

Special Called Board of Education Meeting

July 23, 2020 2:00 PM

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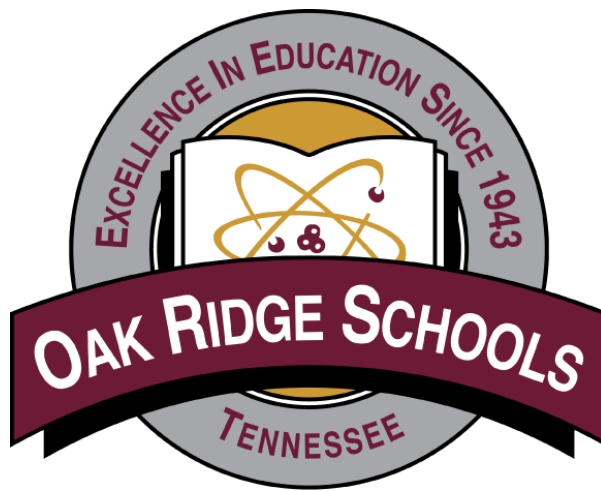
I. Call to Order

II. Approval of Agenda

III. Items for Action

A. Oak Ridge Schools Reopening Plan

IV. 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

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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 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



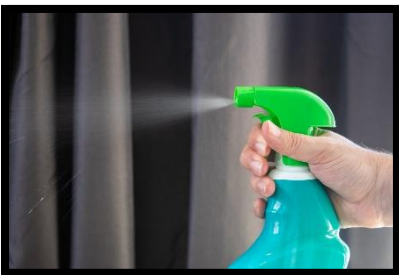
It is recommended that students will wash hands regularly with soap and water before and after meals. Cafeteria staff will wear personal protective equipment (PPE) including masks and gloves, and will clean and sanitize surfaces regularly to optimize student health and safety. Breakfast and/or lunch 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)



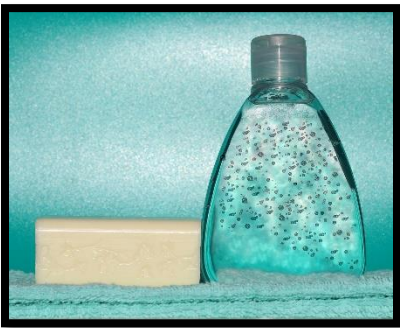
Extended Child Care (ECC) will resume and follow the district school schedule. If school closes early for inclement weather or due to emergency closure, ECC providers will follow the same schedule, sending information out to parents to let them know when services will resume.

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



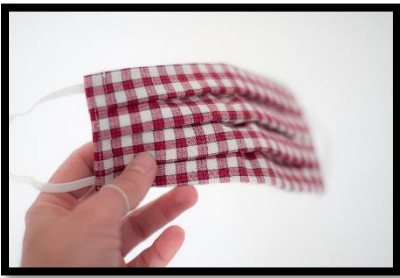
Students are expected to wash hands regularly after using the restrooms. It is recommended that students use soap and water for 20 seconds, and avoid touching their faces, eyes, mouths, and noses. Additionally, they should cover coughs with the bend of their elbows. When soap and water are not available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

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

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.

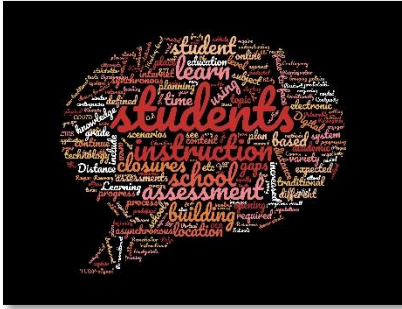
- ***Safety and Cleaning Protocols***

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*
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CTE 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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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*
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

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

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

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

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

AVAILABLE SUPPORTS

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

Webinars

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

Office Hours

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

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

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

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

Examples

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

ADDITIONAL SUPPORTS OFFERED BY THE DEPARTMENT

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

- **Principal Professional Development** – a partnership with the University of Tennessee, Knoxville to offer free professional development on remote learning for any principal in the state, which are also eligible for TASL credit, with videos available to Assistant Principals and central office staff
- **Teacher Professional Development** - a partnership with Trevecca Nazarene University to offer free professional development on remote learning for any teacher in the state
- **Assistive Technology Grant** – a grant for districts to support purchasing assistive technology so that students with disabilities are able to receive services during periods of building closure
- **Compensatory Services Grant** – a pass-through award to every district to help support any expenses related to providing compensatory services in the fall
- **Special Education Innovation Grant** – a grant for districts to fund the expansion of strategies and practices to serve students with disabilities during periods of school building closure
- **Remote Learning Supports Grant for Children with Disabilities** – coming soon!
- **Online Academic Tool** – a tool that will be ready for launch this school year that will provide a full year of ELA and math lessons for 1st – 8th 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