of cloth face coverings.
  - Reducing social interactions as appropriate
  - Providing daily routines for thorough hand washing both at home and at school
  - Supplying hand sanitizing stations on all campuses at front entrances, near restrooms, in cafeterias, and in administrative offices.
  - Requesting that parents take their children's temperature on a daily basis prior to allowing them to attend school.
    - Students with a temperature of 100.4 or higher should remain at home.
  - Creating temperature check stations and isolation rooms in all buildings
    - Students with a temperature of 100.4 or higher at school will immediately be isolated, evaluated by a school nurse, and then sent home.
  - Masks are required where social distancing is not possible, especially in classroom situations, during bus rides, class change transitions, and in hallways.
    - Cloth masks that are breathable and washable will be sufficient.
    - Professional grade N-95 masks are not recommended.
    - Decorative masks may be worn but must meet school dress code guidelines and must not display drugs, alcohol, or any other forms of prohibited content.
- Allowing only essential and pre-approved visitors in our buildings.
- Working out details for activities, including field trips, athletic events, concerts, and more.
- Closing individual schools as needed, following our Communicable Disease Team protocol.

The health and safety guidelines that follow are listed in alphabetical order for easy reference.

### Arrival to Schools



As students arrive on campus, they should follow instructions given by each building's administrative staff. If a student arrives at school and needs to have his or her temperature checked, there will be a designated station at each building for daily checks. If a student has a temperature above 100.4 F, he or she will be isolated for review by the school nurse, who will provide an assessment to check for COVID-19 symptoms, and then send the child home. If coronavirus symptoms are present, the student will be expected to report to a physician for a health screening. The student must remain out of school until he/she is cleared by a physician.

### Athletics/Extra-Curricular Activities



Oak Ridge Schools understands the value that sports and extracurricular activities have in developing well-rounded students. Sports and extra-curricular activities will be slowly phased-in. Athletic conditioning has been ongoing in the summer months. Full participation will resume once clearance has been granted by the recommendation of state and local health officials in cooperation with TSSAA guidelines. Social distancing and other safety protocols continue to be applied to all athletic and extra-curricular activities. [Click here](#) to access our COVID-19 disclaimer form for athletics.



## Cafeteria



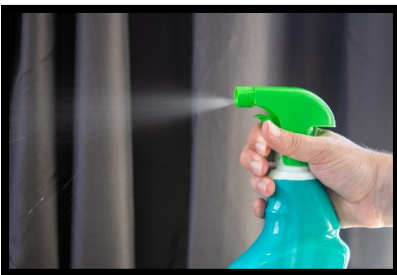
It is recommended that students will wash hands regularly with soap and water before and after meals. Cafeteria staff will wear personal protective equipment (PPE) including masks and gloves, and will clean and sanitize surfaces regularly to optimize student health and safety. Breakfast and/or lunch may be eaten in alternative locations within the school as deemed appropriate by each school's principal.

## Classrooms



Classrooms will be sanitized daily by our custodial staff. Students are encouraged to wash hands regularly with soap and water throughout the day, and when soap is not available, to sanitize with an alcohol-based hand sanitizing gel. Masks are required where social distancing is not possible, as physical distancing of 6' apart may not be practical in our regular classroom settings.

## Cleaning and Sanitizing Schools



Our maintenance and operations team takes great pride in ensuring that our buildings are thoroughly cleaned, sanitized, and well-maintained. Each school will receive a daily cleaning which specifically includes door handles, restroom facilities, desks, offices, classrooms, school offices, and other high-traffic areas.

## Extended Child Care (ECC)



Extended Child Care (ECC) will resume and follow the district school schedule. If school closes early for inclement weather or due to emergency closure, ECC providers will follow the same schedule, sending information out to parents to let them know when services will resume.

## Hallways



School administrators and teachers will provide guidance regarding hallway expectations for health and safety to limit virus transmission to the fullest extent possible. Masks are required where social distancing is not possible during hallway transitions between classes.

## Hand Sanitation



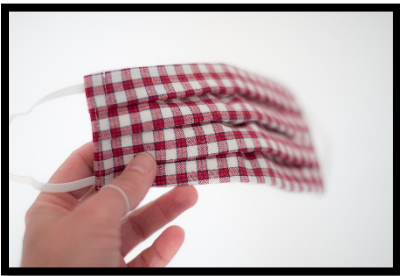
Students are expected to wash hands regularly after using the restrooms. It is recommended that students use soap and water for 20 seconds, and avoid touching their faces, eyes, mouths, and noses. Additionally, they should cover coughs with the bend of their elbows. When soap and water are not available for cleansing hands, students should use an alcohol-based hand sanitizer.

## Playgrounds/Gymnasiums



Shared equipment on playgrounds and gymnasiums will undergo regular cleaning. While in gym locker rooms, it is recommended that students will 6 feet apart from others as a regular practice (or wear a mask), and eliminate unnecessary physical contact.

## School Supply Recommendations



- A washable cloth mask that falls within dress code guidelines, as mentioned above
- Hand sanitizer
- Sanitizing wipes
- Digital learning device (provided by Oak Ridge Schools)
- Headphones with built-in microphone for Zoom calls, if needed
- Tissues

Please check your school's website for specific school supplies to purchase related to your students' classes. [www.ortn.edu/schools](http://www.ortn.edu/schools)

## Social-Emotional Wellbeing



Your health and safety is a top priority, and includes social-emotional wellbeing. School counselors will develop videos and resources for staff and families to access, and will work with students individually or in small groups as needed to address issues related to wellbeing. Additional online resources are available on our COVID-19 web page: [www.ortn.edu/information-regarding-coronavirus](http://www.ortn.edu/information-regarding-coronavirus)

## Transportation Services



First Student Transportation Services is working with us to develop a roadmap to ensure they can support our students throughout the COVID-19 pandemic.

- ***Return-to-School Preparedness***

The wellbeing, health and safety of our students is a top priority. This pandemic has been a learning opportunity for everyone. As the industry leader, First Student is offering us assistance in our decision-making process. Our transportation leaders are actively reaching out to our district to develop solutions to improve our ability to meet our return-to-school needs.

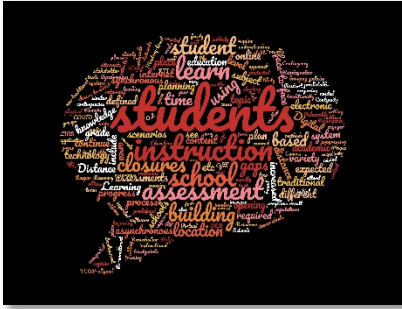
- ***Safety and Cleaning Protocols***

First Student has assembled a team of experts from engineering, safety training operations, and human resources to ensure healthy and safe operation of our district transportation services. This team is leading the charge to reduce exposure and prevent transmission on our school buses and workplaces. As such, First Student staff is actively collaborating with various government agencies, health care organizations, and university research teams to test and share information about virus dwell-time, reaction, and bus decontamination methods. Additionally, First Student has engaged with their school bus manufacturer partners to conduct research on instantaneous disinfection and prolonged protection of the school bus environment. This research will support their cleaning protocols as well as their best-practice recommendations for the industry, and in turn, the health and safety of our students.

- ***Student Seating***

Drivers will assign one student per seat for social distancing purposes where feasible and practical, and will adjust seating throughout the route. Students will be seated with their own family members as appropriate. Due to the fact that we are unable to guarantee consistency in social distancing while riding the bus, students will be required wear a mask prior to loading the bus, and continue to wear the mask until they are provided sufficient space for proper social distancing.

## Words We Use – Education Lingo



As we continue to communicate with you about your child’s learning needs during our ongoing response to COVID-19, we want to ensure we are using a common language. Educational lingo includes a number of terms our families might not use on a daily basis, and we want to be on the same page with the meaning of our words.

- Asynchronous learning – students learn the same material at different times and locations (location independent)
- Blended learning – students learn through electronic and online media as well as through face-to-face instruction
- Closure – students are not able to attend school in the traditional school building; staff engagement and staffing policies vary by location
- Competency-based instruction – system of instruction, assessment, grading, and reporting based on student demonstration of mastery over the knowledge and skills they are expected to learn as they progress (please also see mastery-based learning)
- Conditions for learning – the requirements or context that should be in place in order for a student to learn in a face-to-face or distance learning setting
- Contingency planning – development of alternate plans based on predictable scenarios (like building closure)
- Continuity of learning – plan that outlines how students will continue to progress in expected learning in non-traditional, unexpected, temporary, or otherwise different scenarios
- Diagnostic assessment – the results of diagnostic assessments explain what is needed for skills-based intervention (consistent with RTI framing and special education designation language) and include benchmarks to determine what content and knowledge has been missed, not learned or carry student misconceptions
- Digital divide – known or perceived gaps between demographics and regions based on access to modern technology (which can include phones, television, personal computers, and the internet); recommended specificity
- Digital learning – learning accompanied by or using technology (in this document, specifically computer-based) and includes synchronous and asynchronous learning opportunities
- Distance learning – primarily defined as when students and teacher are not housed in a classroom or school building
- Formative assessment – wide variety of assessment of learning; here defined as very short-form TCAP-aligned tests
- Instructional continuity – assurance to continue coursework and instruction despite a significant or lengthy disruption

- Interim assessments – test that mimics a summative assessment to provide information on student learning gaps, and are aligned to grade level content standards
- Learning Management System (LMS) – software application for a variety of education programs conducted online (*Canvas* in Oak Ridge Schools)
- Mastery-based learning – instructional approach where students demonstrate a deep level of understanding of a topic or subject area before progressing to another topic or subject area in a way that is not bound by time as is traditionally required in a predefined scope and sequence
- Open Education Resources (OER) – teaching, learning, and resources that are publicly and freely usable
- Recovery – starting a process of returning traditional systems to a stable (or more “normal”) state
- Re-enrollment – students who have not been engaged and require increased touchpoints with the school system as a result of closures
- Reintegration – the process of bringing stakeholder group back into the physical space (schools, office etc.)
- Reopen – the time period covering the initial weeks of school building and offices opening after closures
- Remediation – planning and increased instruction required to fill academic and non- academic gaps created during closures
- Remote learning – Please see: Distance Learning
- Restart – beginning a new year with a plan in place to address contingencies
- Resurgence – a widescale (localized or statewide) increase in COVID cases
- Staged reopening – opening schools by slowly adding groups of students (by grade, etc.)
- Synchronous learning – students learn at the same time and location using the same or similar activities
- Virtual learning – a form of distance or remote learning that is done using the internet and electronic instruction and usually involves both synchronous and asynchronous learning methods
- Vulnerable populations – those students most likely to be negatively impacted by closures



# **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 instruction 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:

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

### 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.

### 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.

### 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.

**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						
	Trad'l	Stagger Return	Stagger Schedule	Year-round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder											
Elem. School											
Middle School											
High School											

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).

### 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	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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

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English Language Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
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Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
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Physical Education (PE)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> 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. 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.

### 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.

### 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.

### 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.

### **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

<b>Step</b>	<b>Reviewers</b>	<b>Action</b>	<b>LEA Support Available</b>
<b>Review Full CLP</b>	Review Committee	Review and evaluate CLPs on rubric	Technical Assistance
<b>Norming Check</b>	TDOE Leadership Team Stakeholder Committee	Check non-passing review team scores for norming (Approve, Conditionally Approve or Deny)	
<b>LEA Reviews Required Edits</b>	None	LEA edits plan (if necessary)	In-depth Support
<b>Second CLP Review</b>	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](mailto: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<sup>st</sup> – 8<sup>th</sup> 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



# OAK RIDGE HIGH SCHOOL CONNECTOR PLANNING GUIDE 2020-2021

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## ORHS ConnectOR Planning Guide Introduction

The Oak Ridge High School ORHS ConnectOR Planning Guide contains general information, graduation requirements, course offerings, ORHS academic protocols, and ORHS-specific enrollment procedures.

### Potential Course List

<b><u>English</u></b>	<b><u>Science</u></b>	<b><u>World Language</u></b>
English 9 CP	Environmental Science CP	Spanish 1 CP
English 9 Hon	Biology CP	Spanish 2 CP
English 10 CP	Biology Hon	Spanish 2 Hon
English 10 Hon	AP Biology	Spanish 3 Hon
English 11 CP	Chemistry CP	AP Spanish Language
English 11 Hon	Chemistry Hon	French 1 CP
AP English Language and Composition	AP Chemistry	French 2 CP
English 12 CP	Physics CP	French 2 Hon
AP English Literature and Composition	Physics Hon	German 1 CP
Reading Skills*	AP Environmental Science	German 2 CP
Writing Skills *		German 2 Hon
<b><u>Math</u></b>	<b><u>Social Studies</u></b>	<b><u>CCTE</u></b>
Algebra 1	World History CP	Principles of Health Science
Algebra 1 A	US History CP	Accounting I
Algebra 1 B	AP US History	Principles of Business, Marketing, and Finance
Geometry CP	US Government CP*	Computer Applications*
Geometry A	AP US Government and Politics	Principles of Information Technology
Geometry B	Economics CP*	
Geometry Hon	AP Microeconomics*	<b><u>Electives</u></b>
Algebra 2 CP	AP Macroeconomics*	Creative Writing*
Algebra 2 Trigonometry Hon	AP Psychology	Art Appreciation*
Precalculus AB	Sociology*	Music Appreciation
Precalculus BC	Psychology*	Physical Education*
Probability and Statistics	Financial Literacy*	Health*
Applied Math Concepts		
SAILS Math		
AP Calculus AB		
AP Statistics		
Math Foundations		

## Registration

### Window

Students are encouraged to register by July 24<sup>th</sup> in order to allow time for ORHS staff to determine which courses will be offered and to reassign teachers to cover online courses based on student enrollment.

A second round of registration will be held July 27- August 12. August 12 is the schedule change deadline for all students including those attending in person and those in ConnectOR.

### Process

1. Parents and students complete the ConnectOR application and forward to ConnectOR@ortn.edu.
2. Dr. Kelly Williams will review applications and forward them to ORHS.
3. Someone from ORHS will contact the parent and student to organize an application conference to be conducted either in person at ORHS or via video conference by the student's high school counselor. The student must attend this meeting. Also in attendance may be the student's grade level principal and/or a special education case manager if necessary.
4. During the conference, student learning expectations will be reviewed with parents and students. The online learning environment is not appropriate for every student; therefore, this meeting will assist in making an informed decision about whether or not to proceed with ConnectOR enrollment. If the decision is made to move forward with ConnectOR, students will request their courses and alternates.
  - a. Courses will be created based on student registration. The courses listed in this planning guide are those available via APEX learning; however, it is possible that there will not be sufficient applications for a particular course. In that event, a student would be registered for their alternate choice.
5. Students will be notified beginning July 27 of the courses for which they are registered based on course availability.
6. Classes will begin August 12.









## Curriculum

ConnectOR students will access APEX Learning. You or your student may already be familiar with APEX, as this is the same learning platform utilized by ORHS for credit recovery. In credit recovery, students work independently on abbreviated versions of full courses with access to a tutor when needed. However, while participating in ConnectOR APEX courses, certified, highly-qualified teachers will provide feedback and monitor progress as students progress through all Tennessee State Standards for each course in which they are enrolled.

Not all courses offered at ORHS are available via APEX. Therefore, there are important variables to consider when making the transition to all online learning. The remainder of this planning guide will outline some of those variables.

## Graduation Requirements

A student must finish high school requirements within four years and the summer following the senior year in order to count as an on-time graduate by the Tennessee Department of Education.

Subject	English 	Math * 	Science 	Social Studies 	Lifetime Wellness 	World Language 	Fine Art 	Area of Focus Electives** 	Total
Credits Required	4 Credits	4 Credits including Algebra I, Geometry, Algebra II, and an additional math credit	3 Credits including Biology and Chemistry <b>OR</b> Physics	3.5 Credits including <ul style="list-style-type: none"> <li>• 0.5 Government</li> <li>• 0.5 Personal Finance</li> <li>• European History, World History and Geography</li> <li>• US History</li> <li>• 0.5 Economics</li> </ul>	1.5 Credits including <ul style="list-style-type: none"> <li>• 0.5 Wellness A</li> <li>• 0.5 Wellness B</li> <li>• An additional 0.5 wellness course</li> </ul>	2 Credits of same language	1 Credit	3 Credits in a single area of focus (See table below)	22 Credits

\*Students **must be enrolled** in a mathematics course each school year per Tennessee State Board of Education Policy 2.103

\*\*According to TSBE Policy 2.103, "The director of schools may waive the third (3rd) credit requirement of the elective focus

During a student's senior year if the completion of the third (3rd) elective focus credit would prevent or delay graduation." However, students must have 22 credits in order to graduate.

### Wellness

Upon the choice of the student, credit for basic training may be substituted for the required credit in lifetime wellness and credit in one (1) elective course or for credit in two (2) elective courses.

### World Language for Students from a Non-English Language Background (NELB)

Districts may allow NELB students to complete the graduation requirements for a university preparation curriculum without taking foreign language courses, provided oral and written proficiency in the home language can be documented. Such documented home language proficiency will be determined by the ORHS World Language Department via proficiency assessments and noted on the high school transcript. NELB students may request the proficiency assessments in order to replace their World Language requirements and/or for placement in an appropriate level of World Language course.

### World Language/ Fine Art Waiver

The two-year World Language and/or the one-year Fine Art requirement may be substituted with electives which enhance an area of focus by administrative approval. Students wishing to pursue a waiver should meet with their counselors. If a student receives permission to waive credits, they must be substituted by an equal number of additional credits from within his/her Area of Focus or from a course that counts as an Enhancer to his/her Area of Focus. Please refer to the following chart for examples of acceptable enhancer credits. *Please note that two years of World Language is required for most university admittance. This means students who do not complete World Language may be ineligible for a four-year university immediately following high school.*

### Areas of Focus

All students must have an Area of Focus – This must be a program of study focusing on a particular concentration made up of three focused electives beyond the core requirements. The elective focus may be CTE, science and math, humanities, fine arts, or AP/Dual Enrollment. Students completing a CTE elective focus shall complete three (3) credits in the same CTE Career Cluster or Academy.

Please note, not all courses listed below are available via ConnectOR. Please see the ORHS ConnectOR course catalog found on page 8 of this document. **According to TSBE Policy 2.103, “The director of schools may waive the third (3rd) credit requirement of the elective focus during a student’s senior year if the completion of the third (3rd) elective focus credit would prevent or delay graduation.” However, students must have 22 credits in order to graduate.**

Area of Focus		3 Courses needed from this category	Courses needed from this category if World Language and/or Fine Arts is waived. *
Advanced Placement		Any AP class including those required for graduation. Students may count an AP course toward both a	Any AP Course, Math/Science Thesis, Any Post AP Course, any course with post-secondary transferable credit.
Fine Arts		Any performing or visual arts class beyond graduation requirements. Digital Arts I	Creative Writing, Any course from the Arts & A/V Communications Academy, Welding, World Language
Humanities		Any English, Social Studies, or World Language course beyond graduation	Any course from the Business Academy, Any Performing or Visual Art course
Math/Science		Any math or science course beyond graduation requirements.	Any course from the following academies: Advanced Manufacturing, Health Science, Information Technology and Cyber Security, Automotive Technology
NJROTC		Any Naval Science course.	English electives, Math electives, Science electives, Social Studies electives, World Language, Any course from the following academies: Advanced Manufacturing, Health Science, Information Technology and Cyber Security, Automotive Technology, Wellness electives
Career Academies	Advanced Manufacturing Academy	All Advanced Manufacturing classes, All Mechatronics/Machining	Math electives, English electives, Science electives, Any Business Academy course, Visual Art electives
	Arts & Communication Academy	All Broadcasting classes, All Digital Arts classes, All Visual Arts classes	Visual Art electives, English electives, Any Business Academy course, World Language
	Transportation Academy	All Automotive Technology Academy classes	Math electives, Science electives, Any Business Academy course, Any Advanced Manufacturing Academy course, World Language electives
	Business Academy	All Business Academy classes including Work-Based Learning	English electives, Math electives, AP Stats, Visual Arts electives, World Language, Any course from the Arts & A/V Communications Academy
	Early Childhood Academy	All early Childhood Education classes including Work-Based Learning	Any Health Science Academy course, Any Business Academy course, Any Arts & A/V Communications Academy course, Performing Arts electives, Visual Art electives, World Language
	Health Science Academy	All Health Science Courses, Anatomy and Physiology Honors	Any Early Childhood Education course, Science electives, Math electives, English electives, Any Business Academy course, World Language
	Information Technology Academy	Computer Programming A and B, AP Computer Science, AP Computer Science Principles, Computer Systems	Math electives, Any Business Academy courses, Science electives, English electives

\*AVID, NJROTC, Sociology CP, Psychology CP, AP Psychology, Computer Applications, and RTI<sup>2</sup> Tier 2 and Tier 3 courses are universal enhancers.

## Special Education Students

Please refer to the ORHS Academic Planning Guide for more information regarding other diploma options available for students who have individual education plans.

## Other Graduation Requirements

### Mandatory ACT or SAT

As a strategy for assessing student readiness for postsecondary education, students enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

NOTE: ACT or SAT scores are only submitted to postsecondary institutions at the student's discretion. Students can have scores submitted to postsecondary directly through the ACT or SAT. Schools and the state do not do any automatic reporting to postsecondary. All Juniors take the ACT on the state testing date in the spring.

While all students are encouraged to participate in the ACT or SAT, the graduation requirement only applies to students earning a regular education diploma.

See Tennessee State Board of Education High School Policy 2.103 Section 6c.

### United States Civics Test

All high school students must pass a United States civics test composed of questions from questions set forth within the civics test administered by the United States citizenship and immigration services.

See Tennessee State Board of Education High School Policy 2.103 Section 5d.

### Move on When Ready

The *Move on When Ready Act* provides public high school students who wish to graduate more than a semester early the opportunity to graduate high school early and gain entry into a postsecondary institution. Students intending to graduate early shall inform the school principal of this intent as soon as the intent is known. In order to graduate early, students must meet the following requirements:

1. Earn the required eighteen (18) credits\*;
2. Score at the On-Track or Mastered level on each End of Course assessment taken excluding those taken during the student's final semester prior to early graduation;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
4. Meet benchmark score of twenty-one (21) or higher composite score on the ACT or equivalent score on the SAT;
5. Achieve a passing score on a nationally recognized world language proficiency assessment;
6. Complete two (2) postsecondary courses.; and
7. Complete an intent form available from the TN Department of Education and submit to his/her counselor.

\*See Oak Ridge Board of Education Policy 4.605 and TCA 49-6-8303

### Enrollment in College Level Courses

Local high schools must accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses, for those students who take and pass dual enrollment courses at a postsecondary institution for credit. However, not all postsecondary courses are aligned with graduation requirement courses. For this reason, *written approval by the principal shall be required* before enrollment. Grades earned in such college level courses may be used to determine class rank and grade point average. The Board shall not be responsible for transportation to and from the college or for payment of tuition.

A complete description of the Dual Enrollment process including information about the Dual Enrollment Grant may be found in the full Academic Planning Guide located on the ORHS website under "Academics."

## Program Planning

### Grades

#### Grade Scales and Grade Point Average Calculations

<b>Grade</b>	<b>College Prep Percentage Range</b>	<b>Honors</b>	<b>Capstone Industry Certification- Aligned, Dual Credit and Dual Enrollment</b>	<b>Advanced Placement and Post-Advanced Placement</b>
<b>A</b>	93-100	90-100	89-100	88-100
<b>B</b>	85-92	82-89	81-88	80-87
<b>C</b>	75-84	72-81	71-80	70-79
<b>D</b>	70-74	67-71	66-70	65-69
<b>F</b>	0-69	0-66	0-65	0-64

<b>Grade</b>	<b>College Prep GPA</b>	<b>Advanced Courses</b>	<b>Honors Courses</b>	<b>Advanced Placement, Dual Enrollment, Dual Credit, or National Industry Certification</b>
<b>A</b>	4.0	4.25	4.5	5.0
<b>B</b>	3.0	3.25	3.5	4.0
<b>C</b>	2.0	2.25	2.5	3.0
<b>D</b>	1.0	1.25	1.5	2.0
<b>F</b>	0	0	0	0

#### State End of Course Exams

End of Course examinations will be administered in the following subjects: English I, English II, Algebra I, Geometry, Algebra II, U.S. History, and Biology I. Students enrolled in the Advanced Placement versions of the previously listed courses will not take the State End of Course examination. For the 2020-21 academic year, students' scores on these exams will be weighted 15% of their overall grade in each corresponding course. Students will be required to take the exams in person at school.

#### Grade reporting

Parents/guardians shall be able to utilize the student management system, which is Skyward, in order to view their child's academic progress during the school year. By doing so, students and parents are able to see grades in real time. Students will be able to track progress and grades in APEX; however, because Skyward populates student transcripts, teachers will record ConnectOR grades in Skyward for both parents and students to monitor. The average at the end of each term is considered a final grade for the term.

#### Practices of student feedback

The final grade for each course is calculated using a weighted average of the Term 1, Term 2, Term 3, and Term 4 final averages along with any Final Exam and/or End of Course exam, if applicable.

## Course selection

Colleges closely examine the quality of a student's record (grades 9-12). The important point to remember is the quality of course selection, both in depth and breadth. Students are encouraged to take the most rigorous courses possible and while allowing for a balance with all the other postsecondary requirements to consider. Colleges look particularly at the strength of the senior year academic schedule. Contact specific colleges for their requirements.

A full listing of ORHS ConnectOR courses is listed beginning on page 8.

## Pupil Course Load

All full-time students in grades 9-10 shall be enrolled each semester in subjects that produce a minimum of six (6) units of graded credit for graduation per year. All full-time students in grades 11-12 shall be enrolled each semester in subjects that produce a minimum of five (5) units of graded credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the Superintendent of Schools and then to the Board.

Students are strongly encouraged to take no more than three (3) honors, advanced, AP, or dual enrollment courses regardless of the department in which the courses are offered (i.e. music) during the same semester. For that reason, all students enrolling in four (4) or more honors, advanced, AP, or dual enrollment courses during the same semester must submit a signed Four or More Advanced Courses Contract found on the student's registration form before the student's schedule is finalized.

## Attendance

## Schedule Changes

Students are encouraged to remain in ConnectOR for a full semester; however, requests for program changes including transition back to physical school attendance will be addressed at the end of each Term. If the parent chooses to withdraw from ConnectOR in order to homeschool, a homeschool affidavit must be filed with Oak Ridge Schools' Central Office.

## Problems with a class:

A student who is experiencing a problem in a class should follow the procedures listed below:

1. The student should consult the teacher for ways to improve.
2. The student is expected to engage in the solutions offered by the teachers. This may include but is not limited to one-to-one tutoring with the teacher and/or small group tutoring.
3. If the problem still exists, the parent should communicate with the teacher.
4. If the problem continues to exist, the parent can request a school meeting to include the teacher, the student, the parent(s), the appropriate school counselor, and the grade level assistant principal. The team will form a plan of action.
5. Schedule changes after the drop/add periods for students and teachers must be approved by the Assistant Principal of Curriculum and will only be honored if extenuating circumstances exist and the previously stated steps have been followed.

## Potential ORHS ConnectOR Course Descriptions

**Please note, not all courses listed in Department flow charts are available via ConnectOR. The flow charts are provided for you to see overall course progression in a particular department at ORHS. The specific ConnectOR courses that will be offered are highlighted. In some cases, the ConnectOR course will have a different name but meet the same requirements as the ORHS course highlighted in the chart.**

### Career Academies

#### Business Academy

To satisfy graduation requirements, each student must earn three focused electives beyond the core requirements. Three courses from a career academy will fulfill this requirement.

<b>Business</b>				
<b>↔ Key 7 in Bold</b>				
Career Cluster	1	2	3	4
Finance Accounting	Introduction to Business and Marketing	Accounting I (Honors option)	Accounting II (Honors option)	Statistics SWDC DE Statistics Advanced Placement Statistics Work-Based Learning
Marketing, Distribution, and Logistics Entrepreneurship	Introduction to Business and Marketing	Marketing and Management	Entrepreneurship	Virtual Enterprise Work-Based Learning
<b>Business Management and Administration</b> • Business Administration • Health Services Administration • Office Management	• Introduction to Business and Marketing • <b>Computer Applications A/B Microsoft Office Specialist Certification(s)</b>	• Accounting I (Honors option) • Business Communications • Business Management • Advanced Computer Applications	• Accounting I (Honors option) • Business Communications • Business Management • Advanced Computer Applications	• Accounting I (Honors option) • Business Communications • Business Management • Advanced Computer Applications • Virtual Enterprise Work-Based Learning
<i>For Additional Credit—Computer Applications A/B satisfies one elective focus enhancer credit for students who waive world language and/or fine art.</i>				

#### ConnectOR Courses:

- Accounting I
- Principles of Business, Marketing, and Finance
- Computer Applications\*

## Health Science Academy

To satisfy graduation requirements, each student must earn three focused electives beyond the core requirements. Three courses from a career academy will fulfill this requirement.

Health Science ↔ Key 7 in BOLD				
	1	2	3	4
Nursing Services	No Freshman Courses	<b>Medical Therapeutics</b> Anatomy & Physiology, Honors	Medical Therapeutics Anatomy & Physiology, Honors	<b>Dual Enrollment Nursing Services Certified Nursing Associate DE w/Tennessee College of Applied Technology</b>
Therapeutic Services		<b>Rehabilitation Careers</b> Anatomy & Physiology, Honors	Rehabilitation Careers Anatomy & Physiology, Honors	<b>Clinical Internship Dual Enrollment w/ Roane State CC Pharmacological Sci. Industry Certification</b>
Sports and Human Performance		Introduction to Business and Marketing	Business Management	<b>DE Health Information Technology (Independent Study at RSCC)</b>
Health Services Administration				

### ConnectOR Courses:

Principles of Health Science

## Information Technology and Cyber Security Academy

To satisfy graduation requirements, each student must earn three focused electives beyond the core requirements. Three courses from a career academy will fulfill this requirement. Students have the option, beginning in their junior year, to enroll in Middle Technical College with Roane State Community College in Cyber Defense. For more information, go to <http://www.roanestate.edu/?9638-Middle-College>

IT & Cyber Security ↔ Key 7 in BOLD				
	1	2	3	4
Programming	<b>Coding A and Coding B (Principles of Information Technology)</b>	AP Computer Science Principles	AP Computer Science	<b>Dual Enrollment Cyber Security</b>
		<b>Middle Technical College is an option for Cyber Security for the Jr/Sr years. Students attend RSCC classes for ½ day and high school classes for ½ day. Students have the opportunity to graduate high school with an Associate of Applied Sciences degree in addition to their high school diploma.</b>		

### ConnectOR Courses:

Principles of Information Technology

## English Department

To satisfy graduation requirements, each student must earn 4 credits of English.

<b>English 9 Workshop</b>	English 10 Workshop	English 11 CP	English 12
			English 12 CP
	English 10 CP	English 11 CP	English 12
		English 11 Honors	English 12 CP AP English Literature and Composition
<b>English 9 CP</b>	English 10 CP	English 11 CP	English 12
			English 12 CP
		English 11 Honors	English 12 CP AP English Literature and Composition
	English 10 Honors	English 11 Honors	English 12 CP AP English Literature and Composition
		AP English Language and Composition	AP English Literature and Composition
<b>English 9 Honors</b>	English 10 CP	English 11 CP	English 12
			English 12 CP
		English 11 Honors	English 12 CP AP English Literature and Composition
		AP English Language and Composition	AP English Literature and Composition
	English 10 Honors	English 11 Honors	English 12 CP AP English Literature and Composition
		AP English Language and Composition	AP English Literature and Composition
	English 10 Honors Combined Studies	English 11 Honors	English 12 CP AP English Literature and Composition
		AP English Language and Composition	AP English Literature and Composition

### ConnectOR Courses:

English 9 CP  
 English 9 Hon  
 English 10 CP  
 English 10 Hon  
 English 11 CP  
 English 11 Hon  
 AP English Language and Composition  
 English 12 CP  
 AP English Literature and Composition  
 Reading Skills\* (referral required)  
 Writing Skills \* (referral required)

## Mathematics

To satisfy graduation requirements, each student must earn 4 credits of Mathematics, namely Algebra 1, Geometry, Algebra 2, as well as one additional course beyond Algebra 2. All students must be enrolled in a math class each year.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Algebra 1 CP</b>	<i>Geometry CP</i>	<i>Algebra 2 CP</i>	<i>Algebra 3 SAILS</i> <i>Applied Mathematical Concepts</i> Dual Enrollment Statistics Dual Enrollment Pre-calculus
		Algebra 2 Trig Adv	Dual Enrollment Pre-calculus <b>AP Statistics</b>
	<i>Geometry Honors</i>	Algebra 2 Trig Adv	Dual Enrollment Pre-calculus <b>AP Statistics</b>
		<i>Algebra 2 Trig Honors</i>	<b>AP Statistics</b> Dual Enrollment Pre-calculus
<b>AGATE 1</b>	<i>Geometry CP</i>	<i>Algebra 2 CP</i>	<i>Algebra 3 SAILS</i> <i>Applied Mathematical Concepts</i> Dual Enrollment Statistics Dual Enrollment Pre-calculus
		Algebra 2 Trig Adv	Dual Enrollment Pre-calculus <b>AP Statistics</b>
	AGATE 2	Pre-calculus AB SWDC	<b>AP Statistics</b> <b>AP Calculus AB</b>
<b>Geometry, Honors</b>	Algebra 2 Trig Adv	Pre-calculus AB SWDC	<b>AP Statistics</b> <b>AP Calculus AB</b>
	<i>Algebra 2 Trig Honors</i>	Pre-calculus AB SWDC	<b>AP Statistics</b> <b>AP Calculus AB</b>
		Pre-calculus BC SWDC	<b>AP Statistics</b> <b>AP Calculus AB</b> AP Calculus BC
<b>Algebra 2 Trig Honors</b>	Pre-calculus AB SWDC	<b>AP Calculus AB</b>	AP Calculus BC <b>AP Statistics</b>
	Pre-calculus BC SWDC	<b>AP Calculus AB</b>	AP Calculus BC <b>AP Statistics</b>
		AP Calculus BC	<b>AP Statistics</b> Dual Enrollment Beyond Calculus

### ConnectOR Courses:

- Algebra 1
- Algebra 1 A
- Algebra 1 B
- Geometry CP
- Geometry A
- Geometry B
- Geometry Hon
- Algebra 2 CP
- Algebra 2 Trigonometry Hon
- Precalculus AB (Not Dual Enrollment nor SWDC)
- Precalculus BC (Not Dual Enrollment nor SWDC)
- Probability and Statistics
- Applied Math Concepts
- SAILS Math

AP Calculus AB  
 AP Statistics  
 Math Support (referral required)

### Performing Arts/Music

To satisfy graduation requirements, each student must earn 1 credits of Fine Arts.

**ConnectOR Courses:**

Music Appreciation

### Science

To satisfy graduation requirements, each student must complete three years of science for graduation. These three science credits must be biology, chemistry and/or physics, and a third science.

<b>STEM</b>	<i>Biology CP</i>	<i>Physics CP Physics Honors Chemistry CP Chemistry Advanced Chemistry Honors</i>	<i>Astronomy Physics Honors Anatomy &amp; Physiology Honors Wildlife Principles Honors AP Environmental Science AP Physics 1 AP Physics 1 &amp; 2 AP Biology AP Chemistry AP Seminar</i>
	<i>Biology Honors</i>	<i>Chemistry CP Chemistry Advanced Chemistry Honors</i>	
<b>Biology Honors</b>	<i>Chemistry CP Chemistry Advanced Chemistry Honors</i>	<i>Genetics Honors Astronomy Physics Honors Anatomy &amp; Physiology Honors Wildlife Principles Honors AP Environmental Science AP Physics 1 AP Physics 1 &amp; 2 AP Biology AP Chemistry AP Seminar</i>	<i>Genetics Honors Astronomy Physics Honors Anatomy &amp; Physiology Honors Wildlife Principles Honors AP Environmental Science AP Physics 1 AP Physics 1 &amp; 2 AP Biology AP Chemistry AP Physics C AP Research</i>

**ConnectOR Courses:**

Environmental Science CP  
 Biology CP  
 Biology Hon  
 AP Biology  
 Chemistry CP  
 Chemistry Hon  
 AP Chemistry  
 Physics CP  
 Physics Hon  
 AP Environmental Science

## Social Studies

To satisfy graduation requirements, each student must earn 3.5 credits of Social Studies. The required courses are Economics (1/2), Personal Finance (1/2), U.S. Government (1/2), U.S. History (1), and World History (1) or World Geography (1).

9th Grade	10th Grade	11th Grade	12th Grade
US Government CP / Personal Finance CP	World History and Geography CP	US History CP	Economics CP (.5)* AP Microeconomics (.5)* AP Macroeconomics (.5)*
		AP US History	AP Microeconomics (.5)* AP Macroeconomics (.5)*
No Social Studies	AP US Government and Politics/ Personal Finance CP	AP US History	AP European History AP Human Geography AP Microeconomics (.5)* AP Macroeconomics (.5)*
AP US Government and Politics/ Personal Finance	AP World History	AP US History	AP Microeconomics (.5)* AP Macroeconomics (.5)*
Social Studies Electives for 11 <sup>th</sup> or 12 <sup>th</sup> Grade		<b>AP Microeconomics (.5)</b> <b>AP Macroeconomics (.5)</b> <b>AP Psychology</b> <b>AP US Government and Politics/ Personal Finance CP</b> <b>Sociology CP (.5)</b> <b>Psychology CP (.5)</b> <b>YLDCIP (.5 or 1)</b>	
Social Studies Electives for 12 <sup>th</sup> Grade			<b>AP European History</b> <b>AP Human Geography</b>

### ConnectOR Courses:

- World History CP
- US History CP
- AP US History
- US Government CP\*
- AP US Government and Politics
- Economics CP\*
- AP Microeconomics\*
- AP Macroeconomics\*
- AP Psychology
- Sociology\*
- Psychology\*
- Financial Literacy\*

## Visual Arts

To satisfy graduation requirements, each student must earn 1 credit of Fine Arts.

### *ConnectOR Courses:*

Art Appreciation

## Wellness

To satisfy graduation requirements, each student must earn 1.5 credits of Wellness.

### *ConnectOR Courses:*

Physical Education\*

Health\*

## World Languages

To satisfy graduation requirements, each student must earn 2 credits in the same World Language. However, many selective colleges prefer graduates have 3 credits of the same world language. Students from a Non-English Language Background (NELB) may request proficiency assessments in order to satisfy their World Language requirements and/or for placement in an appropriate level of World Language course. Those students may contact their school counselor for more information.

### *ConnectOR Courses:*

Spanish 1 CP

Spanish 2 CP

Spanish 2 Hon

Spanish 3 Hon

AP Spanish Language

French 1 CP

French 2 CP

French 2 Hon

German 1 CP

German 2 CP

German 2 Hon

## Special Programs

*ConnectOR Courses: ROAR Credit Recovery, Reading Skills, Writing Skills, Math Foundations*

## Frequently Asked Questions









1. Will my student be allowed to physically attend some courses while accessing other courses via ConnectOR?  
No, students must fully commit to taking all coursework online.
2. Will my student be allowed to participate in extra-curricular activities?  
Yes. Students zoned for Oak Ridge Schools who are enrolled in ConnectOR will have the same opportunities to participate in athletics/after school extra-curricular activities as students attending classes at Oak Ridge Schools.
3. If my student currently pays tuition to attend ORHS, will tuition be a requirement? If so, will the tuition fee be different for online courses.  
Student not zoned for Oak Ridge Schools will be required to pay tuition. The tuition for physical attendance will be the same as that for ConnectOR.

# ConnectOR Registration Form

Student Name:	Student Grade:
	Grad Year:

## Graduation Requirements

A student must finish high school requirements within four years and the summer following the senior year in order to count as an on-time graduate by the Tennessee Department of Education.

Subject	English	Math *	Science	Social Studies	Lifetime Wellness	World Language	Fine Art	Area of Focus Electives	Total
									
Credits Required	4 Credits	4 Credits including Algebra I, Geometry, Algebra II, and an additional math credit	3 Credits including Biology and Chemistry <b>OR</b> Physics	3.5 Credits including <ul style="list-style-type: none"> <li>• 0.5 Government</li> <li>• 0.5 Personal Finance</li> <li>• European History, World History, OR World Geography</li> <li>• US History</li> <li>• 0.5 Economics</li> </ul>	1.5 Credits including <ul style="list-style-type: none"> <li>• 0.5 Wellness A</li> <li>• 0.5 Wellness B</li> <li>• An additional 0.5 wellness course</li> </ul>	2 Credits of same language	1 Credit	3 Credits in a single area of focus (See table below)	22 Credits

\*Students must be enrolled in a mathematics course each school year per Tennessee State Board of Education Policy 2.103

**Rising 9<sup>th</sup> and 10<sup>th</sup> graders must register for at least 6 courses. Rising 11<sup>th</sup> and 12<sup>th</sup> graders must register for at least 5 courses.**

<b>P e r i o d</b>	<b><u>Current Schedule</u></b>	<b><u>ConnectOR Course Request</u></b>	<b><u>If overriding a recommendation, parent signature is required in this column for each course overriding.*</u></b>	<b><u>Alternate Course 1</u></b>	<b><u>Alternate Course 2</u></b>
1					
2					
3					
4					
5					
6					
7					
8					

## Four or More Advanced Courses Contract

Oak Ridge High School Advanced, Honors, Advanced Placement, Dual Credit, and Dual Enrollment courses are quite demanding both in time and curriculum. Students who are enrolled in **four or more of these higher level courses** may find it difficult to keep up with the extensive out of class required work and may have difficulty striking a healthy balance with time for extra-curricular activities, part time work, or family commitments. The signatures below indicate that the student has discussed his/her proposed schedule with his/her counselor and that the student and parents/guardians are in agreement with the following:

- Your **commitment** to the workload of this number of classes.
- Your **commitment** to staying in each of these classes for the duration of the course. Student requested schedule changes are only considered during 10-day drop/add period.

**Time and effort should be taken to talk with teachers of these courses to make sure that students are aware of all expectations and estimated time commitments.**

Four or More Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Course Overrides

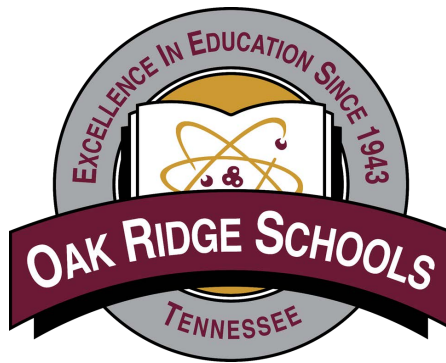
\*By choosing to override a teacher's recommendation, you indicate:

- You understand that your child has not been recommended for this course.
- You understand that this does not exempt your child from any prerequisites which may exist.
- You understand that dropping this course beyond the 10 day drop/add date will not be an option barring extenuating circumstances such as a medical condition or family hardship, and that your student may need to take advantage of additional resources in order to successfully complete this course.

**I have reviewed the schedule above and approve of these schedule requests.**

Parent Signature:

Date:



**ConnectOR**

**Student/Parent**

**Virtual Instruction Handbook**

**2020-2021**

**Every student prepared for college, career and life success.**

# WELCOME TO

## ConnectOR: Virtual Learning with Oak Ridge Schools

- o The ConnectOR program at Oak Ridge Schools provides a home-based option to students for whom an online, virtual education is appropriate.
- o Students who participate in ConnectOR will use a rigorous, relevant online curriculum, with guidance from certified, highly-qualified teachers to complete the state-required curriculum from home or any place where a computer and a high speed internet connection are available.
- o If your student needs this option, you must complete an application and participate in a meeting to review the student learning expectations with a school administrator.
- o Complete and return the ConnectOR application form to Dr. Kelly Williams at [kmwilliams@ortn.edu](mailto:kmwilliams@ortn.edu) at your earliest convenience.
- o Your student will be provided the device he/she needs for digital learning. We will work diligently with families to ensure each and every student has the wireless access needed to use these devices or we will offer a paper alternative.
- o When families have internet access, all activities can be done online, eliminating potential health risks associated with packet distribution and face-to-face instructional support. As with face-to-face instruction, timely completion of assignments is expected for students to receive grades and course credit.

### VISION STATEMENT

ConnectOR will combine virtual content with teacher guidance to equip and inspire students to become stewards of their own education. Through self-paced learning and diversified academic programs, students will prepare for post-secondary education and the workforce.

### Contact Information:

Dr. Kelly Williams  
304 New York Avenue  
Oak Ridge, Tn 37830  
Phone: 865-425-9013  
[ConnectOR@ortn.edu](mailto:ConnectOR@ortn.edu)

## **ENROLLMENT**

ConnectOR at Oak Ridge Schools is a program in which students may take courses online instead of at their school. Parents who are interested should complete the ConnectOR application found at [www.ortn.edu](http://www.ortn.edu). Parents and students must participate in a meeting to review the student learning expectations with a school administrator. This meeting will be scheduled by administrators after the application is submitted. Because the online learning environment is not appropriate for every student, the purpose of the application, and review process is to determine whether the program can successfully meet the needs of each student.

Students are encouraged to remain in ConnectOR for a full semester. Requests for program changes will be addressed at the end of each quarter. If the parent chooses to withdraw from ConnectOR in order to homeschool, a homeschool affidavit must be filed with Oak Ridge Schools' Central Office.

Students enrolled in ConnectOR are expected to follow the Oak Ridge Schools Student Handbook as well as all Oak Ridge Schools Board policies. Students must commit to staying up to date in all courses; this is defined as having completed all work assigned for a given week. We recommend working 5 hours per course, per week on average, but the time it takes each student to stay on pace will vary.

### Anti-Discrimination/Harassment Policy

Oak Ridge Schools is committed to safeguarding the right of all ConnectOR participants to work and learn in an environment that is free of discrimination or harassment. Discrimination/harassment on the basis of race, color, ancestry, religion, national origin, age, sex, or disability in any form will not be tolerated. The anti-discrimination policy and procedures for addressing discrimination/harassment complaints currently in board policy shall be followed. Compliance will be the responsibility of each participating school. Complaints should be filed with the complainant's school.

## Equity

ConnectOR at Oak Ridge Schools is committed to an equal education for disadvantaged and underserved students. Recommended policies and procedures are provided to ensure that all students can take advantage of the opportunities created by the program.

### Title VI/IX and Other Equity Legislation

All schools must be in compliance with all Federal Civil Rights legislation. Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. Title IX of the Education Amendments of 1972 ensures that no person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any federally assisted program. In addition, state civil rights legislation will apply to Virtual Learning courses. Compliance with all civil right legislation will be the responsibility of each school and complaints should be filed with the complainant's school and should follow the school's grievance procedure.

## **ATTENDANCE**

ConnectOR students are expected to attend and participate in their online education courses as fully as they would attend and participate in a traditional classroom course. Students will be given weekly due dates and are responsible for completing those assignments in a timely manner. Both teachers and Parent/Guardians are expected to monitor student attendance and class progress. Students must be willing to complete all assignments in accordance with the pacing guide and deadlines established by the online instructor. We recommend spending five (5) hours per course, per week. Since this is an online program, inclement weather (i.e. snow days) will have NO impact on a student's 5 hours per course, per week minimum or pacing. Students MUST continue to meet time requirements and remain on pace in each class. Teachers will seek daily visual, verbal, and/or written confirmation of student participation in instructional time and record daily attendance using Skyward. Attendance tracking methods include such options as: students participating in a phone call with a teacher, with parent or legal guardian support as appropriate for the age of the student; students participating in synchronous virtual instruction; students completing work in Canvas, Clever, or Seesaw; students submitting work via hard-copy or virtual formats; or completion of on-line learning modules. Attendance can also be calculated based on the virtual program curriculum pacing, as determined by Oak Ridge Schools' Calendar. Attendance for a given week is taken on the following Monday. Students will be counted absent for any day's work not completed the previous week as specified in the curriculum course pacing.

A student is considered truant on the 5th unexcused absence. If attendance policies are not followed, parents and/or legal guardians may receive notice to appear before the truancy review and support team. Students who do not begin their courses within the first seven (7) days or who do not demonstrate adequate progress (an average of 60 or better) at the first progress report will be dropped from the course.

Absences: All absences are unexcused, unless a doctor note is provided or the school administrator chooses to excuse an absence due to an extenuating circumstance. Excuses must be submitted to the Administrator within three (3) school days. Family trips/vacations are not excusable.

A Truancy Petition can be filed with the Juvenile Court for all students who accumulate the equivalent of five (5) or more days of unexcused absences (per Oak Ridge Schools Student Handbook).

Calendar: ConnectOR follows the regular Oak Ridge Schools Calendar which can be found at [www.ortn.edu](http://www.ortn.edu). Students are not expected to log course hours on days that are designated as holidays, but they may do so, if they choose. However, teachers will not be available on days designated as holidays.

## EXPECTATIONS

- Students: minimum expectations
  1. Stay on pace in all courses. (This should take approximately 5 hours of attendance per course, per week)
  2. Attend Student/Parent Orientation session
  3. Attend virtual tutoring sessions as needed or recommended by teacher.
  4. Maintain contact with teacher weekly
  5. Read emails daily
  6. Take all State-required tests at the time and place specified by the Administrator
  7. Follow policies for behavior, cell phone use, dress code, etc. as outlined in the both the ConnectOR and Oak Ridge Schools Handbooks
  
- Parents: minimum expectations
  1. Facilitate student learning by checking progress in Canvas / Skyward
  2. Assure student is in "attendance"
  3. Provide internet access
  4. Provide all necessary enrollment paperwork
  5. Attend Student/Parent Orientation session
  6. Collaborate with teacher in monitoring student progress
  7. Check email daily
  8. Follow policies as listed in the ConnectOR and ORHS Handbooks

## BEHAVIOR

Plagiarism/Academic Honesty: Academic integrity is critical to Virtual Learning success. Students are expected to do their own work. Students are expected to follow the ConnectOR Academic Honesty Policy and the Plagiarism Policy, which are found in the appendix. Issues regarding a violation of these policies will result in disciplinary action and possible dismissal from the program. The **minimum** consequence for plagiarism is clearing all answers in the lesson and starting over. The **maximum** consequence is dismissal from the program.

Dress Code: Students are expected to follow the ORS Student Handbook Dress Code when attending any on-campus event.

Communication: Students are expected to follow the Oak Ridge Schools' Discipline code and Technology User Agreement which can be found at [www.ortn.edu](http://www.ortn.edu).

Students will be assigned Oak Ridge Schools email address. Students' personal email should not be used for school activity. Students are expected to follow the Acceptable Use Policy for Technology/Internet policy as outlined in the ORS Student Handbook.

Student Discipline, Rights, and Responsibilities: As with any classroom, the online instructor should attempt to address discipline problems directly with the student prior to referring the student to another individual. However, if the instructor is unable to resolve the problem or if the infraction is such that it requires administrative notification, the instructor will contact the student's Assistant Principal. The Assistant Principal will have responsibility for addressing the problem depending upon the infraction. The Responsible Use Policy will be used in dealing with instances of plagiarism and cheating. Local discipline codes and sets of student rights and responsibilities will be used in handling all other situations. If a student is experiencing a problem with an instructor, the following procedures should be followed:

1. The student should consult the teacher for ways to improve.
2. The student is expected to engage in the solutions offered by the teachers. This may include but is not limited to virtual tutoring with the teacher.
3. If the problem still exists, the parent should communicate with the teacher.
4. If the problem continues to exist, the parent can request a school meeting to include the teacher, the student, the parent(s), the appropriate school counselor, and a school administrator. The team will form a plan of action.

## EXTRA-CURRICULAR ACTIVITIES

Students zoned for Oak Ridge Schools who are enrolled in ConnectOR will have the same opportunities to participate in athletics/after school extra-curricular activities as students attending classes at Oak Ridge Schools, with the following expectations:

1. Students are responsible for contacting the coach or club sponsor of any extra-curricular activity in which they wish to participate.
2. Students will comply with all of the policies and procedures of the zoned school while on campus, including dress code for that school.
3. Students who participate in athletics will be subject to all TSSAA rules and regulations.
4. Students will be subject to the same disciplinary actions as all other students.
5. Students will meet the same attendance and grade expectations for participation as all other students.
6. It is understood that academics take precedence over any extra-curricular activities. This includes required testing sessions, required tutoring, and class meetings/field trips.
7. Parents are responsible for providing transportation to extra-curricular activities.

## GRADING/ GRADUATION

Grading: Grades will be issued to students based on formal evaluations conducted by teachers. This includes quick checks, quizzes, course assessments, graded discussions, projects, tests and state assessments. For additional information related to Oak Ridge High School grading policies, please see the Oak Ridge High School Academic Planning Guide.

Graduation: Oak Ridge High School graduation requirements must be met for a student to earn a regular high school diploma. During the review meeting, Oak Ridge High School staff will work with students to plan course enrollment. Core content will be offered at the CP level. In grades 9-12, the students must complete the following 22 courses/credits successfully:

- 4 English
- 4 Math (Algebra I, Geometry, Algebra II, & an upper Math)
- 3 Social Studies (US History, World History or Geography, & Gov't/Economics)
- 3 Science (Biology I, Physics or Chemistry & 1 other lab Science)
- 1 Wellness
- .5 PE
- .5 Personal Finance
- 2 World Language (same language)\*
- 1 Fine Arts\*
- 3 Area of Focus Electives\*\*

\*may be replaced by other electives if student is not planning to attend a 4-year university. Parent and student must sign the opt-out form.

\*\*Students may pursue three full credits through the Credit Advancement option as an elective focus.

# Oak Ridge Schools District Calendar 2020-2021

Counselors/Facilitators Report: July 6<sup>th</sup>

Teachers Report: July 20<sup>th</sup>

Students Report - Early Dismissal Districtwide: July 29<sup>th</sup>

Early Dismissal K-8 Only: July 30<sup>th</sup>

Labor Day Holiday: September 7<sup>th</sup>

Fall Break: September 28<sup>th</sup>-October 9<sup>th</sup>

Fall School Intersession: September 28<sup>th</sup>-October 1<sup>st</sup>

Fall Parent/Teacher Conferences: October 20<sup>th</sup>/21<sup>st</sup>

Early Dismissal Elementary Only: October 20<sup>th</sup>

Election Day – No School: November 3<sup>rd</sup>

Thanksgiving Break: November 25<sup>th</sup>-27<sup>th</sup>

Winter Break Early Dismissal Districtwide: December 18<sup>th</sup>

Winter Break: December 21<sup>st</sup>-January 4<sup>th</sup>

Staff Professional Development - No Students: January 4<sup>th</sup>

Students Report: January 5<sup>th</sup>

Dr. Martin Luther King Jr. Holiday: January 18<sup>th</sup>

Winter Parent/Teacher Conferences: February 10<sup>th</sup>/11<sup>th</sup>

Early Dismissal Elementary Only: February 11<sup>th</sup>

Spring Break: March 15<sup>th</sup>-26<sup>th</sup>

Spring School Intersession: March 15<sup>th</sup>-18<sup>th</sup>

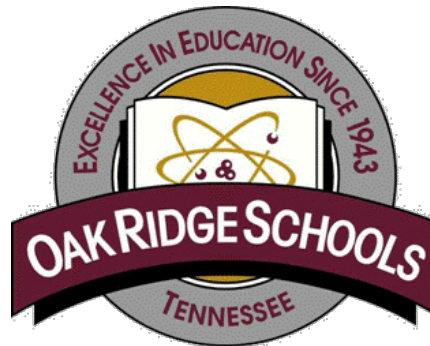
Good Friday Holiday: April 2<sup>nd</sup>

ORHS Commencement: May 27<sup>th</sup>

Student Last Day - Early Dismissal Districtwide: May 28<sup>th</sup>

Memorial Day Holiday: May 31<sup>st</sup>

Teacher Last Day: June 1<sup>st</sup>



1 <sup>st</sup> Quarter Days	42
2 <sup>nd</sup> Quarter Days	46
3 <sup>rd</sup> Quarter Days	48
4 <sup>th</sup> Quarter Days	44
<b>Total Instructional Days</b>	<b>180</b>

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
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20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
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21	22	23	24	25	26	27
28						

March 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

(Revision) BOE approval: 02/24/20

# APPENDIX

## ConnectOR Plagiarism Policy 2020-2021

The staff of the Virtual Learning at Oak Ridge Schools expects you to behave with academic integrity and exhibit responsibility. This means you should complete original work and perform to the best of your ability. Plagiarism and cheating clearly violate this honor code. Cheating includes copying another's work or allowing your work to be copied. Violating the plagiarism policy will result in a disciplinary action by your teacher or principal.

### **Definition of Plagiarism**

Plagiarism is the unauthorized use of someone else's work. This includes claiming work from friends, parents, and tutors as your own. Improperly documented information from websites, books, or other resources is also plagiarized.

### **Examples of Plagiarism**

The following are examples of plagiarism:

- Copying another student's paper from a school computer or from a printed copy
- Taking key words or phrases or facts from an electronic source without properly citing the source
- Using keywords or phrases from a source without placing those words in quotation marks and without placing an in-text citation in the paper at the end of each sentence containing such quotes
- Placing a citation at the end of a passage in your paper without making clear which of the preceding sentences contain(s) the information taken from the source
- Documenting only quoted material, but not documenting paraphrased or summarized material
- Turning in a paper without proper in-text citations or without a Works Cited page
- Failing to cite a fact that is not common knowledge. (If you are in doubt about whether or not an item is common knowledge, ask your instructor. If your instructor is unavailable, cite the item.)
- Downloading a paper from the Internet

### **Things you should know**

- Plagiarism is easy to expose. The resource that most students use to plagiarize, the internet, makes detection very easy.

- All parties involved are equally guilty of plagiarism. The student who makes his or her work available to be plagiarized is equally as guilty as the student who plagiarizes.
- Ignorance of the rules is no excuse; follow your teacher’s directions for documenting sources carefully to avoid plagiarism.

**As a result, when, not if, involved parties are caught, the following consequences will be adhered to:**

1. Under-documentation/unintentional plagiarism: Parent phone call and redo assignment for less credit.
2. Intentional copying of another person’s work (online or print material): Teacher will call the parent, receive a zero credit for the assignment, and complete an alternate assignment. 1<sup>st</sup> Offense: Cheating documented and administrative conference, 2<sup>nd</sup> Offense and beyond: Student will receive consequences according to Oak Ridge Schools Discipline Policy.

## **ConnectOR ACADEMIC HONESTY POLICY**

Academic honesty means that a student’s behavior is ethical and his/her work is his/her own. Plagiarism is only one example of academic dishonesty. Acts of academic dishonesty are serious violations of the trust necessary for a productive educational experience. This policy describes the actions that constitute violations of the Academic Honesty Policy, as well as the possible consequences for such violations.

<b>Activities Covered by Academic Honesty Policy</b>	<b>Definitions</b>
<b>Cheating on Tests:</b>	Giving or using assistance for a test, examination, or quiz without the permission of the teacher. This includes (but is not limited to) “cheat sheets,” sharing answers, looking on others’ papers, inappropriate use of cell phones and calculators, and sharing test information with members of other class periods.
<b>Falsifying Data:</b>	Inventing information or sources. This includes (but is not limited to) forging parent signatures, creating false data or facts for a project or paper, using internet translation sites or other translation software for foreign language assignments, and altering grade reports.
<b>Copying Homework and/or Other Assignments:</b>	Sharing work with others that was assigned to be done individually. This includes (but is not limited to) sharing and/or copying homework, papers, projects, and computer programs.

**Working Together Inappropriately:**

While exchange of academic ideas is important for educational growth, there are forms of collaboration which are inappropriate. Instances of inappropriate collaboration include (but are not limited to) having parents provide answers or work, having classmates provide answers or work, and any other assistance that is not expressly allowed by the teacher.

**Plagiarism:**

Using another's ideas, words, or work without giving credit to the original author. This includes (but is not limited to) failure to give credit to or cite references for the author/creator of quoted or paraphrased material, failure to use quotation marks for directly quoted material, using facts, figures, charts or other information without citing its source, submitting a paper obtained from the internet or other writing service, and having a classmate or parent write a paper or complete a project.

**Theft, Alteration, or Distribution of Materials:**

Taking, altering, and/or distributing any student, teacher, or library materials. This includes (but is not limited to) stealing teacher files or other materials from file cabinets, desks, and/or other classroom areas, and accessing, deleting, modifying, transferring, or receiving of computerized files without authorization

**Avoiding Tests and/or Other Assignments:**

Repeated absences on test days, project due dates, quiz dates or other deadlines.

**GENERAL PRINCIPLES**

It is students' responsibility to read and understand the honesty policy. Not knowing the policy does not excuse dishonest behavior.

Violations of the Academic Honesty Policy will be determined only by reviewing students' actions. A student's thoughts or intent will not be considered. Since it is impossible to know whether a student intended to cheat or not, only a student's actions and behavior can be judged.

It is every student's ethical responsibility and obligation to report violations of the Academic Honesty Policy. Students may report violations anonymously.

**POSSIBLE CONSEQUENCES FOR POLICY VIOLATION**

- Zero on assignment
- Parent notification
- Suspension
- Detention
- Parent / student / teacher / counselor conference
- Referral to Administrator
- Prohibition of participation in extracurricular activities, elected or appointed student offices, and/or athletics

# ConnectOR

## FAQ

**Families are encouraged to enroll in ConnectOR before July 25.**

**Will students be allowed to move from ConnectOR to on-campus learning during the school year?**

Yes, students will have an opportunity to move back to on-campus learning at the end of each quarter. Requests for program changes can be submitted to school administrators during the following windows:

September 21-25

December 14-18

March 8-12

**What will students learn in ConnectOR?**

Students will work to master grade level learning standards in each core subject area through the completion of online modules provided by Florida Virtual School (FLVS) and Oak Ridge Schools (ORS) certified teachers in grades K-8. ORHS students will complete modules in APEX. Work will include both online and offline activities. Certified ORS teachers will support students enrolled in ConnectOR.

**What is the role of the Parent or Legal Guardian in ConnectOR?**

Parents/guardians play a key role in their student's success in any learning environment, but even more so with ConnectOR. It is the expectation of ConnectOR that parents/guardians will be involved in their child's learning by participating in the welcome call with the teacher. During this call, the parents/guardians are introduced to the requirements of the course and begin building strong teacher-student-parent relationships. In order to be kept informed of student progress, parents/guardians will also need to be available for a monthly contact with each of their student's teachers and will have the ability to choose a preferred method of contact (phone, email, text). Parents/guardians should encourage their child to consistently work in their courses weekly to maintain pace and view on-going teacher feedback. Parents/guardians need to ensure that their student is making continuous learning gains weekly, which can be monitored through a parent/guardian account in your Student Information System.

**What is the role of the Student in ConnectOR?**

The student's role in Connect OR is to learn to the best of his/her ability. Therefore, students should expect to take age-appropriate individual responsibility for their own learning, such as: applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths—and at all times, completing their own work with academic integrity.

## **What re the Recommended Instructional Hours?**

To meet the state's requirements, families should aim to complete the following minimum hours of schooling each week which includes activities on and offline activities:

Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> grade:

- Recommended Hours per Day - 4 + physical activity and creative activity time
- Recommended Hours per Week - 20 + physical activity and creative activity time

4<sup>th</sup> – 8<sup>th</sup> grades:

- Recommended Hours per Day - 5 + physical activity and creative activity time/ Or 5 hours per course per week
- Recommended Hours per Week – 25 + physical activity and creative activity time

9<sup>th</sup> -12<sup>th</sup> grades:

- Recommended Hours per Course - 5 + physical activity and creative activity time

## **What is the role of the Teacher in ConnectOR?**

The teacher is the primary contact for students and parents/guardians with regard to subject-specific questions. These teachers are qualified to provide instructional interventional strategies as needed and to handle the following instructional questions:

- Curriculum or materials
- Course scope and sequence
- Modification of assessments for students with documented special needs
- Testing
- Grading and progress reports
- Help with an assessment or concept

Teachers proactively monitor each student's progress using our Student Information System and Learning Management System and through regular contact via phone, texting, and email. Teachers score assessments and provide feedback on the student's performance through formal means, such as assessment grades, comments, and regular progress reports, as well as informal means, such as phone calls and online communication. Depending on a student's needs and grade level, teachers provide instruction in different ways.

After receiving an application for ConnectOR, school administrators will schedule an enrollment meeting to discuss additional program details.

**ConnectOR Launch Date: August 12**

### **K-5 Sample Lessons**

- Language Arts Grade 3 [https://www.myflvs.net/course-previews/elementary/Language\\_Arts\\_Grade3/](https://www.myflvs.net/course-previews/elementary/Language_Arts_Grade3/)

- Math Grade 5 [https://www.myflvs.net/course-previews/elementary/Math\\_Grade5/](https://www.myflvs.net/course-previews/elementary/Math_Grade5/)
- Science Grade 2 [https://www.myflvs.net/course-previews/elementary/Science\\_Grade2/](https://www.myflvs.net/course-previews/elementary/Science_Grade2/)
- Social Studies Grade 1  
[https://www.myflvs.net/coursepreviews/elementary/SocialStudies\\_Grade1/](https://www.myflvs.net/coursepreviews/elementary/SocialStudies_Grade1/)



## **Resolution in Support of the Emergency Suspension of Board Policies During the 2020-2021 School Year**

**WHEREAS**, TCA 49-2-203 authorizes local boards of education to govern their respective districts, including adopting, revising, and suspending local board policies;

**WHEREAS**, on June 29, 2020, Governor Bill Lee signed Executive Order 50 which extended the state of emergency related to the COVID-19 pandemic in Tennessee through the beginning of the 2020-2021 school year;

**WHEREAS**, Boards are required to submit Continuous Learning Plans to the Department of Education by July 24<sup>th</sup> that outline how districts will reopen for the 2020-2021 school year;

**NOW, THEREFORE BE IT RESOLVED**, that the Oak Ridge Board of Education hereby suspends the following policies or provisions of its policies for the 2020-2021 school year, including but not limited to those identified below, to the extent that they conflict with the board approved Continuous Learning Plan:

- 1.101 – Role of the Board of Education
  - To the extent the plan conflicts with the district calendar, safety plans, and curriculum adoption.
  
- 1.400 – School Board Meetings

- To the extent the plan conflicts with the location and time of school board meetings.
- 1.800 – School Calendar
  - To the extent the plan alters the school calendar to address changes implemented due to COVID-19.
- 1.801 – School Day
  - To the extent that the plan alters the school day so long as students receive 6.5 hours of instruction.
- 1.8011 – Emergency Closings
  - To the extent the Superintendent needs to close schools to address issues resulting from COVID-19.
- 3.206 – Community Use of School Facilities
  - To the extent this policy conflicts with the Continuous Learning Plan.
- 4.200 – Curriculum Development
  - To the extent this policy conflicts with the Continuous Learning Plan.
- 4.209 – Alternative Credit Options
  - To the extent this policy conflicts with the Continuous Learning Plan.
- 6.200 – Attendance
  - To the extent this policy conflicts with the Continuous Learning Plan.
- 6.310 – Dress Code
  - To the extent this policy conflicts with the Continuous Learning Plan.

**BE IT FURTHER RESOLVED** that, in further response to the COVID-19 pandemic, it shall be the express policy of the Board to attempt to provide students with the maximum amount possible of direct teacher instruction time while keeping in mind the State and local health department COVID safety guidelines. Accordingly, students and staff are henceforth required to wear face coverings when physical distancing is not possible while on buses to and from school, while in any school building, and during all school classes and functions. Students and staff who

have documentable medical conditions that make it impossible to safely wear a face covering are directed to promptly consult their applicable building principal. Any documented request to avoid the wearing of a protective face covering pursuant to this requirement will be considered on a case-by-case basis.

**BE IT FURTHER RESOLVED** this resolution shall only become effective in the event the district must implement all, or a portion of the Continuous Learning Plan.

**BE IT FURTHER RESOLVED** that the Superintendent of Schools shall consult with the Board as feasible and appropriate and shall timely report to the Board regarding implementation of board policies in alignment with the Continuous Learning Plan.

**BE IT FURTHER RESOLVED** that the Superintendent of Schools will consult with the Board if he/she determines that additional policies or provisions of policies not contained in this resolution are found to conflict with the Continuous Learning Plan.

**BE IT FURTHER RESOLVED** that the Superintendent of Schools may apply for any waiver or extension that ensures consistency with this resolution, board policies, and state law.

**BE IT FURTHER RESOLVED** that the Superintendent of Schools shall inform the Board of any waiver or extension request made pursuant to this resolution.

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein.

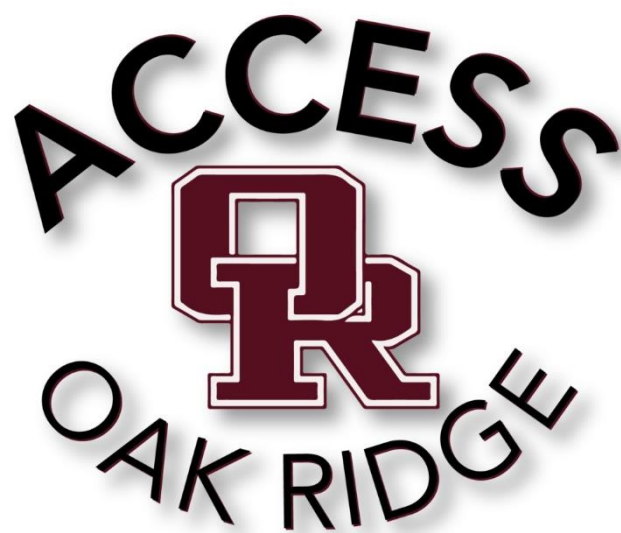
Adopted and approved this \_\_\_\_\_ day of \_\_\_\_\_.

By: \_\_\_\_\_

Board Chair

Attest: \_\_\_\_\_

Superintendent of Schools



**For Teachers**  
2020 - 2021

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## District Policies and Procedures

The Board of Education policies that are relevant to the virtual instruction include but are not limited to: 4.406, 4.607, 5.1151, 6.304, 6.312, 6.604 Policies can found at: <http://tinyurl.com/ORSboardpolicy>.

## Expectations

### Transition to Virtual Instruction

Teachers in every course should prepare for a seamless transition from live instruction to virtual instruction. Teachers may continue current course content or prepare at least two days of emergency content to limit gaps in instruction during transition periods. TDOE Online Instructional Resources can be used when added to Clever/Canvas. During face-to-face instructional periods, teachers should provide opportunities for students to practice virtual instruction routines.

### Communication

Each school will provide specific guidelines and schedules for student communication. It is important to balance contact and support for families during times of virtual instruction so that they are informed but not overwhelmed. Attempts should be made to monitor weekly engagement of every student. This can be accomplished through Canvas, Seesaw, email, video conferencing, phone calls, and other district software usage. More frequent communication should be provided for students who are highly mobile or at-risk. The following guidelines improve communication and engagement for students:

- Offer a minimum of three office hours daily, at multiple times, or in a single block.
- Post daily office hours and contact information for students.
- Use Zoom, MS Teams, email, phone, or Canvas for office hours.
- Follow the school video conferencing schedule to limit conflicts.
- Follow the video conferencing guidelines for increased safety.

### Attendance

During a transition to virtual learning, teachers will seek daily visual, verbal, and/or written confirmation of student participation in instructional time and record daily attendance using Skyward. Attendance tracking methods include such options as: students participating in a phone call with a teacher, with parent or legal guardian support as appropriate for the age of the student; students participating in synchronous virtual instruction; students completing work in Canvas, Clever, or Seesaw; students submitting work via hard-copy or virtual formats; or completion of on-line learning modules.

### Course Content

- Condense course content by focusing on essential standards during school closures.
- Collaborate across subject areas and grade levels to provide consistent instructions for accessing and submitting assignments.
- Provide explicit directions for the structure of the online compared to face-to-face instruction.
- Explain to students where to find course content and how to get started.
- Tell students what to expect from you and when to expect it.
- Provide feedback to student inquiries within 24 hours.
- Identify relevant changes to any course.
- Inform students in advance about the technologies needed for your course, and how to find prompt IT support.
- Monitor assignment submissions and remind students of deadlines.
- Communicate with Special Education and EL teachers frequently to make adaptations that ensure equity for all students.



## Motivation and Engagement

- Create a sense of community by encouraging learners to engage in online discussions.
- Explain to students how the learning materials are relevant to the course objectives and facilitate the completion of aligned activities.
- Explain how you will evaluate submitted work.
- Provide learners with timely feedback to enable them to track their learning progress.
- Consider using short multimedia pieces for interaction, and ensure students have easy access to software and plugs-ins they need to access the content.
- Organize your course online to guide students along the learning path, helping them to progressively navigate through the course each week using Canvas modules.
- Plan active learning opportunities using course tools to meaningfully facilitate learners' interaction and active learning.

## Equity and Access

- Provide content that creates a safe and equitable learning environment.
- Provide accessible course materials and activities to meet the needs of diverse learners.
- Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.
- Explain to students how to access the district or school accessibility services and be responsive to learners who need accommodations for accessing digital course materials.
- Include translated materials in lesson plans for English Language Learners as needed.
- Collaborate with EL and Special Education teachers to provide accommodations outlined in Learning Plans and IEPs.
- For additional guidance on ensuring students' civil rights with online learning follow this [link](#).

## Clever/Seesaw

Teachers in grades K-2 should use Clever teacher pages and Seesaw to communicate resources and share assignments for online learning. Clear and consistent communication should be shared with families before and during school closures.

- Younger students may need adult support to engage in virtual learning. Consider using TDOE resources such as PBS Teaching TN and ReadyRosie to provide learning opportunities that require less adult support.
- K-2 learners should experience digital learning for 30 minutes or less for daily instruction; and therefore, opportunities for learning should focus on blended opportunities that include play-based and exploratory activities.

## Canvas

Teachers of all subjects in grades 3-12 will create daily learning and review opportunities that students access through Canvas. Guidelines for Canvas pages are provided to enhance consistency leading to ease of navigation and improved communication for students and families.

- Each Canvas course should have a Homepage that includes the following:
  - office hours
  - contact information
  - links to assignments
  - links to major course resources.
  - a visual element related to content or a photo/avatar of yourself
  - weekly announcements to notify students of new information
  - course content organized into Canvas modules
- See building level ITCs for sample Canvas pages and templates. A sample course development checklist is given in the table below.



## LMS Course Development Checklist

Component	LMS Course Development Checklist
<b>Units of Instruction</b>	<ul style="list-style-type: none"> <li>○ Create intentionally to move between face-to-face and online instruction</li> <li>○ Organize units by topic</li> <li>○ Include materials, activities, and assessments for the length of unit</li> <li>○ Offer a variety of formats to engage students such as:               <ul style="list-style-type: none"> <li>● videos</li> <li>● demonstrations</li> <li>● mini-lectures</li> <li>● animations</li> </ul> </li> </ul>
<b>Overview and Objectives</b>	<ul style="list-style-type: none"> <li>○ Include a course overview:               <ul style="list-style-type: none"> <li>● structure of topics and learning goals</li> <li>● navigation</li> <li>● how to get started</li> <li>● how to find and submit work</li> <li>● how to get help</li> <li>● teacher introduction video and text</li> </ul> </li> </ul>
<b>Course Standards</b>	<ul style="list-style-type: none"> <li>○ State clearly what students should know and be able to do</li> <li>○ Create measurable learning targets and “I can” statements</li> </ul>
<b>Assessment and Criteria</b>	<ul style="list-style-type: none"> <li>○ Include rubrics and scales linked to learning targets and activities</li> <li>○ Create clear and concise description of mastery</li> <li>○ Link assessments to learning targets in a variety of formats               <ul style="list-style-type: none"> <li>● multiple choice</li> <li>● short answer</li> <li>● video/audio submissions</li> </ul> </li> </ul>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>○ Focus on standards mastery and cultural relevance</li> <li>○ Create clear relationships to learning targets</li> <li>○ Comply with district learning expectations and student privacy laws</li> <li>○ Obey copyright laws and cite all sources</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>○ Help students achieve learning targets</li> <li>○ Respond to students’ home cultures and learning styles</li> <li>○ Include a variety of formats:               <ul style="list-style-type: none"> <li>● independent assignments</li> <li>● collaborative work</li> <li>● written responses</li> <li>● video/audio creation</li> </ul> </li> <li>○ Give students opportunities for voice and choice</li> <li>○ Ensure expectations for student submissions are clear</li> <li>○ Provide peer-to-peer and teacher-to-student feedback</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>○ Promote district-purchased digital materials</li> <li>○ Ensure additional digital materials are vetted by ITCs and IT department</li> <li>○ Reinforce learning targets</li> <li>○ Ensure links to videos work on student machines</li> <li>○ Identify students who have limited or no Internet access and adjust assignments and/or accessibility appropriately</li> <li>○ Communicate clearly how to seek technology support</li> <li>○ Utilize accessibility tools to meet needs of all learners</li> </ul>



## Video Conferencing for Instructional Opportunities

- Limit frequency of synchronous conference sessions to maximize asynchronous options for students who are unable to join.
- Use the ORS version of Zoom access through Clever.
- Provide conference invitations during reasonable hours for student participation.
- Send invitations to students in a timely manner and include an administrator.
- Instruct students to use their ORS username or first name plus last initial (Jane D).
- Send participants meeting links only through direct messages in a password-protected environment (not on public forums).
- Follow the *AccessOR* Acceptable Use Policy in a one-to-one instructional situation.
- Use the waiting room feature to prohibit conference bombing by outsiders.
- Set screen sharing to “Host Only” by default.
- Turn off student-to-student chat room features.
- Lock the meeting once it starts, as appropriate.
- Disable participants’ cameras and/or microphones as appropriate.
- Establish norms for increased video conferencing safety.
  - This meeting will be recorded/not be recorded and available/not available on my Canvas page.
  - Chat room capabilities are not enabled. Please use the “Raise your hand” function to ask a question.
  - Students are not required to use the video function. Please be aware that others can see your surroundings when the video function is used. Pick a location that will minimize interruptions. If you are in a room with others, please let them know that you will be using video/audio for a class.
  - The teacher may mute the room or student if background noise interferes with the conference. Check the mute status and minimize background noise before you speak.
- Record and post sessions in Canvas for review by students who could not attend.
- Refrain from sharing FERPA or HIPAA sensitive information.
- Conduct IEP meetings according to the *ORS Guidelines for Conducting Secure IEP Meetings via Video Conferencing*.
- Refrain from posting conference screen shots of student faces or names on social media.

## Grading

- Grade assignments weekly and post grades in a timely manner.
- Provide instructions for how learners can access their grades.

## Assessment

- Project Based Learning (PBL) is an effective virtual instruction and assessment tool. This teaching strategy promotes a greater understanding of the standards by engaging students with an authentic, real-world problem while the teacher acts as a facilitator and source of feedback throughout the process. Students work individually and collaboratively to answer the project’s driving question and create a public product that is easily assessed for content standards and 21<sup>st</sup> century skills such as the 4Cs (collaboration, communication, creativity, and critical thinking).

## Intervention

- Students who receive intervention should continue to receive extra support during school closure.
- Teachers and interventionists should collaborate to prioritize learning opportunities and make assignment adaptations that maximize learning in virtual settings.



## Discipline

- Communicate clear expectations and norms for student behavior in virtual classroom settings.
- Students may be removed from video conferencing, blogs, or other community learning platforms for inappropriate behavior or safety concerns.
- Building level discipline procedures may be used as needed to address inappropriate student behavior during virtual instruction.

## Resources for Virtual Instruction

- Prioritize the usage of ORS paid district resources found through Clever using Single-Sign-On and secure school account credentials.
  - Account setup, maintenance, and support for resources not provided by ORS will not be prioritized by ORS Technology department.
  - Student login credentials should not be used to set up accounts that are not provided by ORS.
- The software request process will provide essential information to administrators and technology staff as software is evaluated, renewed, or replaced.
  - To inquire about new software purchases, teachers should complete the software request process found on the ORS website or at: <https://support.ortn.edu/forms/softwarerequest/>

Software	Grade Levels	Description
Adobe Systems	5-12	Arts and A/V Communications and Business Communications, Middle and High School Aviation
Apex Learning	9-12	Online credit recovery and origination. Students can use APEX to recover, and in particular instances originate, credit for high school graduation.
AutoDESK	5-12	Engineering Design 3D Modeling--includes Inventor, Revit, and Fusion 360
Boom Cards	K-12 (SLP)	BOOM are interactive lessons for both teachers and parents to use as a resource
Canvas	K-12	Online Learning Management System for teachers and students in the district. Course management, discussions, assignments, files, announcements, grading, and conferencing.
Career Safe	9-12	OSHA-10 certification site for CTE
Certiport	9-12	Certification software for CTE
Clever	PreK-12	Secure pipeline between your district's SIS data and the learning applications that you and your students use - rostering
EdLeader 21	Administrators/ PLC Coaches	Battelle for Kids, Portrait of a Graduate work, rubrics available for teachers



<b>Software</b>	<b>Grade Levels</b>	<b>Description</b>
Edpuzzle	9-12	Allows users to insert questions into any video
EduCeri	EL Teachers	English Learners' Curriculum
Edulastic/Snapwiz		Formative Assessment creator for math
ELlevation	K - 12	Organizes all English Language Learner (ELL) information and data from an entire school district into one dashboard. It allows ELL staff to collaborate on plans and goals.
Freckle Education	K-6	Digital platform for both ELA and Math practice- Can be used as an adaptive practice resource or teachers can assign specific standards based lessons. Includes Inquiry Based Lessons that can be used for core instruction.
GMetrix	5-12	Certification training software for CTE
HearBuilder	K-12 (SLP)	Strengthen literacy ability in listening, memory, and comprehension. Offer multi-level activities with specific objectives that support State and Common Core Standards.
Hobsons - Naviance	9 - 12 Students & Counselors	Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, and improving student outcomes.
Hoonuit	Pre-K-12	Data Dashboard
IXL Learning	7-12	7-12 Math and Language Arts curriculum diagnostics and analytics, 7-8 Science and Social Studies curriculum diagnostics and analytics
Kami	3-12	Allows the embedding of PDFs into Canvas for students to annotate, diagram, draw on, and complete within the Canvas system.
Membean	9-12	Language Arts/ Vocabulary
MyOn	K-12	Digital Library
Nearpod	K-12	Interactive slide share program that allows live interaction as instructors move through a lesson OR self-guided lessons for students.



Software	Grade Levels	Description
PassAssured	12	Certification training for pharmacy technicians.
RazKids	K-4 SPED	Reading and listening program, students can read aloud into the program and replay a recording of themselves
Read Naturally Live	5-8 RMS	Web-based intervention efficiently applies the research-based Read Naturally strategy to accelerate reading achievement.
Renaissance STAR	K-12	STAR reading and math benchmark and universal screening tests
Respondus	5-12	Lockdown browser that prevents access to pages or programs while testing in Canvas.
RoboPro and Robot C	5-12	Robo-Pro and Robot C for Engineering Design and Robotics in CTE
Seesaw	K-2	LMS, digital portfolio, and communications
STEMscopes	K-4	STEM/Science Curriculum
TE21 Inc	3-12	Assess student understanding of state standards taught at the end of each term in ELA, math, science, and social studies.
TextHelp Inc	K-12	Read & Write accessibility, equation editor
TurnItIn	9-12	Plagiarism checker provides links to possible cheating between students or essay copying from digital sources.
Unique Learning Systems	K-12 CDC	Gives students with complex learning needs meaningful access to the general education curriculum.
Virtual Job Shadow	5-8	Students take interest inventories and build a portfolio of career interests, includes videos of professionals in a wide variety of careers.
Wet, Dry, Try	K-1	Handwriting app for iPads from Learning without Tears
WeVideo	5-12	Robust online video editing software that is intuitive and quick to produce high quality videos for students and staff.
Zearn	K-4	Math program, digital augmentation of the print curriculum



## Special Area Courses

- Fine Arts teachers: continue instruction during times of school closure. Shifts to online learning can be enhanced using the TDOE [Fine Arts Resource List](#).
- Physical Education, Health, and Wellness teachers: continue instruction during times of school closure.
- College, Career, and Technical Education teachers: ensure all students have the software needed for your courses downloaded to their devices, and if they do not, have them reach out to IT support so they do not lose instructional time.
- Social and Emotional Support: Students may have questions and possible anxiety issues related to the changes experienced during the pandemic. These should be handled through your support services including school counselors, social workers, school psychologists, and nurses. A consistent referral process for accessing school counselors and social workers should be communicated with each student and family

## Virtual English Learner Services

- Screen new students using alternative measures until school reopens.
- Continue to provide instruction to students who are in self-contained EL classrooms or in pull-out models.
- Continue to collaborate with content area teachers to ensure the appropriate supports and accommodations are provided throughout virtual learning in classes where ELs participate in co-taught instruction.
- Ensure families have access to information about virtual learning that they are able to access in their native language.
- Utilize digital tools such as Talking Points for communication with parents regarding virtual learning assignments and key information related to instruction.
- Utilize the district translator as a liaison between families and schools.
- Provide time within virtual learning for the ESL teacher to work with the special education teacher for students who are dually identified.
- Create instructional steps documents with screenshots that are student-friendly for EL students who are not comfortable navigating online platforms on their own without modeled instruction or steps for guidance.
- Invite EL teachers to join case managers for a student who is both EL and has an IEP.

## Virtual Special Education Services

### *Conducting Secure IEP meetings via Video Conference*

#### *For Case Managers: Before the Meeting*

- Ensure that the meeting is properly noticed per IDEA guidelines.
- Contact parents beforehand to ensure they are comfortable meeting via Zoom.
- Explain the meeting platform and advise of technology needs.
- Offer to “test drive” Zoom with the parent before the meeting.
- Ensure that all necessary state rules and guidelines are met if providing a draft IEP.
- Test your microphone and speakers and ensure your camera is working.
- Test any of the features you will use during the meeting, i.e.: screen sharing.
- Consider what documents you want IEP team participants to have available during the meeting. Do not distribute any educational records via an unsecure link or portal.
- Schedule your meeting to create the Zoom meeting link and forward the link to the other attendees.
- Meetings should be set up using the ORS secure platform, via Clever, available on the ORS website. In the invitation ensure that you state:



*Dear IEP Team Member:*

*We have scheduled the IEP meeting for [Student] on [DATE/TIME] to be held via Zoom. The link to this meeting has been shared with IEP meeting participants **only**. The following meeting participants have been provided this link: [identify participants].*

*You are instructed not to share or provide this link with any other person. If you believe that another person should be invited to this meeting, please contact me, the Case Manager and host of this meeting, and I will provide them the link myself. Under no circumstances should you share this meeting link with anyone or forward this link to an unsecure location. Please click/test this link before the meeting to ensure that you have downloaded Zoom in plenty of time before the meeting.*

*If there are any specific documents you would like to discuss during the meeting, please provide them to me prior to the meeting as I will be the only participant with screen sharing capabilities.*

*Should you have any questions, please contact me directly. Additionally, should you have any difficulty joining the meeting, please feel free to reach me at: (###) ###-####.*

*/s/ Case Manager*

*For Case Managers: During the Meeting*

- Join 5-10 minutes early to allow for any issues that others may be experiencing to be resolved before the start time. Enable waiting room to “admit” or “remove” participants in the meeting.
- Enable the “Lock Meeting” function when all participants have joined the meeting.
- Manage screen sharing options by selecting “Host Only”.
- Immediately shut off all video and audio functions if at any time you note that an unauthorized individual has entered the meeting.
  - Advise all participants that the meeting will temporarily be adjourned to provide all participants a new link to a new meeting. A new meeting, with the link, must be
  - Email a new link to each of the participants.
- Refrain from using the student’s name during the discussion.
- Establish the Oak Ridge Schools Video Conferencing for Instructional Opportunities expectations at the beginning of the meeting.
- Begin the meeting by stating that the parties are meeting virtually due to crisis, school closure, and based on state and local orders limiting non-essential activities.
- Follow all IDEA protocols as if you are physically meeting, i.e.: waiver of notice (if applicable); acknowledgement of procedural safeguards; and consent.
- Document: Ensure that the plan specifically states why the meeting was held virtually and note parental consent or non-consent that was given verbally. Follow signature protocols.

*For Attendees: During the Meeting*

- Join 5-10 minutes early to allow for any issues to be resolved before the start time.
- Cease discussion immediately and notify the Case Manager/ Zoom Host if at any time you note that an unauthorized individual has entered the meeting.
- Refrain from using the student’s name during the meeting.



### Providing Accommodations for Virtual Learning

Accommodation	Virtual Strategy Similar to Face-to-Face	Priority Tips
<b>Advanced notice of large assignments/tests</b>	Be transparent with expectations as in face-to-face instruction.	Write clear instructions with appropriate due dates to assist student and learning guide.
<b>Alternative setting for tests</b>	Identify a comfortable location with minimal distractions.	Allow students to choose a time of day that is most conducive to learning in their home.
<b>Assigned to co-taught class</b>	Allow students remain in their assigned classes, with teachers working together to create, assign, and teach as usual.	Make arrangements with supporting teachers who can virtually assist the student.
<b>Chunking information into small segments</b>	Build small units of instructional as students acclimate to the new learning environment.	Create accommodations for students that will allow for a longer period to in to complete multiple small units.
<b>Extended time on assignments</b>	Create pacing guides based on expectations for extended time accommodations.	Provide due dates at least a week in advance to accommodate the learning guide's schedule.
<b>Extended quiz/test time</b>	Allow quizzes and tests be taken over an extended time period.	Now is not the time to enforce timed assessments.
<b>Final grading</b>	Be consistent and transparent with your expectations and grading practices.	
<b>Frequent breaks</b>	Allow students to work at their own pace. Create short assessments so students do not need to worry about technical issues.	Asynchronous learning is key. Content design should be flexible enough to allow students to take breaks as needed.
<b>Frequent checks for understanding</b>	Build standards-based formative assessments for each instructional unit.	
<b>Hearing impaired</b>	Direct students to use applications that have a talk-to-text feature.	Provide a headset with microphone as needed for relevant applications.
<b>Help with organization</b>	Organize content in a logical and consistent manner in the learning management system.	
<b>Larger print materials</b>	Adjust font sizes and/or use zoom features as needed on mobile devices.	Consult with IT/ITCs to train students to use font size and zoom features.
<b>Modified texts or alternative materials</b>	Modify text and/or provide alternative materials as needed.	Confirm that instructional materials align and contribute to learning objectives.
<b>Preferential seating</b>	Create a learning environment that will be comfortable and productive for the student.	Allow student to find comfortable seating, such as on a couch.
<b>Provide spoken retakes of quizzes/tests</b>	Consider providing this through a synchronous tool like MS Teams or Zoom.	
<b>Reduced homework or classwork</b>	Provide directions for students and families for using learning tools.	Utilize instructional assistants to help with this accommodation as needed.
<b>Resubmission of assignments</b>	Provide additional guidance for students as needed.	Adjust settings in the learning management system as needed.
<b>Retake only on areas not mastered by student</b>	Provide retake opportunities as needed.	Adjust settings in the learning management system as needed.
<b>Retake of quizzes or tests</b>	Create additional quizzes that contain only the learning objectives not mastered.	
<b>Guided notes</b>	Work with the student to determine the best way to distribute the additional notes.	
<b>Teacher frequently checks for comprehension</b>	Establish routines for direct communication with students who need it.	
<b>Use of mobile device for assignments</b>	Assign students a district-issued device to ensure continuity of learning.	Create digital versions of learning packets for students who need to use devices.
<b>Use of Calculator</b>	Using a calculator is allowed in the same manner as in face-to-face instruction.	Proceed with content as if all students will be using calculators when allowed.
<b>Use of music while learning</b>	Allow music with or without headphones.	
<b>Use of notes/notecards</b>	Ensure students can stop, pause, and replay audio files multiple times to take notes.	Allow students to work at a pace that is appropriate for them.
<b>Visual support</b>	Post videos for student as part of their learning experience.	Ensure posted videos have synchronous captions.



## Sample Schedules

The following sample daily schedules are adapted from TN Department of Education. More information can be found in the [School Closure Toolkit: Academics and Instruction](#)

### Sample Daily Schedule for K-2 Online/Packet-based Blended Activities

Activity	Duration	Frequency
Reading	20 minutes	Daily
Writing	20 minutes	Daily
Math	20 minutes	Daily
Science/Social Studies	30-45 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Daily

### Sample Daily Schedule for 3-4 Online/Packet-based Blended Activities

Activity	Duration	Frequency
Reading	30 minutes	Daily
Writing	20 minutes	Daily
Math	20 minutes	Daily
Science/Social Studies	30-45 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Daily

### Sample Daily Schedule for 5-8 Digital Platform Approach

Activity	Duration	Frequency
Reading (Module based)	30 minutes	Daily
Independent Reading	20-30 minutes	Daily
Writing (Module based)	20 minutes	Daily
Math (Module based)	30 minutes	Daily
Math Fluency	20 minutes	Daily
Science/Social Studies (Module based)	30 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Weekly

### Sample Daily Schedule for 9-12 Digital Platform Approach

Activity	Duration	Frequency
Course Specific (assigned course and sequence)	30 minutes per course	Daily
Physical Movement Activities	45 - 60 minutes	Daily
Creativity Activities	30-45 minutes	Weekly



# Technology Device Guidelines

## Care and Maintenance

- Devices should **never** be picked up by the lid. Close the technology device before it is picked up.
- Students will use the school issued protective covering.
- When carrying the device to and from school campus, it is expected that the device will be placed in a backpack, bag, or other carrying case.
- It is recommended that technology device be transported in a backpack with the port-side facing up. Technology devices should be kept at room temperature and should **not** be exposed to extremes of hot or cold. Technology devices **should not be left in an automobile** or outside.
- Liquids and food should not be used/consumed in the vicinity of the technology device.
- Cleaners, sprays, alcohol, ammonia or abrasives should not be on the technology device.
- Devices should be cleaned with a soft, lint-free cloth.
- The device should remain in the protective cover when not in use. The device should not be in a place where someone could accidentally sit or step on it.
- Devices can be tripping hazards when they are charging. Please be very careful to charge your device in such a manner that others will not trip over the wire.

## Repair and Replacement Guidelines

The following is designed to be a guide and reference for dealing with issues related to device damage with the understanding that the goal is for every teacher to have an operational device. Typically, issues will arise over one of the following: Theft, Non-preventable Damage, Preventable Damage/Negligence, and Willful Damage/Recklessness.

### Theft/Non-preventable Damage

- The theft **must** be reported as soon as possible.
- A police report is required to document a theft.
- For *non-preventable Damage* (these are rare, but examples might include, but are not limited to: auto accident, house fire, etc.), teachers should report damage to the technology department to determine procedures for replacement.

## Acceptable Use Policy

### Guidelines for Use of Technological Resources

The following actions are not permitted (inclusive of, but not limited to :)

- Users will not use the district's electronic technologies to access, review, upload, download, complete, store, print, post, receive, transmit or distribute:
  - Pornographic, obscene or sexually explicit material or other visual depictions.
  - Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language.
  - Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process.
  - Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or threatens the safety of others.
- Users will not use the district's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not use the district's electronic technologies to engage in any illegal act or violate any local, state or federal laws, including downloading copyrighted material.



- Users will not use the district's electronic technologies to vandalize damage or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in "spamming" or by any other means. Users will not tamper with, modify or change the district system software, hardware or wiring or take any action to violate the district's security system. Users will not use the district's electronic technologies in such a way as to disrupt the use of the system by other users.

### Student Internet Safety

- Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.
- Provide instruction as to safe and responsible use of the Internet using readily available and age appropriate tools and information, as the curriculum permits. Students must abide by all laws, this Acceptable Use Policy and all District security policies when using the District network. For additional information regarding students and internet safety please refer to the student discipline handbook.
- Security on any computer system is a high priority, especially when the system involves many users. Users are responsible for reporting information security violations to appropriate personnel. Users should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the 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 using the 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.

### Cyberbullying

Per release of the FCC (Federal Communications Commission) and CIPA (Children's Internet Protection Act) to prohibit inappropriate online behavior which includes interaction with other individuals, students and staff shall not use cell phones, instant messaging, e-mail, chat rooms, social networking sites, or other type of digital technology to bully, threaten, discriminate, or intimidate others.

If a student or staff member receives a text, e-mail, blog comment, social network post, or message via other Web 2.0 tool that makes them feel uncomfortable or is not respectful, they must report the incident to the school administrator or building designee, and must not respond to the comment. This policy includes "cyber baiting", a term used for students deliberately provoking a teacher until they lose their composure in order to capture video that is then posted in a public forum online. Any staff member who suspects they have been targeted should immediately inform their supervisor.

### Web 2.0

The Oak Ridge Schools users with access to or using Web 2.0 products including but not limited to blogs, wikis, podcasts, Google applications and Social Networking Sites as part of their job duties or student assignments are required to keep personal information out of their postings. All activities are limited to usage in association with activities of Oak Ridge Schools. The web site cannot be used for personal financial gain, to express personal or political opinions, or to editorialize. The Technology Staff reserves the right to reject all or part of a proposed or posted web page.

- Links from pages housed on the Oak Ridge Schools' website to personal blogs, social networking sites, advertisements unrelated to school system business, and/or personal web pages are prohibited.
- Students and staff will not post or give out photographs of students, their family name, password, user name, email address, home address, school name, city, country or other information that



could help someone locate or contact a student in person. Individual students may be identified by first name and first letter of last name.

- Caution will be used when photographs of any students are included on web pages. Group photographs without names are preferred for all students.
- Speech that is inappropriate for class is not appropriate on Web 2.0 tools. Users are expected to treat others and their ideas online with respect.

## Privacy

No right of 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 Superintendent may review files, observe screen activity, monitor all communication and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel will endeavor to monitor on-line activities of individuals who access the Internet via a school-owned computer. Under certain circumstances, the school 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.



**MEMORANDUM**  
**OAK RIDGE SCHOOLS**

**Bruce Lay**  
**Office of the Executive Director of School Leadership**

**TO: Board of Education**

**DATE: 07/15/20**

**SUBJECT: ORHS NJROTC Additional Position**

Due to the hard work and commitment of Chief Nichols and the ORHS Cadets, the Department of the Navy has approved the ORHS NJROTC program as a fully accredited NJROTC Unit. Due to this change in status, the Navy has authorized Oak Ridge Schools to increase the program staffing by hiring an additional instructor. The annual cost of the new position salary/benefits is \$120,923.36. The Navy will reimburse the district \$73,771.96 per year for the new position and the existing position, leaving a deficit of \$47,151.40.

If approved by the Board of Education, these additional funds will be transferred from the FY21 Contingency. If the position is approved, a budget transfer establishing the new position will be submitted for approval at the next regularly scheduled Board of Education meeting.

July 14, 2020

#### Rationale for Willow Brook Position Change

The rationale for this position change is that we can serve more students with a full time Para-professional and help a novice teacher gain experience in Oak Ridge Schools. We will be able to serve at least twice as many students by changing this position from 50% Reading Specialist to 100% Para-Professional (with preferred certified credentials). We can also provide additional math interventions, in addition to Reading interventions.

The other elementary schools have two or fewer Reading Specialists so this change does not lower our comparability across the district.

Converting the .50 FTE Reading Teacher position to a 1.0 Para-Pro position would be an annual savings of \$4,493.94 in the FY21 Budget.



# QUOTE

THIS IS NOT AN INVOICE

Company Address 2145 Metrocenter Blvd, Suite 100  
Orlando, Florida 32835  
United States

Created Date 7/13/2020  
Expiration Date 8/13/2020  
Quote Number 00007118

Prepared By Sarah Latimer  
Phone 850-251-7487  
Email slatimer@flvs.net

Account Name Oak Ridge Schools  
Contact Name Kelly Williams

Quote To United States

Product	Quantity	Sales Price	Discount	Total Price
Client Hosted Per Student License	160.00	\$172.95		\$27,672.00
Elementary Language Arts Grade 1 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Language Arts Grade 2 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Language Arts Grade 3 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Language Arts Grade 4 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Language Arts Grade 5 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Language Arts Grade K v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade 1 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade 2 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade 3 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade 4 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade 5 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Math Grade K v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade 1 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade 2 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade 3 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade 4 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade 5 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Science Grade K v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade 1 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade 2 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade 3 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade 4 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade 5 v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Social Studies Grade K v17 NH Course Access	1.00	\$500.00	45.00%	\$275.00

**IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).**



# QUOTE

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Elementary Technology Grade 1 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Technology Grade 2 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Technology Grade 3 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Technology Grade 4 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Technology Grade 5 v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Elementary Technology Grade K v19 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Comprehensive Science I v18 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Comprehensive Science II v18 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Comprehensive Science III v18 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Critical Thinking, Problem Solving & Learning Strategies v15 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Grade 6 Mathematics v14 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Grade 7 Mathematics v14 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Language Arts I v14 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Language Arts II v14 NH Course Access	1.00	\$500.00	45.00%	\$275.00
MS Language Arts III v14 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Pre-Algebra v16.2 NH Course Access	1.00	\$500.00	45.00%	\$275.00
Product Orientation - Non Hosted Models	1.00	\$0.00		\$0.00

Grand Total \$38,672.00

Please make Purchase Order out to Florida Virtual School

\*This is a price quotation for customer's convenience only and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Florida Virtual School at its offices. Not responsible for typographical or other errors. Florida Virtual School's standard terms and conditions will apply to any order.

\*\*This course is not yet available for delivery. Please contact your FLVS Global representative for estimated delivery dates.

Any pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties.

### Payment Information

Please contact your sales representative for an invoice.

### Client Hosted Per Student Terms

#### Type of License:

• **Client Hosted Per Student:** Under the Client Hosted Per Student license, a student is defined as a unique user ID enrolled in an active status in one or more courses for 14 days or that has completed at least 15% of a course, whichever occurs first. If a student is no longer actively enrolled in FLVS courses before the renewable term expires, the license cannot be re-used to provide access to another student.

#### Terms and Restrictions:

- Course materials are NOT included. Please see your FLVS representative for a list of applicable materials.
- Instruction provided by customer.
- eTeacher's Guides are included. (\*Guides may not be available for all courses)
- Courses may be modified and/or customized by customer.
- Some courses may not be available in this model. Please see your FLVS representative for details.

**IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).**



# QUOTE

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- Support for the licensed courses is included with annual per student fees.
- The delivery of assessments, discussion prompts, and FLVS hosted course content links to customer's FLVS approved Learning Management System (LMS) will be performed for an additional course access fee.
- New courses or new course versions that are released after the initial course delivery are not included. If customer desires to have new courses or new course versions delivered to customer's LMS, customer will be required to pay a course access fee per new course or new course version.
- FLVS approved LMS and versions include Blackboard 9.1, Ultra; Agilix Buzz, Canvas, Desire2Learn 9.x, 10.x, 20; Moodle 3.1, 3.3, 3.4, 3.5, 3.6, 3.7; Schoology, Moodlerooms 3.7.
- **Overages ("Additional Usage"):** Customer is financially responsible for overages. An overage is any student enrolled in excess of the number purchased at the beginning of or during the term of the license. System-based caps are not available. Customer is required to respond to course usage requests made by FLVS.
- **Course Customization:** Course customization may be defined as, but is not limited in definition to, the combining of course content from two or more FLVS or FLVS-provided courses. Course customizations may result in unexpected overage fees. Third party course content provided by FLVS, including but not limited to eDynamic Learning courses, Mawi Learning courses, Prepworks courses, Dave Ramsey finance course, etc., may not be customized or used in other course customizations. Please see your FLVS representative for more information and a list of third party courses before creating or enrolling students in customized course content.

#### Length of Term:

- The Client Hosted Per Student License is an annual renewable license. Customer will have license to utilize the licensed courseware for 12 months from the date access is granted.

#### **Add-On Unlock**

##### Definitions:

- State Specific Content – Delivery of state specific content in lessons and specific assessments.
- Single Lesson Navigation – Provides FLVS prescribed lesson numbering. Prohibits students from navigating between lessons.
- Module and Lesson Number Removal – FLVS prescribed lesson and module numbers will be removed from the content and assessments.
- Unlock features may not be available in some courses. Please see your FLVS representative for details.

#### **Add-On Rush Load**

##### Terms and Restrictions:

Rush load delivery date is an estimate. Actual date of course delivery is dependent on customer providing required information by FLVS-assigned deadlines.

#### **Add-On Early Access**

##### Terms and Restrictions:

Early Access provides customer with access to FLVS-provided content for the sole purpose of customer-provided instructor training and set up of domain and courses in preparation for the coming license period. Enrollment of students is NOT permitted during the Early Access period. If customer enrolls students during Early Access, standard enrollment fees will apply. Please see your FLVS representative for details.

##### Length of Term:

- The Early Access License is limited to the time period indicated on this quote.

#### **Add-On Professional Development/Training Terms**

##### Terms and Restrictions:

- Client Hosted licensed PD Courses include delivery of course to a client hosted, FLVS approved LMS.
- FLVS Hosted PD Courses include the use of the LMS (Buzz) to access the PD Course.
- Facilitated PD Courses include facilitation from an FLVS implementation specialist.
- Face to Face training consists of 6 hours per day of training in one specified training location.

##### Length of Term:

- FLVS Hosted PD Courses include access to the content for a period of one calendar year after access is provided.
- For Facilitated PD Courses 30 hours in length, FLVS will provide facilitation for the first 12 weeks after access is provided. For Courses 60 hours in length, FLVS will provide facilitation for the first 20 weeks after access is provided.
- All other Professional Development/Training services such as face to face and webinars must be scheduled and delivered within twelve (12) months of purchase.

#### **Add-On Consultative Services Terms**

##### Terms and Restrictions:

- Unless otherwise stated by the order documentation, Consultative Services are charged by the hour, or by the day in the case of face to face consultation, for actual work performed in relation to the agreed upon services. This includes but may not be limited to requirement gathering,

**IMPORTANT: By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).**



# QUOTE

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preparation time, and actual delivery of services or findings to customer.

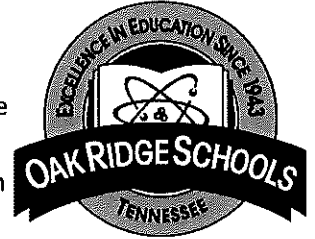
- Unless otherwise stated by the order documentation, Consultative Service hours will be pre-purchased by the customer and can be used upon no less than 5 business days advance notice to customer's FLVS Global contact.
- Once hours are depleted, customer will be notified and offered the option of purchasing additional hours.
- Consultative services do not include access to FLVS courses.

Length of Term:

- Consultative Service hours purchased by customer must be used within one calendar year from purchase date.

Oak Ridge Schools - SOLE SOURCE/PROPRIETARY VENDOR JUSTIFICATION FORM

Sole source purchases are goods and services available from only one supplier. Purchases for items that cannot be procured through the competitive bidding process because of the existence of a single source of supply, or because of a proprietary product must be documented as to why the item(s) is considered sole source. Failure to justify a sole source purchase through documentation is a violation of the 1957 Purchasing Act.



Description of items, its function and cost estimate (use back of form if needed) \$ 38,672.00

Sole Source Request: [X] Service Contract [ ] Good or commodity

This is a sole source vendor because:

- [X] Sole provider of a licensed or patented good or service; or
[ ] Sole provider of items that are repair parts of or upgrades to existing equipment, systems; or
[ ] Sole provider of factory-authorized warranty service; or
[ ] Proprietary Vendor due to Compatibility of existing equipment or products is at issue; or
[ ] Proprietary Vendor because Continuity of results is absolutely dependent upon the proprietary good or service at issue; or
[ ] Proprietary Vendor because District staff or student have extensive training or experience with use of similar goods or services and changes would require significant reorientation and training; or
[ ] Sole provider of unique equipment or products not offered by others. (\*Must complete section below)

\*What steps were taken to verify that these features are not available elsewhere?

Other brands/manufacturers were examined (List specific company names, phone numbers and contact names, and explain why they were not suitable)

FLVS is a proprietary virtual curriculum platform which is not available for purchase through other vendors.

Other vendors were contacted (List specific company names, phone numbers and contact names, and explain why these were not suitable.)

NA

What specific feature makes this item unique and why is this feature needed for your project? (Use back of form if needed)

FLVS is a proprietary virtual curriculum platform which is not available for purchase through other vendors.

\*\*\*The suggested vendor must provide a letter on their company letterhead stating the reasons that the item(s) is sole source. Attach to this form.\*\*\*

Suggested Vendor: FLVS

Department Teaching and Learning

Contact: Dr. Kelly Williams

My department's recommendation for sole source is based upon an objective review of the goods/service being required and appears to be in the best interest of the School District.

Department Head's Signature Date

[Signature] 7/15/20

Executive Director's Approval Date

Purchasing Specialist's Approval Date

Finance Director's Approval Date

2145 Metrocenter Blvd.  
Suite 100  
Orlando, FL 32835

O: 800.374.1430  
E: info@flvs.net  
W: www.flvs.net

July 15, 2020

Oak Ridge Schools  
304 New York Ave  
Oak Ridge, Tennessee 37830

To Whom It May Concern:

Thank you for your interest in Florida Virtual School.

This letter is to assure you that Florida Virtual School is the sole source of the bundle of courses listed below in the Client Hosted Per Student model.

Elem Language Arts Grade 1 v17  
Elem Language Arts Grade 2 v17  
Elem Language Arts Grade 3 v17  
Elem Language Arts Grade 4 v19  
Elem Language Arts Grade 5 v19  
Elem Language Arts Grade K v19  
Elem Math Grade 1 v17  
Elem Math Grade 2 v17  
Elem Math Grade 3 v17  
Elem Math Grade 4 v17  
Elem Math Grade 5 v17  
Elem Math Grade K v17  
Elem Science Grade 1 v17  
Elem Science Grade 2 v17

Elem Science Grade 3 v17  
Elem Science Grade 4 v17  
Elem Science Grade 5 v17  
Elem Science Grade K v17  
Elem Social Studies Grade 1 v17  
Elem Social Studies Grade 2 v17  
Elem Social Studies Grade 3 v17  
Elem Social Studies Grade 4 v17  
Elem Social Studies Grade 5 v17  
Elem Social Studies Grade K v17  
Elem Technology Grade 1 v19  
Elem Technology Grade 2 v19  
Elem Technology Grade 3 v19  
Elem Technology Grade 4 v19

Elem Technology Grade 5 v19  
Elem Technology Grade K v19  
MS Comprehensive Science I v18  
MS Comprehensive Science II v18  
MS Comprehensive Science III v18  
MS Critical Thinking, Problem Solving  
& Learning Strategies v15  
MS Grade 6 Mathematics v14  
MS Grade 7 Mathematics v14  
MS Language Arts I v14  
MS Language Arts II v14  
MS Language Arts III v14  
Pre-Algebra v16.2

Please let me know if there is anything we can do to help with your program.

Sincerely,



Courtney Calfee  
Senior Director of Partner Services, Global





**MEMORANDUM**  
**OAK RIDGE SCHOOLS**

**Bruce Lay**  
**Office of the Executive Director of School Leadership**

**TO: Board of Education**

**DATE: 07/15/20**

**SUBJECT: First Student Bus Disinfecting Plan**

First Student will disinfect the buses with disinfectant DS1 twice per day at a cost of \$6.50 per bus per day for a total of \$35,100. These charges will only apply to dates that students are attending school in person and provided transportation. If approved by the Board of Education, these additional funds will be transferred from the FY21 Contingency.



Caring for students today, tomorrow, together.®

100 Woodbury Lane  
Oak Ridge, TN 37830  
865-425-3191

July 15, 2020

Attn: Oak Ridge Schools

First Student will disinfect the Oak Ridge Schools buses with the disinfectant DS1 twice a day. Each bus will be disinfected after morning routes and again in the afternoon when routes are completed. The cost will be \$3.25 per bus per application for a cost of \$6.50 per bus per day. We have 26 Buses that run every day with 5 spares that make the total of 31 buses. Based on the school year of 180 days the total estimated cost would be \$35,100.00. There will be a log keep to verify each bus was disinfected and the date recorded.

Sincerely,

Clifford R. Bunch  
Location Manager  
Oak Ridge Operations

## SCARBORO 85

### 1955 INTEGRATORS OF OAK RIDGE HIGH SCHOOL & ROBERTSVILLE JUNIOR HIGH SCHOOL

**On May 17, 1954 The US Supreme Court issued its landmark Brown vs. Board of Education ruling, declaring that segregation in public schooling was illegal. At the time state laws made it illegal to teach racially mixed classes across the South.**

**On January 11, 1955, Oak Ridge Schools Superintendent Bertis E. Capehart announced that the Oak Ridge public schools had been ordered by the Atomic Energy Commission to desegregate the following September.**

**On Tuesday September 6, 1955, approximately 85 African American students entered previously segregated Robertsville Junior High and Oak Ridge High School. These 85 brave young people were the very first African American students to desegregate a public school system in the South.**

**These courageous trailblazers planted the seeds of diversity that persists to this day so that all the children of Oak Ridge are guaranteed the right to a high quality public education regardless of race, ethnic background, religion, gender, whether they are rich or poor, citizen or non-citizen.**

**On September 6, 2020, in recognition of this historic event, we dedicate this plaque to celebrate the sacrifice, courage, and leadership of the 85 students that integrated the Oak Ridge School System.**

Avery, Earnestine	Freeman, Shirley Reed	Kirk, Willie Frank	Robinson, Amos William
Avery, Donald	Ghosten, John D. Jr.	Lee, Archie	Robinson, Arthur Charles
Avery, Willie Lee	Gipson, L.C.	Lee, Jo Ann	Robinson, Hazel Marie
Bates, Richard	Goodman, Nannie Mae	Lewis, Charles	Scales, Madeline *
Berry, Robert	Graham, Lawrence	Lewis, Dorothy Kirk	Shannon, C.H.
Booker, Will C.	Graham, Mazie	Lewis, Jimmy	Shannon, Mary Jo
Brantley, Stella	Graham, Rufus	Lindsay, Spencer	Sims, Barbara Jean
Brown, Fred *	Guinn, Fred	Maddox, Earnestine	Spratling, Sarah Mae
Butler, Marshall	Guinn, Gwendolyn	Mahone, Bernice	Strickland, Emma Jean
Bynam, Jacqueline	Guinn, Margaret Strickland	Mahone, Leon	Strickland, Pearl
Carroll, William Henry	Hardin, Hurley *	Mahone, Mary Ellen	Summerville, Frank
Clark, Pete	Hawkins, Eugene	Malone, Winfred	Summerville, Joe
Collins, Randolph	Hawkins, Roberta	Mason, Barbara Jean	Threat, Edward Lewis
Copeland, Evindies	Hawkins, Shirley	McCaskill, Emma	Torry, Joe
Davidson, Ethel	Hill, Helen	McCaskill, Paul Dylene	Mrs. Vernon *
Davidson, Minnie	Hill, Mable Jean	McClanahan, Jesse	Walker, Charles
Dixon, Willie	Hill, Robert	McKinney, Alma	Warmley, Estelle
Dowdell, Lola B.	Holmes, Deloris	Ms. McSwain *	Washington, Donald
Dowdell, Georgia Lee	Holmes, Edward	Mitchell, Eloise	West, Joe Jr.
Drake, James	Hudgens, Dorothy Ann	Officer, Maxine	White, Roy Lee
Edwards, Willie Lee	Hunter, A.C. Jr.	Perry, Barbara Sue	Williams, Leroy
Freeman, Douglas *	Jackson, Webster	Phillips, Bobby	Williams, Nehemiah
	Justice, Leroy	Mrs. Roach *	

\* ORS Employee.