

**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.

**SECTION 1: COVER PAGE**

**Part 1.1 Snapshot Information**

**Please enter the name of the LEA or charter school**

Tennessee School for the Deaf Knoxville, Tennessee School for the Deaf Nashville, and West Tennessee School for the Deaf, Jackson.

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

Lisa Collins

**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.**

Tennessee Schools for the Deaf (TSD) consists of three campuses in each of the three grand divisions of the State of Tennessee. The campus in Jackson, known as West Tennessee School for the Deaf, established in 1986, serves 42 students in PreK through grade 6. The campus in Nashville was launched in 2018 and will serve students PreK through grade 6 but currently serves 15 students in grades PreK through 2. The Knoxville campus, established in 1845 now serves 152 students, and 95 of these reside on campus Sunday night through Friday afternoon. All students served by TSD have been placed at the school through an IEP team decision to best serve their hearing and language needs.

Our plan to reopen school includes options for students to learn in-person or remotely. Direct instruction with visual language (American Sign Language) is used in classrooms, and via technology, students who will learn remotely will continue to have access visually to instructors and classmates.

Schools closed in March due to the pandemic. We continued to reach out to students via remote instruction that was optional during that time. Many lessons were learned, and our plans for 2020-2021, whether some students are joining virtually, or the school is closed, and all students are learning virtually, reflect those learnings.

In early June we surveyed parents regarding their virtual learning experience during school closure. Of 174 families, 127 completed the survey. Some of the results were as follows:

28.5% of families were not comfortable supporting their child with technology required for virtual learning.

29.5% of families were not comfortable supporting their child with grade level academic content.

12.4% of families reported not having reliable internet.

32.8% of families have concerns about childcare if school does not resume traditional school

45.9% of families reported that their d/hh children do not fully understand why schools were closed (It is assumed this is due to their language deprivation and/or their parents’ inability to communicate complex concepts with their children.)

18 out of 116 families (15.5%) reported that their d/hh child has no communication with family members outside of the home.

29 out of 118 families (24.6%) reported that their d/hh child has no communication with school staff.

44 out of 112 families (39.3%) reported that their d/hh child has no communication with their friends from school.

52 out of 96 families (54.2%) reported that their d/hh child has no communication with peers in the neighborhood.

As can be inferred from these survey data, TSD students experience isolation due to language barriers when they are not in school. Our students are especially vulnerable to learning loss, language loss, and emotional distress when schools are closed.

**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.**

NA. TSD schools (Knoxville, Nashville, Jackson) will implement a CLP at the beginning of the school year.

**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.**

NA.

**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 ONE ATTACHMENTS (Artifacts)****:*

*1.2 Survey Results*

*1.2 TSD ESSER Application*

*1.2 WTSD ESSER Application*

**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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODEL** | **In-Person Instruction at School Building**  **Model** | | | | **Remote or Hybrid Model** | | | | | | | |
| **PATHWAY** | **Trad’l** | **Stagger Return** | **Stagger Schedule** | **Year- round** | **Split Days** | **Alternate Days** | **Need based** | **Grade based** | **Family Choice** | **All Virtual** | **Other** |
| **Kinder** | X |  |  |  |  |  |  |  | X |  |  |
| **Elem.** | X |  |  |  |  |  |  |  | X |  |  |
| **School** |
| **Middle** | X |  |  |  |  |  |  |  | X |  |  |
| **School** |
| **High** | X |  |  |  |  |  |  |  | X |  |  |
| **School** |

**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** |
| NA | NA | NA | NA | NA |
|  |  |  |  |  |

***SECTION TWO ATTACHMENTS (Artifacts)****:*

*2.1 Pacing Guide Elementary*

*2.1 Pacing Guide Upper School*

*Schools Reopening Plan*

*Virtual Learning Program (pgs. 7-9 & 9-11)*

**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.

**X** 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).**

Our plan to reopen school includes options for students to learn in-person or remotely. Direct instruction with visual language (American Sign Language) is used in classrooms, and via technology, students who will learn remotely will continue to have access visually to instructors and classmates.

TSD has a maximum class size of twelve with an average class size of ten. We also employ fifteen educational assistants. This permits us to provide direct, individualized instruction to students throughout the day.

Our daily schedule reflects a focus on core academics and language. Students who elect to learn remotely will adhere to the regular daily schedule, and through technology, they will attend each class with their in-person classmates. Should an emergency closure be necessary, technology and training have been provided to facilitate a quick pivot to virtual learning for all students. A schedule for this is included each of the following documents: TSD Schedule Traditional and Virtual, TSDN Schedule Traditional and Virtual, and WTSD Traditional and Virtual.

We use the following assessments to inform instruction and to track student progress. Assessment Requirements are in the TSD Virtual Learning Program document on page 11.

* ASL-RST remains with its modified August dates. It will be virtual, with assistance for younger children.
* VCSL remains with its original dates for PreK and K.
* Brigance is required for K-6th, with the assessment dates of September 24-October 8.
* The winter and spring MAPs will resume as originally scheduled for all tested grades 3-12.

**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.**

**K-2 Foundations Skills**

We do not focus on foundational skills. This focuses heavily on phonics and our students are deaf and Hard of Hearing.We focus on Language skills through American Sign Language (ASL) using classifiers, ASL grammar, palm orientations, and Vocabulary (sign/English).

**Elementary School (K-6) In-person and Distance Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ALL STUDENTS ARE ON IEPs | ELA | MATH | SCIENCE | SOCIAL STUDIES |
| Instructional Materials | **Benchmark Advance**  **Bedrock Literacy**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **Go Math**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **HMH Tennessee Science**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **Social Studies Weekly**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. |
| Technology Tools | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. |
| Schedule  *\*Instructional Coach works with teachers* | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Loss Remediation | See 3.2 Curriculum Overview  Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | See 3.2 Curriculum Overview  Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | See 3.2 Curriculum Overview  Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | See 3.2 Curriculum Overview  Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. |
| Grading  Student Achievement | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. |
| Academic Counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers  will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling |
| Early Literacy | See Schedule Section  See Instructional Material Section  See Learning Loss Remediation Section | See Schedule Section  See Instructional Material Section  See Learning Loss Remediation Section | See Schedule Section  See Instructional Material Section  See Learning Loss Remediation Section | See Schedule Section  See Instructional Material Section  See Learning Loss Remediation Section |

**Upper School (7-12) In-person and Distance Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | ELA | MATH | SCIENCE | SOCIAL STUDIES |
| Instructional Materials | **Studysync**  **Pearson iLit**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **7th and 8th Grade:  Glenco Math**  **Algebra I: Pacemaker Basic Mathematics**  **Algebra II: Pearson, enVision**  **Geometry: Prentice Hall, Foundations Series**  **Bridge Math: Pearson, Tennessee Senior Bridge Mathematics**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **7th grade – HMH Tennessee Science**  **8th grade – HMH Tennessee Science**  **Biology – HMH/HRW Tennessee Biology**  **Physics: HMH, Serway Faughn**  **Physical Science: Holt Physical Science Textbook, Learning Blade**  **Earth and Space Science: Holt Physical Science with Earth Space Science Textbook Learning Blade, EVERFI: Endeavor - STEM Career Exploration Activities for Middle School**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. | **Government- Magruder’s American Government and Civics**  **World History- McGraw Hill Networks: A Social Studies Learning System World History and Geography**  **U.S. History- Pearson Prentice Hall United States History Post Reconstruction to the Present**  **Economics- Prentice Hall Economics Collaboration with Wall Street Journal Classroom**  **Personal Finance: Ramsey Education**  Case managers/Deaf Ed teachers:  -Will provide deaf students access to instruction in a manner that is consistent with each student's IEP, which may include in-person or virtual learning.  - Considerations will be made for appropriate services and accommodations that are specific  for remote and virtual learning platforms.  -Deaf education teachers will collaborate in ensuring that accommodations and modifications are implemented for both in-person and virtual learning.  -Accessibility will be looked at on an individual basis and needs will be addressed to ensure FAPE through the IEP team.  Teachers use virtual learning tools such as seesaw and canvas in the classroom; should we do full time online instruction, teachers will begin to use zoom and will continue to use other tools such as seesaw, and canvas.  Visual component is equally important whether in-person or remote. |
| Technology Tools | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. | The same materials used for in-person will be utilized for virtual learning. Swivels will be used in classrooms so virtual learners can see the teacher at all times. Zoom will be used for virtual learning.  Teachers will provide feedback to virtual learners, via Zoom, in the same way they provide feedback to the students in their classrooms. Class sizes permit a great deal of individualized instruction.  Teachers will assess learning for virtual students in the same way they assess students in their classroom. Technology for this purpose will include Seesaw, Canvas, and Zoom. |
| Schedule  *\*Instructional Coach works with teachers* | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. | See TSDK, TSDN, and WTSD Schedule & Virtual Artifact 3.2  RTI – Due to all of our students being on an IEP, the structure of our school does not implement RTI in the conventional manner. Students receive individualized and targeted instruction aligned with IEP goals and state standards to address deficits.  Counselors, social workers, school nurses, teachers will check the well-being of students on a regular basis whether the students are in-person or virtual. Zoom will be used for counselors to meet regularly with virtual students. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Loss Remediation | Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. | Benchmark and formative assessments are used to determine skills gaps and possible learning loss related to the spring 2020 closure.  Additional direct instruction and remediation will be provided through Zoom embedded into grade level content.  Teachers will collaborate vertically through PLCs  Remediation and intervention are provided daily. Our class size, ranging between three – seven students, provides the opportunity for individualized instruction based on teacher observations, evaluations, and the data from benchmark and formative assessments. |
| Grading  Student Achievement | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. | In-person on online assessments are administered via Zoom, Seesaw and Canvas  Teachers will provide weekly on-going feedback through phone calls, email, and Zoom. Teachers will be teaching in real time and attending to each student whether in-person or virtual at the point of need. |
| Academic Counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers  will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling | All students have an assigned counselor who ensures students are on the correct academic path.  All counselors/teachers will have on-line and in-person office hours weekly for academic counseling |

Grade Bands

* Page 6 Kindergarten
* Page 7 1-6 grade band
* Page 8 7-12 grade band

**GRADE BAND Kindergarten**

**IMPORTANT TO NOTE**: TSD students leave campus on Friday’s at 1:00pm to travel home for the weekend. Students attend TSD from across the state of Tennessee. They leave Friday afternoons and return Sunday evenings. The Average days per week will show four days with minutes per session and one day with minutes per session.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area** | **Avg. Days per**  **Week** | **Minutes per**  **Session** | **Delivery Mechanism: Check all applicable**  **boxes\*** | |
| English Language Arts | 4  1 | 100  60 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** | |
| Math | 4  1 | 60  45 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Science | 4  1 | 30  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Social Studies | 4  1 | 30  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Physical Education (PE) | 4  1 | 30  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Arts | 4 | 30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| CCTE or Elective (optional) | NA | NA | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Foreign Language (optional) | NA | NA | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |

**GRADE BAND 1-6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content Area** | **Avg. Days per**  **Week** | | **Minutes per**  **Session** | **Delivery Mechanism: Check all applicable**  **boxes\*** | |
| English Language Arts | 4 | | 90/150 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** | |
| Math | 4 | | 60 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Science | 4 | | 30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Social Studies | 4 | | 30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Physical Education (PE) | 4 | | 45 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Arts | 1 | | 30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| CTE or Elective (optional) | 1 | | 30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Foreign Language (optional) | N | A | NA | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |

**GRADE BAND 7-12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area** | **Avg. Days per**  **Week** | **Minutes per**  **Session** | **Delivery Mechanism: Check all applicable**  **boxes\*** | |
| English Language Arts | 4  1 | 90  60 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** | |
| Math | 4  1 | 45  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Science | 4  1 | 45  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Social Studies | 4  1 | 4  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Physical Education (PE) | 4  1 | 45  30 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Arts | 4 | 45 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| CCTE or Elective (optional) | 4 | 45 | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |
| Foreign Language (optional) | NA | NA | **Synchronous**  **Asynchronous**  **Virtual**  **Teacher-based** |  |

### 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.**

***SECTION THREE ATTACHMENTS (Artifacts)****:*

*3.2 Curriculum Overview*

*3.2 Teacher Training*

*3.2 TSDK Traditional and Virtual Schedules*

*3.2 TSDN Traditional and Virtual Schedules*

*3.2 WTSD Traditional and Virtual Schedules*

*3.2 Master Schedule Upper School*

*3.2 Kindergarten Cross Curriculum*

*3.2 1st Grade Cross Curriculum*

*3.2 2nd Grade Cross Curriculum*

*3.2 3rd Grade Cross Curriculum*

*3.2 4th Grade Cross Curriculum*

*3.2 5th Grade Cross Curriculum*

*3.2 6th Grade Cross Curriculum*

*2.1 Pacing Guide Elementary*

*2.1 Pacing Guide Upper School*

*3.2 TSD Instructional Plan*

*3.2 TSD PLC*

*3.2 TSD Weekly At-A-Glance*

*3.2 TSD Virtual Lesson Plan Template*

*Virtual Learning Program (pg. 11 & 12)*

**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.

**X** 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 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.**

Attendance & Verification

Attendance Verification Virtual students will be required to attend classes following the same guidelines as their peers in the traditional setting. Students will be required take ownership of their attendance by logging in and participating in class as directed by the teacher. If a student logs in for class between 10 and 20 minutes late, he/she will be marked tardy. If a student logs in twenty or more minutes late, he/she will be marked absent for that class period. His/her attendance will be monitored and recorded following established school policy.

Parental Contact Regarding Attendance and Excused Absences

Just as with in-person attendance, virtual students must be present for at least fifty percent of the school day to be marked present for the day. Letters will be sent to parents of students who have more than five (5) unexcused absences. TSD will continue to support families and students in ways that will promote good attendance. If a student is absent, the parent/guardian will be contacted. The parent/guardian must present proper documentation to have the absence excused. TSD’s policy on absenteeism and excused absences will be followed.

Consequences for Truancy

Whether in-person or remote, student attendance is a key to success in school. Considerable absences can directly impact student achievement and the student’s ability to understand and comprehend content. The interactive nature of courses within TSD’s VLP means that instruction is often dependent upon collaboration with peers and instructors for coursework to be completed. As attendance directly relates to success within each plan, we will follow both Tennessee School for the Deaf (TSD) and the Local Education Agency (LEA) policy related to absences resulting in truancy.

Make-Up Work Following Student Absences

Students are entitled to make up any work missed for an excused absence. The teacher will allow a reasonable amount of time for the student to make up his/her work. A reasonable amount of time should be at least a day for each school day missed plus one extra day. For example, if a student misses two days of class, the teacher should allow three days for make-up work. TSD teachers and staff may use their own judgment to provide an additional amount of time for students on a case-by-case basis.

**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.**

***SECTION FOUR ATTACHMENTS (Artifacts)****:*

Virtual Learning Program (pg. 6 & 7)

Virtual Learning Program (pg. 12-13)

4.2 Student Handbook (Knoxville)

4.2 Student Handbook (Nashville)

4.2 Student Handbook (Jackson)

4.2 Student Virtual Handbook (Knoxville)

4.2 Student Virtual Handbook (Nashville)

4.2 Student Virtual Handbook (Jackson)

**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.

**X** 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 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.**

For the 2020-21 school year, Tennessee Schools for the Deaf (TSD) families have the option to attend their designated state special school for the deaf campus or participate in virtual learning through their designated campus location. With either option, all students are expected to maintain sufficient academic progress. This document provides an outline of the procedures and expectations for families and students who chose to enroll in TSD’s Virtual Learning Plan (VLP). We will use survey data to address needs for devices and internet access. Appropriate state documentation has been filed to facilitate purchase of hot spots for students and staff as needed to facilitate virtual instruction. Additionally, devices (PCs and iPads) have been purchased to provide each teacher and student a device for school and home use. Technology purchases will be used to enhance the virtual experiences (Swivels with webcams, programs for learning, and LMS platforms).

In addition, should any of the schools be required to close-down due to COVID-19 exposure, TSD will shift to a full virtual instruction during the closure.

**Distribution and Tracking**

TSD maintains and tracks student and staff device inventory following state required policies and procedures. The TSD Property Officer and IT team work collaboratively on inventory and tracking of student and staff devices through the annual internal inventory review and verification process, the bi-annual state inventory verification process, and with departments on new hires, transfers, and separations.

TSD follows state policies and procedures for reporting lost, stolen, and damaged devices. TSD is currently in the final year of a three-year lease agreement with Lenovo which includes Repair and Replace for damaged devices. We work with Lenovo to replace damaged devices and note any new serial number updates in our internal inventory.

TSD will be finalizing a three-year Technology Plan by early spring 2021. Part of the plan will include a review committee comprised of teachers, IT, and a few students to select the next device based on TSD needs following statewide contract availability.

**Troubleshooting and Technical Assistance**

TSD has a small IT team of six (6) staff that serves all three campuses. The general response time is within 24-48 hours of submitting a ticket to the TSD Helpdesk. As part of TSD’s Virtual Learning Plan, parents have been provided the Helpdesk e-mail and information on how to request support. During the initial weeks of school re-opening, IT staff will monitor the helpdesk and also have staff assigned in the buildings as well as being on-call for the Nashville campus. Teachers will be able to submit requests for virtual learning technical issues through text, chat, and e-mail. IT staff will prioritize helpdesk requests from parents and staff working to provide as close to immediate responses as possible. In the event of school closure, parents and teachers are able to send Helpdesk requests for assistance with technical issues for both hardware, software, and online instructional platforms. The VLP explains that support for use of instructional platforms will initially be supported by teachers who use the platform and technical issues will be reported to IT for assistance.

TSD staff participate in the State’s annual CyberSecurity training, and the Technology and Communications Director notifies staff regularly and as needed of potential security vulnerabilities and issues. Policies and training are supported through consistent communications to staff.

Student Responsible Use Policies are tracked through the SIS (Aspen) Registration Gateway registration system. See attached for TSD Student RUP that also requires a parent signature.

**Contingency Planning**

Parents of TSD students who need assistance will submit a request to the TSD helpdesk and include via cc their respective classroom teacher. The IT team will continue to prioritize requests from parents for assistance and generally provides initial resolution within 2-3 hours of the request, if not sooner. In the event that a device needed to be returned to TSD for repair, TSD’s IT team would immediately deploy and ship out a replacement device to arrive next business day.

**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.**

***SECTION FIVE ATTACHMENTS (Artifacts)****:*

5.2 Reopening Parent Survey

5.2 RUP

5.2 Virtual Learning Program Application

Virtual Learning Program (pg. 12-13)

**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.

**X** 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 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.**

In the spring, our teachers were trained in a variety of online supports including Canvas (7-12), Seesaw (PreK-6 and special needs classes), IXL, Learning A-Z, and Newsela. In addition, professional development was offered during the summer on Zoom and other technology tools that will enhance online instruction. All teachers will be trained on each support. Also, whether in person or remotely, teachers will have weekly ongoing supports and strategies from instructional coaches, training on NIET virtual TEAM rubric, and involvement in an ongoing needs assessment to ensure our district is supporting the growth of all teachers.

Professional Development – Virtual or Distance Learning

• See attached NIET Rubric Companion for Virtual Instruction and attached Professional Learning Community Synchronous and Asynchronous Structure

• In PLCs, teachers will engage with NIET rubric and NIET Rubric Companion for Virtual Instruction as a tool to move students to ownership of learning, both in-person and virtually. PLCs will follow a structure in which some portions of the PLC are delivered asynchronously, and some portions are synchronous. This allows for the opportunity for PLCs to become 100% virtual if needed.

• See attached PLC and Professional Learning Plan Schedule

Professional Development – Student Engagement and Classroom Climate

• PLCs and professional learning opportunities will be grounded in best practices on the TEAM rubric (Instructional, Planning, and Environment) Teachers will engage in ongoing action research and collaboration to increase their own reflection and effectiveness as they reflect on student engagement and ownership. PLCs and other professional learning opportunities topics will include building a reflective culture, growing teacher leaders, building collective leadership among leaders, using the TEAM rubric as a coaching and self-reflective tool, and understanding the power of success criteria in student ownership. This learning will be demonstrated through both in-person and virtual learning.

Professional Development- Learning Loss

• See attached Unfinished Learning School Planning Protocol Artifact for all steps listed below.

• 1) In PLCs or other professional learning designated time, teachers will engage in identifying missed standards and corresponding current standards. Using the missed and corresponding standards, identify mastery expectations and break down the skills for standards taught and not mastered in the previous year as well as standards not taught.

• 2) Once identified areas of unfinished learning are identified, teachers will engage in how these learning gaps will be addressed in the 2020-21 school year, in particular with the newly adopted curriculum.

• 3) The third step is to address how curricular materials or specific content will be adapted under each of the four scenarios outlined in NIET’s Planning Guide for 2020-21.

**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.**

***SECTION SIX ATTACHMENTS (Artifacts)****:*

6.2 Professional Development and PLC Overview

6.2 Virtual Rubric Companion Tool Trainings Flyer

6.2 Professional Learning Community Synchronous and Asynchronous Structure

6.2 NIET School Planning

6.2 Summer Professional Development Opportunities

6.2 NIET Rubric Companion for Virtual Instruction

6.2 Distance Learning Training

**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.

**X** 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 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sections of CLP** | **Person Responsible for Monitoring** | **Monitoring Tools** | **Timeline** |
| Instruction | Principals  Supervisors  Teachers, Administrators  Administrators,  Supervisors, Coaches  Instructional coaches | Administrative evaluation  (including Zoom conferences) \*  Student grades  Progress Monitoring (through VCSL, MAP, ASLRST and district-wide common assessments)  Student Work Analysis Tool | 2- 4 times a year  Daily or as needed  At the end of each grading period  As needed |
| Technology | Michelle Swaney  IT Department  ESI/SIS Coordinator | Inventory  Technology work orders  Online Analytics | Twice a year or as needed  Daily  Daily |
| Professional Development | Principals, Supervisors,  Instructional coaches  Director of Instruction  NIET Consultant &  Instructional Coaches  Principals, Supervisors,  Instructional coaches | Surveys  PDP points  PLCs & Teacher Feedback  Teacher observations/ walkthroughs | Throughout the year  Quarterly  Weekly  Ongoing |
| Attendance | Principals & SIS/EIS Coordinator | Aspen attendance reports | Daily |
| Communications | Director of Instruction  Principals  Teachers, Principals  Teachers | Social Media Updates; Bulletin Updates,  Weekly Updates  Contact log  IEP meetings, Phone calls, Text | Weekly analytics check  Weekly/Monthly  Weekly/Monthly/Quarterly |

\*Teachers will be responsible for virtual and in-person settings.

Administrators, principals, instructional coaches will participate via zoom and in-person for classroom meetings.

**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.**

***SECTION SEVEN ATTACHMENTS (Artifacts)****:*

Virtual Learning Program (pgs. 7-9 & 6-7)

6.2 Professional Development and PLC Overview

6.2 Summer Professional Development Opportunities

**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.**

Tennessee Schools for the Deaf held an online informational meeting for parents to explain the general reopening information for all schools on July 7, 2020 with Superintendent presenting. Additionally, informational online meetings for each school with the Director of Instruction and Principal for the respective school presenting information on July 14th, 15th, and 16th.

For each of these meetings, parents were asked to share questions, comments, or concerns via the chat feature of the meeting platform to be incorporated into the FAQ that is being developed and will be posted to the TSD COVID-19 webpage (<https://www.tsdeaf.org/apps/pages/covid19>).

The Virtual Learning Plan, in Response to COVID-19 and VLP Application was posted on Friday, July 17, 2020, on the school’s website. The information is located on the TSD COVID-19 webpage <https://www.tsdeaf.org/apps/pages/covid19>. Parents were notified that the plan was posted via e-mail and text message. We used E-mail and text numbers and the Student Information System to inform parents.

Virtual meetings for families will continue throughout the 2020-2021 school year in a variety of ways including informational sessions with superintendent, director of instruction and/or principals and virtual conferences with teachers. Because our students come from across the state, the shift to virtual meetings for communications has been an improvement that has come from the adversity of school closure. We will also continue to seek feedback and input from families and staff via regular surveys, responding to these through development of FAQs and adjusting practices to meet needs and expectations. As always, families can reach out to teachers, principals, and cottage staff via Aspen, email, and phone calls. We will continue our practice of convening a Teacher Advisory Council regularly throughout the year.

Immediately after final printed communication is prepared for parents, there are two options for translating into languages other than English depending on the urgency and the legality of the document. If the document is a legal-binding document, such as an IEP or an agreement form, then the document would be translated via a contracted company with a turnaround time of up to five business days. If the document is an urgent communication, but not legally-binding, then the document could be translated using an online translation tool. Our largest non-English speaking population is Spanish, and we have a staff who could proofread the document for accuracy. For families/students requiring American Sign Language (ASL), we will translate urgent public information into ASL via video and post the video to accompany the document.

Since we are a residential school, students who are eligible reside in our cottages on campus.  To ensure we provide open lines of communication with parents and guardians, we have several methods of communicating with families. One way to ensure parents feel they have access to all the information they need is to create a culture of transparency. We ensure that parents feel comfortable with contacting cottage staff regarding their child’s progress in the cottages. Ensuring parents feel well-informed and valued is a continuous balancing act that involves providing enough information to allow parents to feel at ease.  We use these methods to communicate with parents/guardians: texting, emails, videophones, and letters.  We send reports via mail at the end of every 9 weeks on the student’s MAP (Measuring Academic Progress), ILS (Independent Living Skills) progress, and  SEL (Social Emotional Learning) which includes focusing on emotional self-regulation and self-advocacy. Our charter bus chaperones are the front lines of communication. They have face to face contact with parents and guardians weekly. They are always available to answer questions, listen to concerns, and ease any fears that parents may have concerning their student. We also contact parents when the student is involved with special events, field trips, special recognition, or pressing concerns.  We strongly encourage parent involvement when situations (discipline or behavioral reinforcement) to ensure parents are in agreement with our decisions on consequences.  Our Student Life Department fully supports the concept of fostering a sense of trust with our students’ families and ensuring positive and effective cottage staff/parent 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.**

***SECTION EIGHT ATTACHMENTS (Artifacts)****:*

Virtual Learning Program

5.2 Virtual Learning Program Application

5.2 Reopening School Parent Survey

1.2 Survey Results