

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:

Milan Special School District (MSSD)

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

Jonathan Criswell; 731-686-0844; criswellj@milanssd.org

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.

We realized in March 2020 with school closures, we were not adequately prepared for complete virtual learning. From mid-March until now, we have held many meetings, taken various surveys, and sent out many messages to determine the best approach for reopening of MSSD. We will be using CARES Act application information as part of the artifacts in this section.

artifact

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.

MSSD will collaborate with the local health agencies to determine if a complete closure is necessary. If we do not have a complete closure, the virtual learning portion of MSSD CLP will be implemented at the beginning of the school year along with in-person learning.
Artifacts with our Virtual Learning Plan, each school's learning plan, and various other documentations are in this section.

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.

N/A

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.)

under "optional documents" - artifacts in supporting documents'
SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR *for section 2*

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		
Elem. School	X								X		
Middle School	X								X		
High School	X								X		

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 K-2	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	120	<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	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Science	5	15	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Social Studies	5	15	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	5	60	<input type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Arts	5	150	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

Content Area grades 3-4	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	120	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Math	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Science	5	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Social Studies	5	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Arts	5	120	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

Content Area grades 5-8	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Math	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Science	5	45	<input type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Social Studies	5	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Arts	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

Content Area grades 9-12	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Math	5	60	<input type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Science	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Social Studies	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Arts	5	60 (optional)	<input type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
CCTE or Elective (optional)	5	60 (optional)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)	5	60 (optional)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program

See uploaded artefacts for Section 3

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.

MSSD will follow our Attendance Policy--6.200 for attendance of in-person and virtual students. There is discussion in our virtual learning plan that addresses attendance of the virtual learners. Attached are artifacts that address attendance.

Part 4.2: Artifacts

See artifacts reuploaded in Section 4

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.

MSSD is not totally a one-to-one school district, but we are planning to have enough devices for the students who choose to do virtual learning this year. Last year Milan High School became a one-to-one school. We are spending part of our ESSER funds to purchase enough devices for MMS to become a one-to-one school. We have computers in the high school and middle school that can be used at the elementary school, along with the ones they already have. In the virtual learning plan, there has been extensive plans for technology use in the district 2020-21. Attached are artifacts to explain our plan.

Part 5.2: Artifacts

See artifacts uploaded for sections

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.

MSSD has used many of our professional development days to help teachers prepare for on-line teaching. Last school year, our high school teachers were encouraged to become Google Certified so they could use their one-to-one devices more effectively. At the beginning of this summer, our Director of Schools asked all faculty to become Google Certified. Hopefully by the time school begins, most, if not all of our teachers will be Google Certified. We have used some of our ESSER funds to hire an Instructional Technology Coach to assist teachers with creating on-line lessons. We have used Zoom to schedule many of our district and school meetings since March. There are several artifacts attached to describe our professional development plans for MSSD.

Part 6.2: Artifacts

See artifacts uploaded for Section 6

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 I

Handscaps Info

Data Collection and Planning

Milan (272) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

from CARES Act application

To better understand each LEA's use of CARES Act funds, provide data below by grade span and subject:

|| N/A

Schoolwork K-2

Grades K-2	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	* Optional ▾	* Optional ▾	* No ▾	* No ▾	* No ▾	* No ▾
If optional, required, or mixed, enter number of hours of work expected weekly:	* 6-10 ▾	* 6-10 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾
Was work completion tracked for students?	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾
What percentage of work was returned from students?	* 51-60 ▾	* 51-60 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾

What method was used to share instructional materials with students during spring closures?	* Packets/Paper Copies ▼	* N/A	* N/A	* N/A	* N/A	* N/A
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N/A

Well Checks K-2

Grades K-2	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 100 ▼	* 100 ▼	* 100 ▼	* 100 ▼
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 100 ▼	* 100 ▼	* 100 ▼	* 100 ▼
In the above question, "regular" means:	* Weekly ▼	* Weekly ▼	* Weekly ▼	* Weekly ▼

N/A

Schoolwork 3-5

Grades 3-5	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	* Mix ▼	* Mix ▼	* Optional ▼	* Optional ▼	* No ▼	* No ▼
If optional, required, or mixed, enter number of hours of work expected weekly:	* 6-10 ▼	* 6-10 ▼	* 6-10 ▼	* 6-10 ▼	* 0 ▼	* 0 ▼

Was work completion tracked for students?	No	No	No	No	No	No
What percentage of work was returned from students?	51-60	51-60	51-60	51-60	51-60	0
What method was used to share instructional materials with students during spring closures?	Both	Both	Both	Both	Both	N/A

N/A

Well Checks 3-5

Grades 3-5	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	100	100	100	100
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	100	100	100	100
In the above question, "regular" means	Weekly	Weekly	Weekly	Weekly

N/A

Schoolwork 6-8

Grades 6-8	ELA	Math	Science	Social Studies	Physical Education	Art

Did your LEA distribute work to be completed?	Mix	Mix	Optional	Optional	No	No
If optional, required, or mixed, enter number of hours of work expected weekly:	6-10	6-10	6-10	6-10	0	0
Was work completion tracked for students?	No	No	No	No	No	No
What percentage of work was returned from students?	51-60	51-60	51-60	51-60	0	0
What method was used to share instructional materials with students during spring closures?	Both	Both	Both	Both	N/A	N/A

N/A

Well Checks 6-8

Grades 6-8	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	100	100	100	100

Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.

100

100

100

100

In the above question, "regular" means:

Weekly

Weekly

Weekly

Weekly

N/A

Schoolwork 9-12

Grades 9-12	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	Mix	Mix	Mix	Mix	No	No
If optional, or required, or mixed, enter number of hours of work expected weekly:	6-10	6-10	6-10	6-10	0	0
Was work completion tracked for students?	No	No	No	No	No	No
What percentage of work was returned from students?	51-60	51-60	51-60	51-60	0	0

What method was used to share instructional materials with students during spring closures?	* Both	* Both	* Both	* N/A
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N/A

Well Checks 9-12

Grades 9-12	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 100	* 100	* 100	* 100
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 100	* 100	* 100	* 100
In the above question, "regular" means:	* Weekly	* Weekly	* Weekly	* Weekly

Reflect on Data

* What are the LEA's plans for measuring student progress given the data provided above?

Given the above data, MSSD plans to measure student progress the first couple of weeks of school for the 2020-21 school year. Students will be given a benchmark assessment at the beginning of the school year to determine their academic level. Each teacher will assess their students with grade level, teacher-made assessments to also help determine the academic level of each students.

Since we were not able to give TN Ready tests or our last common assessment for the 2019-20 school year, we do not have that data to review for each student. We do have the first 3 grading periods of data to review.

Due to sudden closure of schools (mid-March) for the 2019-20 school year, conversations with teachers and their school administrators about end-of-the-year student progress did not occur as it normally would have.

There is the possibility that 'closure' to the year's academic data was not as complete as it could have been had we continued in-person instruction through mid-May as scheduled.

Final grades given students from the previous school grade will be taken into consideration when reviewing academic data on students.

As a school district, we believe that we have accurate academic data on our students from August 2019-mid-March 2020 and this data will be helpful as students progress to the next grade level.

* How does the LEA intend to address learning gaps resulting from the disruption of educational services? (CARES Act § 18003 (B))

In order to properly address the learning gaps with our MSSD students, the teachers were asked mid-March to consider ways to communicate student academic gaps to the next grade level teachers.

Conversations took place with each school administrator and their faculty during this school closure.

Documentation/academic data was kept on each student for accurate communication to take place with teachers in the next grade level.

We did not have academic data on students for the last 9 weeks of class, but we did have 3 grading periods of data on students.

We feel like our teachers will be able to adequately and sufficiently report the academic progress of their students to the next grade level teachers.

Academic data will include, but not be limited to, daily class work, common assessment data, and benchmark assessments.

Our faculty and staff will also review attendance and discipline records of each student as the new school year begins.

* Briefly describe how your district conducted checks on students (academically, non-academically/development/etc.). Include frequency of checks, number of students, and any other details.

MSSD students were contacted weekly concerning academic and non-academic issues.

During the contacts, there were times that students and parents were asked about their well-being, as well as their academic concerns.

Some of our families were contacted more than one time in a week. Students' homeroom teachers would call them, but also our special ed department and intervention teachers contacted their students.

Our total enrollment for the 2019-20 school year was 1861 and all of our students were either contacted through phone calls, texts, emails, or Remind messages weekly.

Many of our athletic coaches contacted their teams during this time off from school.

This included the athletes playing spring and fall sports.

At the end of May, the breakdown of our student enrollment was: MES (K-4) = 720; MMS (5-8) = 541; MHS (9-12) = 600 for a total of 1861 MSSD students K-12.

During the time from Mar 17, 2020- May 14, 2020 MSSD delivered meals to families in the district.

By the end of May delivery, approximately 14,000 meals were delivered weekly to about 1500-1600 students and their families.

The meals were delivered through our normal bus routes, with teachers and assistants riding the buses and hand-delivering the food.

Often during the delivery of the food, the teachers and assistants would do a brief wellness check with the families.

Program Details

Milan (272) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

Planning

* Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic, and how do these needs relate to the selected focus area(s)?

During the COVID 19 pandemic, MSSD had 2 major challenges with continuing the academic work of our students. These needs became our focus for academic instruction going forward.

1. Our first challenge during the COVID-10 pandemic, was the need for our students to have adequate devices to access the internet and the educational websites supplied to them by the schools that would assist with their learning.

During the 2019-20 school year, our high school provided enough devices (about 650) for the school to be totally one-to-one. So when we dismissed students mid-March, high school students had devices to be used at home for on-line learning.

This was helpful for some, however, not every student had internet service at their home. We were told by some parents, even though they had internet service at their homes, the service proved to be slow.

Our faculty and staff also commented on the 'slowness' of the internet in their homes. This was noticeable more so during this period and we believe some of that was contributed to more people at home trying to get on the internet at the same time.

Our middle school, which has about 600 students, did not have enough devices for the students to take home and complete on-line courses. There had not been a one-to-one distribution of devices to the MMS students.

There were several on-line educational programs that the district recommended to our parents and students, to aid them as they continued learning on their own. However, with not all of our students having devices at home, much of what was sent home to students was paper and pencil packets.

We believe that if our students had devices at home, the internet to connect to the devices, and training at school on

how to access and use specific applications, we would have been able to use more on-line teaching with students. Our local city has worked on the internet availability and capability in the Milan Special School District.

This challenge addresses the **need for more devices** to be used with our student population, which **Purchasing Education Technology** is the first focus area we are addressing with this grant.

2. Our second area of challenge addressed the creation of on-line teaching for our students. Most of our teachers are unfamiliar with how to set up on-line teaching for their students. Either they didn't know adequate resources to use, or have the time to create personalized on-line lessons for their students. Many teachers use existing websites that may address a standard they are teaching. While many teachers were spending the majority of their time planning lessons to be taught in-person, it would have proven overwhelming to ask teachers to also create on-line learning for their students. Since the majority of our teachers have never been formally trained to create and produce on-line training modules for their students, this was an area that most didn't think they could do effectively with short notice of dismissal. The lack of on-line training modules created by teachers also meant that the majority of our students hadn't been taught how to use on-line teaching through the applications that were available.

If we need to transition to full on-line learning during the 2020-21 school year, the majority of our faculty will need assistance with resources and training to provide effective instruction to students through the computer. Our second area of focus for spending the CARES Act funds will focus on **planning for long-term closures**.

We are wanting to use this grant to pay for an Instructional Technology (IT) Coach to work with faculty and staff in creating on-line teaching if we have to be quarantined again 2020-21 school year. The salary and benefits for this person will be paid 2 years from this grant.

This employee will work with teachers, staff, and students in all 3 of our schools to help strengthen the technology skills for all.

The responsibilities of the IT Coach will include: collaborating with teachers in implementing technology into the curriculum; structuring technology education for students, teachers, and staff; recommending and possibly purchasing hardware, software and related resources; staying current of new technology, curriculum, teaching strategies, and current resources; creating, maintaining and overseeing the integrating of the technology plan for our schools and district; and creating learning resources for teachers, staff and students.

Timeline

* Provide a timeline for providing services to students and staff in public and non-public schools in the box below.
(CARES Act § 18003 (B))

School year 2020-21

Services to students and staff in public schools:

July 2020--order chromebooks for Milan Middle School--chromebooks purchased from grant

July 2020--hire an Instructional Technology (IT) coach--salary and benefits paid from grant

July 2020--IT Coach begin training teachers (integration of technology in lessons)

July - August 2020--distribute devices to Milan Middle School (MMS)

August 2020--MMS faculty use devices in the classroom during daily instruction

August 2020-May 2021--IT Coach continue to assist teachers, staff, and students with the integration of technology in daily lessons

May 2021--IT staff collect and inventory devices from MMS students

May 2021-June 2021--IT Coach continue training with teachers and staff on integrating technology in daily lessons

School Year 2021-22

July 2021-June 2022--continue to pay the salary and benefits of IT Coach

July 2021-May 2022--IT Coach continue training with teachers and staff on integrating technology in daily lessons

August 2021--distribute devices, with the help of the MMS faculty, to students

May 2022--IT staff collect and inventory devices from MMS students

MSSD has no non-public schools in our district

Budget & Spending Plan

The CARES funds are not intended to replace state/local funding but instead are intended to provide additional funding to address emergent needs resulting from COVID-19. With school closure decisions, districts likely had unanticipated budget surpluses (i.e. operations, transportation) that should be repurposed to support other expenditures arising from COVID-19 (i.e. food services, paper, postage, etc.). The expectation for CARES funding is that it should be utilized primarily for re-opening and learning acceleration to address gaps resulting from school closure.

* In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?

1. MSSD experienced a surplus/unspent funds on diesel fuel and utilities. Our buses were used once a day for 2 days a week (as opposed to twice a day for 5 days a week) to deliver food to students.
2. Conferences and trainings for faculty and administrators were cancelled during this time, which resulted in less spending for professional development opportunities. Several meetings were cancelled or provided through an on-line service. This resulted in less cost for the conference and no cost for hotels.
3. Substitute teachers were not used for 2 months of the school year, which saved the district money.
4. Our extended day learning ceased mid-March which saved the LEA some cost. Normally we offer extended learning until early May, but this did not happen 2019-20.

Through this time, MSSD continued to pay all of our staff (minus subs) their full salary. This did not create a large surplus of funds in our budget.

* How have these differences been repurposed to address related needs (i.e. custodial savings to sanitization costs, utilities and gas for buses (etc.) to nutrition).

Some of the savings were repurposed to pay stipends for cafeteria workers and bus drivers. During this time (mid-March through mid-May) MSSD continued to provide and deliver breakfast and lunch meals to our students. We were used cafeteria workers and bus drivers to prepare and deliver the meals to students. These employees were paid a stipend.

The balance of the savings, from the above question, was designated for the purchase of a new school bus for 2020-21 school year.

* Detail the LEA's projections for non-covered costs for the remainder of this fiscal year related to COVID.

N/A

As I read this question, 'this fiscal year' means FY20. I consider FY21 to be next fiscal year.

* Detail the LEA's budget projections for COVID-related needs for the next fiscal year (consider the potential need for remedial learning, change in program decisions/delivery, fall resurgence of illness).

MSSD is making plans to purchase PPE for the district.

This includes, but not limited to, gloves, thermometers, masks for employees, face shields, etc.

The LEA's general budget will be used to purchase the above mentioned equipment.

Our custodial services are contracted with an outside agency, so we do not provide the majority of the cleaning/sanitizing supplies for our district.

As detailed in the focus areas below, our emphasis for spending the ESSER money for the 2020-21 fiscal year is on *purchasing education technology* (including hardware, software, and connectivity) and *planning for long-term closures*.

Using ESSER funds for these 2 areas will help MSSD keep our general purpose budget balanced with the 'normal' spending that we encounter every year.

The 2 focus areas for the grant money will be used mainly for change in program decisions and delivery.

1. The purchase of 600 devices for Milan Middle School will allow all of our middle and high school students to have a device.

These devices will be used at school in the classroom and at home for continued learning.

If there is a resurgence of illness, our middle school students will be able to effectively use these devices at home with on-line learning.

At the present time, our elementary students will not take devices home. We are hoping to have enough devices for our 3rd and 4th graders to use daily in the classroom.

The entire amount of \$236,958 will be spent in 2020-21 fiscal year.

2. The hiring of an Instructional Technology Coach will be helpful for teachers to integrate more technology in the classroom during regular instruction and for on-line instruction if it has to be delivered at home during a resurgence of illness.

This Instructional Technology Coach will be valuable in training our staff to effectively integrate technology in their lessons.

An IT Coach will also be utilized to find and deliver to our faculty and staff appropriate and effective academic technology software to aide in student learning.

The amount of \$163,458 will be divided into 2020-21 fiscal year and 2021-2022 fiscal year.

For FY21, we will spend \$81,729 and for FY22 we will spend \$81,729, This is the salary and benefits for

Instructional Technology Coach position. This is 1 FTE which equals 1 headcount.

For FY22, our Instructional technology coach will continue to train our teachers with on-line learning. The person will also offer extended day or summer training with students if needed for FY21 and FY22. After going through 1 year with this coach, we may find further areas where our teachers and students need assistance.

3. The amount of \$5556.26 is indirect cost for FY21 and FY22.
Divided into 2 years leaves \$2778.13 for FY21 and \$2778.13 for FY22.

Spending Plan

After analyzing and repurposing other funding sources, develop the spending plan for the CARES funds aligned with the needs that emerged from the COVID-19 pandemic and your larger district plan.

* Provide a description of the reasonable and necessary administrative activities and personnel (supplies, and equipment used to administer the grant program included). This includes the FTE and amount deducted from the grant.

Current IT supervisor and staff will manage the inventory and distribution of devices to students grades 5-12. We will use our normal IT staff for this and there is *no FTE or amount to be deducted from the grant*. This duty will be in addition to other inventory we have in the district.

Our teachers and school administrators are required to become Google certified. This training has been planned for our summer professional development with all of our teachers. Each teacher is required to complete 2 additional PD days--above the 5 the TDOE requires. This certification time will be the 2 additional days they need.

After being out of school mid-March through mid-May, our administrative staff realized the need for this training. The training was included in our professional development plan for 2020-21. The Instructional Technology Coach's duties will include some of this training. At this point, we *will not use any other LEA funds to implement the grant*.

For each of the applicable focus areas below, indicate the amount in the space provided and include a narrative in the

text box on how this focus area addresses the needs. NOTE: The combined amounts across the six areas should not exceed your LEA's allocation. A recommend allowable expenses document for the CARES Act may be accessed here.

1. Purchasing Education Technology (including hardware, software, and connectivity)

\$ 236,958.00 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

The first area where funds will be used are the purchase of 600 chromebook computers and Chrome OS Management Console Software to be used at Milan Middle School grades 5-8 for integrating technology instruction

- Lenovo 300e Gen2 Chromebooks, AMD A4-9120C, 11.6" HD IPS Touch Display
- Chrome OS, 4 GB memory
- 32 GB EMMC,
- WiFi 2X2 AC + BT 4.1
- 1.0 M Camera
- 3 Cell 42 WH Battery
- Keyboard Clamshell

Google Chromebook Chrome OS Management Console Software

The effectiveness in using the 600 devices at MMS will be observed and evaluated through teachers and administrators.

The devices will be used in the classrooms to integrate on-line lessons with in-person lessons.

As teachers become more familiar with this platform, the devices can be used more on a daily basis with the 'traditional' teaching.

School administrators will observe/evaluate teachers using these devices with students when they are in the classroom.

Students will become more familiar with the various academic resources on-line as they navigate through them with the aid of their classroom teacher.

Daily classroom teachers can evaluate the ease at which students use the devices to complete academic work. If we quarantine again, the students will be better equipped to use the resources at home after teachers instruct

them in-person.

Our plan is to use the devices on a daily basis in the classroom, not only for 'quarantine' purposes. Purchasing these will devices will allow all students access to integrated technology every day.

2. Providing Summer Learning and Supplemental After School Programs (including online/distance learning)

\$ _____ * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

3. Planning for Long-Term Closures

\$ 163,458.00 * Amount

* Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

Hiring an instructional technology coordinator who will focus on all technology instruction to enhance content learning while strengthening technology skills of students, teachers and staff. Some of the work of the coordinator will include, but not be limited to collaborating with teachers in implementing technology into the curriculum; structuring technology education of students, teachers, and staff; recommending and possibly purchasing hardware, software and related resources; providing troubleshooting assistance; staying updated on new

technology , curriculum, teaching strategies and resources; creating, maintaining, and overseeing integration of the technology plan for district; and creating learning resources for teachers, staff and students.

The amount for salary and benefits for this coordinator will be divided over 2 years using this grant.

1 FTE = 1 Headcount

Hiring an Instructional Technology Coach will allow our faculty, staff, and students to receive help with various technology concerns.

Our faculty and staff are planning lessons that will be delivered in-person---lecture style/small group style/discussion style.

Many of our faculty and staff are not comfortable creating or finding effective on-line learning for their students. There will be times that some of our faculty and staff become overwhelmed with 'added' activities that their stress level rises.

An Instructional Technology Coach will help alleviate some of this stress by creating/finding appropriate lessons to integrate in teachers' instruction.

In order for us to plan for long-term closures, we need to make sure our faculty and staff are comfortable going to more on-line teaching than in-person teaching if we are quarantined again.

The possibility of this re-occurring with no plan to assist our teachers is not a pleasant thought for us.

MSSD would like to equip all of our faculty and staff with the ability to be comfortable offering on-line teaching with their students.

Professional development/training of our faculty and staff will be conducted by the Instructional Technology Coach on a regular basis, offering basic to advanced training.

The Instructional Technology Coach can also teach students using technology when necessary.

General responsibilities of the IT Coach will include: collaborating with teachers in implementing technology into the curriculum; structuring technology education for students, teachers, and staff; recommending and possibly purchasing hardware, software and related resources; staying current of new technology, curriculum, teaching strategies, and current resources; creating, maintaining and overseeing the integrating of the technology plan for our schools and district; and creating learning resources for teachers, staff and students.

4. Addressing the Unique Needs of Special Populations



Milan Special School District

Reopening Plan 2020-21

Please note: The details in this plan are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.



Milan Special School District

MSSD Reopening Plan 2020-21

With the possibility of having the academic calendar disrupted again in the fall of 2020, school principals and Central Office administrators began the process for our reopening plan in May, 2020. The initial discussions centered around topics vital for reopening using our present schools and still be safe with faculty and students present. Among the discussion topics were:

- Reviewing buildings, space options, and reconfiguring layouts to consider the following:
 - Students sitting 6-ft. apart
 - All students facing one direction in classrooms
 - Gathering places marked off and/or reconfigured for social distancing
 - The use of all possible spaces in each building
- Determining which staff fall into health-risk categories and consider implications;
- Planning for daily student schedules that limit and/or monitor student movement, including:
 - Meals in classrooms
 - Hall/bathroom attendants
 - Teachers rotate to classes and students stay in small groups
 - Movement in hallways in one direction
 - Requirements for any medically fragile students
 - Recess or outside activity configuration and rules
- Considering all related arts, sports, and student activity programming and how social distancing measures will be implemented;
- Determining procedures for temperature checks or other procedures recommended by local health officials;
- Considering transportation safety and social distancing measures on buses and bus routes, which may involve alternative ways to address the needs created by the pandemic;
- Developing clear daily cleaning protocols;
- Planning for additional virtual professional development and support for staff;
- Reviewing and strengthening parent communications including identifying additional virtual supports and offering parent virtual meetings and training sessions to learn how to navigate virtual platforms;
- Defining logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers;
- Determining security procedures and honor code protocols as students transition to online tests and graded assignments;
- Reviewing and updating (as needed) relevant district and school technology policies including data privacy;
- Planning for additional devices and connectivity access (e.g., hot spots, partnering with providers); inventorying devices and refining check-out and dissemination systems;
- Determining platform and tools needed for virtual work, teaching, and learning;
- Scheduling ongoing staff training on virtual platform and tools.

Milan Special School District's Reopening Plan is designed to ensure student learning continues even though social distancing with in-person learning may be required, or if school buildings should be closed and the entire district goes to virtual learning. The Reopening Plan is designed to ensure that each child receives what they

need to develop to their academic, social, and emotional potential through continuously supporting whole-child success and meaningful academic opportunities. As noted by the American Academy of Pediatrics, “schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.” This statement was considered when creating MSSD Reopening Plan.

Milan Special School District’s (MSSD) Reopening Plan for the 2020-21 school year includes two different learning scenarios. Each of our three schools have created a Reopening Plan for their individual schools based on the previous topics which focus on *in-person learning*. (Those learning plans are part of this document) MSSD has also created a *virtual learning plan* (also part of this document) for those families who choose to begin the 2020-21 school year away from our school buildings.

Should MSSD be forced to another complete shutdown during the 2020-21 school year, our current virtual learning plan will become our Continuous Learning Plan for general education students in grade 3-12. Our students in PreK-2nd grades and SWD will have the option to continue attending school in person. MES has two options for preK-2 students which is a part of MES re-opening plan. SWD have three options which are explained in the Continuous Learning Plan for SWD (attached with this document). Administration will determine which option to use based on circumstances at the time of closure.

MSSD Reopening Plan and Continuous Learning Plan focuses on three principles:

- All students receive what they need to develop to their academic and social potential;
- Authentic learning should be relevant with the content focused on enriching student learning and understanding while applying content through collaborations with family and peers; and
- Teacher, student, and family communication is essential to facilitate and support successful student digital learning.

MSSD parents had a voice in the decision making for their own child. COVID-19 is part of the foreseeable future, and there are various procedures in place to mitigate the impact of COVID-19 on our school community. Since we are in the middle of a global pandemic, and we cannot guarantee that safeguards will keep every staff member and student or their family members free from the virus. The development process for this reopening plan considered input from a variety of resources:

- Teacher surveys, emails, and conversations
- Parent surveys, emails, and conversations
- NIET Reopening Protocol
- Tennessee State Department of Education Reopening Toolkits
- CDC
- American Academy of Pediatrics
- Tennessee State Department of Health/Gibson County Health Department
- Local Advisement within Gibson County

Please note: The details in this plan are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.





In-Person Learning Plan

MSSD will strive to accomplish the following goals to the extent practicable.

Administrative and Academic Considerations

- First and foremost, MSSD wants to orient students back into the building in a nurturing, positive manner. Our priority will be to take care of our students socially, emotionally, and academically. Recognizing that extended school closures have been stressful on students and their families, we want to offer a greater, yet reasonable, amount of support. This may be needed to provide a safe, secure learning environment for our students. Our school counselors, social workers, and nurses will be focused on this need the entire year, but especially when we begin school in August.
- Faculty and staff will continue to emphasize the need to create a positive learning environment for students before engaging into a full academic day. Time will be spent on creating a collaborative culture through restorative practices, routine establishment, safety procedures, and relationship-building.
- Students attending in-person will attend school for 180 days at 7 hours per day.
- All courses are aligned with the district's instructional goals and Tennessee's academic standards, curriculum frameworks, and assessments. Courses are accredited and approved by the Tennessee Department of Education and Tennessee State Board of Education. Lessons will be evaluated using the TEAM rubric by school and district administrators.
- Information related to MSSD's in-person and virtual learning plans can be read and heard on our district webpage at www.milanssd.org, on each school's webpage, on the district and schools' Facebook pages, on Twitter, from our School Messenger, and from Remind, to name a few modes of communications. Our office staff in the schools also have information to give to parents inquiring about the learning plans.
- MSSD uses TransAct, a translation company, to help translate information for some of our EL families. If needed, our district uses an interpreter for some of our EL families. Our district ESL teacher serves as the contact for this type of assistance. All of the information on our social media is written in English, the primary language most spoken in our district.
- Benchmark testing will occur in our schools once students settle into routines and procedures. They will be assessed to determine present levels of performance, learning loss, and compensatory services where appropriate.
- School administrators and teachers worked over the summer to complete an instructional analysis to evaluate academic gaps in MSSD students. This will guide the development of a plan for teaching missed standards, filling in instructional gaps, and continuing with current grade level standards. Changes can be made to this document throughout the year based on the needs reflected in student academic data.
- Response to Intervention (RTI) time will occur daily to help remediate and intervene on specific skill deficits and learning gaps with students.

- Teachers will attempt to work closely with parents/guardians to communicate current learning levels and individual instructional plans as available. Teachers will also need parent/guardian buy-in to these academic considerations.
 - Kindergarten will enforce staggered days the first few weeks of school to allow time to discuss proper handwashing, social distancing, and school expectations.
-

Operational Considerations

Open Houses

Milan Elementary School

- Pre K
Boys—Monday, August 10th 5:00-7:00 PM
Girls—Monday, August 17th 5:00-7:00 PM
- Kindergarten
Boys—Thursday, July 30th 5:00-8:00 PM
Girls—Monday, August 3rd 5:00-8:00 PM
- New Students to MES
Thursday July 30th 5:00-8:00 PM
- Virtual Parent Night
Date July 29th 6:30-7:30 PM; in person 7:30-8:30 PM

Milan High School

- This year, Open House will take place on Thursday, July 30th and will **ONLY** be for incoming **9th grade students** and **any student new** to Milan High School.
- For those students with the last name beginning in *A-L*, *Open House will be available from 4:00-6:00 PM*. For those students with the last name beginning in *M-Z*, *Open House will be available from 6:00-8:00 PM*.

Milan Middle School

- *Thursday, July 30* for **5th grade and new students only**
- For students whose last names beginning with *A-L* will meet 5:00-6:30; last names beginning with *M-Z* will meet 6:30-8:00

Daily Health Checks

- All students riding MSSD buses will have their temperatures taken before getting on the bus. Students with a temperature greater than **100.4 ° F** will not be permitted to attend school.
- Upon arrival, **all** MES and MMS car rider students will have their temperatures taken at their vehicle. Students with a temperature greater than **100.4 ° F** will not be permitted to stay at school.
- Students at MHS with temperature above **100.4°F** will immediately move to isolation. A second temperature check will be conducted within 10-15 minutes. If the second check reads at or above **100.4°F**, a parent will be notified, and the student will be required to go home. Students with any temperature above 99.0°F will be asked a series of questions to determine possible exposure to make decisions regarding isolation, and parents will be notified.
- Staff will have temperatures checked before entering the building. Staff members may not remain at school if a temperature of **100.4°F** or above is noted.



Safety Procedures

- Each building will create procedures for keeping cohorts of students together throughout the day. Our goal will be to limit classes that co-mingle during the school day.
- School nurses, coordinated school health personnel, and administrators will collaborate with the County Health Department to receive training on the signs and symptoms of COVID-19 as well as proper and reasonable isolation techniques. MSSD has a nurse in each of our three buildings to assist with these procedures.
- MSSD will post signs throughout the school encouraging social distancing and proper hand-washing techniques.
- Daily cleaning protocols have been established that sanitize student desks, tables, bathrooms, and water filling stations (where available). High traffic areas, such as bathroom sinks, water bottle filling stations, antibacterial gel stations, and certain door handles will be cleaned throughout the day whenever possible.
- Classrooms with tables will be replaced with individual student desks, where possible. Student desks will be distanced reasonably, though it may be impossible to maintain six feet of distance in most rooms/areas. Desks will face the same direction in front of the classroom.
- Efforts will be made to limit the sharing of school supplies and materials, though it may still occur at times.
- Students and staff members will make every attempt to walk on the right sides of the hallway during transitions.
- Please see attached documentation for students and staff who test positive for COVID 19.
- As explained in each school's in-person reopening plan, specific arrival and departure procedures will be created.
- Social distancing will be implemented to the extent practicable by building confinements and staffing.
- On the first day of school MSSD will provide lessons on handwashing, proper wearing of face masks, and social distancing strategies. These procedures will be repeated for several days into the semester.
- Water fountains will be closed. However, water bottle filling stations will be available where possible. Students must bring their own water bottles.
- Acrylic panels have been installed and will be used in some areas of close proximity throughout the schools.
- MSSD will limit the number of non-essential visitors/vendors that enter the building during school hours.
- Each school building has created a dismissal procedure that attempts to limit the number of students in one location. Please see each school's individual in-person plan for this

MSSD Visitor Protocol

The following protocol will be followed for visitors to our school and district facilities:

- When possible, please encourage visitors to schedule appointments and meetings prior to entering the school building.
- When possible, (MES/MMS) will use the outdoor speaker system to communicate with visitors. If dropping off items school staff may choose to meet visitors at the door or designate a drop off area prior to them accessing the building/office spaces.
- Limit visitors in office areas to manage social distancing.
- Masks will be required for any visitors as long as the mask mandate for MSSD staff and students is in place.
- Required mask signs will be posted on the doors

If a visitor is planning to stay longer than 10 minutes to meet with staff or students or go beyond the lobby (MHS) or main office (MMS/MES)...

- Schools will take their temperature and log this information;
- Staff will have visitors complete the COVID Questionnaire.



By issuing a visitor a guest sticker, it is implied that their temperature has been taken and all COVID questions have been answered with “no”. They may then access the building at your discretion.

Student, Staff, and Family Considerations

- MSSD will endeavor to make student, staff, and family member’s social/emotional health the priority during the initial stages of reopening. We recognize that these extended school closures have had a profound impact on each family in a unique way.
 - The key to a healthy re-entry will be close communication between school and home as much as feasible. We request that staff members and parents/guardians stay in close contact regarding questions and concerns about school reopening.
 - The beginning of the year will focus on establishing expectations, routines, and processing the extended effect school closures had on our staff, students and families..
 - Guidance counselors will meet with whole groups, small groups, and individual students to address the most current social and emotional needs of our families.
 - Our Coordinator of School Health, Human Resources Supervisor, and school nurses will continually update our policies and procedures to align with TN Health Department and the CDC. These sites are monitored daily for new information and the new information is given to schools as soon as they are given.
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Virtual Learning Plan

MSSD will strive to accomplish the following goals to the extent practicable.

Administrative and Academic Considerations

- Virtual Learning for the 2020-21 is designed for families who do not feel it is in the best interest of their child(ren) and or families' health to return to the school building. Students will remain enrolled in Milan Special School District. MSSD will provide the digital content, virtual teacher, student feedback, grades, and a learning device
- Virtual Learning for all students will pose challenges. Academics is a priority for MSSD, however, we also know that social interaction is a significant part of public education. Our teachers and staff will make reasonable efforts to allow for activities that foster social and emotional health, as well as promote academics.
- Virtual school will take place Monday through Friday each week. Attendance and level of engagement will be tracked daily. Students will be counted as truant if they do not fully participate in virtual instruction, and MSSD will enforce the Attendance Policy.
- Students will be required to log in and fully participate each day in order to be counted as present and fulfill MSSD's attendance policy. Daily work completed will be used to check attendance. According to the TN State Board regulations, a virtual school day will consist of 7 hours of access to instruction. This includes online learning, paper/pencil activities, lunch, playtime, breaks, curriculum support, etc. A virtual school year will consist of 180 days of instruction.
- School administrators and teachers worked over the summer to complete an instructional analysis to evaluate academic gaps in MSSD students. This will guide the development of a plan for teaching missed standards, filling in instructional gaps, and continuing with current grade level standards.
- All MSSD students (preK-12) will be given an individual student device to take home for virtual learning. More details are included in MSSD Virtual Learning Plan and MSSD Virtual Learning Parent and Student Guide. Guidance for distributing, returning, caring for the device is detailed in the attached virtual learning plans. To ensure equitable services and availability to learning platforms, all MSSD students need to use the MSSD device assigned to them.
- MSSD will develop a student feedback or grading system for virtual learning and feedback. Teachers will try to take at least one formal grade for students per week in each subject wherever practicable. Attendance and grades will be recorded in our Student Information System (SIS)—Synergy. Along with the use of Synergy, teachers may develop their own system for feedback and grading.
- Teachers will contact students on a daily basis as feasible. Work will be required to be turned in, and teachers will strive to establish a regular communication schedule giving specific feedback to students regarding their work/progress. If parents/guardians are non-responsive, administration will become involved.
- Teachers will maintain regular communication with parents regarding academic expectations and progress in reasonable intervals. Grading procedures will be established by each teacher and report cards will continue every nine weeks.

- The virtual learning opportunity is being provided to ensure all students including students with disabilities, English Learners, gifted students, and vulnerable students will have access to a reasonable opportunity to access instructional content for ELA, math, and science. Students will also have access to non-CORE subjects such as social studies, foreign language, related arts, and some CTE courses.
- Students already served through our EL program will continue to receive language supports and be served appropriately according to Tennessee State Board ESL Policy 4.207. Individual Learning Plan (ILPs) will be implemented as per conversations and agreements with parents in conjunction with the ESL teacher and classroom teachers. New enrollees indicating a language other than English on the Home Language Survey must be assessed with the W-APT or WIDA Screener in order to determine eligibility in our English Learning program within two weeks of enrolling in school. Students requiring the screener may need to be assessed at the school.
- Students already served through special education services will continue to receive supports outlined in the IEP. Individualized Education Plans (IEPs) will be implemented as per conversations and agreements with parents in conjunction with the case managers and classroom teachers. Students with disabilities will continue to have equal access to the same opportunities as the general education student population, including the provision of FAPE. Each student with a disability, to the greatest extent possible, will receive the special education and related services identified in the student's IEP developed under IDEA. The IEP team can determine the Least Restrictive Environment (LRE) for a student at any given time.
- Students receiving educational services through Section 504 will continue to receive necessary supports outlined in their 504 plan. Each student with a 504 plan will be in communication with each school's 504 Coordinator.
- If all students have to go to virtual learning, teachers will report to the schools daily for classroom instruction (unless there is a Shelter in Place issued by the Governor). This final decision will be based on the specifics of local context. MSSD will work with any teacher who needs reasonable accommodations during this time.
- MSSD guidance counselors will implement small group sessions as feasible. Teachers and parents can contact the guidance counselors, nurses, social workers, and school administrators if student referrals need to be made.
- In order for virtual instruction to be successful, all MSSD students must have the ability to connect the MSSD device to the internet. MSSD will attempt to get hotspots to students who do not have access to internet.

Communication and Engagement Considerations

- Communication has been given to our administrators, faculty, staff, parents, school board, and community on at least a weekly basis beginning the end of May 2020 as we focused on reopening Milan schools. Information has been in the form of all-calls to employees and families in Milan, social media postings, and emails. The Director of Schools and school administrators have held Zoom meetings with staff almost on a weekly basis in order to determine the best plan to reopen our schools. Our local radio station, *Victory 93.7*, has broadcast MSSD information weekly. Our local newspaper, The Milan Mirror Exchange, constantly keeps our community informed as to the latest school news. These communications will continue as we begin the school year. Information concerning the reopening of MSSD is discussed at monthly school board meetings, which are open to the public.



- MSSD uses several modes of communication for parents and students. Our School Messenger is a means of communication available to all families. We also use the district www.milanssd.org and the schools' websites, Remind, and social media such as the district and schools' Facebook, Twitter as means of communication. Our office staff in the schools also have information to give to parents inquiring about the learning plans.
- Emergency communication for our staff, students, parents, and community will be announced on our local radio station and through our School Messenger. Any time communication goes out through our School Messenger, our district and schools post on their social media pages. Our Technology Director is the person initiating these messages.
- Administrators will attempt to hold daily office hours and may be accessed by individual appointments by parents and/or students. Principals will be in communication with students and parents during reasonable intervals.
- Teachers will contact parents and students at least weekly for academic, social and emotional, and attendance concerns. They will also contact families concerning emergency issues. Our teachers have the last hour of the day (1:45-3:00) set aside to make student and parent contacts. Many of these will be conducted daily.
- MSSD uses TransAct, a translation company, to help translate information for some of our EL families. If needed, our district uses an interpreter for some of our EL families. Our district ESL teacher serves as the contact for this type of assistance. All of the information on our social media is written in English, the primary language most spoken in our district.
- Once the school year begins, there will be Title I meetings for Family Engagement for Milan Elementary and Middle Schools. The meetings will be held virtually and any information can be mailed home for families. Much of the information is listed on our district website under the 'Parents and Communities' tab.

Monitoring Considerations

- Virtual learning will consist of the use of online learning facilitated by a MSSD teacher via Google Classroom as well as a self-paced learning program. Students grades K-5 will be taught virtually by MSSD teachers through lessons they have created. Students in grades 6-12 will use Edmentum for their learning program. Some of the lessons will be taught in Google Classroom and Google Meets.
- School and district administrators will monitor the academic and instructional delivery of standards to students. Teachers can share their lessons in Google Classroom with an administrator to be monitored regularly. When live Google Meets lessons are occurring, administrators can also view classroom instruction. Lessons, in-person and virtual, will be evaluated using the TEAM rubric by school and district administrators.
- District administrators will meet on a regular basis (at least 1 time a month, but amount of time will depend on the severity of the pandemic) to review our in-person and virtual learning plans. The Director of Schools will lead these meetings which could include district supervisors, school administrators, coordinated school health director, nutrition supervisor, human resource supervisor, transportation supervisor, technology supervisor, and finance director. At any time during the school year, these 2 plans could be modified. Based on data received at the meeting, improvements may need to occur to better provide for students and families. Teachers' schedules may have to change to adapt to number of virtual learning students.



- School meetings led by the school principal will occur at least 1 time a month, but amount of time will depend on the severity of the pandemic, to review the in-person and virtual learning plans. Discussion will center around academic student progress, social and emotional concerns, technology concerns, and behavioral issues. Participants in these meetings may be school administrators, classroom teachers, RTI and special education interventionists, school counselors and social worker, technology team, and school psychologist. If at any time there are concerns that a student on the virtual learning plan is not attending on a regular basis or their grades are not showing progress, discussion could occur about that student coming back to school for in-person instruction.
- Throughout the school year, teachers will continue to meet for their weekly PLCs to discuss students' academic progress, which can consist of: daily work, common assessments, classroom assessments, benchmark tests, and progress monitor. Discussions will include in-person and virtual students. Participants in these meetings will be grade level/subject teachers, school administrators, school counselors, school social workers, school nurses, behavior interventionists, literacy coach, and instructional technology coach if needed. If at any time there is concern for academic progress of a student, the S-team may be used for more data collecting. Our S-team consists of special education teachers, RTI teachers, literacy coach, speech pathologists, school psychology, and our mental health personnel.
- Student progress will be monitored and measured by daily and weekly work submitted. These can result in a grade recorded in a grade book. Other ways to measure student progress will be to use the TDOE assessments at the beginning of the school year to assess gaps in learning from previous year. There will be checkpoints monitored throughout the year. Benchmark tests may be used to monitor progress of student growth. Some of our on-line programs will monitor student progress, such as IXL, I Station, Aimsweb Plus, and Edmentum to name a few.
- Technology Director and Instructional Technology Coach will daily monitor MSSD's devices given to students. According to our virtual learning plan, there are procedures in place for troubleshooting and tech help with the devices. Our Technology Supervisor monitors the SIS daily for any technical issues.
- Technical assistance related to the use of devices and software applied to virtual learning with will be available from school district staff.
- All of MSSD's administrators have access to the SIS and can monitor academic progress of students, as well as attendance. Each school administrator will monitor the feedback given to virtual students by the teachers in their own buildings.

Other Considerations:

- Parent meetings will be held prior to the start of virtual instruction to train parents on the online program. All students and parent/guardian enrolled in virtual learning are required to view the meeting—live or recorded. A recording will be made available to view if families are unable to join on www.milanssd.org. A link will be emailed to families 24 hours prior to the meeting.
 These meetings will be held:
July 27th for Milan High School 6:30-7:30 PM virtually; 7:30-8:00 PM in-person;
July 28th for Milan Middle School 6:30-7:30 PM virtually; 7:30-8:00 PM in-person;
July 29th for Milan Elementary School 6:30-7:30 PM virtually; 7:30-8:00 PM in-person.



- In order to manage staffing and scheduling, students must commit to either in-person or virtual learning for an established period of time and will not be permitted to move back and forth during this commitment.
 - PK-8 students participating in online learning will select that option for **nine-weeks** at a time.
 - 9-12 students participating in online learning will select that option for **nine-weeks** at a time.
 - The deadline to sign up for the virtual learning plan is noon on July 30th.
Certain courses may not be offered to full-time virtual students. Such courses required either a hands-o component or specialized technological consideration.
-

Expectations:

- The level of academic expectations and accountability (engagement, attendance, quality work) for students will resemble that of the traditional classroom.
 - All Milan Special School District grading policies and procedures will apply during virtual learning. Our goal is to provide equitable instruction to all students at home and in school. Grades will be taken on a regular basis.
 - All courses are aligned with the district's instructional goals and Tennessee's academic standards, curriculum frameworks, and assessments. Courses are accredited and approved by the Tennessee Department of Education and Tennessee State Board of Education.
 - Students enrolled in virtual learning at Milan Special School District must commit to working 7.0 hours per day in grades 1-12 and 4 hours per day for Kindergarten to stay on pace in all subjects and make adequate progress. Attendance will be required daily.
 - Students who do not meet the academic and attendance expectations will not be eligible for continued enrollment in the program. (Please note this is different from closure in March 2020)
 - Partnership must be established between students, educators, parents, and caregivers for student success in Virtual Learning.
 - All MSSD students enrolled in the virtual learning option will be provided a learning device (Chromebook or tablet).
 - Parent/Guardian must commit to providing support for the students and ensuring that these expectations are met during virtual learning.
 - Students who participate in this virtual learning option in grades 3-12 will be required to participate in spring state testing per state accountability guidelines.
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Meals

Grab-and-Go meals will be available for virtual learning students. A schedule and plan for obtaining meals will be shared prior to beginning school.

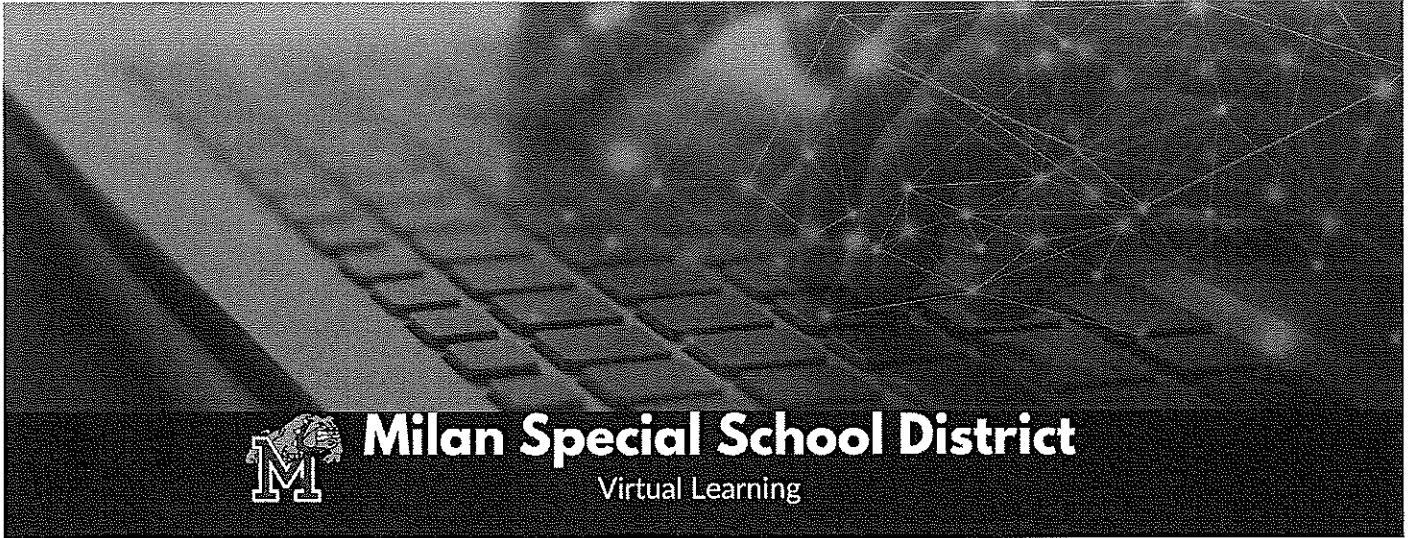
Extracurricular Activities

Students will be eligible for all extra-curricular activities as long as they meet all the attendance and academic requirements.

Please refer to our attached Virtual Learning Plan for more detailed information. You can visit our district's website to read the plan.

https://docs.google.com/document/d/1_QestKADvAKATK_I3VjCe6U00vzVXI3xgUuDAy2wIHc/edit





Milan Special School District
Virtual Learning Plan
2020-2021

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Overview

Milan Special School District will be offering an online option for students to participate in Virtual Learning for the 2020-2021 school year. Virtual Learning is designed for families who do not feel it is in the best interest of their child and/or family's health to return to the school building.

To manage staffing and scheduling, students must commit to either in-person or online learning for an established period of time and will not be permitted to move back and forth during this commitment.

- PK-8 students participating in online learning will select that option for **nine-weeks** at a time.
- 9-12 students participating in online learning will select that option for **nine-weeks** at a time.

Certain courses may not be offered to full-time virtual students. Such courses required either a hands-on component or specialized technological considerations.

Expectations:

- Please know that the level of expectation and accountability for students will resemble that of the traditional classroom.
- All Milan Special School District grading policies and procedures will apply during virtual learning. Our goal is to provide equitable instruction to students at home and in school.
- All courses are aligned with the district's instructional goals and Tennessee's academic standards, curriculum frameworks, and assessments. Courses are accredited and approved by the Tennessee Department of Education and Tennessee State Board of Education.
- Because the online learning environment is not appropriate for every student, once applying for full time enrollment in Virtual Learning, the student and parent/guardian will be required to attend a meeting to establish if virtual learning will best serve the student's individual learning needs.
- Per the TN State Board of Education, students enrolled in virtual learning must commit to working 7 hours per day in grades 1-12 and 4 hours per day for Kindergarten to stay on pace in all subjects and make adequate progress.
- Students who do not meet the expectations will not be eligible for continued enrollment in the program. (Please note this is VERY different from spring.)
- Partnership must be established between students, educators, parents, and caregivers for student success in Virtual Learning.
- Attendance will be required daily and grades will be taken.
- All MSSD students enrolled in the virtual learning option will be provided a learning device (Chromebook or tablet).
- Parent/Guardian must commit to providing support for the students and ensuring that these expectations are met during virtual learning.

Virtual Learning will include the following...

- Use of online learning facilitated by a MSSD teacher via Google Classroom.
- Use of a self-paced learning program.

Technical Assistance with Virtual Learning Platforms

- Assistance related to the use of devices and software applied to virtual learning will be available from school district staff.

Meals

- Grab-and-Go meals will be available for virtual learning students. A schedule and plan for obtaining meals will be shared prior to beginning school. Families must complete appropriate paperwork for Free and Reduced Lunch. Lunch fees will be in place just as on-campus learning.

Extracurricular Activities

- Students will be eligible for all extra-curricular activities as long as they meet all the attendance and academic requirements.

In order to be enrolled in Milan Special School District's Virtual Learning to begin the 2020-2021 school year, the application form must be completed by **July 30, 2020 by 12:00 p.m.** If you are interested in the Milan Special School District's Virtual Learning, you can find the application form on the Milan Special School District website or at the following [link](#).

For any questions please contact us at virtuallearning@milanssd.org

Mission

Milan Special School District's Virtual Learning program will provide students and families a quality virtual education to continuously improve by utilizing innovative technology, rigorous and engaging content, and individualized educational opportunities in a safe learning environment.

Guidelines

- A required Virtual Learning parent and student meeting will be held for each school.
- If you commit to Virtual Learning, you are doing so until the end of the 1st 9-weeks. (October 2) You will then have the choice to remain in Virtual Learning or return to in-person instruction.
- If you decide within a 9-weeks to move from In-person learning to Virtual Learning, it could take up to 5 days to make the transition.
- State guidelines mandate that Virtual Learning requires the same amount of time commitment that in-person learning does.
- Based on the changing needs for Virtual Learning, homeroom and/or classroom assignments may be changed within the school year. We want to keep our

numbers inside classrooms as steady as possible.

Virtual Learning from Home

- All teachers will have digital learning classroom resources housed in Google Classroom.
- Google Classroom will be used by all virtual learning students who live in an area where some internet capability is possible.
- Teachers will connect with students using tools such as Google Classroom, Google Meet, email, phone and Remind **daily** at arranged times.

Access and Opportunity for All

The virtual learning opportunity is being provided to ensure all students including students with disabilities, English Learners, gifted students, and vulnerable students will have access to a reasonable opportunity to access instructional content for ELA, Math, and Science. Students will also have access to non-CORE subjects such as Social Studies, Foreign Language, Related Arts and some CTE courses.

Student Expectations

- Students will complete an application and attend a mandatory orientation meeting.
- Students will pick up any devices and materials needed to participate in virtual learning.
- Students should expect to spend time working on assignments equivalent to the class/courses expectation. Some students may need additional time for daily assignments.
- Students will complete all class assignments within the given time frame. This will include but is not limited to the following: Zoom/Google meetings with teachers, assignments through Google classroom, textbook and workbook activities, independent work, other online programs at the discretion of the general education teacher or virtual learning teacher.

Elementary Expectations

- Expectations for students will be the same whether they are participating virtually or in person.
- Students will be expected to complete all assignments within the specified time frame.
- Elementary assignments and activity pages will be shared and submitted through Google Classroom. Instructional time will include both teacher engagement and student independent work.

Middle School Expectation

- Expectations for quality and timeliness of work submitted will be the same as for in-person students.
- Students will be graded on timely completion at the same quality level of all assignments given by teachers through Google Classroom. All assignments will count towards the student's overall average.
- Students will take assessments only through the provided online medium.

- Students will receive quality, timely feedback from their teachers.
- The goal is mastery of content. This means that some virtual students will require more time than others to complete work in a timely manner.

High School Expectations

- Expectations for quality timeliness of work submitted will be the same as for in-person students.
- Students will be graded on timely completion at the same quality level of all assignments given by teachers through Google Classroom. All assignments will count towards the student's overall average.
- Students will take assessments only through a designated online platform.
- Students will receive quality timely feedback from their teachers.
- The goal is mastery of content. This means that some virtual students will require less time than others to complete work in a timely manner.
- Students will be required to check in with their supervising teacher through online meeting mediums each week.

Failure to meet expectations will result in activation of the attendance policy protocol for that student.

School Virtual Learning Teacher Expectations

- Students will have a virtual learning teacher who may check in with them daily via phone call, email, Remind, Google Classroom, ZOOM, and/or Google Meet.
- Students are encouraged to reach out to their virtual learning school teacher of record if they are experiencing issues with virtual learning from home.
- Teachers will post an outline of virtual assignments by Sunday evening.

Parent Expectations

- Plan and maintain a virtual learning schedule for the child.
- Set up a dedicated learning space in the home.
- Maintain open lines of communication by phone and email with teachers.
- Support academic integrity by appropriately assisting your child with assignments or projects.
- Ensure your child is submitting assignments on time as directed by the teacher.
- Plan for transportation to attend mandatory testing sessions at the school.
- Communicate any issues or questions directly to the teacher by phone or email.
- Read, review, and follow the Milan Special School District Acceptable Use Policy.

Teacher/School Communication

- The virtual learning teacher will be the primary contact for families.
- Teachers will post an outline of the weekly assignments by Sunday evening for families to be informed of the weekly assignments.

- Virtual learning teachers will be available during assigned class time to provide instruction and help students with any questions or problems they may be experiencing. Additional assistance will be provided by the virtual learning team. This may include but is not limited to Remind, Google Classroom, email, ZOOM, Google Meet, and/or phone calls.
- Technical assistance will be provided as needed.
- If you need social-emotional support, please contact your school's counselor.

If you have any questions or concerns, please contact the designated virtually learning teacher first. If the issue is not resolved in 24 - 48 hours, you should contact the Principal. If there is still no resolution, contact the Instructional Technology Coach at 731-686-0844 ext 2021 and leave a message Monday - Friday between 8:00 am - 3:00 pm.

Virtual Learning Attendance

- **Attendance-** Computer application log-in time information to assigned educational applications must be met by specific times/dates.
- **Participation-** Time-on-Task will be monitored to gauge the participation of the student.
- **Compulsory Attendance/Truancy Laws- All laws and Board policies pertaining to school attendance are still in effect.** (MSSD Attendance Policy 6.20) This agreement does not give students the right to be absent from "school" (absent as in not following stated attendance and participation guidelines). Any excuse documents (parent/doctor) will be submitted to the attendance designee at each school and will follow the same procedures as if in the traditional setting.
- Students with a diagnosed medical condition preventing them from traditional/virtual school attendance may be eligible for instructional services through a Homebound educational plan.

Grade Level	Time Expectation	Expanded Learning/Flexible Time
K- 2nd Grade	3.5 hours per day <ul style="list-style-type: none"> ● 60 minutes read aloud ● 60 minutes of skills ● 60 minutes of math ● 30 minutes of content areas - Social Studies and Science 	<u>3.5 hours/day</u> <ul style="list-style-type: none"> ● Physical education ● Music ● Art ● Read 20 minutes/day ● Library ● Lunch ● Intervention
3rd & 4th Grade	4.0 hours per day <ul style="list-style-type: none"> ● 60 minutes for read-aloud ● 30 minutes of literacy ● 30 minutes of independent reading, reading tasks or writing prompts ● 60 minutes of math ● 60 minutes of content areas - Social Studies and Science 	<u>3.0 hours/day</u> <ul style="list-style-type: none"> ● Physical education ● Music ● Art ● Library ● Lunch ● Intervention
5th - 8th Grade	4.5 hours per day <ul style="list-style-type: none"> ● 90 minutes, per day English/Language Arts ● 90 minutes, per day for math ● 45 minutes, per day for science ● 45 minutes, per day for social studies 	<u>2.5 hours/day</u> <ul style="list-style-type: none"> ● Physical education ● Music ● Art ● World Languages ● Electives/CTE ● Lunch ● Intervention
9th - 12th Grades	4.0 hours per day <ul style="list-style-type: none"> ● 40-60 minutes, per day for English ● 40-60 minutes, per day for math ● 40-60 minutes, per day for science ● 40-60 minutes, per day for social studies 	<u>3.0 hours/day</u> <ul style="list-style-type: none"> ● Physical education ● Music ● Art ● Intervention ● World Languages ● CTE ● Lunch

Grading

Online assignments and material are given the same weight as they would during your face-to-face instruction. Often, you will see that homework and reading will be assigned

during your online time. That reading will be utilized during your in-school instruction, therefore it is very important to complete all assignments/reading in your online classes.

Testing and Exams

Online Testing: Teachers may choose to give students tests online. They may also use Google Forms to do online testing, which has an option to block outside sites while taking the test. Teachers have taken into consideration that you will have resources available during a test, and will create tests and quizzes that will continue to challenge you.

Ensure that you have ample time to complete your test when you start online, you may not be able to start over once you have begun a test. Read all of the directions as you would a regular test, so you understand what you are being asked to do.

There may be times when the student must come to the school for specific testing. The dates will be shared if it is necessary.

Google Meet Guidelines

Google Meets are a way for students to interact with their teacher while distance learning. These meets are set up for specific times and a link will be available. Know that if you are logging into a computer where several people are logged in at one time, you will need to log the other's out, or you may not be able to access the student's Google meet. In order to participate, you click the link provided by the teacher, and then click "Join." It will not allow a student to join unless the teacher has actually started the meet. Students can keep microphones on mute unless they have questions or comments. If a student has the ability to use a camera, we ask that they do so in order to know that it is the student who has actually signed in.

- Students must abide by the school's acceptable use policy signed each year.
- Students must have school appropriate dress at all times.
- Use professional and polite language during a Google meet.
- Attempt to keep all background noise and distractions to a minimum. Mute your microphone when the teacher is teaching, and use the chat box for some questions.
- Promptly exit the meeting when it is over, the teacher is the first one on, and the last one off of the meeting.
- Only accept Google Meet invitations from school staff.
- Students are asked to give their best effort while participating.

Special Education/504 Plans/ESL Services

Individualized Education Plans (IEP) for special education students, Individual Learning Plans (ILP) for English Language Learners, and 504 plans will be implemented. These

will be carried out per conversations and agreements with parents, in conjunction with the case managers and classroom teachers. This remains a collaborative process as we begin the school year and plan meetings to address each individual need.

ESL, Special Education Teachers, and Related Service Providers are prepared to offer services via tele-therapy/digital instruction.

District Policies

The Milan Special School District Board of Education policies that are relevant to the student 1 to 1 devices and virtual learning are:

- 4.406 Use of Internet
- 6.309 Zero Tolerance Offenses (Electronic)
- 6.311 Care of School Property
- 6.709 Student Fees and Fines

Returning a Device

- The individual's school technology device and accessories must be returned to the school at the end of each school year or when a student returns to on-campus learning.
- Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment for any other reason must return their device on the date of termination.
- If a student fails to return the technology device at the end of the school year or upon termination of enrollment, that student/parent/guardian **will be subject to the replacement cost of the device**. In addition, school records will not be sent to the student's new school until the device is returned. The devices are the property of Milan Special School District.
- The student will be responsible for any damage to the technology device, charger, and/or case. The student/parent/guardian will be charged for any needed repairs exceeding normal wear and tear, not to exceed the replacement cost of the device.
- If the student/parent/guardian has unpaid penalties, a student transcript can be withheld; alternatively, the new school will be notified about the penalties.

Throughout the remainder of this document, the term Device includes the device, charger, and protective covering.

Logistics

- The care of the device is the student's responsibility. Students should not lend their device to another person. If a student lends their device to another, the student who lent the device is responsible for any damages that occur as a result. Each device is assigned to an individual student and the responsibility for the care of the device rests solely with that student.
- Students should never leave their device unattended. When not in the student's

- possession, it should be in a secure environment.
- The device is the property of Milan Special School District and may be collected and inspected at any time. Students have no right to privacy for any material on a device.
 - Each device will be connected to the Milan Special School District network, which means internet searches and website history will be visible to the Technology Director. Inappropriate internet use is covered by Board Policy and will be disciplined as such.
 - Each device has a unique MSSD inventory tag. Students should not modify or remove the tag. If a label has been damaged or has fallen off, the student must return the device to the Tech Support Helpdesk so a new label can be made or placed on the device.
 - Students must not write on, draw on, or add stickers or labels directly to the device. No other form of tampering is permitted.
 - It is the student's responsibility to back up projects and content.
 - If a student's device is not working or is damaged, the student must report the problem immediately to the Tech Support Helpdesk either in person or through the Tech Help Request online.
 - If a student's device is lost or stolen at school, the student must report the loss immediately to school administration. If a student's device is lost or stolen outside of school, parents/guardians must report the loss immediately to the local police and obtain a police report.
 - Students are responsible for using the device according to school and district rules and policies.

Care and Maintenance

- Devices should never be picked up by the lid. Students should close the device before it is picked up.
- Students will use the protective case at all times when the device is not in use.
- When carrying the device to and from school campus, it is expected that the device will be placed in a backpack, bag, or other carrying case.
- Devices should be kept at room temperature and should not be exposed to extreme hot or cold. **Students should not leave their devices in a vehicle. Students should not leave their device outside.**
- Liquids and food should not be consumed in the vicinity of the device.
- The device should not be in a place where someone could accidentally sit or step on it.
- Devices can be tripping hazards when they are charging. Please be careful to charge your device in a manner that others will not trip over the wire.

Cleaning the Device

- Cleaners, sprays, alcohol, ammonia or abrasives should **not** be used on the technology device.
- Devices should be cleaned with a soft lint-free cloth.

Device Parent/Guardian Guide

The following are suggestions to promote safe use of your device in your home.

- Monitor your child's home use of the Internet with the device. There is a parental access feature that will allow parents to monitor the child's online history at all times. It also has the ability to turn it off during certain hours of the day.
- Provide a place in an open area of your home, such as the kitchen or family room, where the device can be used.
- Use the Internet with your child to help develop safe internet habits. One suggested resource is NetSmartz at <http://www.netsmartz.org/internetsafety>.
- Frequently ask to see your child's device and ask how it is being used.
- Review with your child the programs installed on the device.

Repair and Replacement Guide

The following is designed to be a guide and reference for dealing with issues related to device damage with the understanding that the goal is for every student to have an operational device. Typically, issues will arise over one of the following: theft, non-preventable damage, preventable damage/negligence, and willful damage/recklessness.

Theft/Non-Preventable Damage

For theft:

- The theft must be reported as soon as possible. At the Central Office, "lost mode" will activate and the device will not power on until it is found and turned back into the school.
- An administrator will meet with the student and parent/guardian in order to investigate the theft.
- A police report is required to document the theft.
- After a police report is submitted, the student will be issued a computer for school hours only during the time of the investigation. Upon finalizing the report, a student may be issued a new computer.

For non-preventable damage (these are rare, but examples might include an auto accident or house fire):

- An administrator will meet with the student to investigate the incident and discuss with the parent/guardian as necessary.
- Upon determination of a verifiable accident, the student will be issued another computer.

Preventable Damage/Negligence

- **Damage must be reported as soon as possible**, within a window of one week from the time of the damage unless the damage occurs during a break; in this case, the damage must be reported within one week of the student's return to school.

- The parent/guardian and student have accepted responsibility for the technology device and therefore are liable for the damage penalty of \$50.
- If the computer is still functional and it is level 1 damage, the damage penalty can be paid through May 10th and the student will still be able to use the device while waiting for repair. If another incident of level 1 damage occurs, there will not be an additional penalty.
- If the computer is no longer functional or internal components are exposed, it is level 2 damage. In this case, the computer needs to be turned in immediately and the penalty will be due at that time.
- If the adaptor is damaged and must be replaced, the parent/guardian and student are liable for a penalty of \$45.
- If the case is damaged and must be replaced, the parent/guardian and the student are liable for a penalty of \$32.
- If a student damages a laptop, charger and bag at the same time, the maximum damage penalty is still \$50.
- If a student damages a laptop and has been assessed a damage penalty of \$50 and then damages a loaner computer, the student will be assessed another damage penalty of \$50.
- An administrator will meet with the student to investigate the incident and discuss with the parent/guardian as necessary.
- The student will become a desktop user until the damage penalty is received, unless it is level 1 damage as indicated above. This is true if a student damages the laptop, charger, or bag. Principals may make an exception to this rule if the family has started payment and has an agreed-upon payment plan for the remainder of the penalty.
- The replacement cost of the device, charger, or bag cannot be satisfied by families themselves purchasing their own replacement device, chargers or bags.

Willful Damage/Recklessness

- The parent/guardian and student have accepted responsibility for the machine and therefore are liable for the cost of the repair or replacement of the device.
- An administrator will meet with a student to investigate and discuss with the parent/guardian as necessary.
- The student will become a "day user" until the cost of the repair or replacement is received. If the payment is not received within 30 days, the student will be removed from the day user status, and will only be able to use classroom desktop machines. Principals may make an exception to this rule if the family has started payment and has an agreed-upon payment plan for the remainder of the charge.
- The replacement cost of the device, charger or bag cannot be satisfied by families themselves purchasing their own replacement device, chargers or bags.
- The cost of repairs will be assessed for each reported incident.
- Please note that willful damage also includes asset tags and power supply identifiers. It is not acceptable for a student to intentionally remove asset tags and identifiers.

Multiple offenses should be handled appropriately and in consultation with the district office if necessary.

If a student owes a penalty at the beginning of the school year based on the previous school year, the penalty will have to be paid before a device is issued. Principals may make an exemption to this rule if the family has started payment and has an agreed-upon payment plan for the remainder of the charge.

Damage Matrix

The following table summarizes the consequences of the various damage scenarios for the laptop:

Damage	Financial Consequence	Additional Consequence
Unintentional/First Offense/Level 1 Damage (even if there is more than one incident in the school year)	\$50 penalty	
Unintentional/Second Offense (excluding Level 1 damage)	\$50 additional penalty	1 month probationary period as a day user
Unintentional/Third Offense	\$50 additional penalty	Day user for the remainder of the school year
Unintentional/Fourth Offense	\$50 additional penalty	The student will only be able to use classroom desktop devices
Intentional Physical Damage	Cost of repair or replacement	Day user for the remainder of the school year & alternative school
Intentional Operational Damage	Cost of repair or replacement	Day user for the remainder of the school year & alternative school
Intentional Physical Damage by a Day-User Student	Cost of repair or replacement	The student will only be able to use classroom desktop devices & alternative school
Intentional Operational Damage by a Day-User Student	Cost of repair or replacement	The student will only be able to use classroom desktop devices & alternative school

Acceptable Use Policy

Guidelines for Use of Technological Resources

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

- Users will not use the district's electronic technologies to access, review, upload, download, complete, store, print, post, receive, transmit or distribute:
 - Pornographic, obscene or sexually explicit material or other visual depictions;
 - Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language;
 - Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or threatens the safety of others.
- Users will not use the district's electronic technologies to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not use the district's electronic technologies to engage in any illegal act or violate any local, state, or federal laws, including downloading copyrighted material.
- Users will not use the district's electronic technologies to vandalize, damage or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in "spamming" or by any other means.
- Users will not tamper with, modify or change the district system software, hardware or wiring or take any action to violate the district's security system. Users will not use the district's electronic technologies in such a way as to disrupt the use of the system by other users.

Student Internet Safety

Students will be instructed in safe and responsible use of the internet using readily available and age appropriate tools and information, as the curriculum permits. Students must abide by all laws, this Acceptable Use Policy and all district security policies when using the district network. For additional information regarding students and internet safety, please refer to the Student Discipline Handbook.

Cyberbullying

Per release of the FCC (Federal Communications Commission) and CIPA (Children's Internet Protection Act), students and staff shall not use cell phones, instant messaging,

e-mail, chat rooms, social networking sites, or other types of digital technology to bully, threaten, discriminate, or intimidate others. If a student or staff member receives a text, e-mail, blog comment, social network post, or message that makes them feel uncomfortable or is not respectful, they must report the incident to the school administrator or building designee, and they must not respond to the comment.

Parent/Guardian Consent

We recognize that parents/guardians of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent/guardian must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent/guardian and student must consent to the student's independent access to the Internet and to monitoring of the student's communication by school personnel.

Privacy

No right of privacy exists in the use of technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the Superintendent may review files, observe screen activity, monitor all communication and intercept email messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel will endeavor to monitor online activities of individuals who access the Internet via a school-owned computer. Under certain circumstances, the school may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit.

Security/Care of Property

Security on any computer system is a high priority, especially when the system involves many users. Users are responsible for reporting information security violations to appropriate personnel. Users should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access. Users of school district technology resources are expected to respect school district property and be responsible in using the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school system computers.

Adding Software or Applications

Software and applications may be added only at the request of the classroom teacher for use in the classroom. Students are prohibited from downloading or installing any program or application that is not requested by the classroom teacher.

Teachers will request software or applications they would like to add through the district's technology director.

Frequently Asked Questions for Virtual Learning

Why is it that once you choose the online option there is no opportunity to change once the level of concern changes? What is the rationale behind this policy? Teachers must be assigned to either Milan Special School District Virtual Learning or on-campus. Every class has a mandatory maximum class size, and our annual staffing is based on those State requirements. Once a class is put together, whether online (virtual) or on-campus, that teacher is committed to that class for a minimum of nine weeks.

When do we have to decide if we want virtual learning or in-person instruction? July 30, 2020, is the deadline to apply online to express your interest in the program to begin the conversation with your child's school. This initial request will connect you to the ongoing communications by your child's school for families interested in Milan Special School District's Virtual Learning.

Is there a certain type of student more likely to excel in Online Learning at the elementary level?

Students who are excited about learning and interested in the content tend to have a higher success rate.

Could you provide a sample schedule for online classes?

Students will work on the online platform daily with some scheduled sessions and some sessions giving students choice on when they are completed.

Will there be Zoom classes for Virtual Learning? What is the structure for online classes? There will be some Zoom/Google Meet sessions, but the primary instruction is delivered through an online learning management system with recorded instruction and interactive modules delivered by the teacher.

How many hours per day should the kids expect to be online? Can the kids do their online work anytime of the day or are there certain times where they need to be online? Who can they ask for questions?

Each teacher will communicate when they will be available for live feedback and other

communication will be through the learning management system. Teachers will also be available to answer questions.

What supplies are needed for the virtual learning program?

Supplies are specific to the courses taken, but all required technology is provided by the district.

What can parents of K – 5 grade students expect?

Students will not spend the entire day on a computer. There will be a set schedule, but students will not be on Zoom all day. Students will receive the same content they would if they were taking classes in a brick and mortar building. There will be a blend of video conferencing, independent work and virtual work. Students can expect homework, but they may have time to complete the work after each class instead of waiting until the end of the school day. It is important to know that the younger the student is, the more support they will require at home.

What can parents of 6 – 12 grade students expect?

Students are committing to a full nine-weeks of MSSD Virtual Learning. Middle school students will receive a schedule with subjects starting at a specific time during the day. High school students will take asynchronous courses and complete their work at their own pace. All students will have coursework, assignments and assessments pushed out through a learning management system. In addition, live sessions will allow students to interact with their teachers throughout the week. Students are not being asked to be at their computers all day. However, the work they are given and the instruction will be the equivalent to the hours required to complete a diploma.

What if my student is struggling with Online Learning?

Milan Special School District has an existing system in place to work with students and ensure students are set up for success. Students will have the opportunity to work with their live instructors virtually and get help. Teachers will reach out to struggling students throughout the term, though students are always able to contact their teachers. Students will also remain enrolled at their brick and mortar schools, so they will continue to have their counselors, assistant principals and principals as support. Additionally, each student will have a mentor at their building who will check in and keep them

connected to the school community.

Who will teach my student?

The district's goal is to always have a Milan Special School District teacher instructing for virtual learning. The teachers are licensed in their subject areas.

Can my student still receive specials or related arts classes?

Yes, although the selection may be limited. At the elementary level, students will still be able to take special classes. However, not all art or CTE courses are available online, so it's important that parents and students work with their principal to make sure the student's schedule is covering the necessary courses.

Would the instruction all be given in the morning and then time given for independent work, or would they literally be online all day?

Students are not expected to be on their computers all day. Activities may initially be accessed online but ask the student to go complete a task in their homes. For example, a first-grade student may start the day with a Zoom call from their teacher to begin the day's math lesson. The teacher will make sure the student understands the directions and then present the content. Students will then be given time to practice the lesson on their own and may be able to proceed to the assigned homework. For a related arts course, the student may meet virtually with an art teacher to introduce a lesson, understand the concept and complete the work. In some courses, teachers may be able to create breakout rooms with small groups as students would do in a traditional classroom. Depending on the number of students and the grade level, the teacher may or may not be the same throughout the entire day.

Will social and emotional learning opportunities be provided?

Students will still have support from their school team and access to their counselors who will check in. The district wants to ensure that students do not feel isolated, so the same accommodations and support offered to students attending in-person will be offered to online students.

Will online students be able to take the ACT exams in the building?

Students may register to take these exams as they choose. Juniors and seniors will also be registered to take the scheduled ACT exams during the year with their peers.

Will my student be able to participate in extracurricular activities?

Yes. Students will be eligible for all extra-curricular activities as long as they meet all the attendance and academic requirements.

What if I have unreliable Internet connectivity?

Families are able to check out hot spots as needed. These hot spots need cellular connectivity, so if that is an obstacle, please reach out to your school for additional options. All students will receive a Chromebook enrolled in Virtual Learning. Your school will communicate information about pickup times.

Is Virtual Learning tutoring available?

Once evaluated, we can group students to provide live tutoring during certain days and times. Teachers will also be available to help students and provide direct instruction and feedback.

Will parents be sent communication on classes and topics?

Yes, parents will receive a syllabus and overview of topics. Teachers will also send synopsis of each week and what to expect.

Chromebook – Chromebook is the device that will be distributed to each Milan Special School District virtual learning student in grades K-12 prior to or at the beginning of the 2020-21 school year for use during the school year. The device will be used for virtual learning.

Clever– Clever is the district’s Single Sign-On (SSO) Dashboard that is used by students and staff to access digital curriculum/resource sites. This eliminates the need for a user to remember multiple usernames and passwords.

Google Classroom - Google Classroom is the primary Learning Management System for students grades K-12.

Edmentum-Engaging curriculum, research-based assessments for learning, and quality educational services designed for each student and any learning environment.

Learning Management System (LMS) – Learning Management System is a software application that is designed specifically to create, distribute and manage the delivery of educational content. Students will use Google Classroom to receive the content and lessons.

On-campus School – On-campus refers to the traditional school schedule where classes are held each weekday on a school campus.

Virtual Learning or Online Program – Virtual Learning refers to the Virtual Learning program in place ifor Milan Special School District. Classes offered through this program are online only. Students do not attend class on-campus. The Virtual Learning program is available for all grades this year due to COVID-19, and parents not comfortable sending their child to school may register their child in the virtual program every nine-weeks in 2020-21.

Synchronous learning – students learn at the same time and location using the same or similar activities

Asynchronous learning – students learn the same material at different times and locations (location independent)

Milan Special School District Chromebook Distribution for Virtual Learning

Chromebook Distribution

School	Dates/Times
Milan Middle School Cafeteria	MES: Monday, August 3rd 4:00-7:00 p.m. MMS: Tuesday, August 4th 4:00-7:00 p.m. MHS: Wednesday, August 5th 4:00-7:00 p.m. Alternative Date: Thursday, August 6th 9:00 a.m.-12:00 p.m.

- All students and parents/guardians must review the webinar live or the recording before receiving a device.
- All students must be registered online before receiving a Chromebook.

Chromebook and Tech Support

The Technology Department will maintain a student help desk system via e-mail and telephone to assist with any problems. - Help Desk contact procedures will be distributed with the Chromebooks. Students and teachers will be able to receive technical assistance through Incident IQ. The Milan Special School District's Technology Team will provide onsite assistance for on-campus students and teachers. Virtual Learning students will receive support via the Incident IQ application.

Internet Access (Virtual Learning)

If internet access is not available at the student's home, the teacher can discuss it with the school and district administration to identify potential solutions for each individual scenario.

Scheduled Parent/Guardian Meetings



Milan Special School District

Virtual Learning

Required Student and Parent/Guardian Meeting

Milan Elementary-July 29th

Milan Middle School- July 28th

Milan High School-July 27th

Virtual ZOOM Meeting

6:30-7:30 p.m.

Each school will have an in-person question session from 7:30-8:30 p.m. in the gymnasium the night of the school's meeting.

A link will be emailed to families 24 hours prior to the meeting.

A recording will be available to view if families are unable to join on www.milanssd.org

All students and parent/guardian enrolled are required to view the meeting (live or recorded).

A device will be issued at a later date.



Milan Special School District's Continuous Learning Plan for Students with Disabilities

Milan Special School District will provide students with disabilities a variety of options to ensure each student receives FAPE. MSSD is prepared to offer in-person and virtual options to all students with a disability, even in the event of school closure. We are committed to providing in-person learning options for all eligible students ages 3-22. Our SWD's will be offered socially distant, on-campus, in-person related services and/or specialized instruction as our first consideration if school closes. Transportation will be provided to and from school. If parents choose to keep their child at home, we will offer virtual learning with drop-in related services and/or specialized instruction that is consistent with the IEP. Our third option for parents would be virtual learning with virtual/telehealth related services and or specialized instruction that is consistent with the IEP. This plan allows us to continue to offer a continuum of services to our students.

Virtual Learning Plan

MSSD recognizes that learning is complex and requires a great deal of student focus and family support as well as technology, internet, and planning. For students with complex needs, the complexities of distance learning are magnified.

One of the greatest challenges to virtual learning is the number of skills the student needs due to the impact of their disability. However, these deficits can also help guide the daily instruction to systematically teach the needed skills such as:

- Communication,
- sustained attention and focus,
- turn-taking,
- technology navigation,
- independent work skills,
- asking for help, and
- following a schedule

Instruction that provides students an opportunity to practice skills needed to be an active learner is valuable, not only during the pandemic, but also as we return to schools.

Instructional Practices

Virtual instruction is typically not as rich or as effective as face-to-face. However, due to the pandemic, this may be necessary for an extended period of time. This is also an option to families in Milan Special School District. Leveraging the student experiences from school and classroom instruction can support the transition. Four commonly used structures are whole

group instruction, small group instruction, one-on-one instruction, and independent work/practice. The following are some examples of how we will mirror these structures within the virtual setting. *Additional modifications suggestions are available in the "modifications" section of the [School Closure Toolkit: Special Populations \(PDF\)](#) (Updated 5.12.20)*

Whole group instruction	Small group instruction
<ul style="list-style-type: none"> • Set a "goal" of the instruction for the week such as stay at the computer for 5 minutes, come back to a chair when asked, answer a question, listen when others are talking, etc. • Use an incentive chart or token board to reward on task or engaged behavior to increase time that students participate in virtual instruction. • Share "presenter rights" with students to maintain engagement • Share lesson with parents prior to the learning so they can help coach or support. • Use a mix of video, images, and your face to maintain interest. • Solicit paraprofessionals to engage with a student on the phone or second device, providing cues, reminders, and reinforcement for engagement. • Use a large picture frame to post symbols for student response. When asking a question, hold the frame so it is visible within the screen and students point to or gaze at the symbol to share their response. 	<ul style="list-style-type: none"> • Utilize paraprofessionals to rotate student groups across the week rather than daily to minimize the need to log-in and out of calls as well as to minimize screen time expectations. • Encourage students to use a tablet or iPad that is portable enough to engage while in a comfortable and cozy physical position. • Break up the small group session with short times for independent work, movement, or reinforcement activities. • Encourage "gallery" view to facilitate the feeling of "group" • Use a large picture frame to post symbols for student response. When asking a question, hold the frame so it is visible within the screen and students point to or gaze at the symbol to share their response.
One-on-one instruction	Independent work/practice
<ul style="list-style-type: none"> • Assign the student as presenter to encourage independence and on-task behavior. • Share a video of a skill you want the student to mimic or mirror. • Take data on student performance. • Provide time for the student to share their success, frustrations, anger, joy, etc. • Pre-teach vocabulary or prepare the student for the expectations of the next activity. • Demonstrate the skill using manipulatives or materials that have been made available to the student. 	<ul style="list-style-type: none"> • Set-up work boxes of familiar tasks. • Create a visual schedule or social story of the independent work to be completed. • Provide time for the student to explore a website, materials, or vocabulary that will be used in later lessons. • Create a rotating "book bag" that is dropped off at regular intervals as the previous one is collected to ensure novelty. • Create demonstration videos for art projects, or play. • Identify age appropriate apps and games.

Students with complex needs will need instruction that includes both grade-level content and intervention and/or support aligned to the student’s individual IEP goals. These can be integrated to create comprehensive learning experiences for the student. As daily schedules are created teachers can also map when the student will be receiving their intervention to ensure IEPs are supported.

Time	Subject	Structure	Student A IEP Goals	Student B IEP Goals	Student C IEP Goals
7:30-8:00	Parent connection calls	Video calls	NA	NA	NA
8:00-8:30	Morning Meeting	Whole class on Zoom	Days of the week, listening for 10 minutes, Answering “what” questions	Sitting for 5 minutes at a time, Choosing between two pictures/ symbols	Listening, turn-taking, greeting others
8:30-9:00	Reading lessons	Small group Zoom calls—teacher, para 1, para 2, rotate the groups of kids daily to see them all	Sight words, decoding, time on task, answering “what” questions	Identifying name, choosing between two choices, following simple 1-step directions	Matching upper and lower case letters, sight words, answering questions about a story
9:00-9:30	Reading practice	Independent	Following a schedule	Persist in an activity for five minutes	(none at this time)
9:30-9:50	Math	Whole class	Calculation goals	Matching number to quantity 0-5	Money goals
9:50-10:10	Break				
10:10-10:50	Math practice	One-on-one: teacher and paras rotate meeting one-on-one according to scheduled times either 10:10-10:30 or 10:30-10:50	Math goals, communication goals	Math goals, communication goals	Math goals, communication goals
10:50-11:45	Lunch				

11:45-12:15	Science	Whole class	Write a sentence, ask questions	Using picture symbols to make a choice	Make a guess, accept feedback or redirection
12:15-12:45	Science experiments and simulations	Small groups: 3 groups	Write a sentence, ask questions	Using picture symbols to make a choice, motor skills	Make a guess, accept feedback or redirection
12:45-1:30	Sensory break—no screen time	Independent work boxes, sensory menus			
1:30-2:00	Social studies	Whole group	Answering "what" questions, speaking in sentences	Using picture symbols to answer questions	Learning and using new vocabulary
2:00-2:30	Work readiness	Independent or one-on-one (student specific)	Following a schedule, telling time, cooking	Following – step novel directions, completing a task on time	Accepting feedback or redirection
2:30-3:00	Class meeting	Whole group to small group transitions	Asking and answering questions	Identify feelings	Answering questions, staying on topic

Connecting to Parents and Families

Collaboration with parents and families is essential to student success, particularly during virtual instruction. Parenting is the probably most difficult task a person will ever do, and the pandemic has added to the demands of parenting. Setting up time to connect and collaborate with the parents can help mitigate stress, increase learning, and increase communication of needs and progress.

Collaboration time may be used for:

- Coaching
 - Providing guidance to parents on effective strategies for supporting their child's learning, behavior, communication, or other skills.
- Reinforcement
 - Listening to the parent and providing emotional encouragement and empathy.
 - Recognizing the work the parent is doing to support their child and the teacher.
 - Confirming the parent's decisions.
- Trouble-Shooting
 - Identifying possible repairs or upgrades for technology or assistive technology
 - Identify needed equipment, low-tech supports, or learning materials based on the student's progress, learning loss, or new needs

- Preparation
 - Ensuring the materials sent arrived at the home.
 - Teaching the parent how the materials should be used.
 - Setting up independent work, daily schedules, or other logistics.

Direct Services in the Home

Despite the need for virtual instruction and social distancing, it is possible that our team may determine direct support is essential for the student to benefit from virtual instruction. For example, a physical therapist (PT) may need to visit the student’s home to adjust a gate trainer and provide hands-on-training to the parent to safely transfer the student in and out of the device.

Additionally, the IEP team may determine that the student must have regular direct support in the home in order to ensure FAPE for one or more area of deficit or service. ***If direct, in the home service is required on a regular basis, it would indicate an LRE change of homebound services, and the IEP team should meet and reflect this need in the student’s IEP.***

Again, the majority of students will not require a change of placement. The change in service delivery to virtual instruction is a result of the pandemic, not the failure of the school to provide FAPE. MSSD is committed to providing high-quality instruction to students aligned to their IEP.

Sample Parent Contact Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Email	Adam’s mom	Bridget’s parents	Caleb’s dad	Diane’s grandmother	Whole class
Call/Video Conference 7:30-8:00	Caleb’s dad	Diane’s grandmother	Paraprofessional team	Adam’s mom	Bridget’s parents

High School Transition and Supports

MSSD will provide our SWDs in-person options in the event of school closure. For students enrolled in virtual classes, they will have an option to come to school for in-person supports and remediation with their virtual content. We will have special education teachers and instructional assistants available to provide direct support.

Our Transition from School to Work team will continue to offer valuable resources, instruction, and direct support to our students with disabilities. Our Transition from School to Work Case Manager will make weekly contact with our virtual learners, ages 14-22, to ensure they are receiving instruction that will support the student in making progress toward their transition goals.

Additional Resources and Supports

Supervision and/or child care—

- Respite care may be available to students who are eligible for social security benefits, the Employment Community First waiver, or through their health insurance.
- Local community centers that provide disability services may have additional services in response to the pandemic. Visit <https://vkc.mc.vanderbilt.edu/vkc/pathfinder> or <https://www.tn.gov/didd/for-consumers/tennessee-early-intervention-system-teis/family-resources.html> for more information.

Supplemental Curriculum Resources—

- IXL (Math and Reading 9-12 grade) , (all core subjects 5-8 grade)
- i-Ready (Reading and Math)
- SAXON (Math)
- IStation
- ABC Math
- Envision Math
- Moby Max (Math and Reading)
- Khan Academy
- Brain Pop
- Dyna Math
- Scope Magazines
- The [Tennessee Library for Accessible Books and Materials](#) is a free resource for audiobooks, large print, or accessibly formats and offers books, videos, magazines, newspapers, and the technology necessary to access the materials.
- Tar Heel Reader offers free online books with communication symbols imbedded. There is a large variety of fiction and non-fiction available.
- Teachtown Social Skills
- ABA Pro
- Intervention Central

Sample Lesson

Subject: English Language Arts		
Unit of Study: Fables and Folklore This week, <u>The Empty Pot</u> and tales that emphasize truth is an important quality		
Time Frame for Instruction: 1 week	Dates: April 6-10	
Course Requirements: <p>AAD.6.L.VAU.1 Use context cues including graphics or photos to determine the meaning of a word.</p> <p>AAD.6.R.CS.1 Identify the structure of a drama, dialogue, or informative text features (i.e., photos with captions, data, headings, etc.).</p> <p>AAD.6.R.KID.1 Quote or cite examples from the text when answering explicit questions.</p> <p>AAD.6.R.KID.2 Explain or cite information from the text to support a fact, inference, or conclusion.</p> <p>AAD.6.R.KID.3 Determine the central theme/main idea of a text read or heard.</p> <p>AAD.6.R.KID.5 Describe the character(s), plot, or idea(s) of a story read or heard.</p> <p>AAD.6.R.KID.6 Explain the relationship between two or more individuals, events, or ideas in a text read or heard.</p> <p>AAD.6.W.PDW.2 Use technology to produce and publish writing*.</p> <p>AAD.6.W.RW.10 Routinely practice writing* skills for a variety of tasks, purposes, and audiences.</p>		
<p>Targeted Vocabulary:</p> <ul style="list-style-type: none"> • Empty/full • Pot/planter • Emperor • Fable • Moral • Character • Plot 	<p style="text-align: center;">Strategies for Teaching Vocabulary:</p> <p style="text-align: center;">Develop vocabulary cards for personal dictionary</p> <p style="text-align: center;">Develop synonym paint chip cards</p>	<p style="text-align: center;">Needed Materials:</p> <p style="text-align: center;">Paper, index cards etc.</p> <p style="text-align: center;">Symbols</p> <p style="text-align: center;">Paint chip or paint chip graphic</p>

Connections and Key Concepts:				
<p>Self: I make my own choices.</p>	<p>Home: It is important that I tell the truth and learn from my choices.</p>	<p>School/Routine Setting: We have rules to guide our choices and consequences for each choice.</p>	<p>Community: Stories from the past help us learn to make choices that are best for everyone.</p>	<p>World: The stories of history teach us how to treat each other and honor our self.</p>
<p align="center">Multisensory-Multimodal Strategies: Video storybook, kinesthetically create their own vocabulary resources, share their story with a friend verbally, written, or video, teach others a few opposites or synonyms</p>				
<p align="center">Opportunities for Connections to Community, Independence, and Employment</p>				
<p>1. Use Zoom technology for class meeting like many business professionals</p>	<p>2. Record and send a video—like news anchors, etc.</p>	<p>3. Grow a seed—gardening, farming, landscaper, etc.</p>		
<p>Materials and Resources Needed:</p> <ul style="list-style-type: none"> • https://www.storylineonline.net/ <ul style="list-style-type: none"> • Zoom/computers • Basic crafts—paper, markers, crayon, tape or glue <ul style="list-style-type: none"> • Communication symbols 		<p>Community Resources and Contacts: Parents or caregivers</p>		

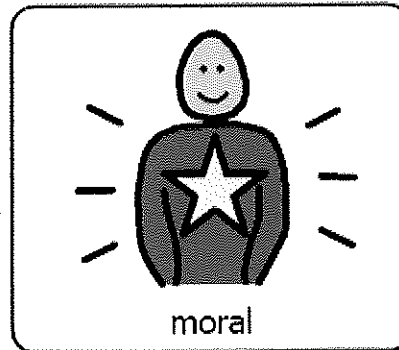
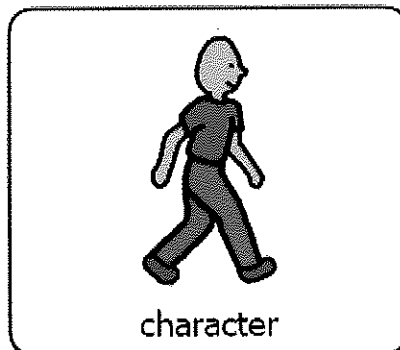
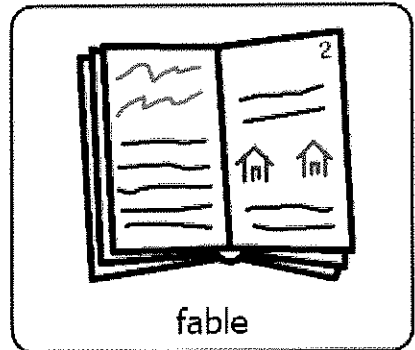
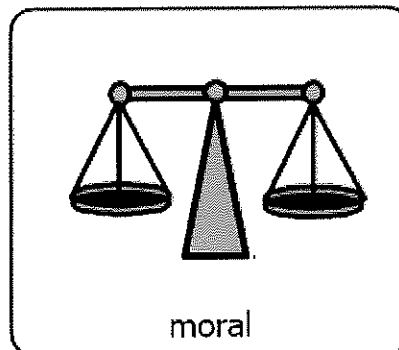
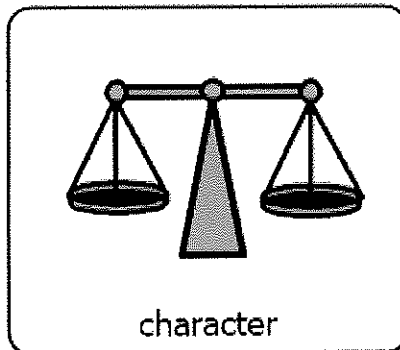
Day 1:

Prior to class, send the parents/caregiver and overview of the day including a file with the vocabulary symbols to print for the students to use, and the character sorting table. You may choose to send the symbols and materials for the whole unit in the US Mail or other delivery systems so the materials are ready for the first day.

Begin with an opening class meeting using Zoom or other technology to introduce the topic for the week's ELA lessons.

Introduce vocabulary words:

- Fable—a story that teaches us an important lesson or how to make better choices.
- Moral—choosing the right behavior to treat yourself and others fairly and with kindness
- Character—2 meanings. We typically talk about the character as the person in the story or book but it is also used to describe how a person acts or their morals.



Practice the vocabulary having student choose between the symbols. You can provide a choice with student pointing or eye-gazing at the symbol on the screen or you can use software like Poll Everywhere if you have set up the poll ahead of time.

The students then follow your model to create a vocabulary card of their own using the symbols sent prior to the lesson. Glue the symbol to one side of an index card, scrap paper, or other paper "card". On the back the student "writes" their own definition. *These cards are for the student to use and refer to when communicating during the lesson or in their independent assignments. The written definition needs to be meaningful for them but not for anyone else. Given this, for students for whom writing skills are still a struggle, they may make a drawing, symbol, or other written meaning for them to indicate the definition of the word.*

Independent work connection: The students can complete the other three symbols on their own (two choices were given for moral depending on which has more meaning to the student). The student needs to be able to show you their work tomorrow for accountability of their independent work.

Introduce the lesson:

Today we will begin our study of fables. Fable was one of our new vocabulary words, does anyone remember what it means? That's right, it is a story that teaches us about how to make better choices.

We are going to listen to a story together. I am so excited because the person reading you the story is Rami Malek. He is an actor and one of the animal voices in the new Doolittle movie. He is reading the book on [Storylineonline.net](https://www.storylineonline.net). As we watch and listen today I am going to pause every once in a while to talk about our new vocabulary, ask you some questions, and give you a chance to make a few predictions.

Okay, let's begin...

Start and stop the video at appropriate places to review the vocabulary, make predictions of what we think will happen next, and do comprehension checks to make sure the students are engaged.

Independent work connection: students can listen to the whole story with no pausing on their own using the link: <https://www.storylineonline.net/books/the-empty-pot/>

Lesson:

Central Theme—Moral of the Story

Review the vocabulary words "fable" and "moral". Discuss the message of the story and what lesson the author was trying to teach.

- What important choice did Ping make in the story? Was that an easy choice or a hard one for him? Why?
- What choice did Ping's friends make? Why do you think they made that choice?

- What was the moral of the story?
- Why is it important for people to tell the truth?
- Why would it be important to the Emperor that the person he selects tell the truth?
- Why are fables important to read?
- Discuss other stories that teach lessons.
 - Tortoise and the Hare
 - The Loin and the Mouse
 - The Ants and the Grasshopper
 - The Boy Who Cried Wolf

Independent work connection: Students can read or watch these fables or others they have access to in the home or online.

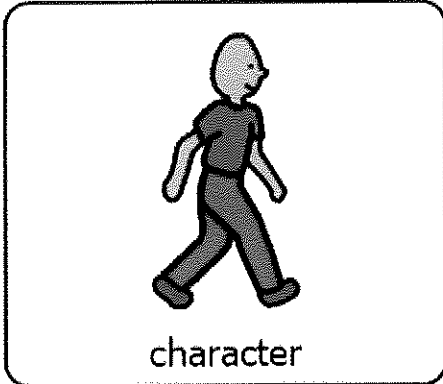
Story elements: Characters

Let's create a list of all the characters in the story. (Emperor, Ping, Ping's father, Ping's friend, children)

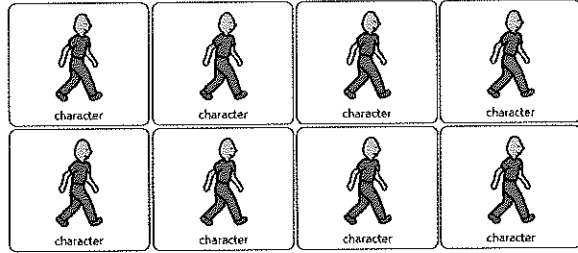
If needed, create symbol or initials with a person picture for those students who are currently not communicating verbally or to provide access using the student's communication system. For example, using an AAC device the student could indicate "man" and "e" for the emperor.

Discuss the difference between a main character and other characters. The students will need to sort the characters into "main" and "supporting" using the chart below.

Main character(s)



Other character(s)



Close the daily lesson:

Ask students to complete their vocabulary and if they are interested, review the story or other fables. Preview tomorrow's lesson to discuss the details of the story and continue to work on the new vocabulary, characters, and other fun information.

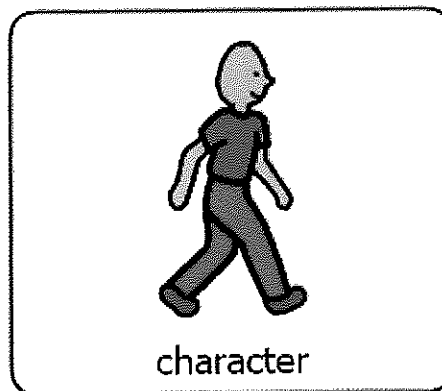
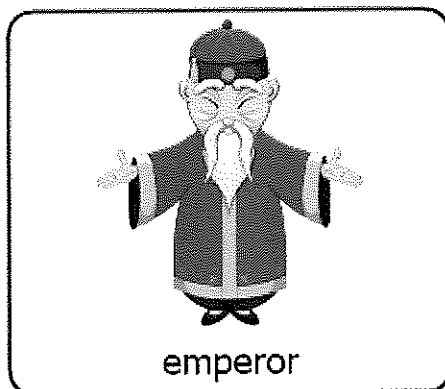
Day 2:

Prior to class, send the parents/caregiver notice that the students will be using Google Earth and a link should the family choose to use the same site later. Also, ensure students have access to watercolors, markers, crayons or other drawing medium as well as paper. You may have already sent a "school tools" kit home, but if not, send the materials as needed in advance of the lesson.

Begin with an opening class meeting using Zoom or other technology to introduce the topic for the week's ELA lessons.

Introduce vocabulary words:

- Emperor—Ruler of a country. The person who makes the rules and decisions for the county they represent.
- Character—2 meanings. We typically talk about the character as the person in the story or book but it is also used to describe how a person acts or their morals.



Practice the vocabulary having student choose between the symbols. You can provide a choice with student pointing or eye-gazing at the symbol on the screen or you can use software like Poll Everywhere if you have set up the poll ahead of time.

The students then follow your model to create a vocabulary card of their own using the symbols sent prior to the lesson. Glue the symbol to one side of an index card, scrap paper, or other paper "card". On the back the student "writes" their own definition. *These cards are for the student to use and refer to when communicating during the lesson or in their independent assignments. The written definition needs to be meaningful for them but now one else. Given this, for students for whom writing skills are still a struggle, they may make a drawing, symbol, or other written meaning for them to indicate the definition of the word.*

Independent work connection: The students can complete the other three symbols on their own (two choices were given for moral depending on which has more meaning to the student). The student needs to be able to show you their work tomorrow for accountability of their independent work.

Introduce the lesson:

Today we will begin talk about historical culture, fiction, or characters. Just like when we talk about history in social studies, we are talking about things that have already happened, sometimes even longer ago than when our grandparents were babies. Yes, that was a long time ago. History is important because it helps us understand why things are the way they are today.

Lesson:

Historical Characters and Stories (Fables) from the Past

There are rulers, or chiefs, in most countries. Sometimes they are referred to as an Emperor. But we have other names for rulers. Can you think of any other rulers we have talked about or that you learned about in other classes? Maybe a ruler of a state, country, city, or town? (President, king, queen, chief, governor, mayor, etc.)

Discuss what rulers do for the community and the expectations of their job. Then talk about what the average day might look like for a ruler.

Now let's talk about the character of a ruler. Let's look at the Emperor in The Empty Pot. What hints did the story give us about his character? (discuss)

Talked about what a ruler has to do and it is not a simple or easy job. Let's now talk about the kind of ruler they would be if their character was: (example, didn't listen, didn't like to go to work, was afraid of making choices)? Describe different character traits, positive and less positive, and how that person may rule.

Historical fiction also helps us know what it was like to live long ago. In the story, we learn about what was important by descriptions of Ping's day. What do you think it was like then? (discuss)

I wonder what China is like now? Let's find out! How about if we take an imaginary field trip to China using Google Earth.

Use Google Earth to "travel" to China. Visit the different areas fo the country, both the rural and the cities and have the students discuss what they notice. What is similar to their community? What is different? Does this look like a place you would like to visit for

real? Why or why not? The goal here is not to have them like China, but to practice communicating, listening to others, sustaining focus on a topic, etc. You can even give students presenter rights on most video conferencing tools and then they can be the "tour guide."

Independent work connection: Students can visit other countries or states using Google Earth.

Story elements: Setting

Setting is where the story takes place. We are going to look at our story pictures. There are a few different settings. I want you to look for them. Then we are going to have a chance for you to paint or draw the settings you saw as we talk about them.

The students will engage in drawing using a medium most appropriate for them and of interest. While they are working, talk about the setting in the book including, China, Ping's home, the garden, at the park or school with his friends, at the palace, etc. The goal is to help them understand the variety of settings and how we can identify a setting from the story clues.

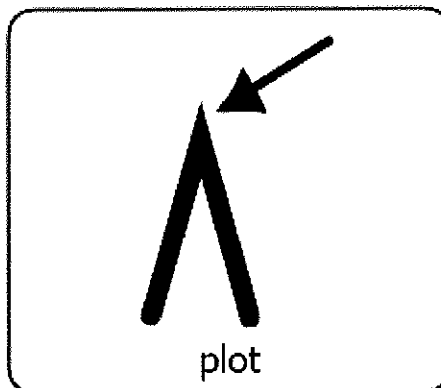
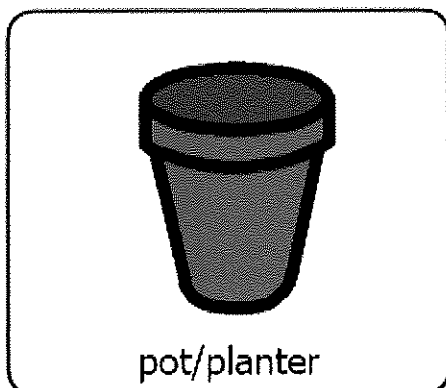
Close the daily lesson:

Ask students to complete their vocabulary and if they are interested, review the story or other fables. Preview tomorrow's lesson to discuss rhyming and the plot of a story.

Day 3

Similar structure.

Vocabulary of focus: pot/planter and plot.

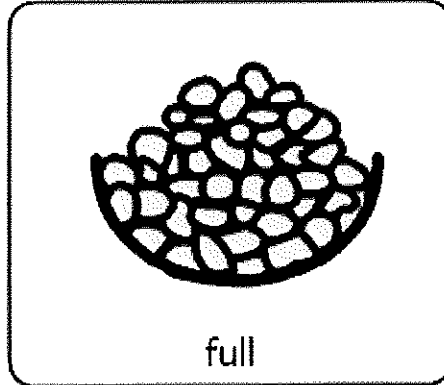
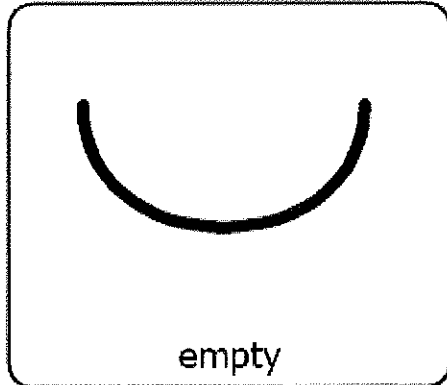


Lesson: rhyming

Story elements: Plot

Day 4

Vocabulary focus: empty and full



Lesson: opposites

Story Elements: Plot

Day 5

Summary activity:

- Act out the story.-
- Retell it using an American point of view with a President and the student earning the vote.
- Write a new ending.

Hint at the next week's learning.

Modifications

Accommodations change **how** the student is taught or expected to learn, modifications change **what** the student is taught or expected to learn. Modifications change the content of the standard, which will mean identifying standards that are fundamentally related but also developmentally appropriate. Many modifications sound or look similar to an accommodation, therefore it is critical that the teacher(s) ensure the modification implemented changed **what** the student was taught or expected to learn.

For example, providing a scribe during instruction can be either an accommodation or a modification depending on the goal of the lesson. A scribe would be an accommodation if the intent of the writing is to assess the student's understanding of a book or topic. However, it is a modification if the intent of the writing is to measure the student's ability to write the letters, use appropriate punctuation, and correctly format the paragraph or story. The scribe has changed the expectation of the student forming the letters correctly by eliminating this requirement in this activity.

The table below is intended to support implementation of modifications needed as indicated within the student's IEP or ILP. Understanding the difference between modifications and accommodations will help the team determine if the strategy is appropriate.

Communication

Communication, the foundation for all learning, is delivered and received in multiple ways and often simultaneously. For individuals *without* communication challenges, the act of exchanging ideas, information, or feelings with another person can appear effortless; however, for some students, this essential skill requires significant support. Communication is dependent upon a person's (1) access to the message (hearing, reading, watching, touching); (2) their ability to understand the structure and meaning of the shared language, whether it be spoken or written words, sign language, or other symbolic representations; and finally, (3) the ability to generate some type of response to the message that will be understood by another person. For students with complex needs, their mode(s) of communication and access to necessary communicative supports must be considered in the lesson design, delivery, and assessment of student understanding. Additionally, lessons should always focus on improving the student's acquisition and development of language with a shared goal toward communicative independence across settings and partners.

Modification	Distance Learning Options
<p>****Reminder, modifications change <u>what</u> the student is taught or expected to learn. Depending on the task, the following could be an accommodation rather than a modification.</p>	
<p>Presentation</p>	
<p>Modified content general strategies <i>Reminder: Modified content is aligned to the student's grade level and age appropriate.</i></p>	<ul style="list-style-type: none"> • Utilize the course requirements for grades 5-12 (https://www.tn.gov/education/student-support/special-education/special-education-tools-resources.html). The course requirements will help you in identifying the essential, core concepts to help guide the modifications. • Leverage high quality instructional materials, if available, that are designed to provide modified instruction aligned to the standards • Provide a similar assignment. For example, in math, students are multiplying polynomials. A modification could be to multiply single-digit numbers. In ELA, students are asked to compare two different novels. A modification could be identifying the story elements from one of the novels including characters, setting, plot, climax/problem, and conclusion.

	<ul style="list-style-type: none"> • Provide time with the teacher or paraprofessional to guide the student, provide targeted feedback, and ensure the modifications are appropriate. • Consider providing students the opportunity to opt-out of an assignment, lesson, or learning activity. Many students who need modifications will have deficits in the skills needed to access and participate meaningfully in distance learning (i.e., communication, fine motor skills, self-advocacy, sensory needs, pragmatic language, organization and planning, writing/typing). The online learning will therefore require the students to work on both content and non-content skills at the same time. This can cause escalated levels of stress and frustration.
<p>Modified content: ELA <i>Reminder: Modified content is aligned to the student's grade level and age appropriate.</i></p>	<p>Reading suggestions:</p> <ul style="list-style-type: none"> • Modify the reading material complexity, length, and/or vocabulary. (i.e., reduce the vocabulary, minimize sentence length, reduce sentence complexity, shorten the passage, reduce the number of pronouns/characters, reduce the dialogue, add visual cues, etc.) • Provide the text in a different format, (e.g., comic strip, summary, with picture cues, auditory and visuals). Utilize videos or movies that add context and visuals to the text. • Modify the vocabulary or simplify language by reducing pronouns. • Modify the comprehension expectations focusing on explicit questions, reflections, connections to self or within text, big ideas, and/or main characters. <p>Writing suggestions:</p> <ul style="list-style-type: none"> • Create a sentence or partial sentence for students to complete or extend. • Provide an outline, web, or graphic organizer for the student • Focus on developing ideas verbally and allow a scribe to write or type. • Empower students to "write" a story they read to you on a video or call to develop sequencing, language, variety of sentence structures, character development, etc. <p>Language suggestions:</p> <ul style="list-style-type: none"> • Focus on a part of speech (ex: adjectives) within simple sentences. • Focus on a syntactic category or language pattern (e.g., asking a question, making requests, answering requests, idioms).
<p>Modified content: math <i>Reminder: Modified content is aligned to the student's grade level and age appropriate.</i></p>	<ul style="list-style-type: none"> • Use real numbers, whole numbers, or reduce the number complexity (e.g., 2-digit numbers instead of multi-digit, whole numbers instead of decimals). • Reduce the steps in solving the math problem (e.g., single operations rather than 3, 1 variable instead of 2). • Reduce large measurements to ones that the student can physically manipulate (i.e., change meters to centimeters to build models of the problem to aid in solving). • Provide formulas and calculators or online formula calculators.
<p>Provide alternate aligned materials</p>	<ul style="list-style-type: none"> • Select a novel of the same theme written in a way that provides the needed modifications to vocabulary, text complexity, text length, etc. but is also age/grade appropriate.

	<ul style="list-style-type: none"> • Use model(s) to demonstrate a concept rather than write about it or a complete traditional assessment. • Provide the data in a simple chart or graph. • Provide 2-4 answer choices when asking a question.
Give directions in alternative format	<ul style="list-style-type: none"> • Provide directions in different/multiple formats: <ul style="list-style-type: none"> ○ Visual step-by-step ○ Video directions ○ Single step at a time ○ Prompt (verbal or visual).
Communication	<ul style="list-style-type: none"> • Utilize online images or resources for communication symbols, core communication boards, or communication apps (fees may be charged). <ul style="list-style-type: none"> ○ Boardmaker (https://goboardmaker.com/pages/boardmaker-online) symbols ○ Tap-to-Talk (https://play.google.com/store/apps/details?id=com.CyberCityGames.TapToTalk&hl=en_US) ○ LAMP Words for Life (https://aacapps.com/) ○ Proloquo2Go (https://www.talktometechnologies.com/pages/proloquo2go) ○ Snap Core First (https://www.tobidynavox.com/en-US/products/software/)
<i>Response</i>	
Modified product	<ul style="list-style-type: none"> • Focus on one element of a larger product • Change the product expected to align to the course requirement or lesson expectation(s) • Provide the pieces for a project for the student to compose (e.g., quotes or types facts they choose from to create a presentation board, models of the human body the student explains or puts in order).
<i>Timing</i>	
Modified Timing	<ul style="list-style-type: none"> • Break the project into single steps to complete. • Provide the project directions at the start of the unit to provide the student more time to divide up the work. • Provide extra think time. Use a timer, a minute of thinking is a lot more of a pause than we traditionally provide in school. • Provide fewer units of study, projects, books, writing assignments, etc. to provide additional time for processing and learning.
<i>Setting</i>	
Modified Setting	<ul style="list-style-type: none"> • Reduce expectations for online engagement. • Allow for alternate time of day and student choice of work order. • Schedule private work session time with the general education teacher, special education teacher, paraprofessional, etc. • Encourage a flexible environment (I.e., sitting, laying down, standing, or other sensory strategy) to maintain engagement.
<i>Organization</i>	
Modified organization	<ul style="list-style-type: none"> • Provide the daily work expectations in a checklist or task chart. • Provide the notes or outline for the student. • Utilize graphic organizers.

	<ul style="list-style-type: none"> • Collaborate with the parent to ensure the student has the materials needed for each lesson prior to the lesson start.
<i>Other</i>	
Modified rubric/scoring/grading	<ul style="list-style-type: none"> • Modify the assessment scale to ensure the grade aligns to the expectations communicated to the student. • Modify the rubric to focus on one or two areas. • Modify the rubric expectations within each area. • Modify grading to pass/fail or participated/did not participate.

Sec 1

Communications

District Planning Meetings

Continuous Learning Planning & Implementation

meetings to discuss reopening plans w/ school & district admin

March 30, 2020
 April 6, 2020
 April 13, 2020
 April 16, 2020
 April 21, 2020
 April 23, 2020
 April 27, 2020
 May 6, 2020
 May 13, 2020
 May 20, 2020
 May 27, 2020
 June 10, 2020
 June 17, 2020
 June 25, 2020
 July 7, 2020
 July 9, 2020
 July 9, 2020
 July 14, 2020
 July 14, 2020
 July 14, 2020
 July 16, 2020
 July 16, 2020
 July 17, 2020
 July 21, 2020
 July 23, 2020
 July 24, 2020

MSSD Planning Meeting: District Administration
 I-Station Implementation Meeting for MES
 Weekly Update: District Administration
 Closing Schools Planning Meeting: District Administration
 Weekly Update: District Administration
 Digital Product Meeting with Instructional Supervisors
 Digital Product Meeting: District Administration
 Continuous Learning Plan Meeting: District Administration
 Digital Platform Meeting: Instructional Supervisors & Technology Director
 Continuous Learning Plan Meeting: District Administration
 Continuous Learning Plan Meeting: District Administration
 Continuous Learning Plan Meeting: District Administration
 Continuous Learning Plan Meeting: District Administration
 Return to School: Social Emotional Planning Session
 School Year Planning Update: Supervisors
 School Year Planning Session: District Administration (ALL IN)
 NW Core: Continuous Learning Plan with Supervisors
 Virtual Learning Meeting: Supervisors & Instructional Technology Coach
 Reopening Schools Update: District Administration
 District CLP Planning Session: Instructional Supervisors
 Continuous Learning Plan Meeting: District Administration (ALL IN)
 District CLP Planning Session: Instructional Supervisors
 Administration Update: District Administration
 Continuous Learning Plan Meeting: District Administration
 District CLP Planning Session: Supervisors & Instructional Tech Coach
 District CLP Planning Session: Supervisors & Instructional Tech Coach

many of these meetings were virtual zoom meetings - In-person meetings began again June 10th

May 6, 2020

MSSD
Return to School Roadmap
And
Continuous Learning Plan

initial thoughts

Some of this is our reopening plan

Vision

With the possibility of having the instructional calendar disrupted again in the fall, Milan Special School District's Continuous Learning Plan is designed to ensure student learning continues even though social distancing may be required or if school buildings should be closed. This plan is not meant to replace the preferable condition of having a live teacher in the same room as his or her students. The hybrid model is designed to engage students and teachers outside the traditional classroom setting through innovative ways that utilize the advantages of both digital and printed materials. The Continuous Learning Plan is not to replicate the schoolroom experience at home. The Continuous Learning Plan is designed to ensure that each child receives what they need to develop to their academic and social potential through continuously supporting whole-child success and meaningful academic opportunities.

A three model plan (normal, social distancing protocol, and hybrid of digital and printed materials) based on three principles.

Continuous Learning Plan Beliefs

wholechild

- All students receive what they need to develop to their academic and social potential
 - Ensure equity (internet and device access)
 - Ensure accomodation support
- Learning should be authentic and relevant content focused on enriching student learning, understanding, and applying content through collaboration with family and peers
 - Major focus on knowledge enriching content (grades 3-12)
 - Foundational literacy plan (K-2 and Tier 2-3)
 - Student accountability and grades
 - Inclusion of related arts into learning plan
 - Social-emotional learning into learning plan
 - School clubs
 - Goal setting
 - Daily regular schedule with added RTI time if needed
 - Rigor and Relevance
 - Remember, understand, apply, analyze, evaluate, create
 - Apply with discipline, across disciplines, to real world current events
 - Device free learning day (related arts)
 - Graphic organizers
 - Writing
 - Rubrics
 - Morning meeting (Social-emotional)
 - Flipped classroom

social-emotional

- Preplanned two weeks of learning should schools close without notice again in the fall
- CommLit
- Teacher, student, and family communication is essential to facilitate and support successful student digital learning. *devices*
 - Daily instructional time expectations
 - 2 Communication platforms
 -

District Operations

Safety

- PPE equipment
- Custodial Practices
- New procedures - change in handbooks
- Teacher safety - communicating with students digitally

Technology

- Internet and device access
- Staff access
- Ensure student access to internet
- Ensure students access to new devices
- What digital platforms will be utilized?
- Ensure teachers have access to internet and devices
- Filtering for devices
- Google Classroom —
- Flipgrid —
- Screencastify
- Parent training

Communication

- With families
- With communities
- With faculty and staff
- Expectations of teachers and staff
- Tips for students and families for successful digital learning
- Which platforms will be used?
- Daycares
- YMCA

RTI

Craig, Emily, Candi

*fb Websites - MSSD - schools
Parent Calls
Messenger*

Special Education

- Separate location for medically fragile students

Arrival/Dismissal

- MES pickup
- Social distancing on buses
- Air filters on buses

Faculty and Staff

- Work day expectations for certified and noncertified staff