Continuous Learning Plans
for Memphis Business Academy Schools

Memphis STEM Academy Elementary

Memphis Business Academy Elementary

Memphis Business Academy Middle

Memphis Business Academy High

Memphis Business Academy Elementary (Hickory Hill)

Memphis Business Academy Middle (Hickory Hill)

(Six Schools)

Submitted to the TN Department of Education: July 24, 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 <u>*instruction*</u> *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 COVID-19 pandemic has made staggering effects on the entire world, and schools, being the community's cornerstone and safe haven, are now in the predicament to ensure that we remain just that - Safe. It is crucial that safety is first and foremost encompassing the health and wellbeing of the students and the staff who work so hard to educate them. MBA responded to the crisis early, being a stalwart of the community, by allowing our school campus to be the first testing site in Frayser.

We partnered with Cherokee Health to implement testing for the Frayser community, and that partnership will continue and include activities for physical, social-emotional, and overall wellness. Working with Cherokee Health Systems, we have continued to develop, discuss, and dissect plans for a safe re-entry. The links below highlight the work done this summer, not only for MBA families, but for the community at large to increase access to testing:

https://www.fox13memphis.com/news/local/covid-19-testing-available-frayser/IQJ7WOJEGVBH7GA7FIRPDYJN5U/

https://www.commercialappeal.com/story/news/2020/04/18/cornavirus-memphis-latest-news-and-updates/5157590002/

https://wreg.com/news/kroger-health-to-provide-free-drive-thru-covid-19-testing-in-frayser/

https://www.wmcactionnews5.com/2020/04/20/kroger-offering-free-coronavirus-testing-memphis-this-week/

This CLP document highlights how MBA will continue to work with SCS, CDC guidelines, and the TN DOE to provide a safe and healthy educational environment for our students.

MBA SCHOOLS CONTINUOUS LEARNING PLAN

SECTION 1: COVER PAGE

Part 1.1: Snapshot Information

The online template will include a dropdown menu asking for the following information:
- LEA or Charter School name
- LEA's or Charter School's single point of contact name and contact information

From this, all additional LEA information will <u>auto-populate</u>, including:
- Student enrollment
- Breakdown of special populations
- Total schools in each grade band
- Total schools by type (kindergarten, elementary, middle, high, other)
- List of schools with one-page of snapshot data per school

Part 1.2: Landscape Paragraph

The LEA will complete a brief landscape analysis, not to exceed a short paragraph in length. This information will include a needs assessment from the spring closures and 1-2 lines about the overall CLPs for the coming year. This can also include information provided in the CARES ACT. 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.

Memphis Business Academy (MBA) Charter Management Organization thrives as a cornerstone for the community and has engaged with MBA's administration, staff, community partners, and network families and students to come together to ensure that all students receive a quality education in a safe and healthy learning environment. MBA will remain in constant communication with state and local health officials, and follow guidance from the Centers for Disease Control and Prevention (CDC) regarding the community's ability to return to a safe school start. We have also partnered with Cherokee Health Systems to implement testing on our campuses as the first site for the Frayser community. The partnership includes additional implementation of activities for physical, socio-emotional, and overall wellness.

MBA is committed to every student and will maintain our mindset that students come first as decisions are made and challenges and opportunities are met. The needs assessment from Spring closures revealed the need for technology and the need for increased training and social emotional health care. CARES ACT funding will be used to close the digital divide. We have attached the Cares Act Allocation per school, the Cherokee Health Center Partnership, and the technology resources we are using. We also ascertained from needs assessment that our ESL students and Exceptional Children needed continual resources and engagement with school staff, more than traditional students.

Our LEA, Shelby County Schools, has provided a blueprint for opening that is well researched and applicable. In homage to the LEA, we are adopting our plans from the SCS SAFE plan, so that we can best serve our school population, and be in compliance with local decisions. We closed when SCS closed in the Spring, and we will open when SCS opens - August 31, based on Governor Lee's extended state of emergency declaration through August 29 due to rising cases of COVID-19. We will continue to follow SCS' lead; as Superintendent Dr. Ray says of the SAFE Plan, "The F is for FLEXIBLE."

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.

MBA will implement the CLP at the beginning of the school year. We are following the calendar and timeline and schedules of the LEA, Shelby County Schools (SCS), and will begin on August 31. We will follow the model of SCS, and the SAFE Plan. The SCS Calendar is attached.

MBA has adopted the decision trigger process for school building closures from SCS. Additionally, we have a partnership with Cherokee Health Services for student and teacher support for the re-entry plan. The consultation includes teacher training and support for all staff members and student support for students in our Frayser schools, due to their proximity to the Cherokee Health Center. Please see artifacts.

MBA has thoroughly reviewed the SCS SAFE Plan, in order to be more informed and also in compliance with the LEA, CDC, and Shelby County Health Department (SCHD) guidelines. We will follow the SCS School Calendar and their protocol for school building closure decisions. This is adopted from page 12 of the SCS SAFE Plan. SCS's decision-trigger process for school building closures is attached.

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.

Memphis Business Academy Schools has sent a copy of the CLP to the SCS Office of Charter Schools. This CLP is for all six schools:
1. Memphis STEM Academy Elementary
2. Memphis Business Academy Elementary
3. Memphis Business Academy Middle
4. Memphis Business Academy High
5. Memphis Business Academy Elementary (Hickory Hill)
6. Memphis Business Academy Middle (Hickory Hill)

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 <u>not</u> the same, then the section will appear twice (once for how schools will open in person and once for full remote learning.)

SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR

This section should provide information on the instructional models that will be employed by the LEA. Please note the requirements for the various pathways selected. *Note: Per State Board of Education rule and policy, LEAs must have approved CLPs to receive BEP funding in remote learning environments.*

CLPs must be submitted to the department by July 24, 2020. LEAs that will not be starting implementation of their CLPs at the beginning of the school year will be able to request permission to submit only Sections 1 and 2 of the CLP by July 24, 2020 in order to receive provisional approval. These requests must be submitted to the department by July 6, 2020. LEAs that receive provisional approval will then be required to submit the remainder of the CLP by August 31, 2020 to receive full approval.

Part 2.1: Beginning-of-Year Programmatic Model by Grade Band

Please complete the chart below for how you plan to begin the 2020-21 school year (check all that apply). The *Reopening Schools: Overview Guide for LEAs* **should be referenced for more information or definitions on the various pathways. Even in a traditional in-person model, individual students learning remotely may operate under the CLP; in those cases, please check "family choice."**

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

Part 2.2: Differences between Schools

LEAs should complete this section only if schools within a given grade band are implementing different models and pathways (e.g., some hybrid split days, some hybrid based on family choice, and some in-person). Only complete the table below for grade bands where there are in-LEA differences. If there are differences in models or pathways within a school to accommodate student populations served, please provide rationale.

School Name	Grades Served	Model(s) Selected	Pathway(s) Selected	Rationale
Memphis STEM Academy	K-5	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.
MBA Elementary (Berclair)	K-5	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.
MBA Middle (Frayser)	6-8	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.
MBA High (Frayser)	9-12	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.
MBA Elementary (Hickory Hill)	K-2	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.
MBA Middle (Hickory Hill)	6-8	Family Choice	5 day hybrid based on parent choice	MBA surveyed network families and will strive to honor choice and alignment with SCS SAFE Re-entry Plan.

SECTION 3: STANDARDS-BASED INSTRUCTION

This section should cover how the LEA intends to provide standards-based instruction for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for school building closures. If the strategy is the same, please check the appropriate box below. Please see the Special Populations, Academics, Postsecondary Transitions and Access and Opportunity toolkits for support.

The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, if necessary.

☐ **The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary. MBA will provide instruction according to parent choice.**

Part 3.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference relevant pages in an attached document or plan. In the box below, please provide the narrative or the page(s) referenced if using an attached plan. State law requires 6.5 hours of daily instruction in grades 1 – 12 (4 hours for kindergarten).

MBA Students who participate in remote learning or in-person learning will receive standards-based print materials, such as consumable textbooks, workbooks, guided notes, and/or content packets. Login credentials and school assigned email addresses will be provided to families, so students can access standards-based digital learning platforms, such as MyPerspectives, FLVS, Edgenuity, iReady, HMH virtual labs, Mathia, and USA Test Prep and also engage in live instruction and support. Where necessary, devices and/or hot spots will be provided. Students who participate in remote learning will adhere to the in-person school schedule and receive a minimum of 6.5 hours of instruction per day in grades 1 - 12 (4 hours for kindergarten). In addition, teachers will use data driven practices to determine learning loss, proficiency, and growth. Our artifacts in section 3.3 will show how we use data to prioritize daily instruction.

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.)

The charts are uploaded in the 3.3 artifact section, with the grade band indicated for each school.

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 <u>OR</u> 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. MBA is following this model.**

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.

MBA will adhere to the Attendance procedures designed and implemented by SCS, Board of Education Policy 6014. In regards to truancy, MBA will follow the policy and guidelines designed and implemented by SCS, Board of Education Policy 6016. Both policies are outlined in the artifacts. Attendance will be taken daily. With synchronous learning, where students attend scheduled virtual classes, the consensus is that teachers are continuing to track attendance as they normally would in PowerSchool.

With asynchronous learning, we will track students' logins in Canvas, our Learning Management System. At the end of the day, teachers will have reports we can run to view attendance and enter in Powerschool. Attendance will also be tracked through assignments students respond to in Canvas, such as response to an open-ended question for all students. Also, student attendance will be based on assignments that are completed during asynchronous learning.

In-person attendance will be recorded daily, each period in PowerSchool.

Remote attendance of students who participate via internet and telephone will be recorded daily, each period in PowerSchool. MBA will partner with parents or in-home adults to record daily student attendance manually on school provided attendance logs, a sample is provided in the artifacts. MBA staff will contact these families to monitor attendance and obtain the paperwork. The logs will be available on the website, emailed to families, or picked up at campus. Attendance logs will be collected weekly and entered into Power School by the Secretaries. The forms may be submitted contactless via email (screenshot or scan/send), dropped off in the dropbox, or brought to the school campus, if needed.

Part 4.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to attendance. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for attendance. Artifact selection should be included to meet the benchmarks listed in the rubric.

Artifacts might include:
- LEA and/or school process(es) for taking attendance
- Written policies and procedures, including definitions, for excused and unexcused absences
- Procedure for addressing attendance issues, including truancy and chronic absenteeism
- Staffing procedure to provide support for attendance
- Plans for family communication related to attendance and truancy

SECTION 5: INSTRUCTIONAL TECHNOLOGY

This section should cover how the LEA intends to utilize and provide access to instructional technology, including devices and internet access, for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Technology [toolkit](#) for support.

LEA is beginning the year with full virtual or other remote instruction <u>OR</u> 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 of the page(s) referenced.

To support MBA's remote instruction model, we have made plans to ensure all students have access to the necessary technology. Steps taken include expanded technology inventory, adjusted distribution procedures to include MBA families, expanded support for off campus student devices, and the adoption of additional software platforms to support instructional efforts.

All students will have access to MBA's provided technology. We will prioritize all students learning virtually. MBA students will receive an MBA email address to receive clear and concise communication from teachers and administrators. These email addresses also have the ability to be tracked by the MBA IT Department and data retrieved, if necessary, such as in the case of a forgotten password or lost documents. Artifact 5.2 displays the initial number of devices we have to distribute to students.

Part 5.2: Artifacts

To support the procedures in the CLP, please include any artifacts that outline the LEA's approach to instructional technology. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly included.

Artifacts might include:
- Inventory for technology devices
- 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 <u>OR</u> 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 of the page(s) referenced

Memphis Business Academy (MBA) has developed a vision for their professional development and support for the instructional staff. As we prepare for the reopening of schools, all educators will need ongoing support to effectively transition. Also, we have realized our teachers and staff need professional learning to deliver instruction differently and to address learning loss.

When the school reopens, we will provide professional learning for our teachers on a number of key topics including: health and safety, using the new digital platform and learning management system, effective distance learning instruction, and the use of new curricular materials.

Health and Safety

Our district will follow the guidelines of Shelby County Schools and the Center for Disease Control to ensure teachers and students have a clear understanding of the necessary actions from each person to ensure safety. Teachers will receive ongoing professional development throughout the year on all safety measures. See Artifacts for Health and Safety Guidelines.

Using the New Digital Platforms and Learning Management System

The Digital Learning Platforms and Learning Management System adopted by MBA are listed in section 3.3 artifacts. The platforms align to Tennessee Academic and/or Common Core standards. They are consistent with those identified in the Instructional Continuity Plan 2.0 created by Miami-Dade County Public Schools. Our online learning platforms are aligned to state standards and provide rigorous materials and resources ready-made for teacher instruction.

Effective Distance Learning Instruction

Communication is essential to distance learning instruction. MBA's preferred communications platform will be Microsoft Teams. Microsoft Teams is a digital hub that brings conversations, content, and assignments together in one place. Teams integrate all of the Microsoft Office 365 applications (Excel, Forms, PowerPoint, Word, etc.) available to students and teachers to facilitate collaboration. Staff will receive self guided and one on one support (if needed) to master components of the program.

Use of New/Current Curricular Materials and Shifts in Pedagogy for Online Learning

MBA staff has been involved in extensive training to prepare for virtual teaching and learning. The artifact, "MBA PD Topics and Description" details professional development attended since the start of the pandemic and future PD sessions which will be attended by staff.

Part 6.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to professional development, learning and support related to remote teaching and learning. This may include how the LEA expects to adapt PD to accommodate a remote learning environment. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:
- LEA yearlong professional development plan, which might include training for educators on using any online course material and collaborating with those instructors of online courses
- Professional development schedules for staff (online or in person)
- Plan for how the LEA will provide ongoing support and feedback to all staff working in remote environments (to monitor the effective implementation of the CLP)

SECTION 7: IMPLEMENTATION MONITORING

This section should cover how the LEA intends to monitor implementation of this CLP. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during full closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Assessing Student Learning, Governance and Consolidated Funding toolkits for support.

- ☐ The LEA is beginning the year with full virtual or other remote instruction <u>OR</u> the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- ☐ **The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.**

Part 7.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative of the page(s) referenced.

MBA's approach to implementation of the CLP for our network hones in on the needs to strategically collaborate with multiple department leads and monitor our approach alignment with the LEA's S.A.F.E. Schools Reentry Plan. We understand the nature of the complexity that comes from implementation in general. For that reason, we are prioritizing the use of implementation guidance, goals, internal notes and specific responsiveness by each department lead.

Part 7.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to implementing and monitoring the CLP. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts may include:
- Instructional oversight protocols
- Audit procedures (attendance, grading, etc.) – with specifics as to who, when, etc.
- Plan to allow for differentiated access for principal/coach/Chief Academic Officer to review alignment to standards, student work, teacher feedback to student work/student work product

SECTION 8: COMMUNICATIONS

This section should cover how the LEA plans to communicate the details of their CLP and its implementation to stakeholders, including students, parents and staff. A communications plan must be in place, but a more robust engagement plan is <u>optional</u>.

Part 8.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached communication plan. In the box below, please provide the narrative of the page(s) referenced.

MBA recognizes that clear and concise communication is key to families having the knowledge and ability to make informed decisions and to be prepared for a safe school re-entry. This CLP will be kept in the school office and placed on all social media platforms, the website, and upon school admission, will be sent to student emails. This plan, developed with staff, Cherokee Health Systems, MBA students and families, Board members, and school administrators, will be disseminated and shared to stakeholders upon approval from the TN Department of Education. Prior to Teacher Orientation, the CLP will be disseminated to staff. Upon successful approval, there will be a phone call blast to families to inform them that the plan is available. We will also make personal phone calls to families. The communications approach for MBA was determined by:
1. The needs of the families we serve, taking into consideration SES, approximately 90% free and reduced lunch, language considerations, and technology accommodations.
2. The need for bilingual communication to effectively serve the student population, approximately 25% of the student body.
3. Ensuring that MBA keeps the personal connection in a highly technological world, by engaging in phone conversations.
4. Making sure that all families are reached AND that we have updated contact information.

The CLP will be reviewed throughout the year and referenced in making decisions regarding educational platforms, openings and closings, attendance, and PD.

Part 8.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA's approach to communications. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:

- Stakeholder survey(s) and results
- Communications procedure, template and documents for updates or changes for each stakeholder group
- Emergency communications procedure, template and documents
- Family-specific services and supports provided, such as language translation and multi-media approach