SECTION 1: COVER PAGE/INTRODUCTION

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

- LEA or Charter School name: Valor Collegiate Academies (3 Schools under 2 Charters)
  - Valor Flagship (MS) / Valor College Prep (HS): 7-12
  - Valor Voyager (MS): 5-8
- LEA’s or Charter School’s single point of contact name and contact information
  - Point of Contact: Lucie Rhoads, Director of Development & Strategic Initiatives
  - Email: lrhoads@valorcollegiate.org
  - Phone Number: 901-848-6081

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
As a public charter school that is authorized by our local school district (Metro Nashville Public Schools), we’ve kept a close eye on mostly state and local policy decisions and impacts of the COVID-19 pandemic. Additionally, we’ve kept a close eye on CARES Act funding and other policy updates from the state level and determining what level of autonomy that Valor, as a district-authorized charter school, has over the coming school year. Thankfully, a recent emergency rule from the TN State Board of Education determined that charter schools, for the purposes for planning for the 2020-2021 school year, could submit their own continuous learning plans to the state, which is a great opportunity for Valor to have autonomy over their offerings, deciding what is best for our own students, staff and families instead of having to adjust to the mandates of the larger district. Finally, our CEO, Todd Dickson, as a part of his role leading the Nashville Charter Collaborative of area charter schools, has been serving as the charter representative voice on the Mayor’s School Reopening Task Force. This has been a positive thing in many ways, principal of which has been an awareness of the most up-to-date information from the city and our school district, which has been critical to the development of a strong plan for continuous learning.

**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.

N/A - Our CLP will be implemented at the start of our year.

**Part 1.4: Authorizer Engagement (only charters complete)**

All charter schools should denote if a copy of their CLP was sent to the charter authorizer. Charter schools are strongly encouraged to work with their charter authorizer when developing their CLP to ensure the charter school CLP is not in conflict with provisions of the charter agreement or memorandum of agreement related to performance goals or services provided to the charter school by the authorizer.

*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.)

We wrote this CLP with our charters in mind, we collaborated on this application with John Thomas, Director of Charter Schools, MNPS, and a copy of our final CLP was sent to the Charter School Office of Metro Nashville Public Schools.

**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.”

<table>
<thead>
<tr>
<th>MODEL</th>
<th>In-Person Instruction at School Building Model</th>
<th>Remote or Hybrid Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAY</td>
<td>Trad’l Stagger Return Stagger Schedule Year-round Split Days Alternate Days Need based Grade based Family Choice All Virtual Other</td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elem. School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade(s) Served</th>
<th>Model(s) Selected</th>
<th>Pathway(s) Selected</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar model at HS and MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3: STANDARDS-BASED INSTRUCTION**

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

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

**Part 3.1: Explanation of Approach**

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

---

**Instructional Materials and Their Use - Summary**

In both our middle school and our high school, we are continuing to use the same set of instructional materials that we use when we are in a fully in-person setting.

- Each course’s materials are a mix of open source curricula (Achievement First, New Visions, Big History, etc.), purchased curricular resources, and internally designed curricula that have been woven together or curated.
- Our courses are all backwards designed from Tennessee state standards and assessments and/or Advanced Placement standards and assessments.
- Each course has a course overview provides teachers with an orientation to the course and each unit; the key formative and summative assessments; key routines for instruction that are embedded into the curriculum and/or associated with the subject/department; and an instructional calendar that serves as a base scope and sequence for pacing.
  - **This year,** we have made suggestions for how the key instructional routines may be implemented or adjusted in the distance learning and/or hybrid setting.
- Teachers meet weekly during one of their flex blocks for an “intellectual preparation” meeting (Sample attached)-with a partner teacher (if they have one) and an instructional leader. During this time, teachers engage in deep dives into the content and pedagogy of an upcoming unit or lesson, and/or closely study student work or quantitative data together. Based on student work, the team may make small adjustments or provide targeted feedback to students or student groups. Teams also consider additional differentiation or scaffolds to support EL or special education students in fully engaging with the grade level content; often, the EL teacher and/or the SPED teacher join the IP meetings.
  - **This year,** we have made adjustments to this meeting protocol to ensure the teams are learning together about how to best implement and adjust our model given the distance learning context.
- Teachers also meet weekly with a coach, from whom they receive support and feedback on teaching our curricula and content-specific routines, regardless of whether or not we are in distance, hybrid, or in person learning.

**Instructional Schedule - MS:** *(Please see attached for Full Schedules, including an EL Schedule)*

- **Monday-Thursdays:** Our Monday-Thursday MS schedule is aligned with our regular in-person schedule and is quite similar.
  - Homeroom: Students attend a synchronous mentor group session two days a week for 30 minutes.
  - Core Academic Instruction: Students attend five 50 minute synchronous classes a day.
  - Resource/RTI: Students attend a synchronous, daily resource or RTI block for 30 minutes a day as needed.
- **Friday:**
Homeroom: Students will attend a synchronous mentor group session for an hour.
Students will complete three asynchronous lessons for ELA, Math, and Enrichment.

Instructional Schedule - HS: (Please see attached for Full Schedules, including a Special Populations schedule)
- Monday-Thursdays: Our Monday-Thursday HS schedule is aligned with our regular in-person schedule and is quite similar.
  - Homeroom: Students attend a 15 minute 1:1 check in with their Homeroom teacher weekly. This is where mentors prioritize SEL check-ins, as well as academic coaching.
  - Core Academic Instruction: Students attend six 50 minute synchronous classes a day.
  - Resource/RTI (Special Populations Schedule attached): Students attend a synchronous, daily resource or RTI block for 55 minutes a day as needed.
- Friday:
  - Homeroom: Students will attend a synchronous mentor group session for an hour.
  - Students will complete at least two asynchronous lessons for ELA, Math. They also complete the same for any AP course they are enrolled in.
- Twice Weekly, the exact day is dependent on the subject
  - Students have Office Hours (zero hour) for content remediation during a 35 minute block of time.

Learning Loss & Remediation:
- Beginning of year screening and progress monitoring
  - We are able to administer a version of our universal screener remotely for our middle school students which will enable us to gather data about overall percentile in Math and English and assess learning loss for our returning students. We will use this data to roster students into intervention which we will offer remotely. At our high school, we’ll administer the ACT which we use as well to identify strengths and gaps in our students’ readiness as well as compare to the last ACT administration which was given in December 2019.
- Looking at Student Work and Data-Driven Instruction (Example Attached): Embedded in our coaching and intellectual preparation meetings are key moments for examining and responding to student data, as well. This is an ongoing process throughout the year.
- Data Days (Example Attached): As with every year, we have specific Data & Professional Learning Days embedded in our calendar. On these days, the organization pauses and engages in shared protocols to deeply dive into and reflect on the evidence of student learning or areas of struggle that we have accumulated. The protocols also guide teachers and leaders through a process of using that analysis to plan for remediation, reteaching, or spiral review.

Grading, Feedback & Student Achievement (Grading Policies attached)
- Grading: Our grading policy is aligned with the uniform grading policy and is quite similar to our steady state policy.
- Feedback: We provide training for teachers on how to provide 1:1, small group, and whole class feedback either in the moment or lesson to lesson; this is often a topic of coaching and intellectual preparation meetings as well given the centrality of feedback for student learning. We also reflect, as part of our protocol process described in the data day section above, on what this data can tell us about our own instruction or instructional program and what adjustments must be made to better meet student needs.
- Measuring and Tracking: In addition to strong gradebook policies that allow students and families ongoing access to performance via Illuminate, we also track key assessment performance in network dashboards so that we can track progress over time - by course, by department, and by school. We use this data at the teacher, school, and network level to determine how on/off track we are with respect to meeting our MAP, ACT, TNReady, or AP goals.

Optional: Academic Counseling (High School)
- Academic Coaching
  - As mentioned above, students receive 15 minutes of dedicated academic coaching weekly with their
mentor teacher.

- For more information, please see page 16 in the “mentors” section of the VCP Grading and Graduation policy is included in our artifact folder for this section.

- Post-Secondary Prep Lessons
  - Three times quarterly in all grades and twice weekly in 11th grade, students receive post-secondary prep lessons. These range from virtual college visits and career panels, to tips on writing personal statements and requesting recommendation letters.

- Tiered Supports
  - We believe that routine habit-building and data-driven interventions---within and outside of core instruction and across disciplines--are essential to developing intellectual prowess and the ability to wayfind in all of our future graduates. Therefore, the nature of our supports and when and how we implement them inform our school-based instructional calendar, our teacher- and student-facing academic systems, and, to an extent, our school culture priorities.
  - To serve the diverse learning needs of our community, we organize our interventions and supports by tier. We tier interventions not to track students but to strategically allocate their support to gap-closure in a particular discipline and/or to cultivate a set of habits and mindsets around college / career readiness. A tier refers to a subgroup of students who qualify for a certain frequency and intensity of intervention, depending on their range or depth of need.
    - Tier 1: Least invasive. Opt-in supports that provide additional opportunities to pursue mastery and redeem credit on assignments.
    - Tier 2: More invasive. Some required programming--either though office hours or academic lab--to focus students’ attention on specific courses or gap areas that are impeding holistic, academic success.
    - Tier 3: Most invasive. Required programming as well as case management; leverages relational supports and weekly (or daily) oversight to increase student and family accountability or investment (depending on the root cause for the student’s academic performance).
  - An equally important value that we hold is even students who qualify for multiple academic interventions still have an enriching, well-rounded high school experience that is not over-programmed to the point that these students “burn out” on learning or become disinvested in the expectations and goals of the larger VCP community--or worse, their own goals and aspirations. To guard against overwhelming our most vulnerable students and to ensure they are receiving support in their most urgent area(s) of need, students can trigger into / be enrolled in a maximum of two intervention pathways at one time.
  - For more information, please see the “Tiered Academic Supports” section of the VCP Grading and Graduation policy included in our artifact folder.

---

**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.)

**GRADES 5-8**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Avg. Days per Week</th>
<th>Minutes per Session</th>
<th>Delivery Mechanism: Check ALL applicable boxes*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Area</td>
<td>Avg. Days per Week</td>
<td>Minutes per Session</td>
<td>Delivery Mechanism: Check ALL applicable boxes*</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>5 days</td>
<td>50-100m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND (X) Program</td>
</tr>
<tr>
<td>Math</td>
<td>5 days</td>
<td>50-100m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND (X) Program</td>
</tr>
<tr>
<td>Science</td>
<td>4 days</td>
<td>50m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4-5 days</td>
<td>50m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Physical Education (PE)</td>
<td>1 day</td>
<td>50m</td>
<td>() Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Arts</td>
<td>1 day</td>
<td>50m</td>
<td>() Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>CCTE or Elective (optional)</td>
<td></td>
<td></td>
<td>( ) Synchronous AND/OR ( ) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Foreign Language (optional)</td>
<td></td>
<td></td>
<td>( ) Synchronous AND/OR ( ) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Teacher-based AND/OR ( ) Program</td>
</tr>
</tbody>
</table>

**GRADES 9-11**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Avg. Days per Week</th>
<th>Minutes per Session</th>
<th>Delivery Mechanism: Check ALL applicable boxes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>5 days</td>
<td>50-100m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND (X) Program</td>
</tr>
<tr>
<td>Math</td>
<td>5 days</td>
<td>50-100m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND (X) Program</td>
</tr>
<tr>
<td>Science</td>
<td>4 days</td>
<td>50m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 days</td>
<td>50m</td>
<td>(X) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Physical Education (PE)</td>
<td>N/A (Not offered until 12th gr)</td>
<td></td>
<td>( ) Synchronous AND/OR ( ) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Arts</td>
<td>4 days</td>
<td>50m</td>
<td>( ) Synchronous AND/OR (X) Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Virtual AND/OR ( ) Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) Teacher-based AND/OR ( ) Program</td>
</tr>
<tr>
<td>Program</td>
<td>Days</td>
<td>Period</td>
<td>Synchronous</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>CCTE or Elective</td>
<td>4</td>
<td>50m</td>
<td>(X)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>50m</td>
<td>(X)</td>
</tr>
</tbody>
</table>

**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**

Complete To 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.

Please see attached for the 2020-2021 Valor attendance policy. More information on the specific routines of middle school/high school is explained further below and also attached.

Middle Schools Response (Routines Document Attached):
- Middle school teachers will take attendance internally for the five synchronous content classes per day, M - Th, by observing who is logged onto Zoom video chats during designated instructional time. Teachers will also take
attendance for scholar attendance in our mentor time in the morning.

- On Fridays, teachers will take attendance for asynchronous instructional time by observing which scholars have submitted classwork assignments before the due date (2 PM).
- At the end of the day, teachers will look at the internal tracking and mark scholars in Infinite Campus as present or absent based on the % of classes attended for the day.
- Absences during distance learning will be classified as unexcused unless accompanied by a letter signed by the scholar’s caregiver for one of the following excused reasons:
  - An illness that prevents the student from attending school
    - Parent(s)/guardian(s) can send note of illnesses lasting 1 - 2 consecutive days
    - Absences lasting 3 or more consecutive days require a doctor’s note
  - A death in the immediate family or other significant family crisis
    - For purposes of this policy, the immediate family is defined as parent/guardian, siblings, or grandparents
  - Religious holidays
  - Absences in distance learning due tech or computer issues
  - Doctor’s appointments with documentation from the doctor indicating that the child was at the appointment for more than half of the school the day1 or should not return to school the same day.

- Interventions for absences during distance learning include the following actions
  - Daily Absence - Text message
  - 3 Unexcused Absences - Notice of Attendance Concern to Family of Scholar
  - 5 Unexcused Absences - Attendance Assessment & Attendance Intervention Plan, Truancy Letter sent home.
  - 7 Unexcused Absences - Share CA Policy/truancy policy via email
  - 10 Unexcused Absences - Truancy Petition & notification phone call/meeting

Valor Middle Schools will communicate attendance policies and procedures to families in our summer mailer to all families, which requires a signature upon receipt. The attendance policy will also be covered by principals during our family orientation before the first day of school.

High Schools Response (Routines Document Attached):

- High school teachers will take attendance via Infinite Campus for the six synchronous content classes per day, M - Th, by observing who is logged onto Zoom video chats during designated instructional time.
- On Fridays, teachers will take attendance for asynchronous instructional time by observing which scholars have submitted classwork assignments before the due date (2 PM).
- Absences during distance learning will be classified as unexcused unless accompanied by a letter signed by the scholar’s caregiver for one of the following excused reasons:
  - An illness that prevents the student from attending school
    - Parent(s)/guardian(s) can send note of illnesses lasting 1 - 2 consecutive days
    - Absences lasting 3 or more consecutive days require a doctor’s note
  - A death in the immediate family or other significant family crisis
    - For purposes of this policy, the immediate family is defined as parent/guardian, siblings, or grandparents
  - Religious holidays
  - Absences in distance learning due tech or computer issues

1 Please note that for a scholar to be considered present for more than half of the school day the scholar needs to be present for 3.5 hours or longer.
- Doctor’s appointments with documentation from the doctor indicating that the child was at the appointment for more than half of the school the day² or should not return to school the same day.

- Interventions for absences during distance learning include the following actions:
  - Daily Absence - Text message
  - 3 Unexcused Absences - Notice of Attendance Concern to Family of Scholar
  - 5 Unexcused Absences - Attendance Assessment & Attendance Intervention Plan, Truancy Letter sent home.
  - 7 Unexcused Absences - Share CA Policy/truancy policy via email
  - 10 Unexcused Absences - Truancy Petition & notification phone call/meeting

- Valor’s high school will communicate attendance policies and procedures to families in our summer mailer to all families, which requires a signature upon receipt.

Part 4.2: Artifacts
To support the CLP, please include any artifacts that outline the LEA’s approach to attendance. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for attendance. Artifact selection should be included to meet the benchmarks listed in the rubric.

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

SECTION 5: INSTRUCTIONAL TECHNOLOGY
This section should cover how the LEA intends to utilize and provide access to instructional technology, including devices and internet access, for students who are not receiving in-person instruction at the school site. Note: There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Technology toolkit for support

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

☐ 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.

² Please note that for a scholar to be considered present for more than half of the school day the scholar needs to be present for 3.5 hours or longer.
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.

Distribution and Tracking:
Valor has a strong plan for device distribution, tracking and safe use. Prior to COVID19, Valor was already operating on a one-to-one device plan. We have an asset tracking system, and students are aware of the device care policy. Embedded in our annual budget is an annual replacement allotment, and device useful life is monitored by operations and tech support staff. Valor has back-up replacement devices, and has ordered additional devices in preparation for this fall semester. We have established a COVID19 safe distribution plan, and plan to conduct a drive-up pick-up system for tech equipment (BOY Tech & Supply pickup procedure is attached). We have provided families with internet hotspots in the spring, and have additional hotspots to distribute this fall (as needed).

Troubleshooting and Technical Assistance:
Valor has been 1:1 student device for several years now. Students were allowed to take their devices home nightly, and we supported all technical issues in that environment. Valor has two operations staff members at every school, and we also contract out IT support from a 3rd party for more challenging technical issues. All families have completed a survey to determine their technology needs (including internet hot spots and laptops). Our schools will offer a tutorial for new students prior to the start of school, along with quick reference guides that we will send home for families to use (see attachment for family distance learning tutorial). As in the spring, Valor will offer technical support office hours to our families for additional support. Each student will have a teacher mentor, who will help escalate any tech issues that arise during the year. Valor faculty have access to a ticket support system, and can submit requests for technical support as needed. They are also receiving training on distance teaching, along with additional technology equipment to support their instruction (i.e. extra monitor, document camera, and laptops as needed).

Security and Safety:
As previously mentioned, Valor has been 1:1 chromebook device per student for several years. We already have a chromebook use policy (attached), and students are very familiar with that policy. We also have all of our chromebooks on our GoGuardian software, and that allows us to monitor student use, identify inappropriate content, and shut down devices remotely. We have utilized these procedures long before COVID19, and plan to continue with them throughout our distance learning season (see Community Handbook & Community Agreements attachments).

In addition, we are aware that student safety and well-being are critical during distance learning and have implemented structures (mentor 1:1 check-ins, Circles, relationship-building opportunities), referral processes (support team and counseling digital referrals), and crisis response protocols (support team members joining Zoom calls to support if needed) to ensure student safety needs are met, even when they are not physically present with us.

Access and Opportunity:
All students have access to 1-1 devices. At both our middle school and high school campus, we are running a schedule that parallels our typical in-person schedule which means that students have access to all required and non-required courses. This includes virtual ELA, math, science, social studies, and all elective courses. At our high school, students will pursue the identical schedule they would have pursued in person which means their course load is inclusive of all graduation requirements as well as any elective courses.
An additional benefit of our scheduling at both our middle school and high school campus is that since we are following a schedule that parallels our regular school schedule, this will allow for flexible movement between distance learning and in person should this be necessary. In addition to any core course offerings, we are also offering students 1-1 check-ins with their mentor teacher which will happen once every three weeks, virtual Zoom meetings with their grade level, small group check-ins with their mentor group, and optional participation in additional enrichment activities (MS campus only) and symposium courses (HS campus only). To ensure equitable access, we are providing 1-1 devices to all families and have assessed if families need access to reliable internet hotspots. We are providing these to all families who need them.

Contingency Planning:
Valor has ordered additional devices to support students with lost, damaged, or stolen devices. Students will be expected to join their daily classes, and when students are not present for those classes they will be flagged and contacted by someone on the Valor team. Students have access to their mentor daily, and can notify them immediately if they experience any loss of access to the distance learning platform. Families can then receive tech support, or they can come to the school to pick up a replacement device. We were able to execute on this plan in the spring, and we are confident that this strategy will work for our students this fall.

Part 5.2: Artifacts
To support the procedures in the CLP, please include any artifacts that outline the LEA’s approach to instructional technology. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly included.

Artifacts might include:
- Survey for teacher and student home access to technology and connectivity
- Inventory for technology devices
- Procedure for how devices will be distributed and tracked
- Policies related to device distribution, use and management
- Troubleshooting procedures and related documents, including for devices that are broken, stolen, or otherwise missing to ensure that students do not miss learning
- Procedures for how students will access content
- Firewall and student acceptable use policies, especially those related to security, safety, privacy, etc.
- Plans and documents related to access and opportunity for all students to engage in learning in a reasonable timeframe (especially for households where there are limited devices and multiple students needing access to them during the same periods)
- Procedures for providing internet access to all students (if applicable)

SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)
This section should cover how the LEA intends to provide strong professional development, learning and support opportunities for staff who may not be providing in-person instruction at the school site. Note: There
may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Professional Development toolkit for support.

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

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

Part 6.1: Explanation of Approach

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

### Professional Development - Virtual or Distance Learning

- **Summer Professional Learning:** We are engaging our teachers in 3 weeks of professional development this summer (Please see attached for Base Camp calendar and session list). This includes introducing teachers to their overall role at Valor; strands on technology tools (including but not limited to Zoom, Google Classroom, Nearpod, and Kami); models and practice of content-specific remote instruction; and work with grade level and course teams to intellectually prepare, adapt, and execute their first unit and early lessons. We also introduce our coaching and intellectual prep team support and collaboration structures, as well as our department chairs and network leads.

- **Friday Professional Learning:** On Fridays, we have 80-90m professional learning with staff (Please see attached PL Calendar). Given our network’s focus on a “comprehensive human development” (i.e. “whole child”) model, these sessions alternate between:
  - Academics: This strand includes (a) attention to supporting diverse learners; (b) department-based PL sessions to support strong teaching and learning within the content areas; and (c) additional time in intellectual preparation teams for collaboration and data study in the contexts of teachers’ day to day work;
  - Culture: This strand includes a focus on student engagement and classroom climate and culture, as well as explicitly equity-focused professional development sessions; support and restorative justice cycles inside and outside of the virtual classroom; and teacher collaboration in grade level teams to enhance connection and engagement for students and teachers who are part of that team.

This year, we will incorporate our learnings about distance learning through each of these rotating session types (see attached for this past spring’s Distance Learning Culture Playbook, as well as a Compass Crisis Response guide).

- **Data and PL Days/Learning Loss:** As explained above in section 3.1, we engage in purposeful step backs with data and planning, as well as additional professional development, several times across the year. We also have key times that we pause to norm on our bar for the quality of student work. We will continue this practice this year, even if these days happen remotely. In addition, we will administer a universal screener to determine which students need reading and math intervention and will monitor these students remotely using our weekly probes.
This will allow teachers, interventionists, case managers, and related service teams to monitor progress and adjust support for students who are currently in RTI, in an active S-Team, or currently have an IEP or 504.

- **Intellectual Preparation.** Through our intellectual preparation teams (an instructional leader and the teachers teaching that course - sample attached), we engage in deep study of our backwards-designed unit plans as well as our daily lessons and instructional materials. We are also able to engage in strategic adjustments to the scope and sequence or daily plans to provide additional supports for students to engage fully in the grade level content, and to tackle any evidence of learning loss that we see from the previous year or years of instruction. Though the pandemic has exacerbated these opportunity gaps, it is also true that we are accustomed to children arriving at our schools with gaps in their previous academic opportunities, and so are able to apply similar systems and structures to previous years to identify and address these gaps through these team structures. We also use our screeners and formal data analysis protocols and systems to identify big picture areas so that we can address student learning, teaching, or programmatic gaps and problems.

- **Coaching:** Of course, the extent to which the plans above translate into meaningful practice day to day requires that teachers have the opportunity to practice applying them in instruction. To support both teacher learning and accountability, every one of our teachers has a coach who observes their practice, provides feedback relative to core routines of the department or network, and then works with the teacher to establish and practice action steps for the upcoming week. This also allows us to capture new learnings from our teachers and share them throughout our organization.

**Part 6.2: Artifacts**

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

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

**SECTION 7: IMPLEMENTATION MONITORING**

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

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

Part 7.1: Explanation of Approach
To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

We will monitor the implementation and efficacy of this plan in several critical ways. Please see attached for a table that outlines implementation monitoring for Sections 2-6, as well as several artifacts around instructional oversight protocols and tiered interventions.

Part 7.2: Artifacts
To support the CLP, please include any artifacts that outline the LEA’s approach to implementing and monitoring the CLP. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

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

SECTION 8: COMMUNICATIONS

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

Part 8.1: Explanation of Approach
To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached communication plan. In the box below, please provide the narrative or the page(s) referenced.

Please see the attached artifacts for our COVID-19 communication plan, pages 13-15 of our Fall Safety Plan, and templates for distribution.
Part 8.2: Artifacts
To support the CLP, please include any artifacts that outline the LEA’s approach to communications. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

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

APPENDIX: OPERATIONS AND BUDGET (Optional)

The department is committed to continuing to support LEAs through this challenging period. To best plan for potential grants, supports, or other resource development, it is helpful and important to know the specific plans and work that is occurring in LEAs. Separately, it is helpful for LEAs to share their CLPs and best practices in support of one another. This section of the CLP will not be evaluated on the rubric but would be used for better aligning resource development and sharing ideas between school LEAs in the state.

Artifacts might include:
- Continuum of Operations Plan
- Childcare Plan
- Budget and Related Documents
- Governance/School Board Plans
- Health Plans
- Nutrition Plans
- Policies
- LEA- and School-based Procedures
- Safety Plans
- Transportation Plans