



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:

Compass Community Schools - Frayser

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

Elizabeth Woodcock, Chief Operating Officer, ewoodcock@compassmemphis.org, 908-803-9132

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.

Compass Community Schools Continuous Learning Plan for the 20-21 school year includes models for hybrid and remote scenarios. Compass will begin our school year with students on August 3rd with a remote instructional model, with plans of moving to a hybrid model, that includes parent choice for in school or remote learning, after Labor Day with approval of Shelby County Schools and the Shelby County Health Department. Furthermore, we have contingency plans in place to be able to move between scenarios when needed as to not disrupt the continuity of learning. When schools closed in March due to COVID, Compass provided a robust remote learning plan for students from March 30- May 29, 2020, which included distribution of technology materials to families, week at a glance lesson plans, weekly touchpoints with families, online instructional curricular resources, and synchronous and asynchronous lessons delivered by Compass teachers, and this experience enabled us to provide a foundational plan for reentry for the 20-21 school year. From our remote learning experiences this spring, we determined the need to strengthen our reentry plans for fall 2020 in the following areas:
? Additional tech support for teachers and families
? A greater focus on the most vulnerable students' needs, specifically students in ELL, SPED, Tier 3 and grades K-2
? A greater focus on social-emotional needs of students

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.

Compass Community Schools will implement our Continuous Learning Plan (CLP) beginning on July 15 with teacher training, with students beginning on August 3. Prior to July, Compass leaders prepared for three reentry scenarios: 100% in person model, a hybrid model that includes both in person and remote learning and a 100% remote model. Based on local, state and federal guidelines for best practices to maintain social distancing, as well as parent survey data, Compass has included the 100% remote model and the hybrid model into our CLP for reentry. Compass will be prepared and ready to transition from one scenario to another when and if needed based on community health and public directives.
Compass is a network of charter schools authorized by Shelby County Schools (SCS). On July 10 SCS announced to its charters that they could not return to in person learning in phase 2 under directive of the local mayors. This announcement prompted a decision for Compass to begin with all students in a 100% remote model on August 3 with plans for implementation of the hybrid model after Labor Day, upon approval of the Shelby County Mayor's Office and Shelby County Health Department (per discussion with both entities on July 20). Compass teachers return for in-service on July 15, and Compass students will begin the 2020-2021 school year on August 3. Compass has an extended day and an extended year calendar. The 2020-2021 calendar includes 190 instructional days for all students.
Based on informational parent surveys launched June 30, many Compass parents expressed wanting a choice of sending their students back to school in person or remotely. Compass launched parent choice surveys on July 20 allowing parents to choose an in person hybrid model or a 100% remote model when buildings are approved to reopen. Until buildings reopen, all students will participate in a remote learning model. Once we are approved to reopen buildings, students will attend according to the plan their parent(s) choose for them, either hybrid or remote.
The 100% remote model will provide all Compass students with a minimum of 6.5 hours of instruction each school day. Remote learning will take place via computer and include lesson delivery in a variety of modes, including synchronous and asynchronous lessons. Compass will use its current curriculums and have worked to ensure it supports both hybrid and remote models. (See 3.3 Instructional Materials) In addition to standards aligned core programs K-12, Compass has supplementary programs for K-5 ELA: Amplify Reading, 6-8 ELA: iReady Reading, K-8 Math: iReady. At the high school level we will be using iXL to support unfinished learning. Compass has built-in times for whole group, individual and small group learning support provided by classroom teachers, interventionists and teacher assistants. Each Compass student will be assigned a case manager to maintain regular

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.

Compass Community Schools is a network of charter schools authorized by Shelby County Schools (SCS). Compass has communicated with SCS throughout this process. A copy of our CLP has been sent to Brittany Monda, Assistant Superintendent, Charter Schools Office.

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 | | | | | | X | X | X | X | X | |
| Elem. School | | | | | | X | X | X | X | X | grades 1-2 only |
| Middle School | | | | | | X | X | | X | X | |
| 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 |
|-----------------|-----------------|--|---------------------|---|
| Compass-Frayser | K-2 | Hybrid:4 days in school, 1 day remote | | (M-TH) and work remotely 1 day (F). Additionally, our most vulnerable students, which may include |
| Compass-Frayser | 3-8 | Hybrid with Alternate Days: Group A/ Group B | | on. Once approved to reopen buildings, students in grades 3-12 could attend school in person if |
| | | | | |
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| | | | | |

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).

Compass Community Schools are prepared to teach grade level standards in both a remote and hybrid setting. We have reviewed all of the instructional materials that we use at Compass to ensure that they will be suitable in both a hybrid and remote context. See artifact 3.1 Academic Excellence Plan: Instructional Materials Review.

Each grade level has a yearlong pacing guide in Math, ELA, Science and Social Studies with the standards that are expected to be mastered. During grade level PLCs teachers will review the standards that have been taught and assessed each quarter and make necessary adjustments based on the impact of teaching hybrid and remote.

When students are 100% remote, they will engage in four synchronous ELA lessons per week and 1 synchronous. In K-2 teachers will prioritize the CKLA skills lessons for synchronous instruction. In 3-5, teachers will meet with students in small groups to discuss the text and support students with responding to text based questions.

During ELA hybrid, the students who are learning from home will follow the same lessons that are being taught in person by either joining the lesson while it is happening “live” or watching the lesson asynchronously. This will ensure all students are following the same components of the lesson and can join lessons together when everyone is 100% remote.

When students are 100% remote, the first three days of the week will be taught synchronously while the last two days of the Ready Math lesson will be asynchronous with support via office hours. Ready Math lessons are structured as one lesson per week.

During Math hybrid, student schedules will be staggered to ensure the beginning part of the week or lesson is taught in person or synchronously while the two days of practice are completed asynchronously.

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 | 5 (all grades K-9) | 90 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Math | 5 (all grades K-9) | 90 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Science | 5 (all grades K-45) | 45 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Social Studies | 5 (all grades K-45) | 45 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Physical Education (PE) | 2-3 (all grades) | 60 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Arts | 2-3 (all grades) | 60 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" 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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| 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 |
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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 |
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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.

If the students are in-person, or are working synchronously in a remote or hybrid system, teachers will note which children are present for lessons and record that information directly in PowerSchool. This process will mimic the daily attendance taking protocols that are already followed and aligned to state law (see the Attendance Policy for further details). Attendance will be monitored by the office daily, and every attempt will be made to connect to parents, to ascertain the reason for any absences. Truancy protocols will continue to be followed as usual.

For students who are receiving their lessons asynchronously during our remote or hybrid learning models, teachers will create assignments each day in Google Classroom to ensure that students are receiving and completing their daily work. Asynchronous attendance will be treated just like traditional attendance - it will be required each day, tracked each day, and communications to families will occur daily. More detail on this process can be found on page 5 of the Operations Pandemic Plan.

Compass will engage in continuous learning about asynchronous attendance with families - if data is showing patterned missed days, Compass will use their Case Manager communications to further understand issues which families may be experiencing, including personal household illness, lack of internet or power, or other environmental factor which may be affecting student attendance.

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.

Compass plans to distribute Chromebooks to every child enrolled in the 2020-2021 school year, during our Orientation process from July 23-31, 2020. Students will be assigned to, and responsible for, these devices throughout the year, whether we are open for in-person learning or are in a remote environment.

During Orientation, families will also be asked if they have access to full-time, reliable internet at home. Using CARES funding, Compass was able to purchase a number of mobile hotspots for families to sign out for the duration of remote learning. Access to these hotspots will be need-based, and data-driven (using usage data from the Spring 2020 remote work to target the highest need families first).

Families will be required to sign off on a Student Equipment Agreement, a Digital Citizenship policy and an Acceptable Use policy. These documents, along with the Student Handbook, govern student activity during the day (whether in building, or in a remote environment). Additionally, Compass employs a firewall that blocks inappropriate content to any email on our domain (compassmemphis.org), and utilizes the GoGuardian service to further monitor student use. Students who violate the Digital Citizenship or Acceptable Use policies have their accounts suspended until a parent is contacted. As is listed in the Academic Plan in the Instructional Materials section, there is analog (non-digital) work for students to complete if their accounts are suspended.

Compass provides technical support via a help-desk system. Students, parents or staff who are experiencing technical difficulties should reach out to TECHNOLOGY@COMPASSMEMPHIS.ORG. Our tech team will respond within 24 hours. Compass can provide remote technology assistance (via share my screen applications) if needed.

All Compass devices were purchased in the 2019-2020 school year, and are still on warranty. Should a student experience a dire technological failure, Compass has extras which we would be able to switch out for a student while theirs is being repaired.

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.

This summer we will provide professional development for all new and returning teachers on how to teach our current curriculum and grade level content in both hybrid and remote settings. See 6.2 Summer Calendar and School PD Agendas.

There will also be specific technology training that is focused on grade spans: K-3, 4-8 and 9-12. This will be facilitated by our internal Ed Tech Leads and focus on our three primary platforms for hybrid and remote learning: Google Classroom, ZOOM and Screencastify. See 6.2 Ed Tech Lead Job Description; See 6.2 Technology 101 and 201 Agendas.

Every week teachers will meet in grade level PLCs to continue to share best practices and support each other with internalizing content and teaching in both hybrid and remote settings. See 6.2 PLC & Department Lead Schedule

During professional development days PLCs will focus on grade level content and looking at data to ensure standards mastery for each student. See 6.2 Professional Development Calendar.

ELL and Special Education teachers will also have weekly PLCs to ensure they are providing support and instruction to potentially academically vulnerable students. There will also be support provided to general education teachers during the summer and throughout the school year with the implementation of Flex Block in remote and hybrid. This support will be provided by the Dean of Academics at each school. The DOA will observe synchronous and in person lessons during the Flex Block and provide teachers feedback on how to ensure student mastery. Each school will develop a coaching plan based on teacher needs so that targeted coaching and support can be provided across each campus. See 6.2 Coaching Plan, 6.2 ELL Summer Professional Development & 6.2 Special Education Summer Professional Development.

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.

The reentry planning for Compass Community Schools was led by their executive leadership team, with each member chairing a reentry committee: Kristi Baird, Executive Director chairs the Culture Committee; Allison Leslie, Chief Academic Officer chairs the Instructional Committee; and Elizabeth Woodcock, Chief Operating Officer chairs the Operations Committee. All Compass principals as well as two teachers, one operations manager and the Director of Vision served on committees to create Compass ' Continuous Learning Plan. The executive leadership team continues to meet weekly to track, monitor, and revise the plan as needed to:

1. ensure it meets the needs of students,
2. reflect changes in current COVID landscape in Shelby County
3. ensure each school is in compliance with plan details.

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.

Compass Community Schools communicates regularly with all stakeholders and understands the importance of developing positive relationships among stakeholder groups. Communications are available to parents in both English and Spanish, and Compass utilizes multiple modes that provide a variety of access to communications. See artifacts 8.1a, 8.1b, and 8.1c for an overall summary of our communications plan, which includes frequency and accessibility.

Multiple 8.2 artifacts provide further examples of our approach to communications.

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