Board of Education Regular Meeting

July 13, 2020 5:30 PM

Tullahoma High School

I. **Call to Order**
II. **Pledge of Allegiance to the Flag**
III. **Roll Call**
IV. **Approval of Agenda**
V. **Special Items**
    1. Individuals to Address the Board
VI. **Consent Agenda**
    1. Approval of Minutes
VII. **Unfinished Business**
    1. Building and Grounds Report
        a. Ceiling Tile Bids
    2. 2020-2021 Budget Amendment
        a. Deputy Director of Schools
        b. Nurses
    3. Policy Section 1
VIII. **New Business**
    1. Continuous Learning Plan
    2. 2020-2021 School Re-entry Plan
    3. Naming of 504/ADA Coordinator
    4. School District Ethics Committee
IX. **Superintendent's Report**
    1. City Board Liaison Report
    2. Personnel
X. **Adjournment**

TULLAHOMA CITY SCHOOLS
Board of Education Regular Meeting
June 15, 2020 5:30 PM
Central Office
Electronic Meeting

Attendance Taken at 5:30 PM:

Present Board Members:
Mrs. Jessica Fogarty
Mr. Sid Hill
Mrs. Amy Johnson
Mrs. Teresa Lawson
Mrs. Gigi Robison
Mrs. Kim Uselton
Mr. Pat Welsh

Approval of Agenda

Motion Passed: To approve agenda as presented.

Passed with a motion by Mrs. Jessica Fogarty and a second by Mrs. Amy Johnson.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty	Yea
Mr. Sid Hill	Yea
Mrs. Amy Johnson	Yea
Mrs. Teresa Lawson	Yea
Mrs. Gigi Robison	Yea
Mrs. Kim Uselton	Yea
Mr. Pat Welsh	Yea

Special Items

Individuals to Address the Board

There were no individuals wishing to address the board.

Consent Agenda

Motion Passed: To approve the consent agenda as presented.

Passed with a motion by Mrs. Kim Uselton and a second by Mrs. Jessica Fogarty.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

Approval of Minutes
Minutes from the regular Board of Education meeting held on May 18, 2020, were presented for approval.

Wollman Scholarship
The Wollman Scholarship committee awarded $13,500 in new and renewal scholarships for the 2020-2021 academic year.

Milk Bids
Bid requests for milk and milk products were solicited for the 2020-2021 school year. Prairie Farms declined to bid. Bluebell, Dean Foods, and IWC did not respond. Murfreesboro Pure Milk bid a firm price of $0.24 per half-pint by doing an escalation/de-escalation bid. It was recommended that Murfreesboro Pure Milk be accepted for SY 2020-2021.

2020-2021 Instructional Fees
The 2020-2021 instructional fees were presented for board approval .

Surplus
Surplus technology equipment was presented for board approval.

2020-2021 Little Cats Learning Academy Budget
The 2020-2021 budget for the Little Cats Learning Academy was presented for board approval.

Unfinished Business

Building and Grounds Report

Chairman Welsh provided an update from the building and ground committee.

THS Fieldhouse Flooring

TCS received two bids for the THS fieldhouse floorcovering. The low bid came from BSN Sports in the amount of $42,827.06. The other bid amount was $72,475.42.

Motion Passed: To accept bid from BSN Sports in the amount of $42,827.06.

Passed with a motion by Mrs. Gigi Robison and a second by Mr. Sid Hill.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty	Yea
Mr. Sid Hill	Yea
Mrs. Amy Johnson	Yea
Mrs. Teresa Lawson	Yea
Mrs. Gigi Robison	Yea
Mrs. Kim Uselton	Yea
Mr. Pat Welsh	Yea

2020-2021 Budget

Director of Business, Jason Ray, presented the following discussion on the budget presented for approval:

"Revenue is somewhat of a variable due to the unknown impact of COVID-19 on Sales Tax and Property Taxes. We're budgeting a status quo/level revenue for the upcoming year with the exception of the State BEP increase. The BEP increase is expected to be $814,000 compared to the FY20 amount. This is a 4.74% increase to the BEP. Final BEP amounts will not be known until the end of this month.

Expenditure highlights:

- English/Language Arts State Textbook Adoption $400,000
- Two (2) new buses, previously approved $190,000
- Facilities Maintenance $360,000 (increase of $100,000 from 19-20)
- Capital improvements anticipated in the budget include;
- New 6 court tennis court facility
- THS fieldhouse flooring
- Wilkins Stadium drainage repair
- THS track resurfacing
- HVAC replacement at Farrar
- HVAC work at THS gym
- Flooring in main offices at R.E. Lee, Bel-Aire & East Middle
- Band access into old Choral Room at THS

This budget includes a step and 1% cost of living raise. This impact to the budget is $527,018.

As we are required to pass a balanced budget the total revenue and expenditure totals are $35,936,947.00. This is an increase of 5.64% to last year's budget including capital expenditures. Excluding the capital expenditures, the increase is 0.732% over the 19-20 year."

Dr. Catherine Stephens also presented three positions for board approval that were included in the 2020-2021 budget: school psychologist, social worker, and general education teacher-behavior modification.

Motion Passed: To accept the 2020-2021 budget as presented.

Passed with a motion by Mrs. Amy Johnson and a second by Mrs. Kim Uselton.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

Central Office Upgrade Modifications

Factory Furniture provided an updated price on furniture for the central office remodel based on a combination of additions and upgrades. The total changed from $149,457.00 to $172,563.00. Administration recommended approval of the updated price to provide furniture for the central office.

Motion Passed: To accept the updated cost of furniture from Factory Furniture in the amount of $172,563.00

Passed with a motion by Mrs. Teresa Lawson and a second by Mrs. Kim Uselton.

6 Yeas - 1 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Nay
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

New Business

2020-2021 Board Event Calendar

The 2020-2021 Board Event Calendar was presented for board approval.

Motion Passed: To accept the 2020-2021 Board Event Calendar as presented.

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Passed with a motion by Mrs. Amy Johnson and a second by Mrs. Jessica Fogarty.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

2020-2021 Agenda Items by Month

The 2020-2021 Agenda Items by Month was presented for board approval.

Motion Passed: To accept the 2020-2021 Agenda Items by Month as presented.

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Passed with a motion by Mrs. Teresa Lawson and a second by Mrs. Jessica Fogarty.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

THS Basketball Support Goal
Administration recommended replacing the existing manual strap system with an automatic cabling/winch system at the THS main gymnasium.

Motion Passed: To accept the bid for the goal system in the amount of $16,211.08 from Bleachers and Seats.
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Passed with a motion by Mrs. Gigi Robison and a second by Mr. Sid Hill.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

Superintendent's Report
Dr. Catherine Stephens provided an update:

- She shared that she has been meeting with principals, assistant principals and district staff.
- TCS has applied for CARES Act funds. Dr. Stephens indicated that the district should know by June 30th if funds will be received and if so, how much will be received.
- Meetings are planned with various stakeholders regarding school reopening plans.
- Parent surveys will go out next week with teacher surveys soon to follow.
- Dr. Stephens celebrated that Jason Quick officially took the seat as principal of THS today.

City Liaison Report
Rupa Blackwell was present to give an update from the city.

Personnel
Personnel changes from June 2020 were presented in an attachment.

Adjournment

Motion Passed: There being no further business, the meeting was adjourned at 6:05 p.m.

Passed with a motion by Mrs. Jessica Fogarty and a second by Mr. Sid Hill.

7 Yeas - 0 Nays.

Mrs. Jessica Fogarty Yea
Mr. Sid Hill Yea
Mrs. Amy Johnson Yea
Mrs. Teresa Lawson Yea
Mrs. Gigi Robison Yea
Mrs. Kim Uselton Yea
Mr. Pat Welsh Yea

Minutes approved July 13, 2020

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J. Patrick Welsh, Board Chairman

_____
Dr. Catherine Stephens, Director of Schools

REVENUE	2020-2021	2020-2021			
ACCOUNT NUMBER	APPROVED	PROPOSED			
UNDESIGNATED FUND BALANCE	1,480,000	1,480,000			1519444
40100 COUNTY TAXES					
40110 CURRENT PROPERTY TAX-COFFEE CO.	5,855,558	5,855,558			
40110 CURRENT PROPERTY TAX -FRANKLIN CO.	190,000	190,000			
40120 TRUSTEE'S COLLECTION-PRIOR YEAR	160,000	160,000			
40130 CIRCUIT CLERK/C&M-PRIOR YEAR	38,000	38,000			
40140 INTEREST & PENALTY	42,000	42,000			
40161 PAYMENTS IN LIEU-TVA	100,000	100,000			
40210 LOCAL OPTION SALES TAX-SETTLEMENT					
40275 MIXED DRINK TAX					
TOTALS ACCOUNT NUMBER 40100	**6,385,558**	**6,385,558**			
40600 CITY SCHOOL DISTRICT REVENUES					
40710 LOCAL OPTION SALES TAX	4,200,701	4,200,701			
TOTALS ACCOUNT NUMBERS 40600/40700	**4,200,701**	**4,200,701**			
41000 LICENSES & PERMITS					
41110 MARRIAGE LICENSES	1,300	1,300			
TOTALS ACCOUNT NUMBER 41000	**1,300**	**1,300**			
43000 CHARGES FOR SERVICES					
43511 TUITION-REGULAR DAY STUDENTS	196,476	196,476			
43515 TUITION-OTHER STATE SYSTEMS					
43570 RECEIPTS FROM INDIVIDUAL SCHOOLS	60,000	60,000			
43990 OTHER CHARGES FOR SERVICES					
TOTALS ACCOUNT NUMBER 43000	**256,476**	**256,476**			
44000 OTHER LOCAL REVENUE					
44110 INTEREST EARNED	25,000	25,000			
44170 OTHER REVENUE	0	0			
44520 INSURANCE RECOVERY	0	0			
44530 SALE OF EQUIPMENT	0	0			
44560 DAMAGES RECOVERED FROM INDIVIDUALS	0	0			
44570 CONTRIBUTIONS & GIFTS	25,000	25,000			
44900 CITY LIQUOR TAX	45,240	45,240			
44990 SALE OF SURPLUS	0	0			
TOTALS ACCOUNT NUMBER 44000	**95,240**	**95,240**			
46500 STATE EDUCATION FUNDS					
46511 BASIC EDUCATION PROGRAM	17,975,000	17,709,000			
46515 PRE-K	380,351	380,351			
46590 OTHER STATE EDUCATION FUNDS	95,000	95,000			
46592 INTERNET CONNECTIVITY	0	0			
46610 CAREER LADDER	60,000	60,000			
46612 EXTENDED CONTRACTS	0	0			

TOTALS ACCOUNT NUMBER 46500	**18,510,351**	**18,244,351**			
REVENUE	**2020-21**	**2020-21**			
ACCOUNT NUMBER	**APPROVED**	**PROPOSED**			
46800 OTHER STATE REVENUES					
46840 STATE "DICKEL" TAX	2,100	2,100			
46981 SAFE SCHOOLS	54,574	54,574			
46982 SCHOOL SAFETY	33,000	33,000			
TOTALS ACCOUNT NUMBER 46800	**89,674**	**89,674**			
47100 FEDERAL FUNDS through STATE					
47143 IDEA PART-B HIGH COST	78,780	78,780			
47210 JTPA/LITERACY PROGRAM	100,000	100,000		40000	
47590 OTHER FEDERAL THRU STATE					
TOTALS ACCOUNT NUMBER 47100	**178,780**	**178,780**			
49000 OTHER SOURCES /NON-REVENUE					
49200 NOTE PROCEEDS					
49810 CITY GENERAL FUND TRANSFERS	4,738,867	4,738,867			
TOTALS ACCOUNT NUMBER 49000	**4,738,867**	**4,738,867**			
TOTALS FOR GENERAL PURPOSE FUND	**35,936,947**	**35,670,947**	35,670,947		
			0		

EXPENDITURES	2020-21	2020-21			
ACCOUNT NUMBER	APPROVED	PROPOSED			
71100 REGULAR EDUCATIONAL PROGRAM					
116 TEACHERS	11,876,738	11,876,738			
117 CAREER LADDER	45,000	45,000			
163 EDUCATIONAL ASSISTANTS	1,415,767	1,415,767			
195 SUBSTITUTE TEACHERS	260,000	260,000			
201 SOCIAL SECURITY	797,770	797,770			
204 STATE RETIREMENT	1,190,149	1,190,149			
206 LIFE INSURANCE	24,200	24,200			
207 MEDICAL INSURANCE	2,170,864	2,170,864			
208 DENTAL INSURANCE	67,540	67,540			
209 VISION INSURANCE	23,491	23,491			
212 MEDICARE	198,374	198,374			
355 TRAVEL	30,000	30,000			
429 INSTRUCTIONAL SUPPLIES & MATERIALS	270,000	270,000			
449 TEXTBOOKS	400,000	400,000			
599 OTHER CHARGES	48,000	48,000			
722 REGULAR INSTRUCTIONAL EQUIPMENT	491,000	491,000			
TOTAL 71100 ACCOUNT	**19,308,893**	**19,308,893**			
71200 SPECIAL EDUCATION PROGRAM					
116 TEACHERS	1,658,331	1,658,331			
117 CAREER LADDER	5,000	5,000			
162 CLERICAL PERSONNEL	36,832	36,832			
163 EDUCATIONAL ASSISTANTS	817,188	817,188			
171 SPEECH PATHOLOGISTS	86,838	86,838			
189 OTHER SALARIES	15,000	15,000			
195 SUBSTITUTE TEACHERS	51,115	51,115			
201 SOCIAL SECURITY	154,933	154,933			
204 STATE RETIREMENT	172,990	172,990			
206 LIFE INSURANCE	6,236	6,236			
207 MEDICAL INSURANCE	503,252	503,252			
208 DENTAL INSURANCE	16,245	16,245			
212 MEDICARE	36,234	36,234			
299 VISION INSURANCE	6,747	6,747			
310 CONTRACTS WITH OTHER PUBLIC AGENCIES					
312 CONTRACTS WITH PRIVATE AGENCIES	50,000	50,000			
355 TRAVEL	0	0			
399 OTHER CONTRACTED SERVICES	0	0			
429 INSTRUCTIONAL SUPPLIES & MATERIALS	30,000	30,000			
499 OTHER INSTRUCTIONAL SUPPLIES	32,500	32,500			
599 OTHER CHARGES	32,500	32,500			
725 SPECIAL EDUCATION EQUIPMENT	10,000	10,000			
APPROX AMOUNT FROM SPED TRANSFER					
TOTAL 71200 ACCOUNT	**3,721,941**	**3,721,941**			

EXPENDITURES	**2020-21**	**2020-21**			
ACCOUNT NUMBER	**APPROVED**	**PROPOSED**			
71300 VOCATIONAL EDUCATION PROGRAM					
116 TEACHERS	477,514	455,513			
117 CAREER LADDER	2,000	2,000			
162 CLERICAL PERSONNEL	0	0			
201 SOCIAL SECURITY	29,733	29,733		4000	
204 STATE RETIREMENT	47,956	47,956		4000	
206 LIFE INSURANCE	767	767			
207 MEDICAL INSURANCE	82,806	82,806			
208 DENTAL INSURANCE	2,351	2,351			
209 VISION INSURANCE	818	818			
212 MEDICARE	6,954	6,954			
355 TRAVEL	12,000	12,000			
429 INSTRUCTIONAL SUPPLIES AND MATERIALS	15,000	15,000			
599 OTHER CHARGES	5,000	5,000			
730 VOC EQUIPMENT					
TOTAL 71300 ACCOUNT	**682,898**	**660,897**			
72110 ATTENDANCE					
105 SUPERVISOR/DIRECTOR	87,623	87,623			
162 CLERICAL PERSONNEL	0	0			
201 SOCIAL SECURITY	5,433	5,433			
204 STATE RETIREMENT	8,762	8,762			
206 LIFE INSURANCE	141	141			
207 MEDICAL INSURANCE	15,829	15,829			
208 DENTAL INSURANCE	480	480			
209 VISION INSURANCE	170	170			
212 MEDICARE	1,271	1,271			
355 TRAVEL	3,674	3,674			
499 OTHER SUPPLIES AND MATERIALS	2,261	2,261			
599 OTHER CHARGES					
TOTAL 72110 ACCOUNT	**125,644**	**125,644**			
72120 HEALTH SERVICES			Nurses		
105 NURSE	229,122	229,122	136500		
201 SOCIAL SECURITY	13,261	13,261	8463		
204 STATE RETIREMENT	12,070	12,070	7191		
206 LIFE INSURANCE	327	327	120		
207 MEDICAL INSURANCE	43,317	43,317	32488		
208 DENTAL INSURANCE	1,125	1,125	372		
209 VISION INSURANCE	388	388	120		
212 MEDICARE	3,100	3,100	1979.25		
413 DRUGS AND MEDICAL SUPPLIES	30,000	30,000			
TOTAL 72120 ACCOUNT	**332,710**	**332,710**	187233		

	2020-21	2020-21			
	APPROVED	PROPOSED			
72130 OTHER STUDENT SUPPORT					
117 CAREER LADDER	2,000	2,000			
123 GUIDANCE PERSONNEL	579,135	579,135			
161 SECRETARY	31,538	31,538			
201 SOCIAL SECURITY	37,989	37,989			
204 STATE RETIREMENT	60,797	60,797			
206 LIFE INSURANCE	869	869			
207 MEDICAL INSURANCE	71,561	71,561			
208 DENTAL INSURANCE	2,556	2,556			
209 VISION INSURANCE	920	920			
212 MEDICARE	10,000	10,000			
312 CONTRACTS W/PRIVATE AGENCIES					
322 EVALUATION AND TESTING	15,000	15,000			
524 STAFF DEVELOPMENT					
TOTAL 72130 ACCOUNT	**812,365**	**812,365**			
72210 INSTRUCTIONAL STAFF/ REG. INST. PROG.					
105 SUPERVISOR/DIRECTOR	98,162	98,162			
117 CAREER LADDER	3,000	3,000			
129 LIBRARIANS	233,084	233,084			
161 SECRETARY	52,200	52,200			
201 SOCIAL SECURITY	21,565	21,565			
204 STATE RETIREMENT	33,460	33,460			
206 LIFE INSURANCE	613	613			
207 MEDICAL INSURANCE	51,115	51,115			
208 DENTAL INSURANCE	1,738	1,738			
209 VISION INSURANCE	593	593			
212 MEDICARE	5,080	5,080			
308 CONSULTANTS	3,000	3,000			
355 TRAVEL					
432 LIBRARY BOOKS	50,000	50,000			
524 STAFF DEVELOPMENT	6,000	6,000			
599 OTHER CHARGES					
TOTAL 72210 ACCOUNT	**559,611**	**559,611**			
72220 SPECIAL EDUCATION PROGRAM					
105 SUPERVISOR/DIRECTOR	97,104	97,104			
117 CAREER LADDER	1,000	1,000			
124 PSYCHOLOGIST	65,000	65,000			
127 CAREER LADDER - EXTENDED CONTRACTS					
189 OTHER SALARIES	206,129	206,129			
201 SOCIAL SECURITY	23,738	23,738			
204 STATE RETIREMENT	47,252	47,252			
206 LIFE INSURANCE	546	546			
207 MEDICAL INSURANCE	36,188	36,188			
208 DENTAL INSURANCE	1,606	1,606			
212 MEDICARE	578	578			
299 VISION INSURANCE	104	104			
355 TRAVEL	5,000	5,000			

399 OTHER CONTRACTED SERVICES	65,000	65,000			
524 STAFF DEVELOPMENT	34,000	34,000			
599 OTHER CHARGES					
TOTAL 72220 ACCOUNT	**583,245**	**583,245**			
	2020-21	**2020-21**			
72310 GENERAL ADMIN/BD OF EDUCATION	**APPROVED**	**PROPOSED**			
191 DIRECTOR'S FEE	8,400	8,400			
118 SECRETARY TO BOARD	9,000	9,000			
201 SOCIAL SECURITY	375	375			
205 HSA FRINGE	130,000	65,000			
206 LIFE INSURANCE	2,658	2,658			
207 MEDICAL INSURANCE	153,345	153,345			
208 DENTAL INSURANCE	12,268	12,268			
209 VISION INSURANCE	3,578	3,578			
210 UNEMPLOYMENT COMPENSATION	15,335	15,335			
211 LOCAL RETIREMENT	550,000	550,000			
212 MEDICARE	2,800	2,800			
217 HYBRID RETIREMENT STABILIZATION	100,000	100,000			
305 AUDIT SERVICES	30,000	30,000			
320 DUES AND MEMBERSHIP	18,000	18,000			
331 LEGAL SERVICES	35,000	35,000			
355 TRAVEL	15,000	15,000			
506 LIABILITY INSURANCE	160,000	160,000			
508 PREMIUM ON CORP. SURETY BONDS	2,500	2,500			
510 TRUSTEE COMMISSION	125,000	125,000			
513 WORKMEN'S COMPENSATION	100,000	100,000			
599 OTHER CHARGES	20,000	20,000			
TOTAL 72310 ACCOUNT	**1,493,258**	**1,428,258**			
72320 OFFICE OF THE SUPERINTENDENT					
101 ADMINISTRATIVE OFFICER	165,000	165,000			
117 CAREER LADDER	0	0			
161 SECRETARY	52,942	52,942			
201 SOCIAL SECURITY	13,131	13,131			
204 STATE RETIREMENT	16,928	16,928			
206 LIFE INSURANCE	204	204			
207 MEDICAL INSURANCE	9,201	9,201			
208 DENTAL INSURANCE	613	613			
209 VISION INSURANCE	215	215			
212 MEDICARE	3,071	3,071			
307 COMMUNICATIONS	150,000	150,000			
348 POSTAL CHARGES	2,000	2,000			
435 OFFICE SUPPLIES	7,000	7,000			
524 STAFF DEVELOPMENT	18,000	18,000			
599 OTHER CHARGES	10,000	10,000			
TOTAL 72320 ACCOUNT	**448,305**	**448,305**			
72410 OFFICE OF THE PRINCIPAL					
103 ASSISTANT PRINCIPALS	248,571	240,571			
104 PRINCIPALS	680,453	658,453			
117 CAREER LADDER	4,089	4,089			
161 SECRETARIES	220,443	220,443			
201 SOCIAL SECURITY	66,050	66,050			

204 STATE RETIREMENT	97,790	97,790			
206 LIFE INSURANCE	1,636	1,636			
207 MEDICAL INSURANCE	153,345	153,345			
208 DENTAL INSURANCE	4,805	4,805			
209 VISION INSURANCE	1,738	1,738			
212 MEDICARE	16,727	16,727			
435 OFFICE SUPPLIES	20,700	20,700			
524 STAFF DEVELOPMENT	5,000	5,000			
TOTAL 72410 ACCOUNT	**1,521,345**	**1,491,346**			
	2020-21	**2020-21**			
	APPROVED	**PROPOSED**			
72510 FISCAL SERVICES					
105 SUPERVISOR/DIRECTOR	97,000	97,000			
119 BOOKKEEPERS	142,000	142,000			
201 SOCIAL SECURITY	16,165	16,165			
204 STATE RETIREMENT	12,930	12,930			
206 LIFE INSURANCE	370	370			
207 MEDICAL INSURANCE	40,314	40,314			
208 DENTAL INSURANCE	1,260	1,260			
209 VISION INSURANCE	450	450			
212 MEDICARE	3,325	3,325			
355 TRAVEL					
399 OTHER CONTRACTED SERVICES	40,000	40,000			
435 OFFICE SUPPLIES	3,000	3,000			
524 STAFF DEVELOPMENT	1,500	1,500			
TOTAL 72510 ACCOUNT	**358,314**	**358,314**			
72520 HR/PERSONNEL			Deputy		
105 SUPERVISOR/DIRECTOR			119253		
162 CLERICAL PERSONNEL	97,338	97,338			
201 SOCIAL SECURITY	6,035	6,035	7394		
204 STATE RETIREMENT	9,734	9,734	10733		
206 LIFE INSURANCE	157	157	40		
207 MEDICAL INSURANCE	17,584	17,584	13500		
208 DENTAL INSURANCE	534	534	124		
209 VISION INSURANCE	188	188	40		
212 MEDICARE	1,411	1,411	1729		
355 TRAVEL	4,082	4,082			
499 OTHER SUPPLIES AND MATERIALS	2,512	2,512			
599 OTHER CHARGES	0	0			
TOTAL 72110 ACCOUNT	**139,575**	**139,575**	152813		
72610 OPERATION OF PLANT					
166 CUSTODIAL PERSONNEL	766,725	766,725			
189 OTHER SALARIES AND WAGES	0	0			
201 SOCIAL SECURITY	48,325	48,325			
204 STATE RETIREMENT	16,435	16,435			
206 LIFE INSURANCE	2,351	2,351			
207 MEDICAL INSURANCE	214,683	214,683			
208 DENTAL INSURANCE	7,667	7,667			
209 VISION INSURANCE	2,760	2,760			

212 MEDICARE	11,302	11,302			
399 OTHER CONTRACTED SERVICES	475,000	475,000			
410 CUSTODIAL SUPPLIES	150,000	150,000			
415 ELECTRICITY	991,000	884,000			
434 NATURAL GAS	112,000	80,000			
454 WATER AND SEWER	80,000	70,000			
501 BOILER INSURANCE					
502 BUILDING AND CONTENT INSURANCE					
707 BUILDING IMPROVEMENTS					
720 PLANT OPERATION EQUIPMENT					
TOTAL 72610 ACCOUNT	**2,878,249**	**2,729,249**			
72620 MAINTENANCE OF PLANT					
189 OTHER SALARIES	468,146	468,146			
201 SOCIAL SECURITY	29,025	29,025			
204 STATE RETIREMENT	4,541	4,541			
206 LIFE INSURANCE	920	920			
207 MEDICAL INSURANCE	86,896	86,896		2045	
208 DENTAL INSURANCE	2,760	2,760			
209 VISION INSURANCE	971	971			
212 MEDICARE	6,788	6,788			
335 MAINTENANCE AND REPAIR OF BLDGS	360,000	360,000		100000	
336 MAINTENANCE AND REPAIR OF EQUIP	150,000	150,000			
499 OTHER SUPPLIES					
717 MAINTENANCE EQUIPMENT	6,000	6,000			
TOTAL 72620 ACCOUNT	**1,116,047**	**1,116,047**			
	2020-21	**2020-21**			
	APPROVED	**PROPOSED**			
72710 TRANSPORTATION					
146 BUS DRIVERS	40,066	40,066			
189 OTHER SALARIES AND WAGES	60,000	60,000			
201 SOCIAL SECURITY	5,400	5,400			
204 STATE RETIREMENT	0	0			
206 LIFE INSURANCE	102	102			
207 MEDICAL INSURANCE	818	818			
208 DENTAL INSURANCE	307	307			
209 VISION INSURANCE	92	92			
212 MEDICARE	1,263	1,263			
338 MAINTENANCE AND REPAIR OF VEHICLES	30,000	30,000			
425 GASOLINE	32,000	32,000			
511 VEHICLE INSURANCE	14,500	14,500			
729 BUS REPLACEMENT	190,000	190,000		190000	
TOTAL 72710 ACCOUNT	**374,547**	**374,547**			
73300 COMMUNITY SERVICES					
599 OTHER CHARGES					
TOTAL 73300 ACCOUNT	**0**	**0**			
76100 REGULAR CAPITAL OUTLAY					
707 BUILDING IMPROVEMENTS	1,480,000	1,480,000			

TOTAL 76100 ACCOUNT	**1,480,000**	**1,480,000**			1519444
TOTAL EXPENDITURES GENERAL PURPOSE FD	**35,936,947**	**35,670,947**			
			340045	340045	
				0	

REVENUE	2020-2021	2020-2021
ACCOUNT NUMBER	APPROVED	PROPOSED
UNDESIGNATED FUND BALANCE	1,480,000	1,519,444
40100 COUNTY TAXES		
TOTALS ACCOUNT NUMBER 40100	6,385,558	6,385,558
40600 CITY SCHOOL DISTRICT REVENUES		
TOTALS ACCOUNT NUMBERS 40600/40700	4,200,701	4,200,701
41000 LICENSES & PERMITS		
TOTALS ACCOUNT NUMBER 41000	1,300	1,300
43000 CHARGES FOR SERVICES		
TOTALS ACCOUNT NUMBER 43000	256,476	256,476
44000 OTHER LOCAL REVENUE		
TOTALS ACCOUNT NUMBER 44000	95,240	95,240
46500 STATE EDUCATION FUNDS		
TOTALS ACCOUNT NUMBER 46500	18,510,351	18,244,351
46800 OTHER STATE REVENUES		
TOTALS ACCOUNT NUMBER 46800	89,674	89,674
47100 FEDERAL FUNDS through STATE		
TOTALS ACCOUNT NUMBER 47100	178,780	218,780
49000 OTHER SOURCES /NON-REVENUE		
TOTALS ACCOUNT NUMBER 49000	4,738,867	4,738,867
TOTALS FOR GENERAL PURPOSE FUND	35,936,947	35,750,391

EXPENDITURES	2020-21	2020-21
ACCOUNT NUMBER	APPROVED	PROPOSED
71100 REGULAR EDUCATIONAL PROGRAM		
TOTAL 71100 ACCOUNT	19,308,893	19,308,893
71200 SPECIAL EDUCATION PROGRAM		
TOTAL 71200 ACCOUNT	3,721,941	3,721,941
71300 VOCATIONAL EDUCATION PROGRAM		
TOTAL 71300 ACCOUNT	682,898	652,898
72110 ATTENDANCE		
TOTAL 72110 ACCOUNT	125,644	125,644
72120 HEALTH SERVICES		
TOTAL 72120 ACCOUNT	332,710	519,943
72130 OTHER STUDENT SUPPORT		
TOTAL 72130 ACCOUNT	812,365	812,365
72210 INSTRUCTIONAL STAFF/ REG. INST. PROG.		
TOTAL 72210 ACCOUNT	559,611	559,611
72220 SPECIAL EDUCATION PROGRAM		
TOTAL 72220 ACCOUNT	583,245	583,245
72310 GENERAL ADMIN/BD OF EDUCATION		
TOTAL 72310 ACCOUNT	1,493,258	1,428,258
72320 OFFICE OF THE SUPERINTENDENT		
TOTAL 72320 ACCOUNT	448,305	448,305
72410 OFFICE OF THE PRINCIPAL		
TOTAL 72410 ACCOUNT	1,521,345	1,491,346
72510 FISCAL SERVICES		
TOTAL 72510 ACCOUNT	358,314	358,314
72520 HR/PERSONNEL		
TOTAL 72110 ACCOUNT	139,575	292,388

72610 OPERATION OF PLANT		
TOTAL 72610 ACCOUNT	**2,878,249**	**2,729,249**
72620 MAINTENANCE OF PLANT		
TOTAL 72620 ACCOUNT	**1,116,047**	**1,014,001**
72710 TRANSPORTATION		
TOTAL 72710 ACCOUNT	**374,547**	**184,547**
76100 REGULAR CAPITAL OUTLAY		
TOTAL 76100 ACCOUNT	**1,480,000**	**1,519,444**
TOTAL EXPENDITURES GENERAL PURPOSE FD	**35,936,947**	**35,750,391**

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: Tullahoma City Schools

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

Susan Fanning susan.fanning@tcsedu.net (931)454-2600

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.

Tullahoma City Schools completed an initial needs assessment on May 6, 2020. This needs assessment is found in the Distance Learning: Moving Forward document that is submitted with this document. The assessed needs were prioritized in a meeting on June 4, 2020. These needs are identified in the CARES Act application. A copy of the Program Details from the CARES Act application is submitted with this plan.

All artifacts listed throughout the plan are submitted as Related Documents.

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.

The CLP will be implemented at the beginning of the school year, July 29, 2020, as we will have some students begin the year with distance learning. The Pathway to Re-entry document is attached and shows the decision-trigger process for school building closures.

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.

We do not have any charter schools.

Note: Throughout this document there are references to various grade bands. The Department recognizes that LEAs may have a variety of grade bands, such as K-8 schools, 6-12 schools, and K-12 schools, and may also have approaches divided by primary and intermediate elementary grades, etc. LEAs have the option of multiple-select throughout the application and may provide any information that is helpful in detailing their CLPs. LEAs do not need to conform to a specific grade band.

Note: Throughout the application, LEAs will be asked to select whether the CLP will be the same in the case of full remote learning. If it is not the same, then the section will appear twice (once for how schools will open in person and once for full remote learning.)

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

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

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

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

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

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

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model						
Other:											

Part 2.2: Differences between Schools

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

School Name	Grade(s) Served	Model(s) Selected	Pathway(s) Selected	Rationale

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).

Please refer to the Standards-Based Instruction - Section 3 document.

Part 3.2: Instruction Breakdown by Grade Band

Please complete the chart for each grade band to reflect the minutes of instruction planned. (In the online application, the chart below will appear for each grade band.)

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	75	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Math	5	75	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Science	5	45	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Social Studies	5	45	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Physical Education (PE)	2	30	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Arts	3	30	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
CCTE or Elective (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program

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.

Please refer to the Attendance - Section 4 document.

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

Artifacts might include:

- LEA and/or school process(es) for taking attendance
- Written policies and procedures, including definitions, for excused and unexcused absences

- Procedure for addressing attendance issues, including truancy and chronic absenteeism
- Staffing procedure to provide support for attendance
- Plans for family communication related to attendance and truancy

SECTION 5: INSTRUCTIONAL TECHNOLOGY

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

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

Part 5.1: Explanation of Approach
To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

Please reference the Instructional Technology - Section 5 document.

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.

Please reference the Professional Development - Section 6 document.

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.

Please reference the Implementation Monitoring - Section 7 chart.

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 reference the Communications - Section 8 document.

Part 8.2: Artifacts
To support the CLP, please include any artifacts that outline the LEA's approach to communications. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:

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

APPENDIX: OPERATIONS AND BUDGET (Optional)

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

Artifacts might include:

- Continuum of Operations Plan
- Childcare Plan
- Budget and Related Documents
- Governance/School Board Plans
- Health Plans

- Nutrition Plans
- Policies
- LEA- and School-based Procedures
- Safety Plans
- Transportation Plans

TIMELINE AND REVIEW PROCESS

Timeline

Deliverable	Requirement	Due Date
Provisional Approval Request	LEAs with later starting dates may request provisional approval directly to the commissioner from the director of schools.	7/6/2020
Continuous Learning Plan	Full CLPs due.	7/24/2020
TN Department of Education Review	CLP reviews provided back to LEAs (either full approval, conditional/provisional approval or denial) on a rolling basis.	8/17/2020
TN Department of Education Review	For those LEAs that request and receive provisional approval, full CLPs will be due to the department August 31, 2020, with a 7 business day review timeline (either full approval, conditional approval or denial).	8/31/2020

Review Process

Step	Reviewers	Action	LEA Support Available
Review CLP Components*	TDOE Departments (internal)	Feedback to LEA	Technical Assistance

Step	Reviewers	Action	LEA Support Available
Review Full CLP	Review Committee	Review and evaluate CLPs on rubric	Technical Assistance
Norming Check	TDOE Leadership Team Stakeholder Committee	Check non-passing review team scores for norming (Approve, Conditionally Approve or Deny)	
LEA Reviews Required Edits	None	LEA edits plan (if necessary)	In-depth Support
Second CLP Review	TDOE Cabinet or Executive Leadership Team	Review and evaluate CLPs on rubric	

*These sections may be submitted as they are completed if an LEA would like feedback or technical assistance.

Note: The department will include the monitoring of CLPs as part of its regular monitoring processes to ensure compliance with all state and federal laws and regulations.

AVAILABLE SUPPORTS

Should an LEA want or need additional support in developing CLPs, completing specific sections, or better understanding the expectations, the department has prepared to provide a significant amount of support:

Webinars
The department will host a webinar for each section of the CLP. Webinars will cover the content of what the section is referencing, how it will be evaluated, and what artifacts might be helpful to include. The session will also cover examples for various rubric rows to help provide clarity for LEAs. Webinars will be recorded and posted on the School Reopening webpage on the department's website for reference. Dates will be provided in email to superintendents as well as referenced in upcoming superintendent calls.

Office Hours
Department staff will host office hours for LEAs to support different pieces of the CLPs. There will be a consistent office hour from 12:00 – 1:00pm CST every day to answer questions about various topic areas of the CLP. The schedule for office hours will be:

- Mondays: Section 2 (Models) and Section 3 (Instruction)
- Tuesdays: Section 4 (Attendance)
- Wednesdays: Section 5 (Instructional Technology)
- Thursdays: Section 6 (Professional Development) and Section 7 (Monitoring)
- Fridays: Section 8 (Communications) and General/Open Questions

Office hours will begin on Monday, July 6, 2020. Contact information will be provided in an email to Directors of Schools. Any LEA staff responsible for sections of the CLP is welcome to utilize this resource.

Questions may be submitted on any topics related to CLPs to K12.Health@tn.gov.

Examples
The Department will post a series of examples for each section of the rubric to support LEA planning.

ADDITIONAL SUPPORTS OFFERED BY THE DEPARTMENT

Over the course of the last four months, the Department has offered a number of resources, supports, grants, or opportunities to help LEAs. A portion of these include:

- **Principal Professional Development** – a partnership with the University of Tennessee, Knoxville to offer free professional development on remote learning for any principal in the state, which are also eligible for TASL credit, with videos available to Assistant Principals and central office staff
- **Teacher Professional Development** - a partnership with Trevecca Nazarene University to offer free professional development on remote learning for any teacher in the state
- **Assistive Technology Grant** – a grant for districts to support purchasing assistive technology so that students with disabilities are able to receive services during periods of building closure
- **Compensatory Services Grant** – a pass-through award to every district to help support any expenses related to providing compensatory services in the fall
- **Special Education Innovation Grant** – a grant for districts to fund the expansion of strategies and practices to serve students with disabilities during periods of school building closure
- **Remote Learning Supports Grant for Children with Disabilities** – coming soon!
- **Online Academic Tool** – a tool that will be ready for launch this school year that will provide a full year of ELA and math lessons for 1st – 8th grades, providing coherent sets of instructional materials linked to relevant standards supports, sample assessment items, and content-based resources
- **PBS Partnership** – partnership with PBS to provide free statewide programming online and on television to support student learning during closures and over the summer
- **Ready Rosie** – free mobile app for families to use to support early literacy and numeracy at home
- **Checkpoint Assessment** – free beginning-of-year assessment available for districts to use to gauge student learning (including learning loss) to support educators in identifying areas of need
- **Innovative Assessments** – a free suite of innovative assessment supports available for districts to use including an assessment builder, interim assessments, and formative assessments
- **LEA Guide for Reopening Schools** – extensive resource produced to provide an overview framework for districts to use as they begin planning for school reopening
- **20+ Reopening Toolkits** – a series of topic-specific toolkits that provide checklists, best practices, reflective questions, and more intended to support effective and locally-driven planning for reopening
- **School Meal Finder** – a website to help families identify the closest location for meal distribution during periods of school building closure
- **Post-Secondary Task Force** – task force to support transition needs of high schoolers to post-secondary
- **Child Wellbeing Task Force** – statewide task force to support child wellbeing through next school year
- **Diverse Leaders Network** – a network to increase the number of aspiring, diverse school leaders that will pay for their masters degrees
- **Aspiring Assistant Principal Network** – a network to increase the number of aspiring school leaders that will pay for their masters degrees
- **Principal Supervisor Network** –professional development for those who manage principals
- **Foundational Skills Curriculum** – free instructional materials for early literacy
- **Special Education Additional Endorsement Grants** – a grant to pay for existing and aspiring teachers to become dual certified in special education
- **Tennessee Teacher Job Connect and Tennessee Education Job Board** – online page to connect vacancies with job-seekers during remote recruitment and hiring
- **Family Remote Learning Tool** – in partnership with Trevecca, an online resource to support families in managing learning from home

Continuous Learning Plan - Section 1
Tullahoma City Schools

Landscape

Tullahoma City Schools completed an initial needs assessment on May 6, 2020. This needs assessment is found in the Distance Learning: Moving Forward artifact that is submitted with this document (Section 1/pgs. 1-4). The assessed needs were prioritized in a meeting on June 4, 2020. These needs are identified in the CARES Act application. A copy of the Program Details from the CARES Act application is submitted with this plan Section 1/pgs. 5-7). The top 4 needs are listed below:
Many challenges were faced during the COVID-19 pandemic. We identified the following needs:
* Nutritional services for our students are critical whether we are in or out of school.
* Having devices for each student is necessary to provide live or pre-recorded, interactive instruction. Our elementary students did not have access to virtual instruction due to a lack of devices in K-2. Grades 3-5 did not have access to virtual instruction because the devices we have were not insured and did not have appropriate filtering for off-site use.
* The lack of internet connectivity in student homes presented a challenge. Students without the internet were unable to access virtual instruction.
* We became acutely aware of the need for identifying learning gaps and providing intervention during distance learning.

Please refer to the Continuous Learning Plan slides for an overview of our plan (Section 1/pgs. 8-40).

COVID Plan

The CLP will be implemented at the beginning of the school year, July 29, 2020, as we will have some students begin the year with distance learning. The Pathway to Re-entry document is attached and shows the decision-trigger process for school building closures (Section 1/pg. 41).

Authorizer Engagement

We do not have any charter schools.

Artifacts

- Distance Learning Moving Forward (Section 1/pgs. 1-4)
- CARES Act Application (Section 1/pgs. 5-7)
- Continuous Learning Plan slides (Section 1/pgs. 8-40)
- Pathway to Re-entry (Section 1/pg. 41)

Distance Learning
Moving Forward
May 6, 2020

What We Did Well	Examples
Parent/student contact	Phone call, email, Class Dojo, Remind, Schoology, Google Classroom, home visits, welfare visits by TPD
Student engagement in work	Provided engaging and relevant assignments
Office Staff/Educational Assistants	Eagerness and willingness to help and be available
Teachers	Checked on the welfare of students, checked-in with parents, delivered instruction, gathered resources for packets, willingness to be flexible with their schedule - went above the call of duty
Nutrition Team	Delivered meals and checked on student welfare
Shared strategies used at school for learning at home	Visual schedules
Collaboration which led to strengthened relationships	Brainstorming sessions and willingness to be on the same page
Sharpened technology skills for communication, collaboration, and instructional delivery	Google Meets, Schoology, Google Classroom
Parent and community feedback	Positive feedback on parent survey and a high-level of appreciation for the work of the district
Positive spirit and attitude	Turned lemons into lemonade!

What Needs Improving

What Needs Improving	What We Are Currently Doing	Ideas on How to Improve
Digital Citizenship Training	Elementary counselors teach digital citizenship in classes Middle school teaches it in computer class	
Internet availability to homes	Shared with families information about free internet	Hotspots on buses
Filtering of devices	Chromebooks are filtered off-campus, but iPads are not.	Tech is looking to provide filtering for iPads off-campus
Student data privacy	Provided general P.D.	Need deeper understanding of student data privacy
Limited devices in K-2	6 iPads per classroom	Additional devices are needed so students can see and meet with their teacher
Parent training and resources	Teachers provided assistance to parents upon request.	Identify specific ways to help: Ex. Parent Google Meets
Use multiple digital platforms for communication and assignments	Multiple platforms are used such as Class Dojo, Schoology, Google Classroom, email, and Remind causing confusion	Streamline the platforms used
Lack a schedule for posting assignments	There is not a schedule for how or when teachers will post assignments causing confusion	Develop a schedule for posting assignments Provide a weekly parent checklist
Undefined work expectations for employees	A high-level of flexibility regarding hours and undefined work	

	expectations Parents are unsure when teachers are available	
Lack of communicating the "why" behind the decisions that are made	Decisions have been shared through social media and one-calls, but many times the "why" behind the decision was not well-communicated.	
Lack of information	We share what we know, but our information is incomplete and leaves questions.	
Legal clarification	We've worked in good faith in contacting students, but have not provided clear guidance regarding liability, student safety, counseling services, etc.	
Inconsistent curriculum and lack of pacing guides	Teachers created packets for his/her class. We were unable to provide anything across the district except for choice boards since we don't have a common curriculum or pacing guides.	Implement a common curriculum Create pacing guides
Increase professional development on distance learning	PD for Schoology and Google Classroom has been provided for years and has been implemented in pockets. PD was provided on demand due to COVID-19.	Include distance learning in TCS Summer PD

Out-of-the-Box Ideas

Idea Category	Explanation
Schedule	Hybrid: Half of the students come to school on M&W and the other half come on T&Th. Online learning is provided on the days the student is not at school. Online learning is also provided on Friday when the schools are being disinfected.
Childcare	Community engagement: Involve churches, Kool Kids, community centers, etc. in providing childcare and activities when students are not in school.
School Hours	Flexible school hours to meet the needs of families and employees
Increase instructional availability to students	Televised lessons on Channel 6
Increase internet availability to homes	Businesses donate MiFi
Involve community stakeholders	Identify needs and solicit assistance from our C.E.O. partners
Social-Emotional Learning	Re-entry survey/assessment
Instructional assistance to parents and students	Homework Hotline
Centralized location of digital resources	Digital repository - include flipped classroom videos
Expand our network of thinkers	Collaborate with others in the South Central region
Parent needs	Survey parents to identify needs and develop a plan for addressing those needs.
Homebound students	There may be an increase in homebound students once we return.
Policy Review	Determine district latitude in policies such as attendance, homebound, etc.

TN

ePlan Home
Search
Inbox
Planning
Monitoring
Funding
Reimbursement Requests
Project Summary
LEA Document Library
Address Book
TDOE Resources
Help for Current Page
Contact TDOE
ePlan Sign Out

Fanning, Susan

Production
Session Timeout
00:29:22

Program Details

Tullahoma (162) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

Go To

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)?

Many challenges were faced during the COVID-19 pandemic. We identified the following needs:
* Nutritional services for our students are critical whether we are in or out of school.
* Having devices for each student is necessary to provide live or pre-recorded, interactive instruction. Our elementary students did not have access to virtual instruction due to lack of devices in K-2. Grades 3-5 did not have access to virtual instruction because the devices we have were not insured and did not have appropriate filtering for off-site use.
* The lack of internet connectivity in student homes presented a challenge. Students without internet were unable to access virtual instruction.
* We became acutely aware of the need for identifying learning gaps and providing intervention during distance learning.

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))

We do not have any non-public schools within our LEA. We began providing services as soon as our stockpiled days were depleted. It is our plan to begin delivering services based on our approved calendar for 2020-2021. We are staying abreast of the information and guidance that is provided by the state and health community. We do not anticipate a pause in services. Services may take place within the school building, virtually, or through a blended approach.

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?

Tullahoma City Schools has experienced significant budget-to-actual differences in state/local funds in the following categories: nutrition, postage, and cleaning/sanitation. The income the nutrition department typically generates declined drastically yet the need for services remained. Postage costs increased due to learning bundles being mailed to all elementary students on a weekly basis. Learning bundles were mailed to middle and high school students who did not have internet connectivity. Cleaning/sanitation expenses increased due to the extensive cleaning that needed to be done in our buildings.

* 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).

The anticipated savings from utilities were repurposed to address the needs of our nutrition department, pay for increased postage, and pay for cleaning/sanitation supplies.

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

Our nutrition department continues to prepare and deliver meals to students various days each week throughout the summer. This program is operating at a deficit since funding is not being generated by student purchases. Food and food preparation supply costs are inflated and we still have payroll needs. Cleaning and sanitation costs are increased due to the pandemic. We continue to abide by guidance from the state and the health community as we prepare our buildings for students and staff possibly returning later this summer.

* 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).

For the next fiscal year, we project we will have the following needs: costs associated with providing student nutrition, additional student devices for K-2, upgrades for internet connectivity, a contracted literacy remediation and intervention coach, and cleaning/sanitizing supplies.

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.

We would not be using any of the grant money to pay for administrative activities or personnel for the purposes of administering 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)**

$ 396,000.00 * 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.

Upgrade internet connectivity
These funds would be used to pay for the E-rate Category 2 upgrade and the UPS upgrade for connectivity.

Upgrading E-rate Category 2 provides the following:
* A more robust network to allow more connections per access point and increase reliability and consistency in teacher classrooms whether they are providing

in-house and/or virtual instruction
* Ability to receive security upgrades
*Extend our networks to provide larger coverage areas outside our school buildings for access by students

Upgrading UPS+Network Management Card provides the following:
* A much more reliable environment to keep our network up and running when power outages occur
*Ability to remotely monitor battery level, load level, etc.
*Schedule diagnostic reports with an email notification if problems occur

Purchasing Additional Devices for K-2
Tullahoma City Schools would like to purchase additional devices for K-2. This would allow students to receive classroom instruction utilizing distance learning opportunities whether spread across buildings or at home. Currently, each K-2 classroom has a set of six devices. We need to purchase 916 Chromebooks @ $374 each to be one-to-one in Grades K-2. Included in the cost is a rugged case, Google Chrome Management, and a no-deductible warranty which includes coverage for accidental damage.

Program effectiveness would be assessed by analyzing the data generated from formative assessments and benchmark tests. We would be looking at student mastery and student growth. It is an academic priority for us to provide instruction in order for student learning to continue.

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

$ 15,819.53 * 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.

Kool Kids
Kool Kids provides childcare before/after-school and during extended breaks for Tullahoma City Schools. During the closure, various personnel continued to be paid while the other employees were furloughed. The program is self-funded and did not generate any income during the school closure. The use of funds would cover the deficit created by continuing to pay salaries when there was not an income.

The program recently re-opened and the effectiveness of the activities will be determined by the number of students who participate. These activities align with providing a safe place for our students to go when school is not in session.

Session Timeout
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3. Planning for Long-Term Closures

$ 194,408.02 * 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.

Nutrition
Providing student nutrition throughout school closure, summer, and for next school year is critical to student success. Maslow's Hierarchy of Needs tells us that students who are hungry don't learn. Basic, physical needs have to be met before student learning can take place.
The nutrition department has three areas of need. 1.) Student accounts have negative breakfast and lunch balances. Many families are unable to pay the fees due to unemployment or a reduced income. It was difficult soliciting funds due to students not being at school. 2.) Preparing and delivering food to students has not stopped. The nutrition department is operating at a deficit and needs funding to cover payroll. 3. Food preparation supplies and food costs are inflated. More pre-packaged have been purchased for students in order to be as sanitary as possible. These cost more than what we would typically serve. The price of food has increased, too.

These activities will be assessed based on the number of students who receive meals each day/week. These activities align with the health needs of our students.

Literacy Remediation and Intervention Coach
Tullahoma City Schools would like to contract with a literacy specialist to serve as a literacy remediation and intervention coach. These responsibilities would include providing professional development, coordinating services, and providing intervention. Identifying gaps and delivering intervention effectively is paramount for our at-risk students. This intervention coach will allow us to seamlessly provide services regardless of if we are meeting at school full-time, operating with a hybrid schedule, or provide full distance learning. We anticipate we could be using a variety of scheduling options throughout the 2020-2021 school year based on the unpredictable impact of COVID-19. We desire to be prepared to fluidly move from one scheduling option to another based on state and health guidance.

4. Addressing the Unique Needs of Special Populations

$ * 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.

5. Providing Mental Health Supports

$ * 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.

6. Conducting Other Necessary Activities to maintain the operation of services, employing existing staff, coordinating activities, or providing principal and school leaders necessary resources. Note: items in this category will require more extensive rationale/support.

$ * 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.

Go To

TN.gov Services | TN.gov Directory | Web Policies | Accessibility | Web Awards | Survey | Open Government

TN Department of Education | Andrew Johnson Tower - 9th Floor | 710 James Robertson Parkway | Nashville, TN 37243 | (615) 741-2731 | Education.Comments@tn.gov

Session Timeout
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Section 1/pg. 7

Continuous Learning Plan

Tullahoma City Schools

Who is Coming Back?

Parent/Guardian Survey

July 9 - July 13

Faculty/Staff Survey

July 9 - July 13

***Please note there is eligibility criteria for employees not to return.**

What do I do if...

- **There is not a survey response from faculty/staff by July 13?**

  Call or try to touch base another way asap.

- **There is not a survey response from parents/guardians by July 13?**

  Call or try to touch base another way asap. Divide and conquer!

Continuous Learning Plan (CLP)

What?

- CLP addresses **how we will deliver quality online instruction during the 2020-21 school year** in the event of future COVID-19 related disruptions to one or more students, schools, or district-wide operations.
- We are required to provide students participating in distance learning access to **6.5 hours of instructional time each school day (exception for PreK and K)**, just like the typical school day.
- Attendance and grading are required.

Continuous Learning Plan

When?

We use the CLP ***anytime students are using distance learning***. This could include a hybrid model or full distance learning. The CLP is due July 24, 2020.

Why?

Implementing a CLP allows us to ***count distance learning days as instructional days***. **BEP dollars will be generated**. We do not use stockpiled days or make-up these days.

Instructional Norms for All Scenarios

- Teachers have **daily instructional interaction** with their students.
- **All students will have access to a device.**
- All grade levels will have an **online learning management system to serve as a platform for learning and communication** – Google Classroom, Schoology, etc.
- All grade levels will **use a variety of digital learning tools** to support grade level learning in a digital environment.

District Distance Learning Team

Dr. Susan Sudberry - Instructional Technologist

Atticus Hensley - Related Arts

Dr. Greg English - THS

Travis Moore - Middle Schools

Dr. April Norris - Special Education and 504

Dr. Shannon Duncan - Attendance and SEL

Dianne Darlington - Technology

Susan Fanning - Elementary Schools and EL

Existing TCS teachers and staff will fulfill the needed roles for distance learning.

CLP

Components

Communications and Operations Plan

- **Parent Communication**
  - **Convey expectations** for remote instruction to support student success
- **Staff Communication**
  - **Define** and clearly communicate **staff roles and expectations**

Communication with Students/Families

1. **Initial email - Each** teacher will send an initial email to the email addresses in Skyward by Thursday, July 23rd telling parents/students where to find daily assignments, instruction, and information. **Request a response/receipt** indicating the email was received. Assume the email was not received if there is not a response/receipt.
2. **Follow-up - On Monday, July 27**, follow-up with all students who did not respond to the initial email. Begin with a phone call, try other measures of contact, and do a home visit (never go alone!) if necessary and appropriate. If students/parents do not have access to the internet, **develop a different communication plan** for that family.

Communication with Students/Families continued

- Document communication attempts and plan on the following document:

  https://docs.google.com/spreadsheets/d/1udU4AIZ50GHx922yivk8AMXk-DZuYmJyCBq9gk-V8ik/edit?usp=sharing

- A daily communication plan should be in place for each student/family by **July 29**. **Instruction begins on July 29**.

Staff Expectations

Work Hours for Distance Learning Staff

7:45 - 3:15 each day (M-F) for all staff

Adjust schedule to accommodate unique circumstances for students as needed.

Student Work Assignments

Each teacher should post all assignments for students by 8:00 a.m. each day.

Student Schedule

Pre-K (5.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:15	Break/Recess
10:15 - 11:15	Math
11:15 - 12:15	Lunch/Recess
12:15 - 1:15	Science/Social Studies
1:15 - 1:30	Afternoon Meeting

Note: Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, ILP or 504.

Student Schedule

Kindergarten (4 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:00	Break/Recess
10:00 - 11:00	Math
11:10 - 11:30	Science/Social Studies
11:40 - 12:00	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Student Schedule

Grades 1-2 (6.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:00	Break
10:00 - 11:30	Math
11:30 - 12:30	Lunch/Recess
12:30 - 1:00	Science
1:10 - 1:40	Social Studies
1:50 - 2:30	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Student Schedule

Grades 3-5 (6.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	Math
9:45 - 10:00	Break
10:00 - 11:30	ELA
11:30 - 12:30	Lunch/Recess
12:30 - 1:00	Science
1:10 - 1:50	Related Arts
2:00 - 2:30	Social Studies

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Student Schedule

Grades 6-8 (6.5 hours required daily)

8:00 - 9:20	1st Block
9:30 - 10:50	2nd Block
10:50 - 11:30	Lunch/Break
11:30 - 12:50	3rd Block
1:00 - 2:20	4th Block
2:30 - 3:00	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Student Schedule

Grades 9-12 (6.5 hours required daily)

The distance learning schedule for THS will mirror the traditional THS schedule. Adjustments will be made as needed.

Grade 9 will have 5 classes.

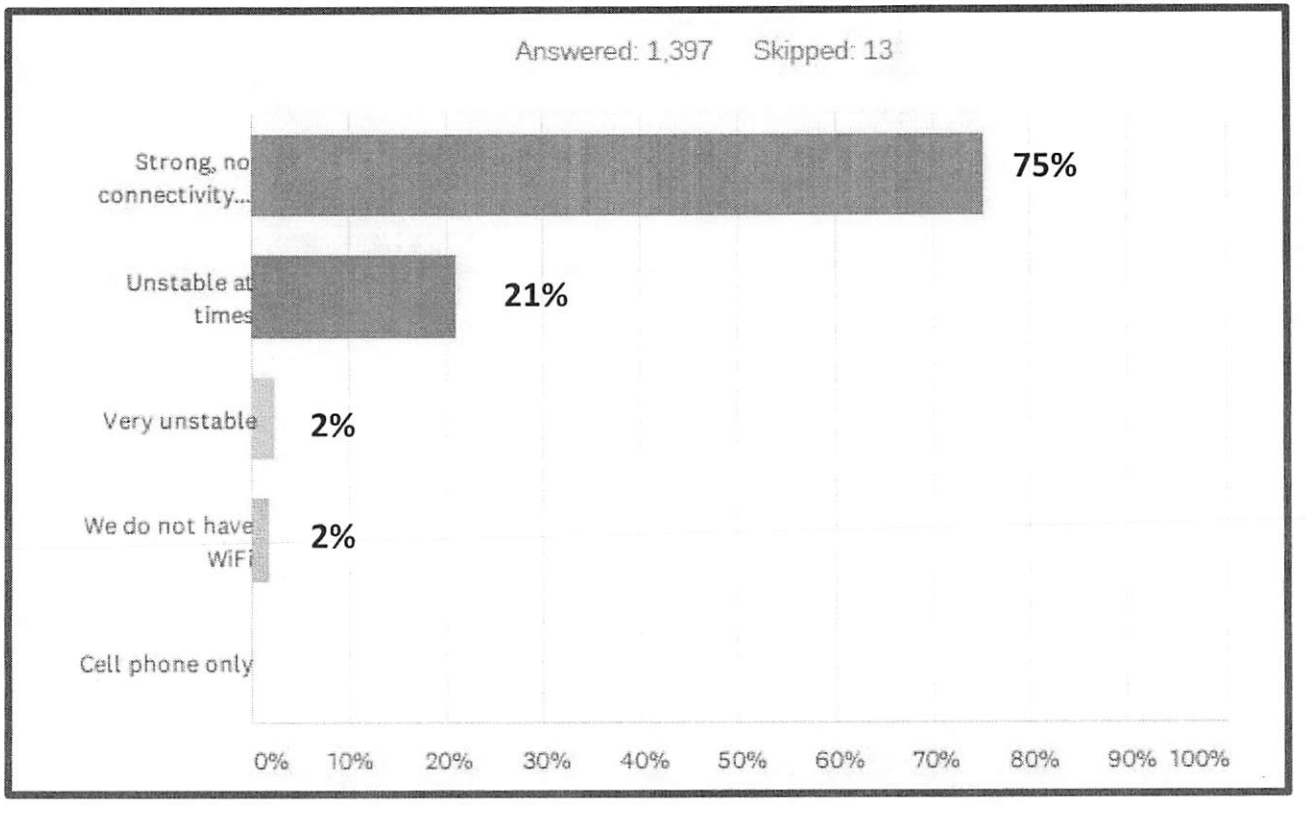
Grades 10-12 will have 4 classes.

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

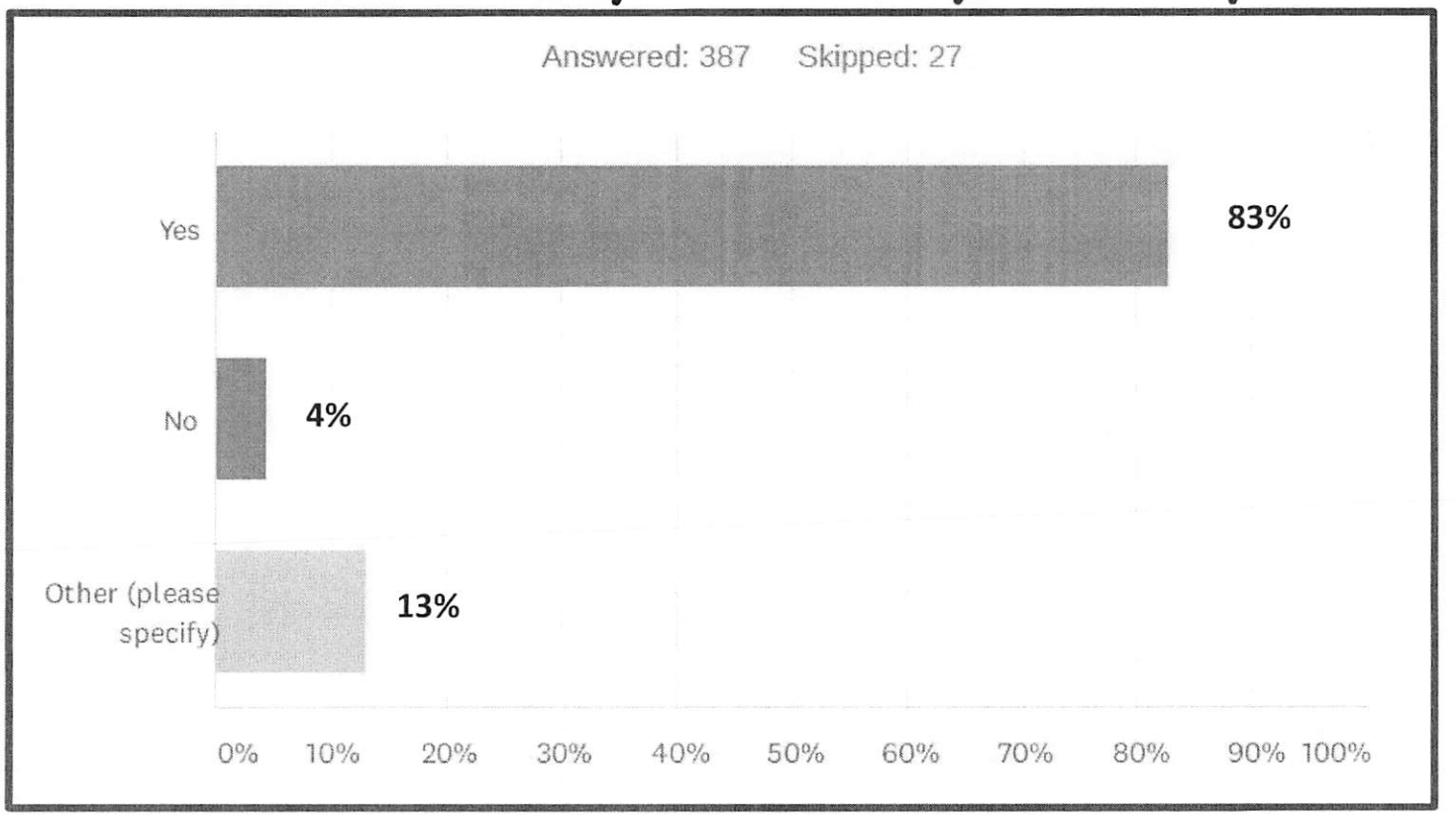
Access to Instructional Materials and Technology

- Survey student and teacher home access
- Create an inventory of devices
- Develop a plan and timeline for distributing materials
- Provide remote instruction for those with limited connectivity capability
- Provide technology support for students experiencing technical difficulties

Connectivity - Parent/Guardian Survey



Connectivity - Faculty Survey



Students without Internet

Technology will provide the process for requesting student devices as needed.

How will we serve students without internet? **How do we provide instruction?**

- Limited information can be downloaded on school devices
- MiFi
- Paper/pencil packets
- Phone
- Other?

When will students return work and pick up new work? Weekly work needs to be ready for students to pick up each **Monday by 8:00 a.m.** Students will drop off work and pick up new work each Monday.

Attendance

- **Track and report daily attendance**, just like is done in school each day.
- **Create protocols for determining student attendance** that include daily visual, verbal, and/or written confirmation of student participation in instructional time.
    - Examples: phone call with teacher and parent (as appropriate), participation in synchronous virtual instruction, completing work in online platform, submitting work via hard-copy or virtual
- Clearly **outline how absences during remote instruction will be classified and potential interventions.**

The TDOE provides for a EIS Attendance Code for Distance Learning - "D". Tullahoma City Schools will consider students who are interacting and responding to full virtual or remote instruction as "in attendance."

This may include, but is not limited to, any of the following:

- Student submission of an assignment;
- Student completion of an online assessment;
- Student participation in synchronous learning in an online classroom;
- Student submittal of work via hard-copy or virtual formats;
- Student-initiated phone call, email, and/or other digital communication or responses to teacher email;
- EAs/Teachers who may be facilitating from home could make daily contact with families via phone to verify attendance; and/or
- Other evidence of participation as determined by the principal or designee.

Attendance is not based on solely assignment completion. Designated Virtual Instruction Personnel will be responsible for monitoring student participation in virtual or remote learning and reporting attendance to school registrars daily.

Excused & Unexcused Absences

Tullahoma City Schools Board Policy 6.200 defines excused and unexcused absences. These definitions will also apply during Virtual and Remote Instruction models. **In order to receive excusal for an absence from virtual or remote instruction, the parent/guardian or student is responsible for submitting the appropriate documentation** for those categories defined in Policy 6.200, which includes:

- Personal illness/injury
- Illness of immediate family member;
- Death in the family;
- Extreme weather conditions;
- Religious observances;
- College visits;
- Pregnancy;
- School-sponsored or school endorsed activities;
- Summons, subpoena, or court orders; or
- Circumstances which in the judgment of the principal create emergencies over which the student has no control.

Educator and Staff Training

- Create sound process for student submission of completed work.
- Identify learning management system, online instructional resource, or offline instructional resource.
- Convey expectations for educators on using online course materials.
- Develop a plan for providing ongoing support and feedback to all staff to monitor the effective implementation of the CLP.
- Ensure all legal requirements for professional development are met.

Professional Learning

- **TCS Summer PD 2020**
  - Offer 23 sessions regarding distance learning
  - Provided by TCS teachers
  - 295 participants registered
- **iReady** (ELA and Math: K-8 and intervention students at THS)
  - Piloted by 75 teachers and educational assistants in 2019-20
  - Provide training on July 23 for those who did not pilot.
- **Other**
  - Teacher collaboration groups (Spanish, Math, etc.)

Professional Learning Throughout the Year

We will begin the year by meeting weekly to identify professional learning needs and provide the training needed or requested.

Technology

- The ticketing system will be used to capture technology needs.

iReady

- iReady Building-Level Representatives will participate in professional learning about iReady coaching
- iReady Training is scheduled for Wednesday, November 11 (early release for all schools)

Distance Learning

- Training will be ongoing and specific based on the needs of the district, school, and/or individual.

Standards-Based Instruction

- Ensure instructional time supports learning and mastery of TN Academic Standards.
- Develop effective design and delivery of remote instruction lessons.
- Align student grading expectations to State Board's Uniform Grading Policy for Grades 9-12 and the LEA's grading policies for K-8.
- Monitor student performance including student grades and other methods identified in CLP.

Digital Learning Resources Available for Distance Learning

Digital resources are listed by subject and grade band.

https://docs.google.com/document/d/1aLSetmgap3q4d1obRMYiOxfB0aPe33RAGd9sd2pQcXU/edit?usp=sharing

Support for All Students

- Provide online and offline opportunities for students to communicate with teachers or staff when remote instruction is occurring.
- Provide opportunities for students to practice accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments, to support student success during remote instruction.

Additional Support for Special Populations of Students

- Provide students with disabilities access to the instruction in a manner consistent with IEP or 504 plan.
- Provide students who are English learners access to the instruction in a manner consistent with each student's ILP and with State Board English as a Second Language Program Policy 3.207.
- Respond to needs of other at-risk student populations.

Tullahoma City Schools

Dear Parent/Guardian,

As we begin the school year during these unprecedented times, the school districts are taking precautions to keep all students and staff members safe. School district representatives from Coffee County, Manchester City and Tullahoma City, the Coffee County Department of Health, along with other stakeholders (local physicians, teachers, parents, etc.) collaborated to prepare for a safe and effective opening of schools.

The attached *Pathway to Re-entry Plan* was developed and will be monitored and updated as more information becomes available through state and health guidelines. This plan conveys several health and safety considerations that will be followed as we return to school.

Upon arrival, students' temperatures will be taken. Conversations with students will determine how they are feeling and if they have any possible symptoms that need further assessment. School health officials will be responsible for evaluating potential COVID-19 symptoms that may require your student to go home and be seen by a healthcare provider. If your student is sent home, you will be provided the appropriate form to be completed by your healthcare provider for your student to return to school. Appropriate notification will be made when a student or staff member tests positive for COVID-19.

Keeping you informed and up to date is important to us. Since COVID-19 information changes based on the current situation, please monitor websites, media outlets, social media, and the phone/email alert system. Thank you for your understanding, support and flexibility as we navigate these unusual times together.

Sincerely,

Joey Vaughn, Ed.D.
Director of Schools
Manchester City Schools

Catherine Stephens, Ed.D.
Director of Schools
Tullahoma City Schools

Charles Lawson, Ph.D.
Director of Schools
Coffee County Schools

Section 1 109.40

Pathway to Re-entry 2020-2021

Minimal Spread County Active Case Rate <0.5%	Moderate Spread County Active Case Rate 0.5%- 1.0%	Substantial Spread County Active Case Rate >1.0%
Traditional • Typical classroom/ schedule • District specific distance learning program **Safety & Health Considerations** *Implement mitigation strategies including, but not limited to:* • Clean and disinfect frequently touched surfaces and objects throughout the day • Teacher, review and reinforce handwashing and hygiene practices • Temperature checks daily upon arrival • Encourage social distancing practices when feasible • Strategic movement of students • Masks are recommended for all faculty, staff and students	**Hybrid** • Modified scheduling (combination of on-site and distance learning) • District specific distance learning program **Safety & Health Considerations** *Implement more intensive mitigation strategies in addition to those currently used including, but not limited to:* • Deep cleaning/disinfecting spaces and surfaces • As much as possible, limit movement of students in the building • Select after school activities • Masks are highly recommended for all at all times.	**Remote** • No students in school buildings • District specific distance learning program **Safety & Health Considerations** • No large gatherings • Masks are required for all personnel in close-contact spaces

Coffee County Population - 56,520 (2019)

IMPORTANT DISCLAIMER: Due to the ever changing circumstances with COVID-19, a shift in scenarios may take place at any time.

Programmatic Model - Section 2
Continuous Learning Plan

Beginning-of-the-Year Programmatic Model by Grade Band

Based on the attached Pathway to Re-entry document, the number of active COVID-19 cases in Coffee County is considered minimal spread (Section 2/pg. 1). As of July 10, 2020, there are 36 cases which is 0.06%. We will begin the year with the traditional model accompanied by safety precautions as well as full distance learning. Full distance learning will be based on family choice. Additional information about distance learning will be included throughout the various sections of this plan.

Information regarding how to implement the safety precautions that are listed on the Pathway to Re-entry 2020-21 document was shared with leadership on July 8, 2020 and a broader community that included parents, faculty, staff, and board members on June 9, 2020. The following documents were shared: Checklist for Reopening Schools (Section 2/pgs. 2-3) and a slide show that begins with The Most Important Way to Prevent Spreading Germs? (Section 2/pgs. 4-14). Thermometers were provided by TEMA and given to each principal at this meeting. Thermometers were distributed based on enrollment. A spreadsheet is included that shows this distribution (Section 2/pg.15).

If COVID-19 cases increase to moderate spread based on the metric on the Pathway to Re-entry form, we will transition to a hybrid model.
Hybrid Instruction:

- Students randomly assigned to Group A or B.
- Students meet face-to-face every other day based on their group assignment.
- Following the schedule above, teachers provide face-to-face instruction and virtual instruction at the same time. Support staff could be assigned to teachers and provide the needed support by monitoring and helping the students who are joining the class virtually.
- The technology department could provide educational assistants with a device if this model moves forward.

All students will transition to remote learning if the metric on the Pathway to Re-entry form for substantial spread is met.

Differences between Schools

Initially, our plan does not include differences between schools. Students will either attend in-person or will participate in full distance learning based on the decision of their parents/guardians. This will be based on family choice. We may need to adjust this protocol once we have a confirmed number of students who will be participating in remote instruction.

At all levels, safety protocols as indicated on the Pathway to Re-entry will be in place based on the number of active COVID-19 cases in Coffee County. Space within schools will be repurposed to make these accommodations. Vulnerable populations will receive their services based on the IEP, ILP, or 504 plan. Their services will be at least the same quality/level of instructional opportunities as their peers. Devices will be provided to students as needed. The level of connectivity has expanded to reach into some of our school parking lots. We are continually seeking ways to provide connectivity to all students.

Please refer to the Continuous Learning Plan presentation for additional information (Section 1/pgs. 8-40).

Artifacts

- Pathway to Re-entry (Section 2/pg. 1)
- Checklist for Reopening Schools (Section 2/pgs. 2-3)
- Most Important Way to Prevent Spreading Germs? Slides (Section 2/pgs. 4-14)
- Thermometer Distribution Sheet (Section 2/pg. 15)

Pathway to Re-entry 2020-2021

Minimal Spread County Active Case Rate <0.5%	Moderate Spread County Active Case Rate 0.5%- 1.0%	Substantial Spread County Active Case Rate >1.0%
Traditional • Typical classroom/ schedule • District specific distance learning program **Safety & Health Considerations** *Implement mitigation strategies including, but not limited to:* • Clean and disinfect frequently touched surfaces and objects throughout the day • Teacher, review and reinforce handwashing and hygiene practices • Temperature checks daily upon arrival • Encourage social distancing practices when feasible • Strategic movement of students • Masks are recommended for all faculty, staff and students	**Hybrid** • Modified scheduling (combination of on-site and distance learning) • District specific distance learning program **Safety & Health Considerations** *Implement more intensive mitigation strategies in addition to those currently used including, but not limited to:* • Deep cleaning/disinfecting spaces and surfaces • As much as possible, limit movement of students in the building • Select after school activities • Masks are highly recommended for all at all times.	**Remote** • No students in school buildings • District specific distance learning program **Safety & Health Considerations** • No large gatherings • Masks are required for all personnel in close-contact spaces

Coffee County Population - 56,520 (2019)

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Section 2/pg. 1

Checklist for Reopening Schools
July 8, 2020

_____ **1. Who is coming back? In-Person vs. Full Distance Teaching and Learning**

Students

- Parents must make a commitment for one quarter. The selection will be re-evaluated at the quarter's end.
- What is the timeline for contacting any family who did not respond to the survey?
- Who is making the phone calls to any family who did not respond to the survey?

Faculty/Staff

- Who is reporting back to the building and who will telework from home?
    - If telework is not possible as it relates to their specific job, contact Jennifer for Covid Leave form to begin that process.
- Who will contact the faculty and staff who did not respond to the survey?
- What is the timeline for making phone calls to faculty and staff who did not respond to the survey?

_____ **2. Arrival and Temperature Checks**

- What does arrival need to look like to avoid mass gatherings?
- Where do students go to have their temperature checked before entering classrooms?
- Who is checking the temperatures?
- How is the waiting space marked to ensure social distancing of 6 ft.?
- Where do students go if they have a fever of 100.4 or higher? (If a child has a fever based on the first reading, the student should have his/her temperature retaken with a standard oral thermometer.)
- Isolation room?

_____ **3. Movement**

- We must work to demonstrate the health and safety of adults and students are paramount. Movement needs to be planned and intentional.
- How will movement be staggered to avoid crowds and adhere to social distancing guidance as much as possible?
- What are the hallway protocols? Consider directionality, dividing hallways, marking/taping to show direction.

_____ **4. Classroom Space**

- How can classroom space and other spaces be used to accommodate for social distancing?
- If ALL wear masks, desks can be closer together. Please refer to American Pediatrics Association article.

_____ **5. Handwashing**

- When and how will we teach and model proper handwashing techniques?
- What are the routines and expectations?
- How will we schedule handwashing?
    - What are the pivotal times? Prior to class change? Before returning to the classroom?

_____ **6. Lunch**

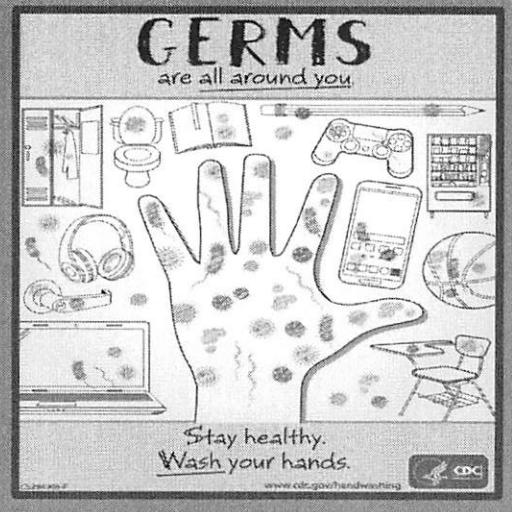
- How do students stand in line and adhere to social distancing? Is the space marked?
- Do lunch times need to be staggered?
- Where do students eat lunch in order to adhere to social distancing guidelines? Cafeteria? Classrooms?
- What various spaces might be used to spread out students?

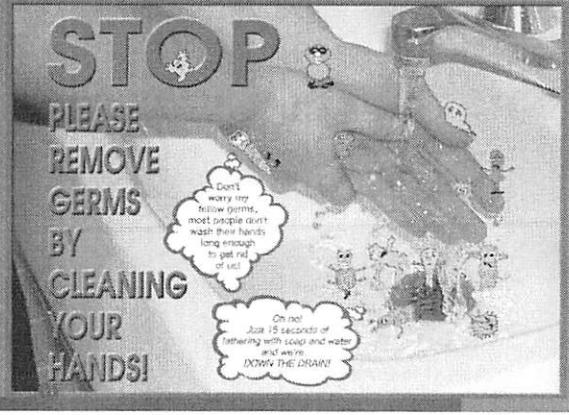
_____ **7. Dismissal**

- What does dismissal look like in order to avoid a mass gathering and adhere to social distancing guidelines?

Most Important Way To Prevent Spreading Germs?

Wash Hands Correctly





Section 2/pg. 4

Handwashing & Hand Sanitizer Points

- Video - Be The Model - Set the Tone
- Educate - When, How, Why - Make It a Life Time Healthy Habit
  Create a Routine - Provide Time to Wash Hands
- Have Adequate Supplies

Hand Sanitizer

- Have It Available When Soap & Water Are Not Available
- Teach Procedure for When Students Can Use It
- Proper Use - Rub Hands Together Until Sanitizer Is Dry
- Supply - Every Teacher

Universal Germ Spread Prevention

- Do Not Touch Your Face
- Cover Your Cough/Sneeze With a Tissue or Cough Into Your Elbow
  https://www.youtube.com/watch?v=sLXzw6j9JVw
- Limit Sharing Objects
- Frequently CleanTouch Surfaces - Only Refill Water Stations
- Clean Using Approved Products As Directed - Be Mindful of Students
- Reduce Exposure - Stagger Drop off/Pick Up Times - Locations - Limit Amount of Students in Hallways - Group the Same Students Together
- Gloves Do Not Provide Any Greater Protection Than Hand Washing From Virus

Masks or Cloth Face Coverings

CDC, WHO, John Hopkins, and TN Dept. Health & Ed. Recommends Masks for All Who Are Over the Age of Two - Especially When Social Distancing Is Not Possible. *Exceptions Are Those Who Have a Health Condition that Makes It Harder to Breath or Those Who Are Unable to Remove It by Themselves.

TN Public Health Toolkit

American Academy of Pediatrics - PreK - Social Distancing 3 - 6 ft. w/Masks

John Hopkins Mask Rec

Why Wear A Face Covering ?
Prevents Symptomatic & Asymptomatic People From Spreading Germs

Different Types of Masks Effectiveness

Section 2/pg. 7

What You Should Know

- In Stock - Fabric Washable Mask for Every Student/Staff /Bus Driver
- Distribution - Teachers need an extra for student
- Wear Face Coverings in Addition to Other Preventive Measures
- Wash Hands Before Putting On and Taking Off Covering
- Wear Correctly CDC How To Wear Covering - Cover Nose & Mouth
- Do Not Touch Mask While Wearing It
- Remove by the String, Ties, Elastic, or Fabric Ends
- Store - Paper Lunch Sack or Plastic Zip
- Wash According To Fabric Type

Section 2/pg. 8

COVID 19 Signs & Symptoms

Not Everyone Who Has these Symptoms has COVID 19.

Symptoms may not appear for 2-14 days after exposure.
Number of Symptoms Vary From Person to Person

- Shortness of Breath or Difficulty Breathing**
- Fever > 100.4 or Chills **
- Cough **
- Congestion or Runny Nose
- Fatigue
- Muscle / Body Aches
- Nausea & Vomiting
- Loss of Taste or Smell
- Headache
- Sore Throat
- Diarrhea

**Most Common Symptoms

Temperature Checks

- Correct Usage of Device
- Plan - Before Staff/Students Entering Class or Bus - Outside/Inside - weather
- Verify with Oral Thermometer If Out of Normal Range
- Record Keeping? Only When Out of Range?
- Procedure If Student Has a Temperature of 100.4 F
- Procedure If Teacher Wants Student Re-evaluated
- Isolation Room

Section 2/pg. 10

When Someone Has COVID 19 Symptoms

- Put on a mask if not wearing one - if they don't have one provide it
- Go to the office for evaluation
- If student or staff is sent home they must have a Dr.'s note to return.

When Someone Test Positive For COVID 19

- They may not return to school until they have a Dr.'s note clearing them
- New Return Release Form
- Timeline - If they are asymptomatic 14 days quarantine - If symptomatic 72 hrs without symptoms
- Parents/Guardians of students/Staff who were exposed will receive a letter notifying of possible exposure without identifying the person

"Too Sick For School"

Communicate To Parents - Handbook, Website, Handout, Email, etc.

Do not send your child to school:

- **until they have been fever free without any pain/fever reducing medication for 24 hours.**
- **if they have had any vomiting or diarrhea in the past 24 hours.**
- **with pink eye until treated for 24 hrs. and have no eye drainage.**
- **with strep throat until they have taken their antibiotic for 24 hrs.**

When students have a Dr.'s note they may not return before the date specified in the note. Please make sure the school has current phone contact info. Parents will be notified to pick up their child who arrives at school "too sick for school" or who becomes sick while at school.

Section 2/09.12

Reducing Fear

- Communication - Frequent & Clear, Key to Reducing Anxiety & Fear
- Educating Staff, Students, and Parents
- Be Sensitive to Anxiety & Fear
- Social Distancing - Brainstorm, Be Creative, Engage Stakeholders
- Reduce the Amount of Students In Hallways
- Use Signage, Tape, etc. to Remind and Reassure
- Be Flexible -Ever Changing Times
- Pre Screening Questions - Website, Handout
- Flu Vaccines - Decreasing illnesses will decrease fear

COVID 19 Screening Questions

- Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
- Are you experiencing a cough, shortness of breath, sore throat, or stomach symptoms?
- Have you had a fever in the last 48 hours? Have you had new loss of taste or smell?
- Have you had vomiting or diarrhea in the last 24 hours?

Section 2/ pg. 14

Thermometers		
	Students	Thermometer Allocation
BA	351	9
ELE	416	11
Farrar	341	9
Lee	436	11
EMS	435	11
WMS	479	13
THS	1062	28
Total	3520	92
Thermometers	92	
Ratio per student	0.02613636364	

Section 2/pg. 15

Standards-Based Instruction: Section 3
Continuous Learning Plan

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

Explanation of Approach
Student schedules for remote learning for the various grade bands are submitted with this plan (Section 3/ pgs. 1-6). Schedules are provided for PreK, Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12. The PreK schedule reflects 5.5 hours of instruction and the Kindergarten schedule includes 4 hours of instruction. All other schedules are for 6.5 of instruction each day. Developmentally appropriate practices were included in the development of these schedules. All classes that are offered in-person will also be available for distance learning students.

Tullahoma City Schools has an array of digital resources which can be used for distance learning. The list of Digital Resources Available for Distance Learning is provided as an artifact (Section 3/pgs. 7-9). These resources are categorized by subject and grade band. Components within many of the resources can be used to address the needs of vulnerable students. As well, all students will have access to grade level instruction. Curriculum is also available for teachers to use with students who do not have connectivity.

Instruction Breakdown by Grade Band
The charts are completed on the online form with average days per week and delivery mechanism. Part 3.2: Instruction Breakdown by Grade Band is an artifact and lists the number of minutes per session (Section 3/pg. 10). (I was unable to complete this column on the fillable form as of July 10, 2020 at 2:56 p.m.)

TCS Staff have and will continue to develop lesson plans where high-quality, rigorous instruction is age and grade-level appropriate and based on:

- Tennessee Academic Standards
- TCS vertical and horizontal alignment of Tennessee Academic Standards for ELA and Math for grades K-12.

<u>Universal Screeners and Pre-Assessments</u>
PreK: Customized assessment and STAR Early Literacy
Kindergarten: Customized Brigance and iReady (reading and math)
Grades 1-8:
iReady: Reading and Math
Teacher created pre-assessments: Science, Social Studies, and other disciplines
Grades 9-12:
iReady: Reading and Math for intervention students

AimsWeb: Special education students
Teacher created pre-assessments: Science, Social Studies, and other disciplines

Learning Loss

The screeners and pre-assessments will be administered at the beginning of the year. The results will help teachers identify gaps due to unfinished learning from the previous year. These results will determine the learning path for each student after students complete the assessment. iReady will populate an personalized learning path for reading and math for all students in Grades K-8 and intervention students at the high school.

Horizontal alignment: Teachers within each school will collaborate based on grade/subject, analyze the results of the assessments, and create instructional learning plans. While iReady creates personalized learning paths for reading and math, teachers will analyze the results and identify common areas that need remediation and/or intervention in the larger context. Teachers will collaborate weekly at the beginning of the year. The frequency of these meetings will be adjusted as needed.

Vertical alignment: Vertical alignment collaborative sessions will take place at each school during in-service or at the beginning of the school year. Teachers in each subject will meet together and discuss what standards/concepts were not taught or were not mastered during school closure last spring and determine how to fill gaps.

Tullahoma City Schools previously created a list of skills/standards in ELA which need to be mastered for each grade level by the end of each year. We also created a list of prerequisite skills for math that need to be mastered prior to entering a grade in order to be successful with grade-level material. Using the information gleaned from these collaborative meetings and coupled screening results, a revised scope and sequence for each grade in math and reading will be developed for the 20-21 school year. Science and social studies teachers will collaborate and discuss the standards that were not taught or were not mastered. The focus will be on the prerequisite skills which are needed for subsequent grades.

Vertical alignment meetings will meet as needed throughout the year. iReady reports and the results from teacher assessments will be the data used to drive these conversations. Collaborative sessions will increase in frequency in Spring 2021 allowing teachers to report current levels of students.

Remediation and Intervention

Remediation and intervention will be scheduled and provided based on data. Services for remediation/intervention will be provided to special education students as indicated on their IEP. Please refer to Special Education Focus & Considerations for Reopening that is submitted with this plan for additional information (Section 3/pgs. 11-18). Remedial and intervention services will be scheduled and provided to students with a

504. EL students will receive remedial and intervention services based on their ILP. These services will be embedded in instruction.

Benchmark assessments will be administered at least twice. Progress monitoring will take place based on the recommendation from the RTI Manual and if it is feasible to administer it effectively in a distance learning setting. Student progress will be monitored throughout the year by using the following data: iReady for math and reading (K-8th and intervention students at the high school), STAR Early Literacy for PreK, and teacher-created assessments for high school and other disciplines. Services will be adjusted throughout the year based on the needs of each student. Scopes and sequences will be developed and adjusted as needed throughout the year.

Grading/Feedback/and Student Achievement

Grading expectations have and will follow the State Board's Uniform Grading Policies and TCS BOE policies.

Daily instruction will be provided. Assignments will be posted by 8:00 a.m. each day. Students will submit work based on the schedule provided by the teacher. Feedback will be given and assignments will be graded within a reasonable time-frame that is communicated. For students who do not have connectivity, assignments will be returned to the school by the student/family each Monday. New assignments will be picked up at the same time. Teachers will communicate with students/families each day to provide instruction and offer feedback on student work.

Achievement and growth will be tracked based on the standards that are mastered. iReady results will be used for math and reading in K-8 and with intervention students at the high school. This information will be used to adjust the course, provide additional supports, or make meaningful changes to the strategies and approaches being used.

Student performance data will be collected, recorded, monitored, and reviewed using the following:

- Teacher-created digital and offline formative and summative assessments that can be administered via Schoology
- Entrance and/or exit tickets
- Software platforms such as iReady, Benchmark Universe, Ed: Your Friend in Learning, Carolina Science, McGraw Hill Social Studies, or Edgenuity
- Questioning students during instruction whether face-to-face or virtually
- Assigning, collecting, and correcting homework
- Collaborative and individual projects
- Real-time feedback

K-2 Priority

Teaching foundational and early literacy skills will be the priority for K-2 instruction. This is reflected in the daily schedule. Teachers can provide whole group instruction and small group instruction. Students may also work on independent assignments. Time is allocated in the morning when students are more alert and attentive.

Whole-Child: Social Emotional Learning

Building relationships and supporting students is paramount to their success. Student well-being was taken into consideration as schedules were built and practices to incorporate were determined.

Morning and afternoon meeting times are built into the schedules for many of the elementary grades. These times are targeted to address social-emotional needs of the students. Our elementary students will be incorporating Sanford Harmony practices and strategies to support SEL (www.sanfordharmony.org). It is imperative to address the needs of the whole child.

Student Needs Assessments will be developed by counselors for each grade band. These will be administered to students and the results will be used to provide support and services as needed. There will be a school-wide plan for consistent communication/check-ins with students participating in distance learning.

Please refer to the Assessing & Addressing Staff and Student Social -Emotional & Mental Health Needs document that is attached for a more comprehensive view of our SEL plan (Section 3/pgs. 19-29).

Please refer to the Continuous Learning Plan presentation from Section 1 for additional information.

Artifacts

- Student Schedules (Section 3/pgs. 1-6)
- List of Digital Resources Available for Distance Learning (Section 3/pgs. 7-9)
- Part 3.2: Instruction Breakdown by Grade Band (Section 3/ pg. 10)
- Special Education Focus & Considerations for Reopening (Section 3/pgs. 11-18)
- Assessing & Addressing Staff and Student Social-Emotional & Mental Health Needs (Section 3/pgs. 19-29).

Student Schedule

Pre-K (5.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:15	Break/Recess
10:15 - 11:15	Math
11:15 - 12:15	Lunch/Recess
12:15 - 1:15	Science/Social Studies
1:15 - 1:30	Afternoon Meeting

Note: Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, ILP or 504.

Section 3/pg. 1

Student Schedule

Kindergarten (4 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:00	Break/Recess
10:00 - 11:00	Math
11:10 - 11:30	Science/Social Studies
11:40 - 12:00	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Section 3/pg. 2

Student Schedule

Grades 1-2 (6.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	ELA
9:45 - 10:00	Break
10:00 - 11:30	Math
11:30 - 12:30	Lunch/Recess
12:30 - 1:00	Science
1:10 - 1:40	Social Studies
1:50 - 2:30	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Section 3/pg.3

Student Schedule

Grades 3-5 (6.5 hours required daily)

8:00 - 8:15	Morning Meeting
8:15 - 9:45	Math
9:45 - 10:00	Break
10:00 - 11:30	ELA
11:30 - 12:30	Lunch/Recess
12:30 - 1:00	Science
1:10 - 1:50	Related Arts
2:00 - 2:30	Social Studies

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Section 3/pg. 4

Student Schedule

Grades 6-8 (6.5 hours required daily)

8:00 - 9:20	1st Block
9:30 - 10:50	2nd Block
10:50 - 11:30	Lunch/Break
11:30 - 12:50	3rd Block
1:00 - 2:20	4th Block
2:30 - 3:00	Related Arts

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Section 3/pg. 5

Student Schedule

Grades 9-12 (6.5 hours required daily)

The distance learning schedule for THS will mirror the traditional THS schedule. Adjustments will be made as needed.

Grade 9 will have 5 classes.

Grades 10-12 will have 4 classes.

Note: RTI services will be provided. Services for students with disabilities, students with a 504, and English Learners will be provided services as indicated by their IEP, 504, or ILP.

Section 3/pg. 6

District Resources Available for Distance Learning

Communication/Video Conferencing:

- Skyward's Message Center: This allows communication to be streamlined across the district. It allows teachers to communicate with students and/or parents via the Skyward Family Access portal, Email, or both.
- Google Meet
    - Online Instruction
    - Pre-record Instruction
    - Office Hours - parents/students can either join via video or phone
- School Messenger
- Zoom
    - Online Instruction
    - Pre-record Instruction
    - Office Hours - parents/students can either join via video or phone

LMS (Manage and Organize Content)

- Google Classroom
- Schoology

Online Gradebook

- Schoology
- Skyward

SSO Software

- ClassLink

English Language Arts

- Grades K-5:
    - New ELA Curriculum - Benchmark Universe
    - Brain POP and Brain POP Jr
    - iReady
- Grades 6-8
    - New ELA Curriculum: Ed: Your Friend in Learning (HMH)
      Digital Content will be imported into Schoology for student/teacher access.
    - iReady
- Grades 9-12
    - New ELA Curriculum: Ed: Your Friend in Learning (HMH)
      Digital Content will be imported into Schoology for student/teacher access.
    - Edgenuity
    - iReady for intervention students

Math

- Grades K-5
    - Brain POP and Brain POP Jr
    - iReady
- Grades 6-8
    - iReady
    - IXL
    - Glencoe - Algebra I

- Grades 9-12
    - Glencoe - Algebra I, II
    - Cengage Learning - Precalculus
    - Prentice-Hall - Precalculus Honors
    - Houghton Mifflin Harcourt - Algebra II and Geometry
    - Edgenuity
    - iReady for intervention students

Science

- Grades K-5
    - Brain POP and Brain POP Jr
    - Carolina Science
- Grades 6-8
    - Carolina Science
- Grades 9-12
    - Edgenuity
    - CK12 - Some teachers at the high school are currently using this resource. This site has an abundance of digital textbooks in various subjects, adaptive practice, simulations, and assessments.
    - PhET Simulations

Social Studies

- Grades K-5
    - Brain POP and Brain POP Jr
    - Benchmark Advance incorporates SS into the curriculum
    - Social Studies Weekly
- Grades 6-8
    - McGraw Hill
- Grades 9-12
    - Edgenuity
    - Pearson - US History and World History
    - McGraw Hill - AP US History, Government and Civics

THS Personal Finance

- Online course (MOOC) created in Schoology & has been used the past several years for students who wanted to complete their credit virtually.

THS Coding Classes

- Teacher-created online class.

THS CTE Classes

- Grades 9-12
    - Edgenuity
    - Virtual Job Shadowing

THS Foreign Language

- Grades 9-12
    - Duolingo
    - Edgenuity

Social/Emotional Learning

- Grades K-6
  - Sanford Harmony

Art

- Grades K-8
  - Teacher created lessons
- Grades 9-12
  - Artsonia

PE

- K-12: Teacher-created lessons
- Go Noodle

Music

- Teacher created lessons

Computer

- Teacher created lessons

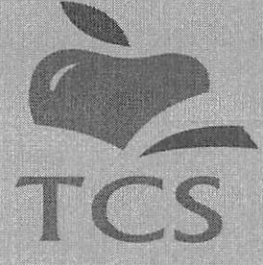
Part 3.2: Instruction Breakdown by Grade Band

Please complete the chart for each grade band to reflect the minutes of instruction planned. (In the online application, the chart below will appear for each grade band.)

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	75	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Math	5	75	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Science	5	45	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Social Studies	5	45	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Physical Education (PE)	2	30	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
Arts	3	30	■ Synchronous AND/OR ■ Asynchronous ■ Virtual AND/OR ■ Other ■ Teacher-based AND/OR ■ Program
CCTE or Elective (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program
Foreign Language (optional)			☐ Synchronous AND/OR ☐ Asynchronous ☐ Virtual AND/OR ☐ Other ☐ Teacher-based AND/OR ☐ Program

Tullahoma City Schools

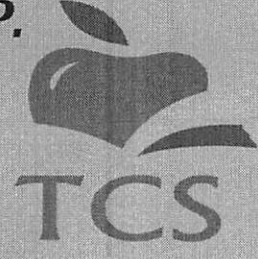
Special Education Focus & Considerations for Reopening



Section 3/pg. 11

CHAPTER 0520-01-17
CONTINUOUS LEARNING PLANS

LEAs must submit a continuous learning plan to provide students ***access*** *to six and one half (6 ½) hours of Instructional Time each school day in a manner* ***consistent with each student's individualized education program (IEP). Remote Instruction supports shall be considered and included, as appropriate for the student, when an IEP is initially developed or at any subsequent review or revision of an IEP.***



Section 3/pg. 12

Focused Priorities:

- Contact parents to schedule team meetings.
- Determine an **appropriate** educational plan for SWDs using our SPED reopening plan.

  TCS SPED Reopening Plan

- Develop appropriate remote instructional plans in the event of an extended closure.
- Teams will focus on **FAPE** as well as **LRE** when determining all plans, especially for students with most intense needs.

TCS

Team Considerations:

Synchronous Instruction

- In-person lesson
- Virtual lesson

Learning Occurs -

- Real-time with a teacher
- Various locations
- Learners engage as instruction is delivered.

Asynchronous Instruction

- Printed materials, & projects
- Recorded lessons or courses

Learning Occurs -

- Own-time
- Own pace
- Various locations

Remote Instruction

- **not providing in-person instruction** within the traditional school setting

Team Considerations for Reopening Plan

TCS

Section 3/pg. 14

Provide Necessary Support

STUDENTS:

1. Interactive Chromebooks
2. WiFi
3. Assistive Technology
4. 1:1 therapy or instruction
5. Social-emotional needs
6. Recovery Services
7. Frequent Contact

TEACHERS:

1. Support for Required Meetings
2. Training
3. Assistive Technology Team
4. Protective Equipment/Supplies
5. Funding for ***recovery services*** before & after school hours
6. Social-emotional needs

TCS has been awarded **$85,500** in IDEA grants to help fund necessary supports.
On July 10, we will find out if we will receive additional funds from the Innovation Grant.

Section 3/ pg. 15

Provide Necessary Support

PARENTS:

1. Training
2. Social-emotional Needs
3. Access to Quality Resources
4. Frequent Contact

CELEBRATE SUCCESSES!

1. Collaboration
2. Increased Instructional Options
3. New Appreciation for Public Schools

TCS

Section 3/pg. 16

Reminders about SPED procedures:

1. **LEA Representative** - a representative of the public agency (LEA) who:
   - is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities
   - is knowledgeable about the general education curriculum
   - is knowledgeable about the availability of resources of the public agency (LEA)
   - it doesn't have to be an administrator, but the person may be asked to make big decisions that can bind the district, so trusting the rep's judgment is key.
2. **Case Manager -** is a certified special educator who oversees the special education processes and verifies that IEP services are implemented in compliance with federal, state, and district regulations.

LEA Rep & Case Manager Responsibilities

TCS

Section 3/pg. 17

Key takeaways from school closures:

1. Redefining Assessments
2. Personalized Learning
3. Renewed Focus on Inequalities
4. Relationships

"Really great learning is a human endeavor. "It's about the teacher and student relationship." ***Todd Rose***

"Teaching is the essential profession, the one that makes all professions possible." ***David Haselkorn***

"One of the most impactful changes brought on by the pandemic is a greater appreciation for the skill, patience, and creativity of teachers." ***Todd Rose***

TCS

Section 3/pg. 18

Assessing & Addressing Staff and Student Social-Emotional & Mental Health Needs

#CompassionbeforeCurriculum

Section 3/pg. 19

"I have no idea what school will look like in the Fall, but whether it's in-person or online, it will NEED to include tons of SEL and healing-informed work to deal with staff, student, and family trauma. Compassion before curriculum."

- Dwayne Reed, Twitter

Staff Self-care

"Put Your Mask On First" - Applies to All of Us

Make Time for Yourself Doing Something Positive - Keep Your Battery Charged

Everyone needs to be appreciated and encouraged

Breath - 5 Minutes of Belly Breathing Decreases B/P, Heart Rate & Stress

Eat a Healthy & Balance Diet

Get Enough Sleep

Section 3/pg. 21

Mental Health - Information & Resources

Mental Health & COVID 19 Tools & Info

Self Care Exercises and Activities

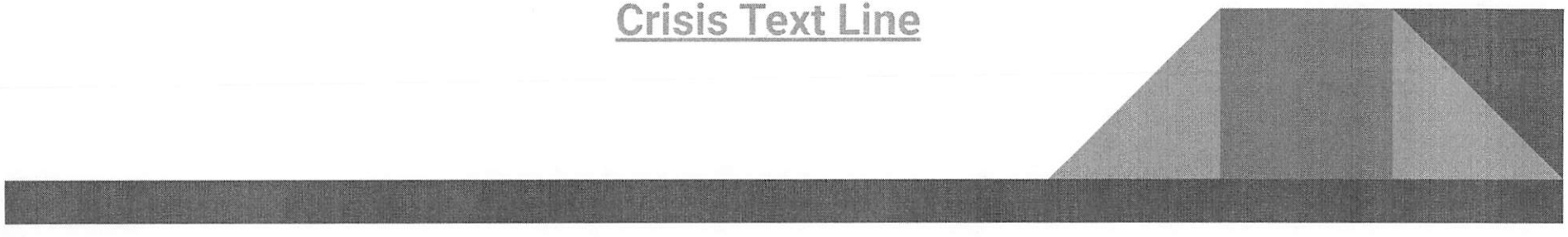
12 Apps To Beat Stress - Stop, Think, Breath - Calm

Family Support During COVID 19

Take Care Of Your Mental Health in Uncertain Times

Insurance Information

Crisis Text Line



Section 3/pg. 22

Addressing Short Term & Long-Term for SEL

- Student Needs Assessment developed w/counselors for each grade band
- Teacher rubrics for back-to-school observations of at-risk categories
- Plan for addressing needs identified & interventions for at-risk students
- Utilization of Sanford Harmony & SEL practices across all elementaries
- Paper and Digital access for families to the TCS Community Resource Guide
- Additional Social Worker as liaison for families and available external services
- Continued Centerstone School-Based Therapy Services
- Additional Therapist serving JTF & WMS
- Growth of SEL programming through utilization of Sanford Harmony in 6th grades
- Collaboration for adaptation of SEL programming for higher grades (16 Habits of Mind)
- Building "Educational Capital" for TCS families
- "Trauma-Responsive Community"

School Level

- Allot time for School Counselor to conduct a session with faculty & staff prior to the start of school regarding potential student needs upon return to school, referral processes, trauma awareness & trauma-informed practices
- School-wide plan for consistent communication/check-ins with students participating in Virtual Instruction
- Establish & promote a clear channel for students to communicate the need for assistance (i.e. calm space, talk with a counselor, tools for de-escalation and/or coping with anxiety) - especially at the middle & high school levels
- Review various school & state reporting processes for mental health and/or abuse and neglect concerns

Restoring a sense of safety & comfort:

Restoring a sense of safety and providing physical and emotional comfort in the immediate aftermath of a crisis can assist in reducing distress and worry for students and staff. When individuals have a sense of predictability, they tend to regain a feeling of security and control.

Recommendations:

Address immediate needs and concerns to reduce fear and anxiety

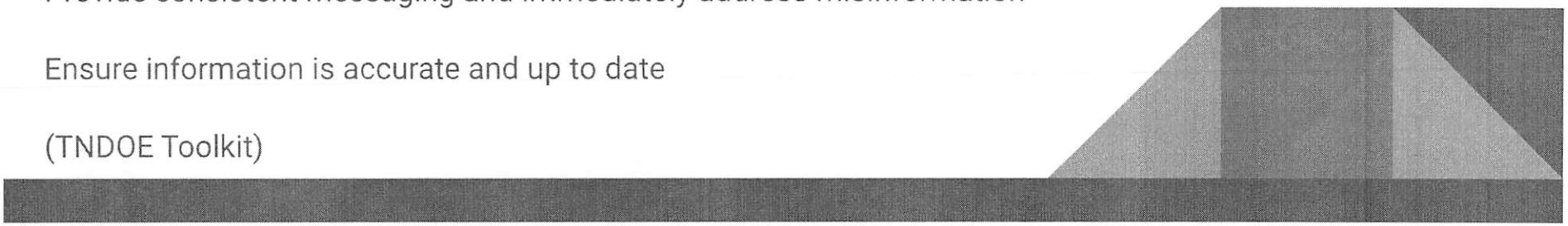
Answer questions in a calm, factual, and reassuring manner

Support and model adaptive coping

Provide consistent messaging and immediately address misinformation

Ensure information is accurate and up to date

(TNDOE Toolkit)



Coping:

Encourage and promote effective coping strategies to reduce stress and improve overall functioning through implementation of the following strategies:

- Encourage employees and students to take breaks from watching, reading, or listening tonews stories about COVID-19, including social media if they are feeling overwhelmed or distressed
- Returning to regular schedules and routines
- Seek support through friends, staff members, counselor, or support group
- Engage in enjoyable activities with family and friends
- Self-care in terms of healthy eating, adequate sleep, and exercise
- Listening to music
- Staying informed
- Participate in sports and hobbies
- Self-reassurance regarding feelings; use of calming self-talk
- Practicing relaxation; take regular breaks
- Keeping a journal
- Identification of practical, immediate steps for situation management
- Utilization of past successful coping mechanisms

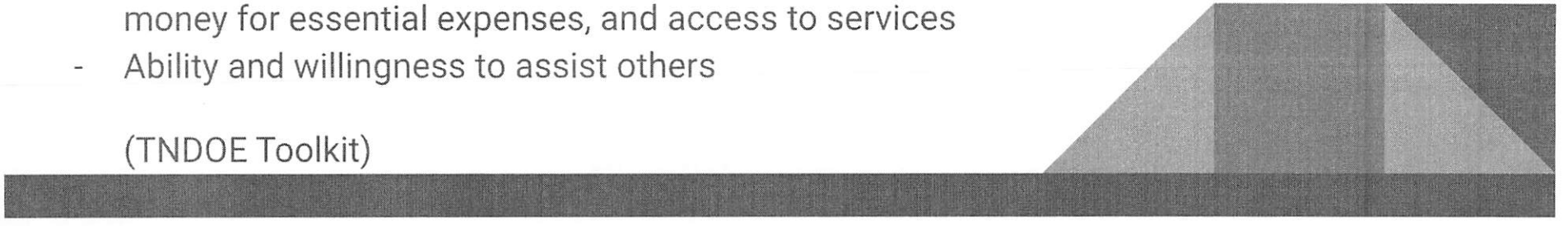
(TNDOE Toolkit)

Building Resilience:

Individuals who exhibit resilient characteristics after a public emergency are more likely to experience a favorable recovery and demonstrate the following characteristics:

- Optimism or a belief things will turn out as well as can be expected
- Confidence that life is predictable
- Self-efficacy or a belief they can achieve their goals
- Belief in the benevolence of others (willingness to help)
- Positive self-talk or beliefs (i.e., "I have gotten through tough situations before, and I can get through this)
- Knowledge they have the resources they need such as emotional support from others, money for essential expenses, and access to services
- Ability and willingness to assist others

(TNDOE Toolkit)



Universal Resources:

- The National Child Traumatic Stress Network
- Tennessee Commission on Children & Youth Building Strong Brains
- National Association of School Psychologists
- National Center for School Crisis & Bereavement
- Thriving Schools
- TDOE Trauma Informed Discipline Best Practices

Articles for consideration:

https://www.edutopia.org/article/4-strategies-help-students-feel-calm-during-distance-learning

https://hechingerreport.org/middle-school-is-often-difficult-try-experiencing-it-under-quarantine/

https://www.edsurge.com/news/2020-06-22-how-school-crisis-counselors-help-students-cope-with-death-and-grief-virtually

https://smartbrief.com/original/2020/07/schools-face-challenges-opportunities-they-plan-reopen?utm_source=brief

Attendance - Section 4

Continuous Learning Plan

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

Explanation of Approach

Tullahoma City Schools Board Policy 6.200 on Attendance (Section 4/pgs. 1-5) and 6.201 on Compulsory Attendance Ages (Section 4/ pgs. 6-7) are submitted with this application. Attendance will be taken daily.

During in-person, full Virtual or remote Instruction models, students are expected to engage in both synchronous and asynchronous instruction at times assigned by the student's teacher. Asynchronous instruction may include independent work, teacher-assigned individual or group projects, audio- or video-recorded lessons, online class modules, or other appropriate methods as determined by the school and/or teacher.

Daily Attendance

Tennessee Board of Education Rule 0520-01-17-.01 requires student attendance to be recorded daily when students are participating in virtual or remote instruction. The Tennessee Department of Education provides for a EIS Attendance Code for Distance Learning - "D". Tullahoma City Schools will consider students who are interacting and responding to full virtual or remote instruction as "in attendance." This may include, but is not limited to, any of the following:

- Student submission of an assignment;
- Student completion of an online assessment;
- Student participation in synchronous learning in an online classroom;
- Student submittal of work via hard-copy or virtual formats;
- Student-initiated phone call, email, and/or other digital communication or responses to teacher email;
- EAs/Teachers who may be facilitating from home could make daily contact with families via phone to verify attendance; and/or
- Other evidence of participation as determined by the principal or designee.

Attendance is not based on solely assignment completion. Teachers will be responsible for monitoring student participation in virtual or remote learning and reporting attendance to school registrars daily.

Excused and Unexcused Absences

Tullahoma City Schools Board Policy 6.200 defines excused and unexcused absences. These definitions will also apply during Virtual and Remote Instruction models. In order

to receive excusal for an absence from virtual or remote instruction, the parent/guardian or student is responsible for submitting the appropriate documentation for those categories defined in Policy 6.200, which includes:

- Personal illness/injury
- Illness of immediate family member;
- Death in the family;
- Extreme weather conditions;
- Religious observances;
- College visits;
- Pregnancy;
- School-sponsored or school endorsed activities;
- Summons, subpoena, or court orders; or
- Circumstances which in the judgment of the principal create emergencies over which the student has no control.

All other absences will be considered unexcused, including absences experienced as a result of student discipline (i.e., out of school suspension). Additionally, absences not properly documented will also be considered unexcused.

Unexcused Absences and Truancy

Tullahoma City Schools Schools will utilize the Progressive Truancy Intervention Plan. Due to Full Virtual and Remote Instruction possibilities, we will add an additional step to identify students that may have issues preventing them from learning and accumulating unexcused absences. We will start by having the School contact the parents via email, phone, or in-person after three unexcused absences. The goal of this meeting/contact shall be to identify and eliminate problems keeping the student from attending school. After the initial meeting, all Tullahoma City Schools will implement a Three-Tier System to improve student/school attendance in accordance with TCS Board Policy 6.200.

Attendance letters including the number of unexcused absences accumulated and information regarding Tn State Compulsory Attendance laws will be mailed to a parent/guardian in increments of 5-day absence accruals.

Ten unexcused absences, after the Three-Tier System efforts, will result in a referral to Coffee County Juvenile Court Youth Services for a Truancy Board Hearing following the implementation of all three tiers listed above.

Artifacts:

- Attendance Policy 6.200 (Section 4/pgs. 1-5)
- Compulsory Attendance Ages (Section 4/ pgs. 6-7)

Tullahoma City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Attendance**	**6.200**	**06/18/18**
		Rescinds: **6.200**	Issued: **03/28/17**

Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session. The Director of Schools/designee shall develop appropriate administrative procedures to implement this policy.

The attendance supervisor shall oversee the entire attendance program which shall include:[1]

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for students who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.[2]

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent(s)/guardian(s).[3]

Absences shall be classified as either excused or unexcused as determined by the principal/designee. Excused absences shall include:[4]

1. Personal illness/injury;
2. Illness of immediate family member;
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;[5]
6. College visits;
7. Pregnancy;

8. School sponsored or school endorsed activities;[6]

9. Summons, subpoena, or court order; or

10. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The principal shall be responsible for ensuring that:[7]

1. Attendance is checked and reported daily for each class;

2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;

3. All student absences are verified;

4. Written excuses are submitted for absences and tardiness; and

5. System-wide procedures for accounting and reporting are followed.

TRUANCY

General

Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes.[8] If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.[9]

A student who is absent five (5) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent does not provide documentation within adequate time excusing those absences, or request an attendance hearing, then the Director of Schools shall implement the progressive truancy intervention plan described below prior to referral to juvenile court.

Progressive Truancy Intervention Plan[10]

Prior to referral to juvenile court, the following progressive truancy intervention plan will be implemented.

Tier I

Tier I of the progressive truancy intervention plan shall include the following:

1. A conference with the student and the student's parent(s)/guardian(s);

2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and an attendance supervisor or designee. The contract shall include:

    a. A specific description of the school's attendance expectations for the student;
    b. The period for which the contract is effective; and
    c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and

3. Regularly scheduled follow-up meetings to discuss the student's progress.

Tier II

If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.

Under this tier, a school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

Tier III

This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.

These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age-appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

MILITARY SERVICE OF PARENT/GUARDIAN

School principals shall provide students with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent or custodian serving active military service.

Principals shall also allow up to ten (10) excused cumulative absences per year for students to visit a parent/guardian during a deployment cycle. The student shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Students shall be permitted to make up schoolwork missed during these absences.[11]

MAKE-UP WORK

Make-up work shall be done in accordance with local policy.

STATE-MANDATED ASSESSMENT

Students who are absent the day of the scheduled EOC exams must present a signed doctor's excuse or must have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the EOC exam.

Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be averaged into their final grade.

CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance; however, student attendance may not be the sole criterion.[12] If attendance is a factor prior to credit/promotion denial, the following shall occur:

1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of credit/promotion denial due to excessive absenteeism.

2. Procedures in due process are available to the student when credit or promotion is denied.

DRIVER'S LICENSE REVOCATION[2]

More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license or to obtain such if of age.

In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

ATTENDANCE HEARING[13]

Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of Schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.

Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the Board shall be final.

The Director of Schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers, and administrative staff.

Legal References

1. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
2. TCA 49-6-3017(c)
3. TCA 10-7-504; 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(1)(c)
5. TRR/MS 0520-01-03-.03(15); TCA 49-6-2904(b)(5)
6. TN Department of Education, *Student Membership and Attendance Procedures Manual* (2017)
7. TN Department of Education, *Student Membership and Attendance Procedures Manual* (2017); TCA 49-6-3007; Public Acts of 2018, Chapter No. 958
8. TN Department of Education, *Student Membership and Attendance Procedures Manual* (2017)
9. TCA 49-6-3021
10. TCA 49-6-3007; TCA 49-6-3009; Public Acts of 2018, Chapter No. 958
11. TCA 49-6-3019
12. TCA 49-2-203(b)(7)
13. TRR/MS 0520-01-02-.17

Cross References

School Calendar 1.800
Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs, & Holidays 4.803
Voluntary Pre-K Attendance 6.2011
Students in Foster Care 6.505
Student Records 6.600

Tullahoma City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Compulsory Attendance Ages**	**6.201**	**02/24/14**
		Rescinds: **6.201**	Issued: **01/19/04**

Children between the ages of six (6) and seventeen (17) years, both inclusive, must attend a public or private school.[1] A parent/guardian or legal custodian who believes that his/her child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the school where the child would attend for a one (1) semester or one (1) year deferral in required attendance. Any such deferral shall be reported to the director of schools by the principal.[2] Under certain circumstances, the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law.[3]

Any child residing within the state who is or will be five (5) years of age on or before August 31 for the 2013-2014 school year and on or before August 15 for all school years thereafter, who makes application for admission, shall be enrolled in the school designated by the Board.[4]

If a child will be five (5) years of age on or before September 30, such child's parent(s)/legal guardian(s) may request that the child be admitted into kindergarten.[5] Upon a request, the director of schools shall administer an evaluation and examination. If the results indicate that the child is sufficiently mature emotionally and academically, then the child may be enrolled into kindergarten. The director of schools shall develop procedures and forms to implement the provisions of this policy.

No child shall be eligible to enter first grade without having attended an approved kindergarten program.[5]

A child entering a special education program shall be no less than three (3) years of age.[6]

A person eighteen (18) years of age or older who applies for admission must have the application approved by the principal and director of schools when:

1. He/she fails to enroll within thirty (30) calendar days after school officially starts; or

2. He/she has dropped out of school and wants to re-enter.

The compulsory attendance law shall not apply to the following:[7]

1. A student who has received a diploma or other certificate of graduation;

2. A student who is enrolled and making satisfactory progress in a course leading to a GED;

3. A student who is six (6) years or younger and whose parent or guardian has filed notice of intent to conduct home school with the director of schools; or

4. A student enrolled in a home school who has reached the age of seventeen (17).

Legal References:

1. TCA 49-6-3001(c)(1)
2. TCA 49-6-3001(c)(5)
3. TCA 49-6-3005
4. TCA 49-6-201(b)(3); TCA 49-6-3001(b)(1)
5. TCA 49-6-3001(b)(2)(B)
6. TCA 49-6-201 (8)(d)
7. 20 U.S.C. Sec 5. 1400-1485

Cross References:

Special Education 4.202
Adult Education Program 4.208
Special Education Students 6.500

Instructional Technology - Section 5
Continuous Learning Plan

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

Explanation of Approach
Instructional technology is a tool we use to deliver and support differentiated instruction, post assignments, receive student work, and provide feedback/grades. Students will be provided a device as needed.

Details

- Survey for teacher and student home access to technology and connectivity
    - A Return to School Parent/Guardian survey was sent to determine home WiFi access, consistency of connectivity, whether or not the student would have access to a device, and if so, what type to support remote learning. The Parent/Guardian survey is submitted as an artifact (Section 5/pgs.1-8).
    - A Return to School Faculty survey was sent to determine home WiFi access, consistency of connectivity, and hardware/software support needed to support remote learning. The Return to School Faculty survey is attached to this plan (Section 5/pgs.9-15).
    - The Return to School: Stakeholder Input slides are a summary of the Return to School Parent/Guardian survey and the Return to School Faculty survey. These slides are attached (Section 5/pgs.16-28).
- Inventory of computing devices and internet devices (hotspots) the LEA owns and is able to distribute
    - Chromebooks - A device would be available for students and educational assistants.
    - Laptops - All teachers are issued a laptop.
    - Connectivity -
        i. Verizon hotspots - There is no charge for the device. The cost is $34 a month per device for unlimited data. As long as the student logs into their @tcsedu.net account our filtering policies will be in effect.
        ii. WiFi extends into the Tullahoma High School parking lot.
- Plan and timeline for distribution
    - Forms are signed at the beginning of each school year - available on our website

        TCS Employee Acceptable Use Agreement (Section 5/ pgs. 29-30)
        https://drive.google.com/file/d/1rImpWeXEnf2jWLOnRLogT7uYMvT_8MYd/view?usp=sharing

Grades K-2 Computer Use Policy and Signature Form (Section 5/ pgs. 31-32)
https://drive.google.com/file/d/1habMjffC89hbGOYVIJdIFbRFCk_1cyzr/view?usp=sharing
Grades 3-5 Parent-Guardian & Student Computer Use Agreement Signature Form (Section 5/pg. 33)
https://drive.google.com/a/tullahomacityschools.net/file/d/1gDo1jKBoG-WIh2w_x70XrQqfQR_w1s3Y/view?usp=sharing
Grades 6-12 Parent-Guardian Student Computer Use Agreement Signature Form (Section 5/pg.34)
https://drive.google.com/a/tullahomacityschools.net/file/d/1LHD1_clgFXLw2rjjkgAoTjqFGMq0sD08/view?usp=sharing
Grades 3-12 Computer Use Agreement Policy (Section 5/pgs. 35-36
https://drive.google.com/file/d/1RsoOLnyGESRunecegLIU__x30_mQB-4G/view?usp=sharing

- Chromebook Deployment Procedure (Section 5/pgs.37-38)
https://docs.google.com/document/d/19inuhRnlrSCxeos5hQSto1gy_DWyOtjo2FmrD4bSI6U/edit?usp=sharing

- Students who do not have access to WiFi will have the opportunity to download resources so they are available offline by:
  a. Using a MiFi provided by the district
  b. Access the school network while remaining in the school's parking lot
  c. Students who receive printed copies of assignments, activities, etc. will also have access to those files in his or her Schoology course.

- Procedures for how students will access content
  Students will use school email daily for information on where to find their assignments. Assignments will be on Schoology, Google Classroom, Google Sites, or as indicated otherwise. Each day instruction will be provided, assignments will be completed, assignments will be submitted by the student, and teachers will provide feedback and grades as appropriate.

- The technology department will operate a help desk system that will be available for staff, students, and parents to call to help resolve issues and answer questions as policies allow.

- Students with Disabilities will receive services as indicated in their IEP. Teletherapy is available as needed. English Learners will receive services as indicated in their ILP. General education teachers will provide EL services for students who have waived their right to services as provided by EL teachers.

Solutions for the needs of "At Risk" populations will be determined on a case-by-case basis. Fostering social and emotional learning and development is pivotal and critical.

Please refer to the Continuous Learning Plan presentation from Section 1 for additional information.

Artifacts:

- Return to School Parent/Guardian Survey (Section 5/pgs.1-8)
- Return to School Faculty Survey (Section 5/pgs.9-15)
- Return to School: Stakeholder Input Slides (Section 5/pgs.16-28)
- TCS Employee Acceptable Use Agreement (Section 5/pgs.29-30)
- Grades K-2 Computer Use Policy and Signature Form (Section 5/pgs.31-32)
- Grades 3-5 Parent-Guardian & Student Computer Use Agreement Signature Form (Section 5/pg.33)
- Grades 6-12 Parent-Guardian Student Computer Use Agreement Signature Form (Section 5/pg.34)
- Grades 3-12 Computer Use Agreement Policy (Section 5/pgs.35-36)
- Chromebook Deployment Procedure (Section 5/pgs.37-38)

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Return to School Parent/Guardian Survey

Return to School Parent/Guardian Survey Results

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

All Pages

Q1

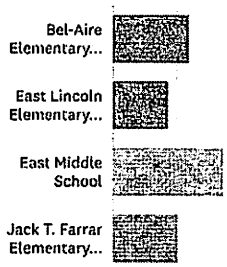
Student(s) Name(s) (Optional)

Answered: 591 Skipped: 819

Q2

What school(s) will your student(s) be enrolled in for the 2020-2021 school year? (Please select all schools that apply.)

Answered: 1,410 Skipped: 0



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1410 responses

Section 5 / pg. 1

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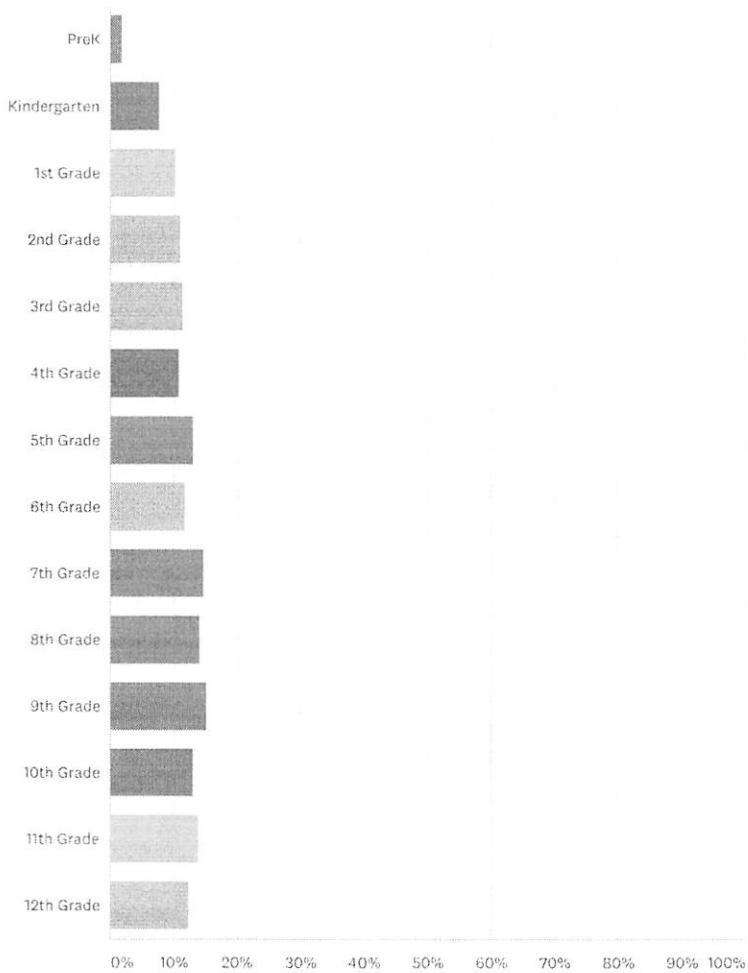
ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	12.13%	171
East Lincoln Elementary School	8.79%	124
East Middle School	17.52%	247
Jack T. Farrar Elementary School	10.21%	144
Robert E. Lee Elementary School	18.01%	254
Tullahoma High School	46.95%	662
West Middle School	19.72%	278
Total Respondents: 1,410		

Q3

What grade(s) will your student(s) be in during the 2020-2021 school year? (Please select all grades that apply.)

Answered: 1,410 Skipped: 0



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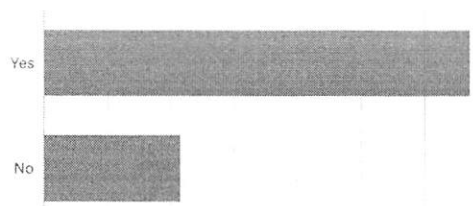
2nd Grade	10.99%	155
3rd Grade	11.56%	163
4th Grade	10.85%	153
5th Grade	13.12%	185
6th Grade	11.91%	168
7th Grade	14.89%	210
8th Grade	14.18%	200
9th Grade	15.18%	214
10th Grade	13.26%	187
11th Grade	13.97%	197
12th Grade	12.48%	176

Total Respondents: 1,410

Q4

Are you comfortable sending your student back to school, in a traditional manner, meaning all students return to school buildings full-time on July 29th? The following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion.

Answered: 1,410 Skipped: 0



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1410 responses

Section 5 / pg. 3

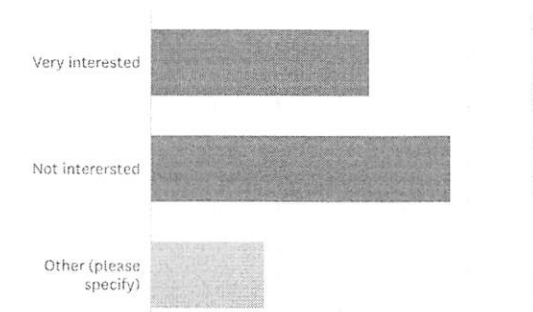
SIGN UP FREE

ANSWER CHOICES		RESPONSES	
Yes		67.16%	947
No		21.49%	303
Other (please specify)	Responses	11.35%	160
TOTAL			1,410

Q5

What is your level of interest in a hybrid schedule, meaning your student will attend school on specific days each week and participate in distance learning on the other days? The following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion.

Answered: 1,410 Skipped: 0



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1410 responses

Section 5 pg. 4

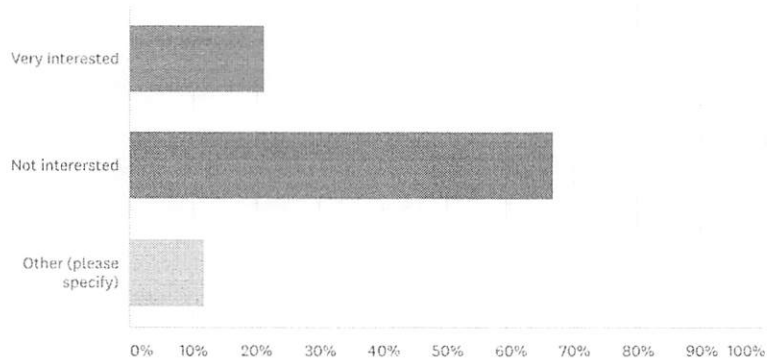
SIGN UP FREE

Very interested		34.61%	488
Not interersted		47.30%	667
Other (please specify)	Responses	18.09%	255
TOTAL			1,410

Q6

What is your level of interest in your student participating in full distance learning, meaning not returning to the school building at all and completing all work at home?

Answered: 1,410 Skipped: 0

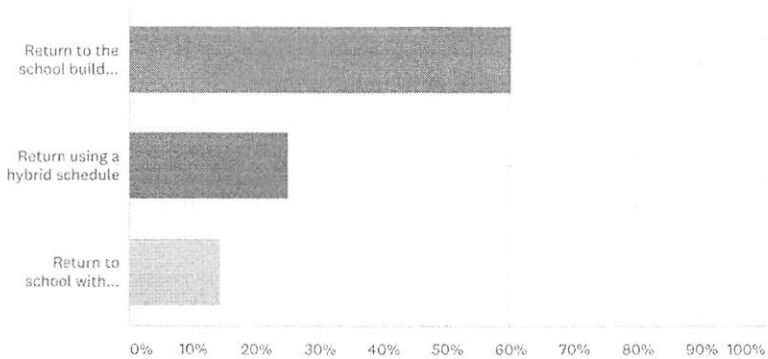


ANSWER CHOICES		RESPONSES	
Very interested		21.28%	300
Not interersted		66.81%	942
Other (please specify)	Responses	11.91%	168
TOTAL			1,410

Q7

Which option best serves your student(s) as we prepare for the 2020-2021 school year? (Please choose one.)

Answered: 1,410 Skipped: 0



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1410 responses

Section 5/pg.5

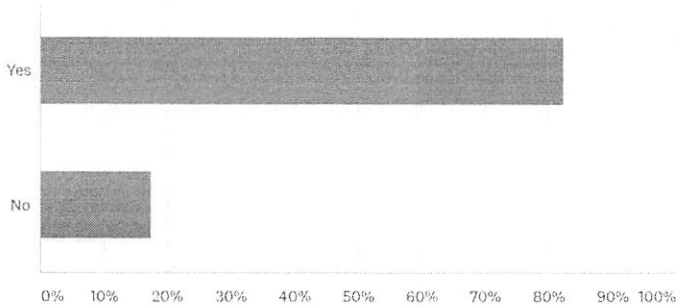
SIGN UP FREE

building)	
TOTAL	1,410

Q8

Are there reliable devices in your home other than cell phones with which your student(s) can access the internet for instructional purposes? (Please choose one.)

Answered: 1,410 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	82.34%	1,161
No	17.66%	249
TOTAL		1,410

Q9

Please indicate what type of device(s) your student(s) will use for instructional purposes. (e.g., iPad, Windows computer, Apple computer, Chromebook, etc.)

Answered: 1,159 Skipped: 251

Ipad

6/29/2020 2:35 PM

Tablet and PC

6/29/2020 11:58 AM

iPad/ Apple computer

6/29/2020 11:34 AM

Chrome book

6/29/2020 10:44 AM

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1410 responses

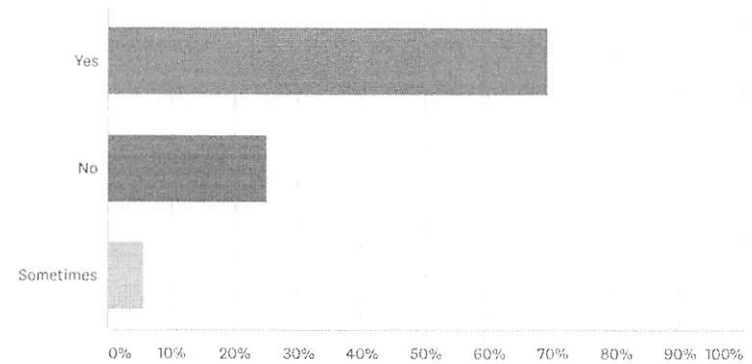
Section 5/pg. 6

SIGN UP FREE

Q10

Are there enough reliable devices in your home for every student to access the internet at the same time? (Please choose one.)

Answered: 1,397 Skipped: 13

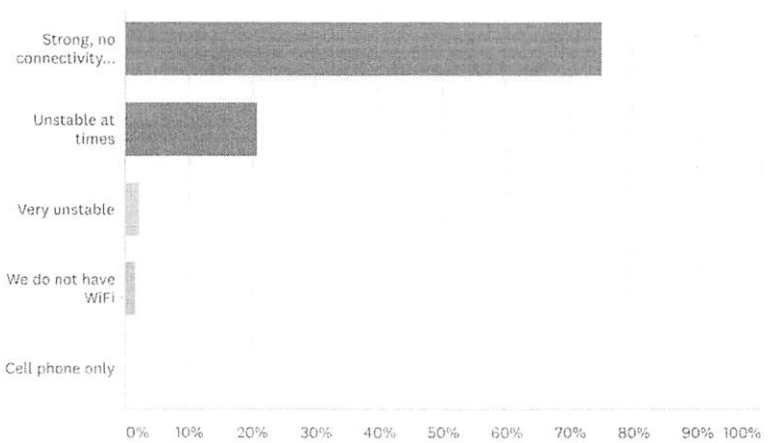


ANSWER CHOICES	RESPONSES	
Yes	69.29%	968
No	25.05%	350
Sometimes	5.65%	79
TOTAL		1,397

Q11

Please rate the connectivity of your home WiFi. (Please choose one.)

Answered: 1,397 Skipped: 13



ANSWER CHOICES	RESPONSES	
Strong, no connectivity issues	75.02%	1,048
Unstable at times	20.90%	292
Very unstable	2.36%	33

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1410 responses

Section 5/pg. 7

SIGN UP FREE

Q12

Parent/Guardian Name and Contact Information (Optional)

Answered: 948 Skipped: 462

ANSWER CHOICES		RESPONSES	
Parent/Guardian Name	Responses	100.00%	948
Contact Information	Responses	96.94%	919

Q13

Additional Comments (Optional)

Answered: 311 Skipped: 1,099

Please notify us of updates...

6/29/2020 12:29 PM

Anthony Eugene Johnson Jr 931-229-0687

6/29/2020 12:00 PM

Make sure if a kid is sick make sure they stay away from other kids at all times and parents need to know when someone is sick at all times

6/29/2020 3:26 AM

Just generally worried. My son Dean has asthma so he is part of the at risk group but both children need the social interaction. I would appreciate if we did any home learning that there would be a better system.. like turning in work and more communication with parents than a generic email that every teacher sends saying that " we are here for you and here to help."

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Check out our sample surveys and create your own now!

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Return to School Faculty Survey

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

All Shown Pages

Q1

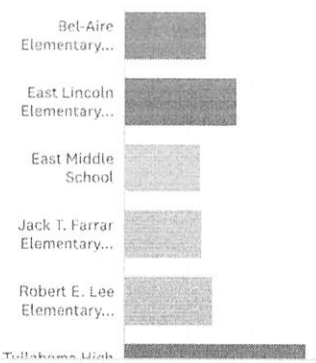
Name (Optional)

Answered: 143 Skipped: 271

Q2

In the 2020 – 2021 school year, I am assigned to the following locations. (Please select all locations that apply.)

Answered: 414 Skipped: 0



Share Link https://www.surveymonkey.com/re COPY Share Tweet Share

414 responses

Section 5/pg. 9

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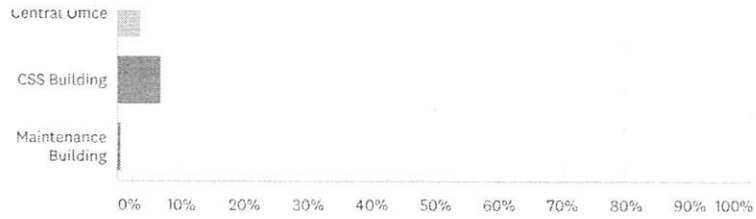

ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	13.04%	54
East Lincoln Elementary School	17.87%	74
East Middle School	12.08%	50
Jack T. Farrar Elementary School	12.32%	51
Robert E. Lee Elementary School	14.01%	58
Tullahoma High School	28.74%	119
West Middle School	14.73%	61
Central Office	3.86%	16
CSS Building	7.00%	29
Maintenance Building	0.72%	3

Total Respondents: 414

Q3

My role in Tullahoma City Schools is: (Please select all that apply.)

Answered: 414 Skipped: 0

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414 responses

Section 5/Pg. 10

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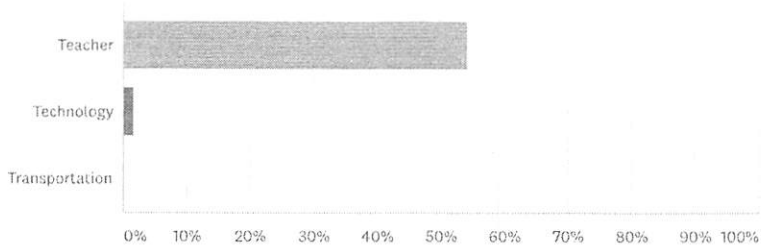

ANSWER CHOICES	RESPONSES	
Assistant Principal or Principal	2.90%	12
Central Office Staff	3.86%	16
Counselor	1.93%	8
Custodian	2.17%	9
Educational Assistant	15.70%	65
Kool Kids Staff	0.97%	4
Little Cats Daycare	0.72%	3
Maintenance	0.97%	4
Nurse	1.45%	6
Nutritional Staff	4.11%	17
Office Staff	4.11%	17
School Psychologist	0.72%	3
Special Education	10.39%	43
Speech-Language Pathologist	1.69%	7
Teacher	54.11%	224
Technology	1.69%	7
Transportation	0.24%	1

Total Respondents: 414

Q4

If we return to school on July 29th following a traditional model, where students physically return to school, the following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing

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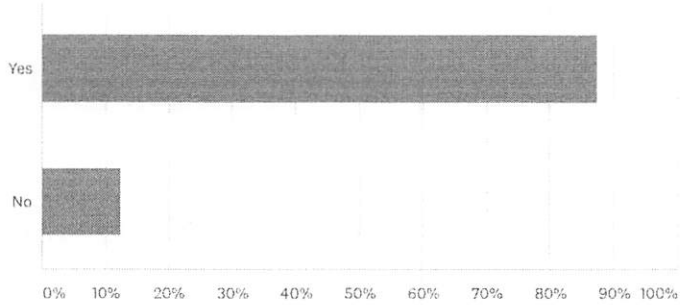
414 responses

Section 5 / pg. 11

SIGN UP FREE

classroom. If as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion. Are you comfortable to return to your assigned position in July if the traditional method is the option used to open the school year? (Please select one.)

Answered: 414 Skipped: 0

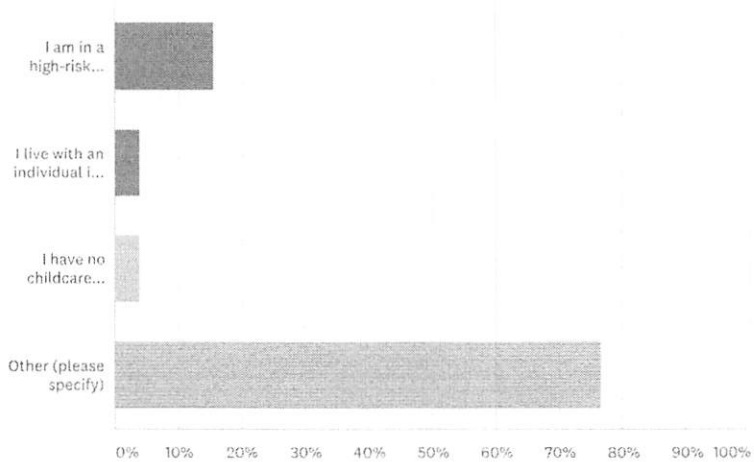


ANSWER CHOICES	RESPONSES	
Yes	87.44%	362
No	12.56%	52
TOTAL		414

Q5

Since you indicated you are not comfortable returning to your assigned position in July if the traditional method is the option used to open the school year, please provide more information by selecting one of the options below.

Answered: 51 Skipped: 363



ANSWER CHOICES	RESPONSES

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414 responses

Section 5/pg. 12

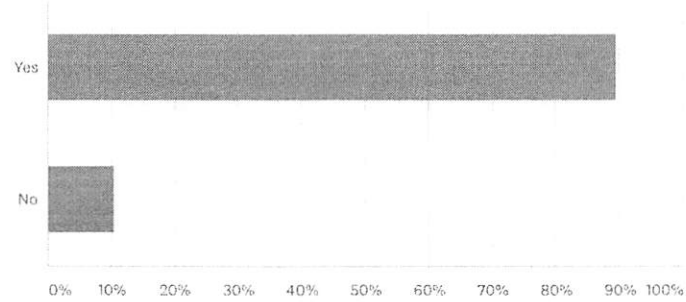
SIGN UP FREE

Other (please specify)	Responses	76.47%	39
TOTAL			51

Q6

If we return to school following a hybrid schedule, meaning the student(s) will attend school on specific, assigned days each week and participate in distance learning on the other days, the following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion. Are you comfortable to return to your assigned position in July if the hybrid schedule is the option used to open the school year? (Please select one.)

Answered: 409 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	89.49%	366
No	10.51%	43

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414 responses

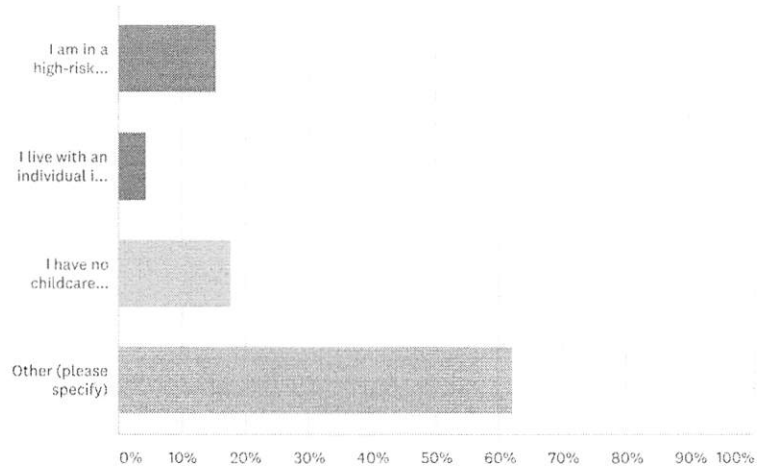
Section 5/pg.13

SIGN UP FREE

Q7

Since you indicated you are not comfortable returning to your assigned position in July if the hybrid method is the option used to open the school year, please provide more information by selecting one of the options below.

Answered: 45 Skipped: 369

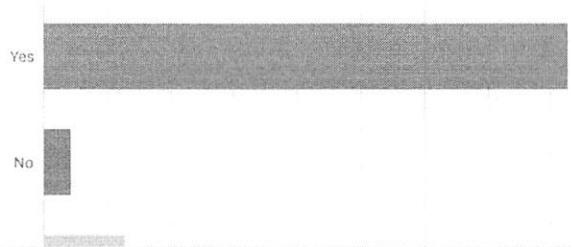


ANSWER CHOICES		RESPONSES	
I am in a high-risk category for COVID-19 and have been advised to isolate by a physician.		15.56%	7
I live with an individual in a high-risk category for COVID-19 and have been advised to isolate by a physician.		4.44%	2
I have no childcare options.		17.78%	8
Other (please specify)	Responses	62.22%	28
TOTAL			45

Q8

If we begin the year or have periodic times throughout the year using a distance learning model, meaning students are not returning to the school building at all and completing all of their work from home, do you have adequate internet access in your home to deliver live virtual instruction? (Please choose one)

Answered: 387 Skipped: 27



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414 responses

SIGN UP FREE

ANSWER CHOICES		RESPONSES	
Yes		82.69%	320
No		4.39%	17
Other (please specify)	Responses	12.92%	50
TOTAL			387

Q9

What supports do you need in order to provide an effective teaching and learning environment for students if implementing full distance learning?

Answered: 387 Skipped: 27

Choral ensemble classes will probably be less singing and a lot more music appreciation. Trying to create a performance ensemble online is extremely difficult. If we try to create a virtual choir performance I'll need a program to mix and edit the student recordings, and training to be able to use it.

6/29/2020 2:49 PM

not exactly sure at this time, will be more pro-active if this is the route we will take.

6/29/2020 2:11 PM

Updated laptop

6/29/2020 1:18 PM

Zoom is a much better platform than Google Meet

6/29/2020 10:44 AM

Q10

Additional Comments (Optional)

Answered: 99 Skipped: 315

Regardless of which model we go with, I would like to have the ability to utilize Google Voice. This was offered during our distance learning time and it was an extremely useful tool for communicating with parents. Using Schoology, Class Dojo, and email were not as effective because parents had to sign up for Schoology and Dojo, whereas with Google Voice, it went straight to their cell phone in the form of a text message.

6/28/2020 8:53 PM

N/A

6/27/2020 11:53 AM

I'd like to know what assurances we have that if we go back in person, are we protected against legal

Return to School

Stakeholder Input

Parent/Guardian Surveys

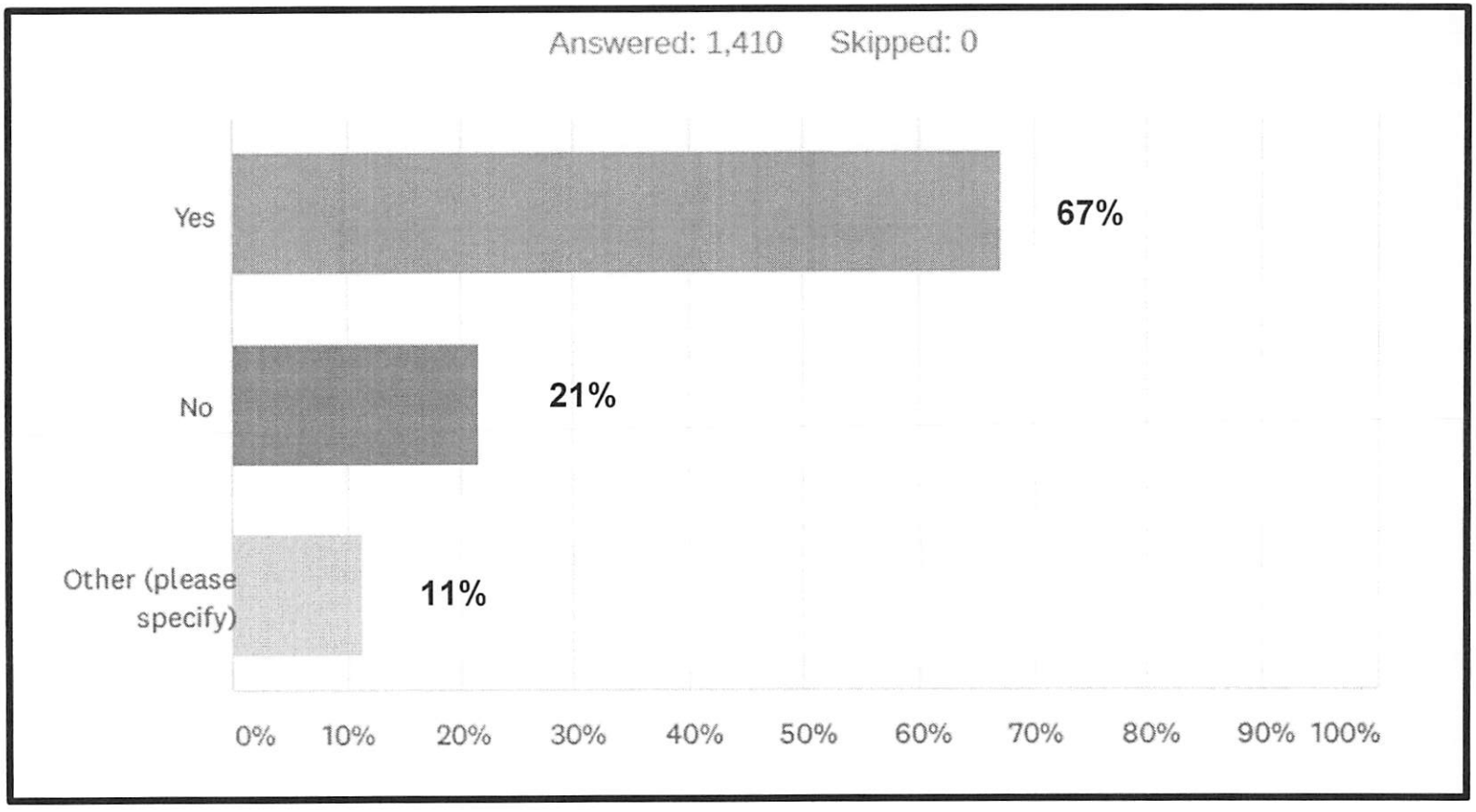
Survey information was captured using three avenues: digital, oral and written.

2952 number of surveys were sent to parent/guardians based on primary contact information in Skyward.

1410 (47.7%) number of surveys were completed.

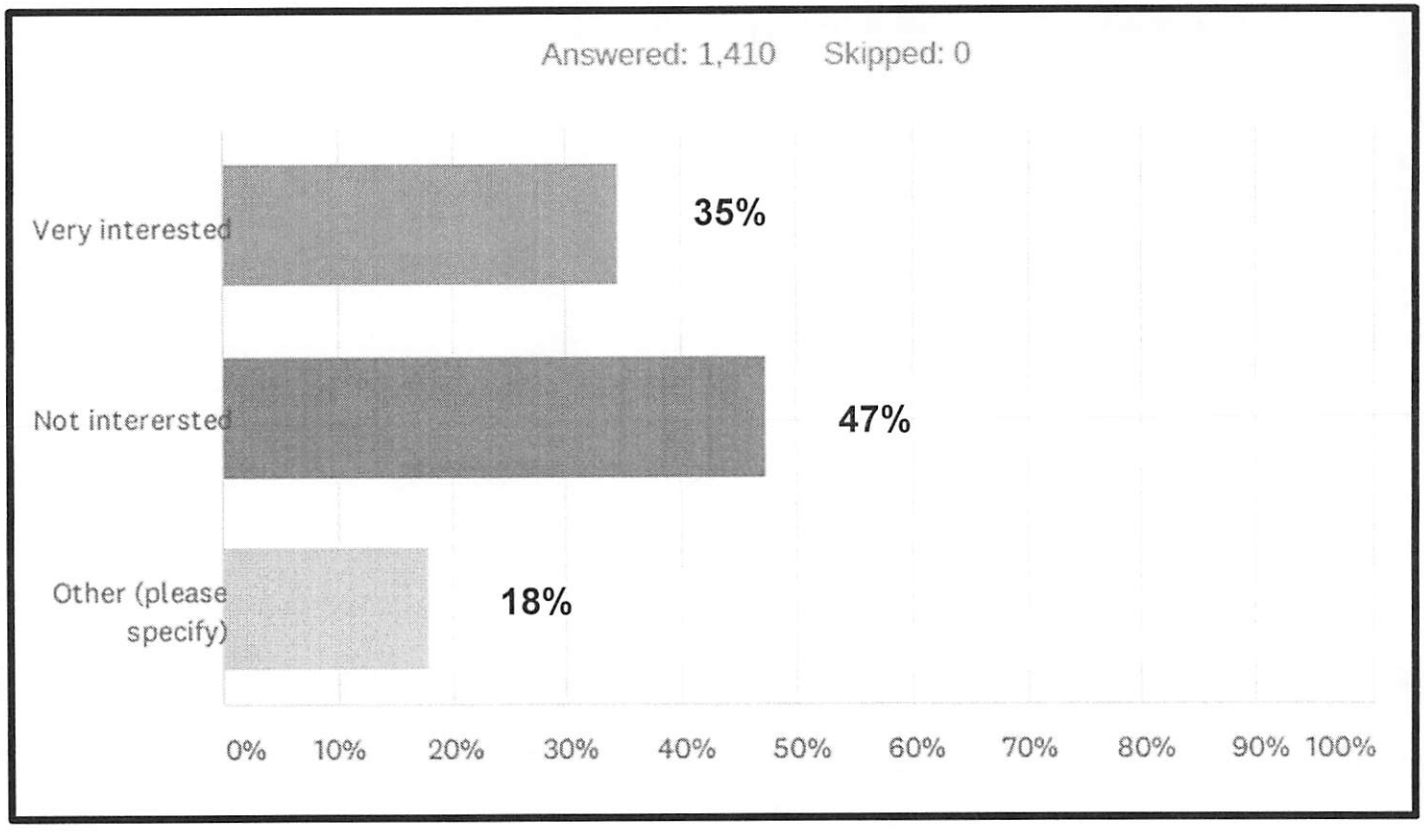
Please note families were encouraged to submit one survey response. *The email with survey was sent to both primary emails (refers to 2952 number above). In many cases, two parents received the survey for the family.*

Parent/Guardian Results: Comfort Level Using Traditional Model



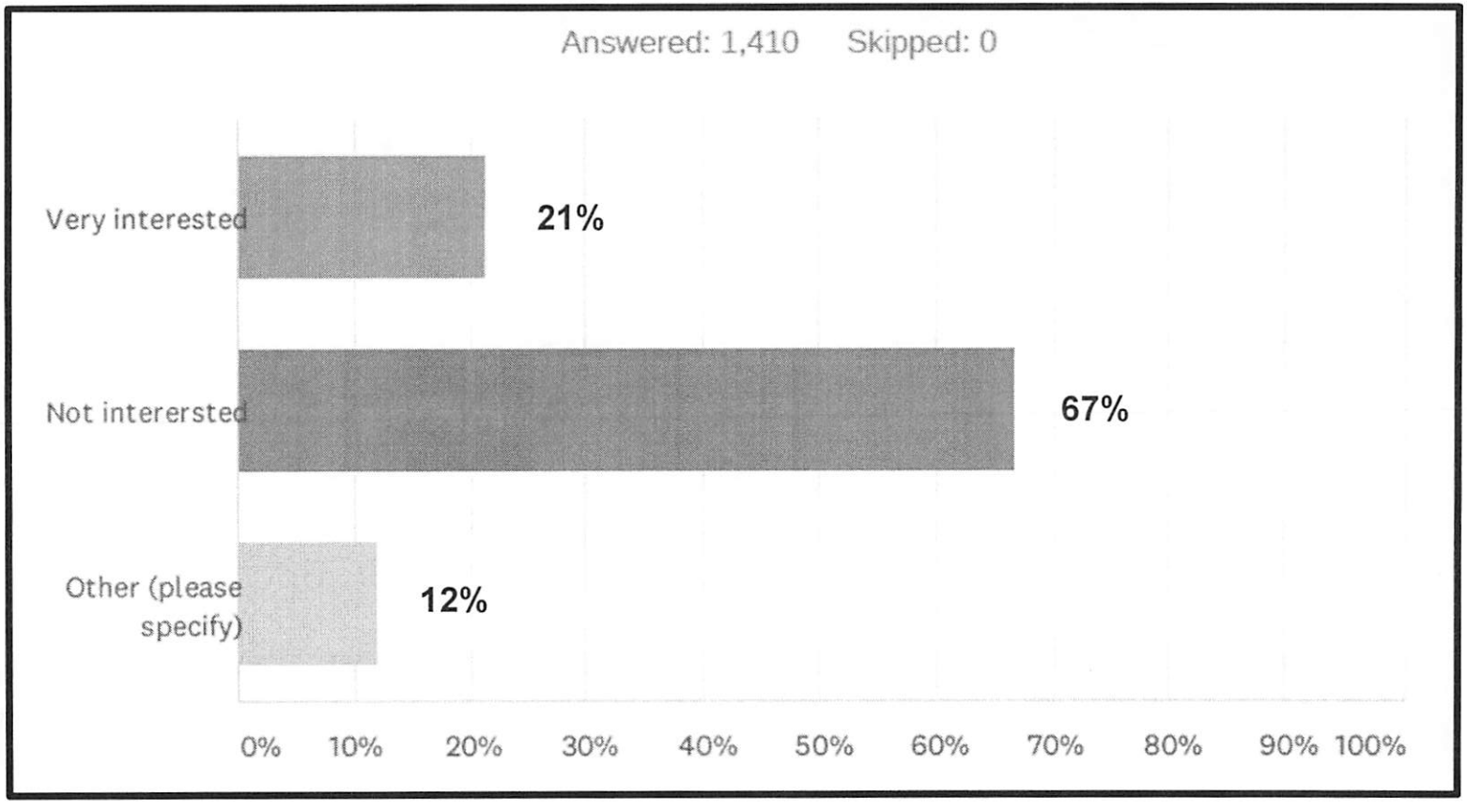
Section 5/pg. 18

Parent/Guardian Results: Comfort Level Using Hybrid Model



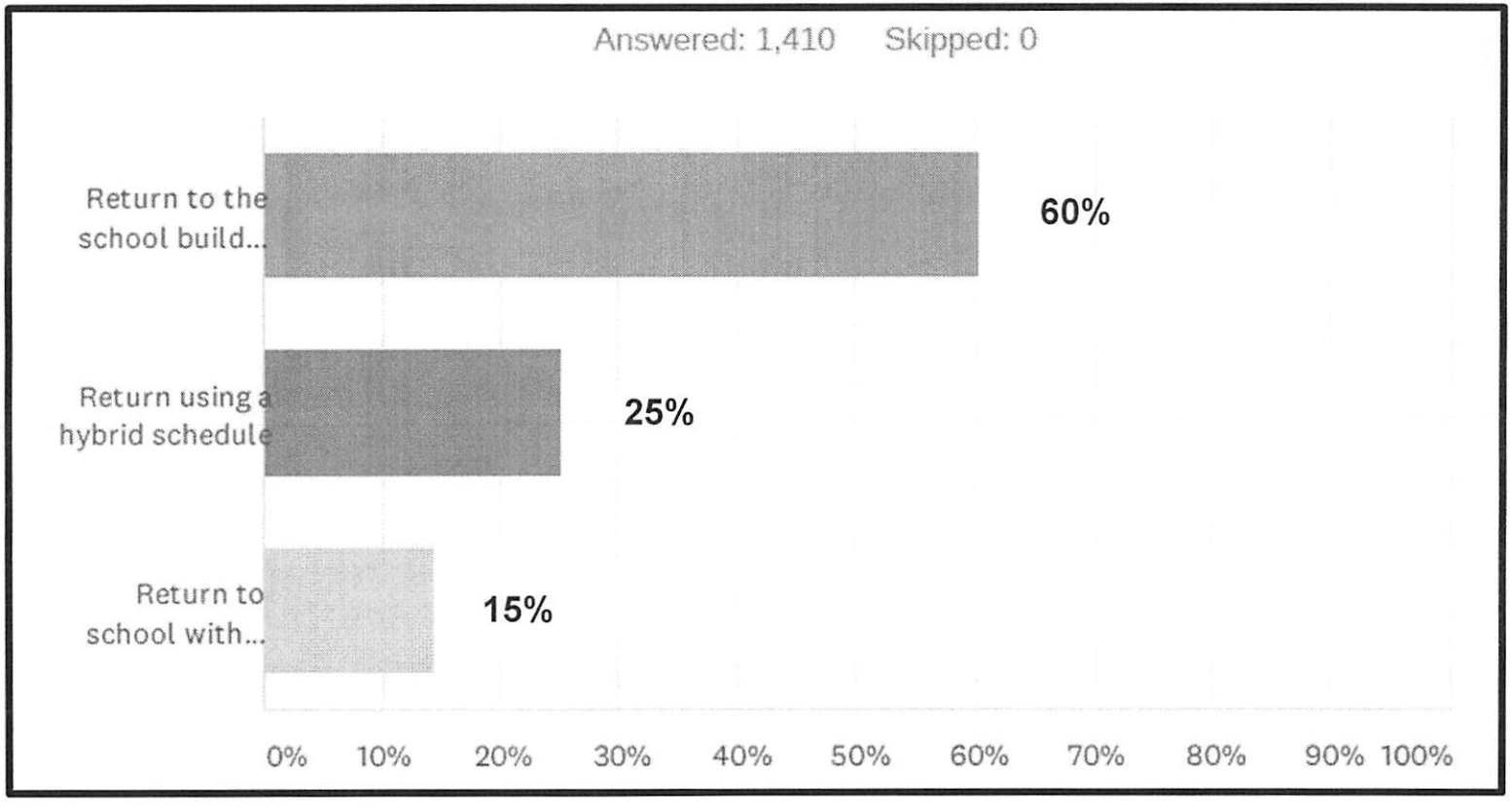
Section 5/pg. 19

Parent/Guardian Results: Comfort Level Distance Learning Model



Section 5/pg. 20

Parent/Guardian Survey: Model Preference



Faculty and Staff Survey

- 533 number of employees
- 414 number of survey responses

78% response rate!

ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	13.04%	54
East Lincoln Elementary School	17.87%	74
East Middle School	12.08%	50
Jack T. Farrar Elementary School	12.32%	51
Robert E. Lee Elementary School	14.01%	58
Tullahoma High School	28.74%	119
West Middle School	14.73%	61
Central Office	3.86%	16
CSS Building	7.00%	29
Maintenance Building	0.72%	3
Total Respondents: 414		

Section 5/pg. 22

Faculty and Staff Survey

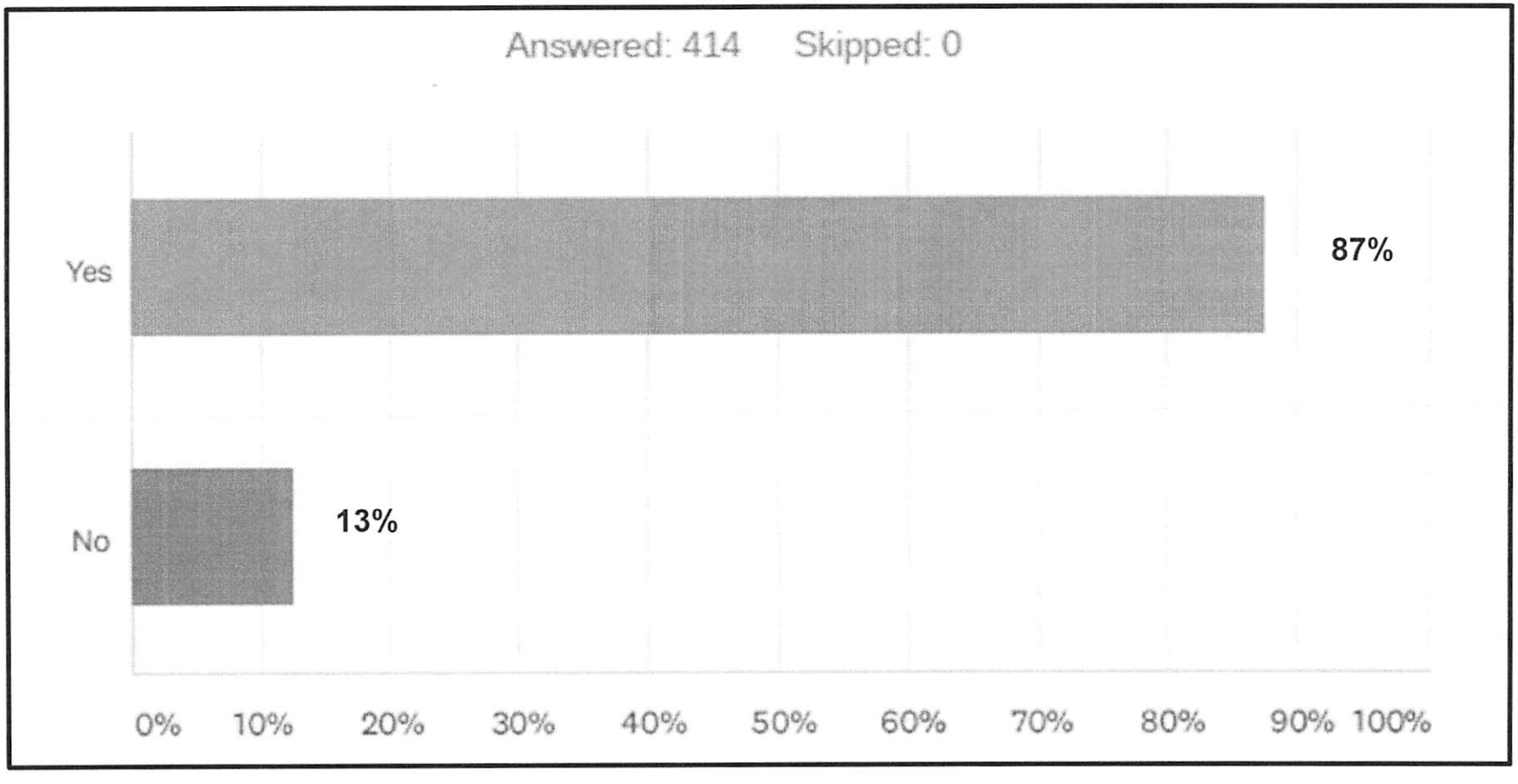
Teachers 54%

Educational Assistants 16%

Assistant Principal or Principal	2.90%	12
Central Office Staff	3.86%	16
Counselor	1.93%	8
Custodian	2.17%	9
Educational Assistant	15.70%	65
Kool Kids Staff	0.97%	4
Little Cats Daycare	0.72%	3
Maintenance	0.97%	4
Nurse	1.45%	6
Nutritional Staff	4.11%	17
Office Staff	4.11%	17
School Psychologist	0.72%	3
Special Education	10.39%	43
Speech-Language Pathologist	1.69%	7
Teacher	54.11%	224
Technology	1.69%	7
Transportation	0.24%	1

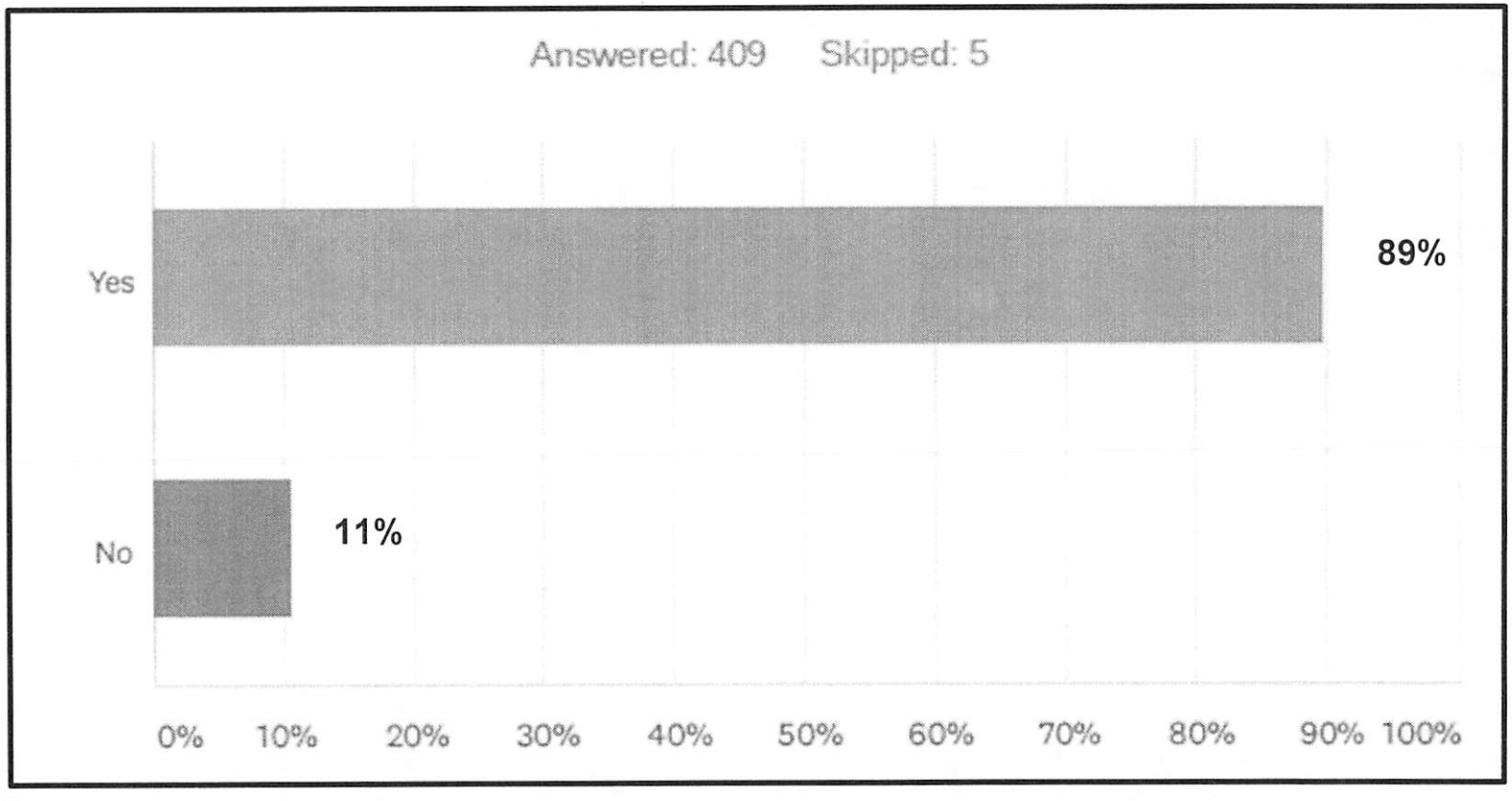
Section 5/pg.23

Faculty and Staff Survey: Comfort Level Using Traditional Model



Section 5/pg.24

Faculty and Staff Survey: Comfort Level Using Hybrid Model



Section 5/pg. 25

Stakeholder Meeting 1 - June 16, 2020

Stakeholders Present: Emergency Management Agency (EMA), Emergency Management System (EMS), Coffee County Health Department, BOE member and district personnel

Takeaways

- Realized there are multiple perspectives and factors to consider when evaluating and determining different opening options, precautionary measures to employ, protocols for sending students home, and steps to take when a positive COVID-19 case occurs.
- Reviewed Parent/Guardian Survey and made adjustments based on their feedback. Surveys are one per family instead of one per student.

Stakeholder Meeting 2 - June 18, 2020

Stakeholders Present: local physicians, school health personnel, parents, teachers, school counselor, BOE member, district personnel and administrators

Takeaways

- Expressed the desire to reopen schools so students can attend in-person.
- Shared concerns around students' social-emotional needs & well-being.
- Recommended and prioritized precautionary measures. *Washing hands was elevated as the strongest measure to employ.*
- Reviewed Parent/Guardian Survey and Faculty Survey. Adjustments were made based on their feedback.

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Stakeholder Meeting 3 - June 23, 2020

Stakeholders Present: Directors of Schools and school district representatives from Coffee County, Manchester City and Tullahoma City, the Coffee County Health Department, local physician and BOE members from each district

Takeaways

- Determined a need for consistency among the three districts.
- Discussed possible criteria for various opening scenarios *(traditional, hybrid and full distance learning)*.
- Created procedures for sending home a symptomatic student and criteria for returning back to school.
- Collaborated to write reopening plans and other communications.

Tullahoma City Schools

Acceptable Use Agreement

Introduction

The Tullahoma City Schools (TCS) system provides employees with access to computers, network systems, and other technology equipment so these tools can be used to complete daily tasks and as part of the instructional process. Teachers or approved TCS representatives are responsible for providing educationally appropriate lessons, supervision, and instruction to help students get the most benefit from available technology resources. .

Technology Resources

Technology equipment provided by the schools is the property of TCS and is intended to be used by teachers or approved TCS representatives for educational purposes consistent with the mission of the school district. To maintain efficient functionality of the equipment and to ensure its appropriate use, the district reserves the right to monitor all network traffic, search all files stored on district-owned systems, and to take such action as necessary to assure that system resources are available for their intended purposes. Therefore, employees should not expect privacy when using school networks or technology equipment. Additionally, employees are not to install or remove software, modify system settings, or otherwise alter existing systems without the express approval of the Director of Technology..

Network Systems

School computer systems exist in a networked environment that is designed with safeguards to ensure its dependability but which also relies on the goodwill of its users. Employees who disrupt or compromise system resources by altering the network infrastructure or settings, attempting to acquire or use the login credentials of other users, introducing resource-draining applications, monitoring the network traffic of other users, bypassing existing security restrictions, or otherwise compromise the integrity of the network will be subject to disciplinary action up to loss of employment, and when applicable the involvement of appropriate law enforcement.

Internet Access

The TCS provides Internet access to every school for instructional and administrative purposes. In providing this access, the TCS attempts to limit the availability of web content that is inappropriate in the school environment. While these restrictions are typically sufficient to protect the innocent, it is impossible to completely prevent users from accessing inappropriate material completely. Therefore, all employees are responsible for appropriately using the Internet and are permitted access only through the school's filtered Internet service. Improper uses include, but are not limited to, pornography, gambling, business transactions, harassment, and illegal activities.

Personal Devices

Employees are fully responsible, at all times, for personally owned device(s) brought to school. The employee assumes full liability for risks including, but not limited to, the partial or complete loss of data due to an operating system crash, errors, bugs, viruses, malware, and/or other software or hardware failures, or programming errors that render the device unusable. The device may be confiscated by the administration if there is a violation of policy. The employee is personally liable for all costs associated with his or her device. The TCS is not liable for any loss/damage/theft of a personally owned device. The TCS reserves the right to disconnect devices or disable services without notification. The TCS reserves the right to inspect an employee's personal device if there is reason to believe that the employee has violated board policies, regulations, school rules or has engaged in other misconduct while using their personal device. Any search conducted will be in compliance with board policies.

Warranty

Tullahoma City Schools District makes no warranties of any kind, whether expressed or implied, for the technology resources it provides. The district will not be responsible for damages suffered by the employee in the use of technology resources including loss of data, interruption of services, and access to inappropriate content online.

Tullahoma City Schools Use of Technology Agreement
Grades K-2

Please read this document carefully with your child before signing the agreement page. The signed agreement page should be returned to the school.

Students in Tullahoma City Schools have access to computers and technology devices on our school campuses. Additionally, they have access to the Internet. Tullahoma City Schools is pleased to offer such a variety of computing resources to the students. Our goal in providing these services is to enhance the educational development of our students.

Terms of Agreement

- I agree to take care of computers and other devices that I use and will show responsible behavior at all times.
- I agree to only work on the programs and web pages that my teacher tells me to use.
- I agree to follow all teacher directions regarding use of the Internet.
- I agree to ask for help if I don't know what to do.
- I agree to tell my teacher if I read or see something on the computer that is not appropriate.
- I agree never to use the computer to hurt, frighten or bully others.
- I agree to tell my teacher if I am hurt, frightened or bullied by someone on the computer.
- I agree to only share my passwords with my teacher and parent/guardian.
- I understand that my electronic communication (or in person) with others must be courteous, respectful and considerate.
- I will not reveal personal information including names, addresses, photographs, and telephone numbers of others or myself.
- I understand that if I break any of my agreements, I may not be allowed to use the computers.

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Grades K-2

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Use of Technology Agreement Grades K-2
- Agree to abide by all terms of the Tullahoma City Schools Use of Technology Agreement Grades K-2
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- The parent/guardian will supervise student use of the computer at home.
- Acknowledge that as required by the Children's Internet Protection Act, a current filtering solution is maintained by the district for school computers and school and home use on the mobile computer. The district cannot guarantee that access to all inappropriate sites will be blocked. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet. Tullahoma City Schools will not be responsible for any problems suffered while on the Internet. Use of any information obtained through the Internet is at the user's own risk. If a student accidentally accesses an inappropriate website, this should be reported immediately to a teacher or administrator.
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Student Name:_____ Parent/Guardian:_____

Address:_____

Telephone:_____

_____ _____

Student Signature (printed) if possible Parent/Guardian Signature

Date:_____

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Signature Form - Grades 3-5

Please print all information:

Student Legal Name: _____ ☐ **Check if student is new to the district**

If Known - Student ID Number: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number(s): _____

Parent/Guardian & Student Computer Use Agreement

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by all terms of the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- If applicable, agree to allow my child to take the school-issued mobile computer home. I further agree that while at home the computing resources will be used as an educational tool. I have been advised that while the mobile computer is in my student's possession, I am responsible for damage or loss.
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Parent/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

$25 Technology Fee Date Paid: _____

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Signature Form - Grades 6-12

Please print all information:

Student Legal Name: _____ ☐ **Check if student is new to the district**

If Known - Student ID Number: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number(s): _____

Parent/Guardian & Student Computer Use Agreement

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by all terms of the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- If applicable, agree to allow my child to take the school-issued mobile computer home. I further agree that while at home the computing resources will be used as an educational tool. I have been advised that while the mobile computer is in my student's possession, I am responsible for damage or loss.
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Parent/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Dr. Catherine Stephens
Superintendent

Board of Education
Pat Welsh, Chairman
Kim Uselton, Vice-Chairman
Teresa A. Lawson
Jessica H. Fogarty
Amy M. Johnson
Sid Hill
Gigi Robison

Tullahoma City Schools - Grades 3-12
Parent/Guardian & Student Digital Device Use Agreement

With parent/guardian consent, as a student of the Tullahoma City Schools (TCS) a digital device and/or peripherals as specified in the Acceptance Form is provided for each student in grades 3-12 to support the 1:1 Technology Initiative at TCS.

- TCS Internet Policies and Procedures will be strictly enforced when accessing the Internet. Students who circumvent the filtering process will be in violation of school board policy. Violation of these policies may result in disciplinary action.
- According to TCS Policies and Procedures, students and parent/guardian are responsible for all items assigned for use to them at the school level and the board may require restitution of property at market value or damages where appropriate.
- Swapping, reconfiguring, or tampering with hardware or existing software will result in disciplinary action. This includes, but is not limited to, the following:
    a. Altering or removing any software setting(s) or hardware components
    b. Deleting digital content or altering setups
    c. Installing unauthorized software or downloading unauthorized files, viruses, games, programs, or other electronic media
    d. Adding or changing passwords, or other lockout devices
    e. Putting physical marks or deliberately damaging any storage cases or equipment such as removing keys or defacing hardware
- Any inappropriate use, unattended digital device, or destructive care of a digital device or its case and/or peripherals will result in:
    a. Parent/guardian notification
    b. Disciplinary sanctions as outlined in the Student Handbook.
- The digital device being used is an educational tool and should only be used in that capacity. Any inappropriate or destructive use of the digital device and/or peripherals should be reported to the teacher immediately.
- The school system assumes no responsibility for any unauthorized charges, including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal or unauthorized use of its digital devices such as copyright violations.
- The student is to use only his or her assigned digital device.

If the student is issued a device to take home, the parent/guardian and student agree in addition to the above:

- The digital device shall be in the possession of the student to whom it is assigned or locked in a secure location at all times. The digital device will be kept away from food and drinks and stored with its when not in use. The digital device will never be left unattended (during lunch, in the locker room, after school, before-during or after extra-curricular activities, etc.). If a digital device is found, it must be turned in immediately to the school office.
- The student is responsible for fully charging the digital device each night and brought to school every day for use during classes. Failure to return the digital device to school for classroom use may result in disciplinary action.
- If the digital device is lost or stolen while signed out to you, a police report must be filed immediately and the school principal must be notified. In addition, the board may require restitution of property at market value or damages where appropriate.

- The student will return the digital device to the school at Fall and Spring Breaks, at the end of each school year and/or when requested by school administration. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement. In addition, the board may require restitution of property at market value or damages where appropriate
- The student will return the digital device to the school if he or she transfers to another school within Tullahoma City Schools. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement.
- The student will return the digital device to the school if he or she withdraws from Tullahoma City Schools. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement.
- The student/parent/guardian will not attempt to repair the digital device nor attempt to clean it with anything other than a soft dry cloth.
- The student/parent/guardian will report any problems with the digital device to the school.

Digital Device/Network Rules and Guidelines

- Tullahoma City Schools (TCS) maintains administrative control so that, at any time, a teacher or TCS employee may access any information on the student digital device including email and Internet history.
- TCS acceptable use policies and procedures should be followed at all times.
- A student who violates any TCS policies and procedures will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.
- Personal information should never be shared over the Internet. If a student is asked for personal information, a teacher or administrator should be notified immediately.
- The student/parent/guardian is not permitted to view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
- The student/parent/guardian is not permitted to use the digital device in any way that would cause harm to others or damage to their property.
- If a student is harassed online in any way, a teacher or administrator should be notified immediately and appropriate measures will be taken to address the concern.
- The parent/guardian will supervise student use of the digital device at home.
- As required by the Children's Internet Protection Act, a current filtering solution is maintained by the district for school computers and school and home use on the mobile digital device. The district cannot guarantee that access to all inappropriate sites will be blocked. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet. TCS will not be responsible for any problems suffered while on the Internet. Use of any information obtained through the Internet is at the user's own risk. If a student accidentally accesses an inappropriate website, this should be reported immediately to a teacher or administrator. The student should close the site, but note the web address, date and time of this incident.
- TCS will not serve as the Internet Service Provider (ISP) for home use. TCS will provide filtering of the mobile digital device while the student is signed into their tcsedu.net user account on the school issued device while connected to the Internet off campus. If the parent/guardian choose for the student to access the Internet from home, the parent/guardian must contract with an ISP (e.g. Charter, Lighttube, AT&T, etc)
- Electronic communication should be used only for appropriate, legitimate, and educational purposes.
- The student/parent/guardian must comply with all copyright laws.
- Access to any unreported inappropriate sites or involvement in online harassment will result in:
    1. Parent/guardian notification
    2. Disciplinary sanctions as outlined in the Code of Student Conduct.

Chromebook Deployment Procedure

- Based on need as determined from the survey results
    - The technology department confirms the name and email address entered in the survey matches the authorized person in Skyward that can receive educational records and accept the responsibility for the Chromebook. Exception - if the student is 18 years of age or older they may accept responsibility themself.
    - Technology emails a link to the Chromebook Reservation Form (housed in SurveyMonkey) to the confirmed email addresses. If no email address is entered, the preferred communication method as entered in the survey is used to contact the authorized parent/guardian.
    - Hard copies of the Reservation Form are also available at each school or may be requested by mail.
- As Reservations are received, Technology confirms the responsible party name entered in the form matches the authorized person and color codes the name on the spreadsheet as follows:
    - Parent name highlighted in Green, the name is confirmed as a parent/guardian of the student in Skyward or the student is 18 years of age or older
    - Parent name highlighted in Red, the name does not match as a guardian of the student in Skyward.
    - Parent name highlighted in Yellow, there is **no record of the student in Skyward**.
- Technology Staff prints label with the confirmed Parent/Guardian Name, Student Name, and Grade to be placed on the Chromebooks and delivers the labels to each school.
- Technology shares the color-coded google sheet with the designated persons (as directed by the principal) at each school.

Prepare Chromebooks for Pickup - School Personnel and Technology Staff as needed

- Remove Chromebooks from charging carts
- Remove charging cords from carts, wrap cables and place in a designated box
- Install label on the case of the Chromebook adjacent to serial number/asset tag label
- Chromebook Point Person at each school - Check Chromebook out to Student in WASP (inventory system) If no Chromebook Point Person is available, enter Student Name and Chromebook Asset Tag/Serial Number on a Google Sheet and share the sheet with Technology
- Stack Chromebooks by grade no higher than 5 high (screens break if more than 5 are stacked)

INSTRUCTIONS FOR SCHOOL STAFF FOR CHROMEBOOK PICKUP

Verified on School Spreadsheet as Responsible Party - (highlighted in GREEN)

- Staff Volunteer reads the following script - "*Accepting this device indicates that you have checked out a TCS Chromebook and charger and agree to the guidelines and expectations established in the technology agreement previously signed.*" Here is the link to that agreement if you want to have some hard copies available - https://www.tcsedu.net/departments/technology/computer-use-agreement-forms
    - If parent/guardian does not agree - no Chromebook is given
    - If parent/guardian agrees - staff volunteer enters initials in the confirmation column and proceeds
- Staff Volunteer finds/received the correct labeled Chromebook and documents it as picked up

Non-Verified on Spreadsheet (highlighted in RED or YELLOW) or Walk-Ups

- The person picking up the Chromebook is verified in Skyward as the responsible party to accept the Chromebook.

    - If no, explain the Chromebook can only be released to the responsible party
    - If yes, proceed
- Staff Volunteer reads the following script - "*Accepting this device indicates that you have checked out a TCS Chromebook and charger and agree to the guidelines and expectations established in the technology agreement previously signed.*" Hard copies will be
    - If parent/guardian does not agree - no Chromebook is given
    - If parent/guardian agrees - staff volunteer enters initials in the confirmation column and proceeds
- Staff Volunteer
    - Documents the parent/guardian name, student name, Asset Tag and Serial Number (found on the original sticker on the Chromebook)
    - Chromebook and Charger are issued
- School Representative Shares the Google Sheet with Technology
    - Technology checks out the Chromebook to the student in WASP

Instructional Technology - Section 5
Continuous Learning Plan

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

Explanation of Approach
Instructional technology is a tool we use to deliver and support differentiated instruction, post assignments, receive student work, and provide feedback/grades. Students will be provided a device as needed.

Details

- Survey for teacher and student home access to technology and connectivity
    - A Return to School Parent/Guardian survey was sent to determine home WiFi access, consistency of connectivity, whether or not the student would have access to a device, and if so, what type to support remote learning. The Parent/Guardian survey is submitted as an artifact (Section 5/pgs.1-8).
    - A Return to School Faculty survey was sent to determine home WiFi access, consistency of connectivity, and hardware/software support needed to support remote learning. The Return to School Faculty survey is attached to this plan (Section 5/pgs.9-15).
    - The Return to School: Stakeholder Input slides are a summary of the Return to School Parent/Guardian survey and the Return to School Faculty survey. These slides are attached (Section 5/pgs.16-28).
- Inventory of computing devices and internet devices (hotspots) the LEA owns and is able to distribute
    - Chromebooks - A device would be available for students and educational assistants.
    - Laptops - All teachers are issued a laptop.
    - Connectivity -
        i. Verizon hotspots - There is no charge for the device. The cost is $34 a month per device for unlimited data. As long as the student logs into their @tcsedu.net account our filtering policies will be in effect.
        ii. WiFi extends into the Tullahoma High School parking lot.
- Plan and timeline for distribution
    - Forms are signed at the beginning of each school year - available on our website

        TCS Employee Acceptable Use Agreement (Section 5/ pgs. 29-30)
        https://drive.google.com/file/d/1rImpWeXEnf2jWLOnRLogT7uYMvT_8MYd/view?usp=sharing

Grades K-2 Computer Use Policy and Signature Form (Section 5/ pgs. 31-32)
https://drive.google.com/file/d/1habMjffC89hbGOYVIJdIFbRFCk_1cyzr/view?usp=sharing
Grades 3-5 Parent-Guardian & Student Computer Use Agreement Signature Form (Section 5/pg. 33)
https://drive.google.com/a/tullahomacityschools.net/file/d/1gDo1jKBoG-WIh2w_x70XrQqfQR_w1s3Y/view?usp=sharing
Grades 6-12 Parent-Guardian Student Computer Use Agreement Signature Form (Section 5/pg.34)
https://drive.google.com/a/tullahomacityschools.net/file/d/1LHD1_clgFXLw2rjjkgAoTjqFGMq0sD08/view?usp=sharing
Grades 3-12 Computer Use Agreement Policy (Section 5/pgs. 35-36
https://drive.google.com/file/d/1RsoOLnyGESRunecegLIU__x30_mQB-4G/view?usp=sharing

- Chromebook Deployment Procedure (Section 5/pgs.37-38)
https://docs.google.com/document/d/19inuhRnlrSCxeos5hQSto1gy_DWyOtjo2FmrD4bSI6U/edit?usp=sharing

- Students who do not have access to WiFi will have the opportunity to download resources so they are available offline by:
  a. Using a MiFi provided by the district
  b. Access the school network while remaining in the school's parking lot
  c. Students who receive printed copies of assignments, activities, etc. will also have access to those files in his or her Schoology course.

- Procedures for how students will access content
  Students will use school email daily for information on where to find their assignments. Assignments will be on Schoology, Google Classroom, Google Sites, or as indicated otherwise. Each day instruction will be provided, assignments will be completed, assignments will be submitted by the student, and teachers will provide feedback and grades as appropriate.

- The technology department will operate a help desk system that will be available for staff, students, and parents to call to help resolve issues and answer questions as policies allow.

- Students with Disabilities will receive services as indicated in their IEP. Teletherapy is available as needed. English Learners will receive services as indicated in their ILP. General education teachers will provide EL services for students who have waived their right to services as provided by EL teachers.

Solutions for the needs of "At Risk" populations will be determined on a case-by-case basis. Fostering social and emotional learning and development is pivotal and critical.

Please refer to the Continuous Learning Plan presentation from Section 1 for additional information.

Artifacts:

- Return to School Parent/Guardian Survey (Section 5/pgs.1-8)
- Return to School Faculty Survey (Section 5/pgs.9-15)
- Return to School: Stakeholder Input Slides (Section 5/pgs.16-28)
- TCS Employee Acceptable Use Agreement (Section 5/pgs.29-30)
- Grades K-2 Computer Use Policy and Signature Form (Section 5/pgs.31-32)
- Grades 3-5 Parent-Guardian & Student Computer Use Agreement Signature Form (Section 5/pg.33)
- Grades 6-12 Parent-Guardian Student Computer Use Agreement Signature Form (Section 5/pg.34)
- Grades 3-12 Computer Use Agreement Policy (Section 5/pgs.35-36)
- Chromebook Deployment Procedure (Section 5/pgs.37-38)

SIGN UP FREE

Return to School Parent/Guardian Survey

Return to School Parent/Guardian Survey Results

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

All Pages

Q1

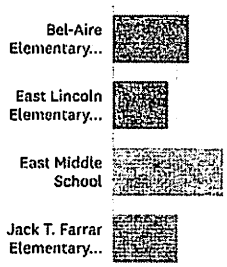
Student(s) Name(s) (Optional)

Answered: 591 Skipped: 819

Q2

What school(s) will your student(s) be enrolled in for the 2020-2021 school year? (Please select all schools that apply.)

Answered: 1,410 Skipped: 0



Share Link https://www.surveymonkey.com/re COPY Share Tweet Share

1410 responses

Section 5 / pg. 1

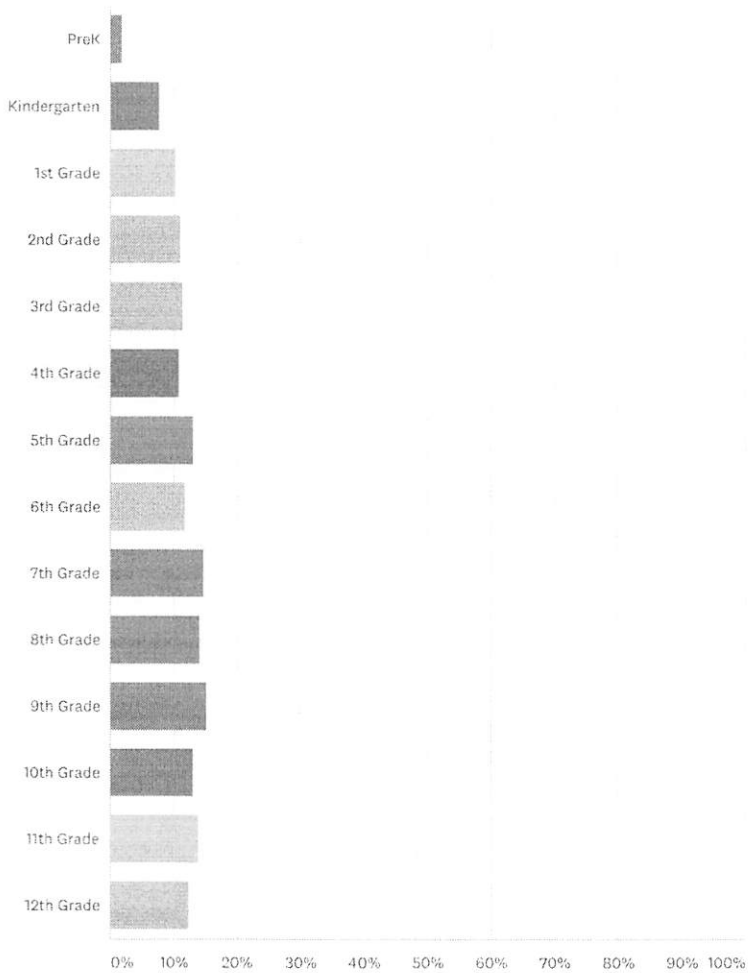
SIGN UP FREE

ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	12.13%	171
East Lincoln Elementary School	8.79%	124
East Middle School	17.52%	247
Jack T. Farrar Elementary School	10.21%	144
Robert E. Lee Elementary School	18.01%	254
Tullahoma High School	46.95%	662
West Middle School	19.72%	278
Total Respondents: 1,410		

Q3

What grade(s) will your student(s) be in during the 2020-2021 school year? (Please select all grades that apply.)

Answered: 1,410 Skipped: 0



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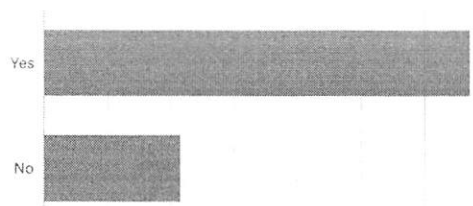
2nd Grade	10.99%	155
3rd Grade	11.56%	163
4th Grade	10.85%	153
5th Grade	13.12%	185
6th Grade	11.91%	168
7th Grade	14.89%	210
8th Grade	14.18%	200
9th Grade	15.18%	214
10th Grade	13.26%	187
11th Grade	13.97%	197
12th Grade	12.48%	176

Total Respondents: 1,410

Q4

Are you comfortable sending your student back to school, in a traditional manner, meaning all students return to school buildings full-time on July 29th? The following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion.

Answered: 1,410 Skipped: 0



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1410 responses

Section 5 / pg. 3

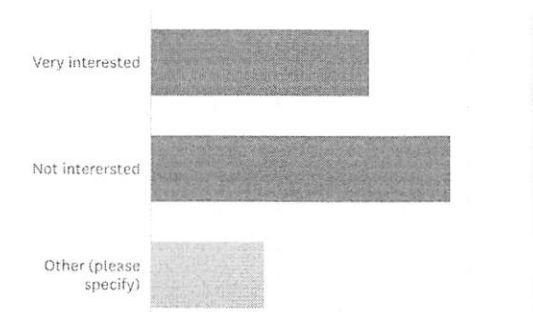
SIGN UP FREE

ANSWER CHOICES		RESPONSES	
Yes		67.16%	947
No		21.49%	303
Other (please specify)	Responses	11.35%	160
TOTAL			1,410

Q5

What is your level of interest in a hybrid schedule, meaning your student will attend school on specific days each week and participate in distance learning on the other days? The following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion.

Answered: 1,410 Skipped: 0



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1410 responses

Section 5 pg. 4

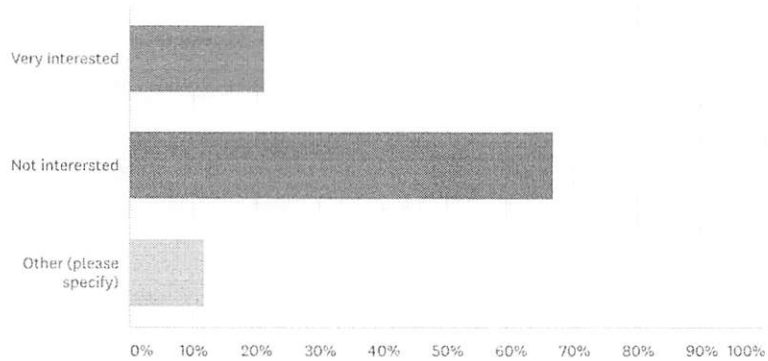
SIGN UP FREE

Very interested		34.61%	488
Not interersted		47.30%	667
Other (please specify)	Responses	18.09%	255
TOTAL			1,410

Q6

What is your level of interest in your student participating in full distance learning, meaning not returning to the school building at all and completing all work at home?

Answered: 1,410 Skipped: 0

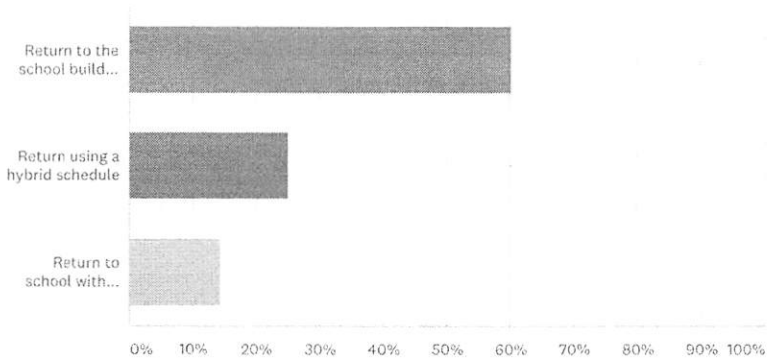


ANSWER CHOICES		RESPONSES	
Very interested		21.28%	300
Not interersted		66.81%	942
Other (please specify)	Responses	11.91%	168
TOTAL			1,410

Q7

Which option best serves your student(s) as we prepare for the 2020-2021 school year? (Please choose one.)

Answered: 1,410 Skipped: 0



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1410 responses

Section 5/pg.5

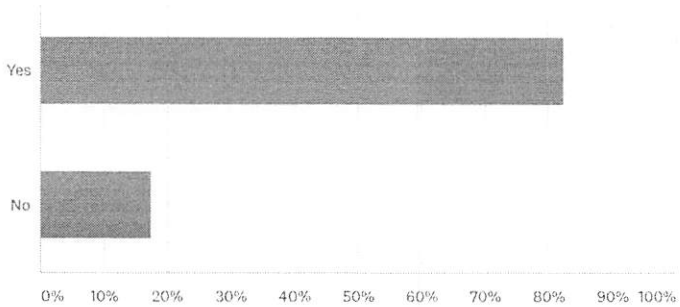
SIGN UP FREE

building)	
TOTAL	1,410

Q8

Are there reliable devices in your home other than cell phones with which your student(s) can access the internet for instructional purposes? (Please choose one.)

Answered: 1,410 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	82.34%	1,161
No	17.66%	249
TOTAL		1,410

Q9

Please indicate what type of device(s) your student(s) will use for instructional purposes. (e.g., iPad, Windows computer, Apple computer, Chromebook, etc.)

Answered: 1,159 Skipped: 251

Ipad

6/29/2020 2:35 PM

Tablet and PC

6/29/2020 11:58 AM

iPad/ Apple computer

6/29/2020 11:34 AM

Chrome book

6/29/2020 10:44 AM

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1410 responses

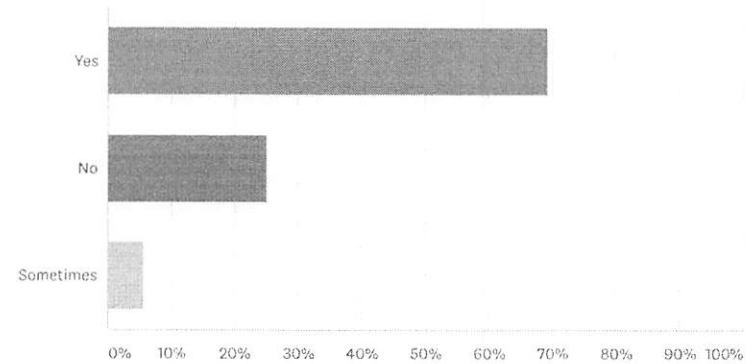
Section 5/pg. 6

SIGN UP FREE

Q10

Are there enough reliable devices in your home for every student to access the internet at the same time? (Please choose one.)

Answered: 1,397 Skipped: 13

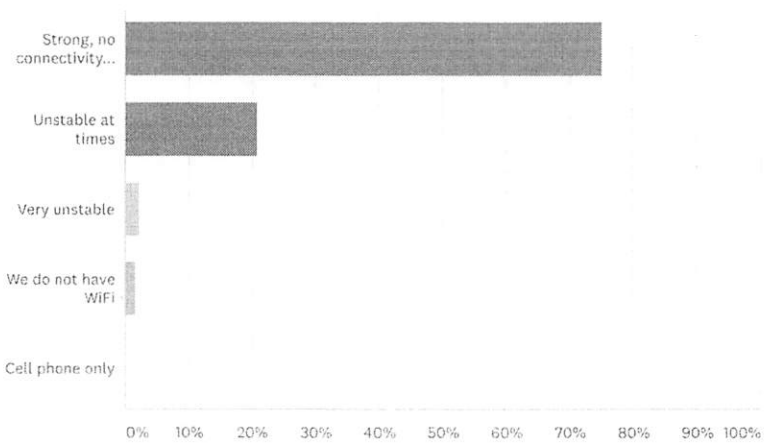


ANSWER CHOICES	RESPONSES	
Yes	69.29%	968
No	25.05%	350
Sometimes	5.65%	79
TOTAL		1,397

Q11

Please rate the connectivity of your home WiFi. (Please choose one.)

Answered: 1,397 Skipped: 13



ANSWER CHOICES	RESPONSES	
Strong, no connectivity issues	75.02%	1,048
Unstable at times	20.90%	292
Very unstable	2.36%	33

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1410 responses

Section 5/pg. 7

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Q12

Parent/Guardian Name and Contact Information (Optional)

Answered: 948 Skipped: 462

ANSWER CHOICES		RESPONSES	
Parent/Guardian Name	Responses	100.00%	948
Contact Information	Responses	96.94%	919

Q13

Additional Comments (Optional)

Answered: 311 Skipped: 1,099

Please notify us of updates...

6/29/2020 12:29 PM

Anthony Eugene Johnson Jr 931-229-0687

6/29/2020 12:00 PM

Make sure if a kid is sick make sure they stay away from other kids at all times and parents need to know when someone is sick at all times

6/29/2020 3:26 AM

Just generally worried. My son Dean has asthma so he is part of the at risk group but both children need the social interaction. I would appreciate if we did any home learning that there would be a better system.. like turning in work and more communication with parents than a generic email that every teacher sends saying that " we are here for you and here to help."

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Return to School Faculty Survey

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

All Shown Pages

Q1

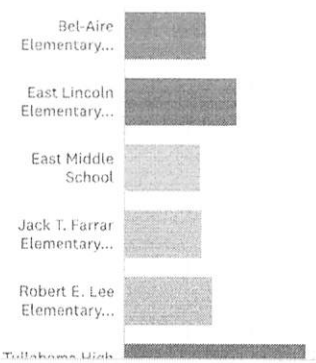
Name (Optional)

Answered: 143 Skipped: 271

Q2

In the 2020 – 2021 school year, I am assigned to the following locations. (Please select all locations that apply.)

Answered: 414 Skipped: 0



Share Link https://www.surveymonkey.com/re COPY Share Tweet Share

414 responses

Section 5/pg. 9

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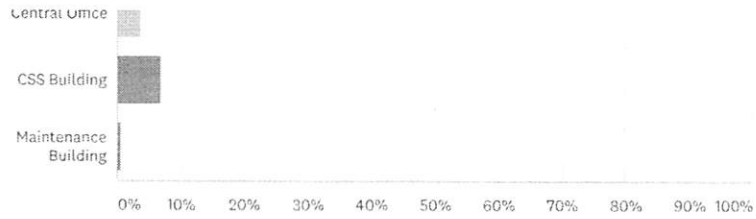

ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	13.04%	54
East Lincoln Elementary School	17.87%	74
East Middle School	12.08%	50
Jack T. Farrar Elementary School	12.32%	51
Robert E. Lee Elementary School	14.01%	58
Tullahoma High School	28.74%	119
West Middle School	14.73%	61
Central Office	3.86%	16
CSS Building	7.00%	29
Maintenance Building	0.72%	3

Total Respondents: 414

Q3

My role in Tullahoma City Schools is: (Please select all that apply.)

Answered: 414 Skipped: 0

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414 responses

Section 5/Pg. 10

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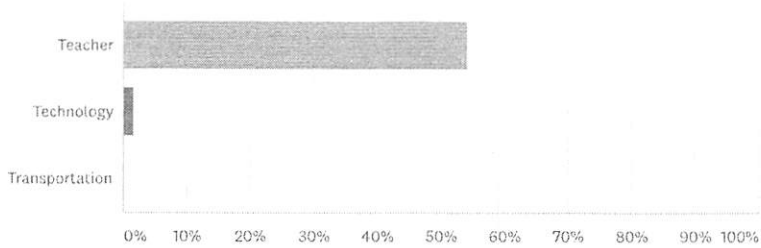

ANSWER CHOICES	RESPONSES	
Assistant Principal or Principal	2.90%	12
Central Office Staff	3.86%	16
Counselor	1.93%	8
Custodian	2.17%	9
Educational Assistant	15.70%	65
Kool Kids Staff	0.97%	4
Little Cats Daycare	0.72%	3
Maintenance	0.97%	4
Nurse	1.45%	6
Nutritional Staff	4.11%	17
Office Staff	4.11%	17
School Psychologist	0.72%	3
Special Education	10.39%	43
Speech-Language Pathologist	1.69%	7
Teacher	54.11%	224
Technology	1.69%	7
Transportation	0.24%	1

Total Respondents: 414

Q4

If we return to school on July 29th following a traditional model, where students physically return to school, the following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing

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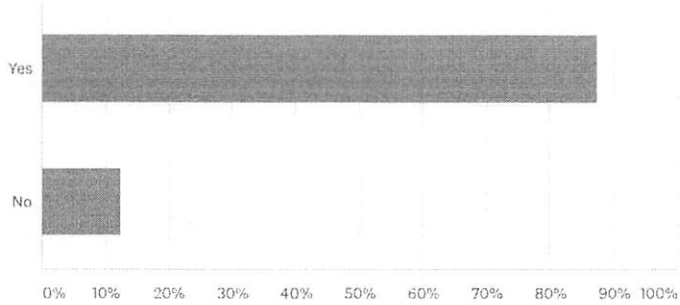
414 responses

Section 5 / pg. 11

SIGN UP FREE

classroom. If as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion. Are you comfortable to return to your assigned position in July if the traditional method is the option used to open the school year? (Please select one.)

Answered: 414 Skipped: 0

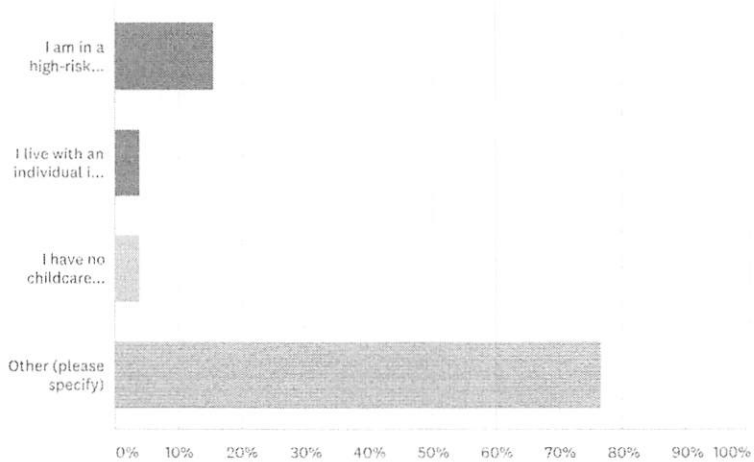


ANSWER CHOICES	RESPONSES	
Yes	87.44%	362
No	12.56%	52
TOTAL		414

Q5

Since you indicated you are not comfortable returning to your assigned position in July if the traditional method is the option used to open the school year, please provide more information by selecting one of the options below.

Answered: 51 Skipped: 363



ANSWER CHOICES	RESPONSES

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414 responses

Section 5/pg. 12

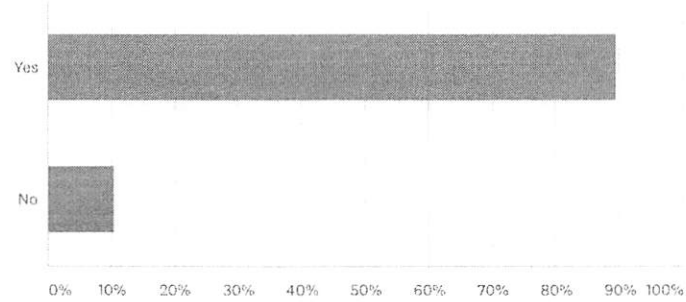
SIGN UP FREE

Other (please specify)	Responses	76.47%	39
TOTAL			51

Q6

If we return to school following a hybrid schedule, meaning the student(s) will attend school on specific, assigned days each week and participate in distance learning on the other days, the following safety protocol minimums will be in place: Symptomatic students will be evaluated in the school clinic. Parents will be notified to pick up their child if the child is evaluated to be too sick for school. All students will be instructed on proper handwashing techniques. Opportunities to wash hands will be provided frequently. Hand sanitizer will be available for those times when hand washing is not an option. Increased frequency of cleaning and disinfecting will occur throughout the day. Contact among students will be minimized by reducing student transitions. Classes will remain together throughout the day as much as possible. If it is not possible (e.g. middle school classes, high school classes, related arts), the student will be reminded to wash or sanitize hands before and after the class/period and maintain social distancing protocols. In as much as possible, students will be socially distanced during meal times, which may include alternative time in the cafeteria and eating in the classroom. In as much as possible, faculty/staff will wear masks whenever distancing is not feasible. Masks will be optional for students at the parent's discretion. Are you comfortable to return to your assigned position in July if the hybrid schedule is the option used to open the school year? (Please select one.)

Answered: 409 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	89.49%	366
No	10.51%	43

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414 responses

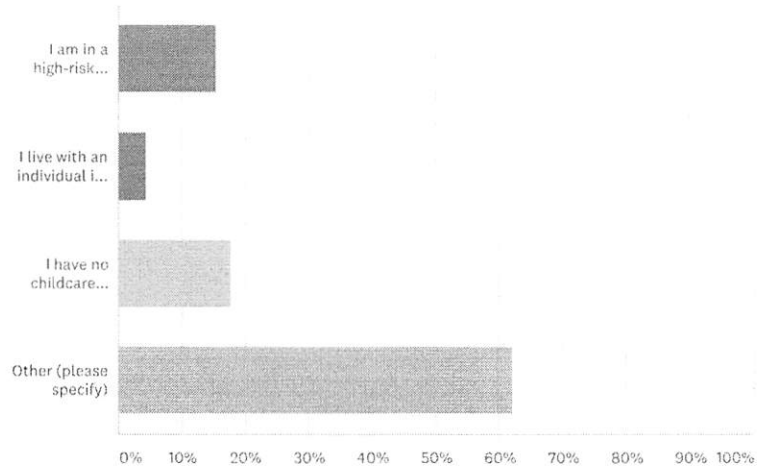
Section 5/pg.13

SIGN UP FREE

Q7

Since you indicated you are not comfortable returning to your assigned position in July if the hybrid method is the option used to open the school year, please provide more information by selecting one of the options below.

Answered: 45 Skipped: 369

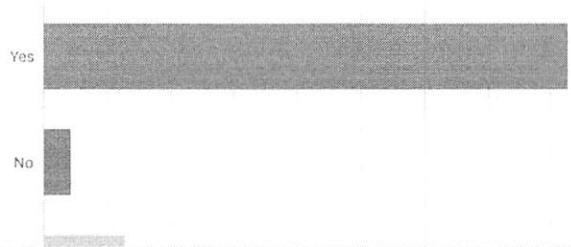


ANSWER CHOICES		RESPONSES	
I am in a high-risk category for COVID-19 and have been advised to isolate by a physician.		15.56%	7
I live with an individual in a high-risk category for COVID-19 and have been advised to isolate by a physician.		4.44%	2
I have no childcare options.		17.78%	8
Other (please specify)	Responses	62.22%	28
TOTAL			45

Q8

If we begin the year or have periodic times throughout the year using a distance learning model, meaning students are not returning to the school building at all and completing all of their work from home, do you have adequate internet access in your home to deliver live virtual instruction? (Please choose one)

Answered: 387 Skipped: 27



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414 responses

SIGN UP FREE

ANSWER CHOICES		RESPONSES	
Yes		82.69%	320
No		4.39%	17
Other (please specify)	Responses	12.92%	50
TOTAL			387

Q9

What supports do you need in order to provide an effective teaching and learning environment for students if implementing full distance learning?

Answered: 387 Skipped: 27

Choral ensemble classes will probably be less singing and a lot more music appreciation. Trying to create a performance ensemble online is extremely difficult. If we try to create a virtual choir performance I'll need a program to mix and edit the student recordings, and training to be able to use it.

6/29/2020 2:49 PM

not exactly sure at this time, will be more pro-active if this is the route we will take.

6/29/2020 2:11 PM

Updated laptop

6/29/2020 1:18 PM

Zoom is a much better platform than Google Meet

6/29/2020 10:44 AM

Q10

Additional Comments (Optional)

Answered: 99 Skipped: 315

Regardless of which model we go with, I would like to have the ability to utilize Google Voice. This was offered during our distance learning time and it was an extremely useful tool for communicating with parents. Using Schoology, Class Dojo, and email were not as effective because parents had to sign up for Schoology and Dojo, whereas with Google Voice, it went straight to their cell phone in the form of a text message.

6/28/2020 8:53 PM

N/A

6/27/2020 11:53 AM

I'd like to know what assurances we have that if we go back in person, are we protected against legal

Return to School

Stakeholder Input

Parent/Guardian Surveys

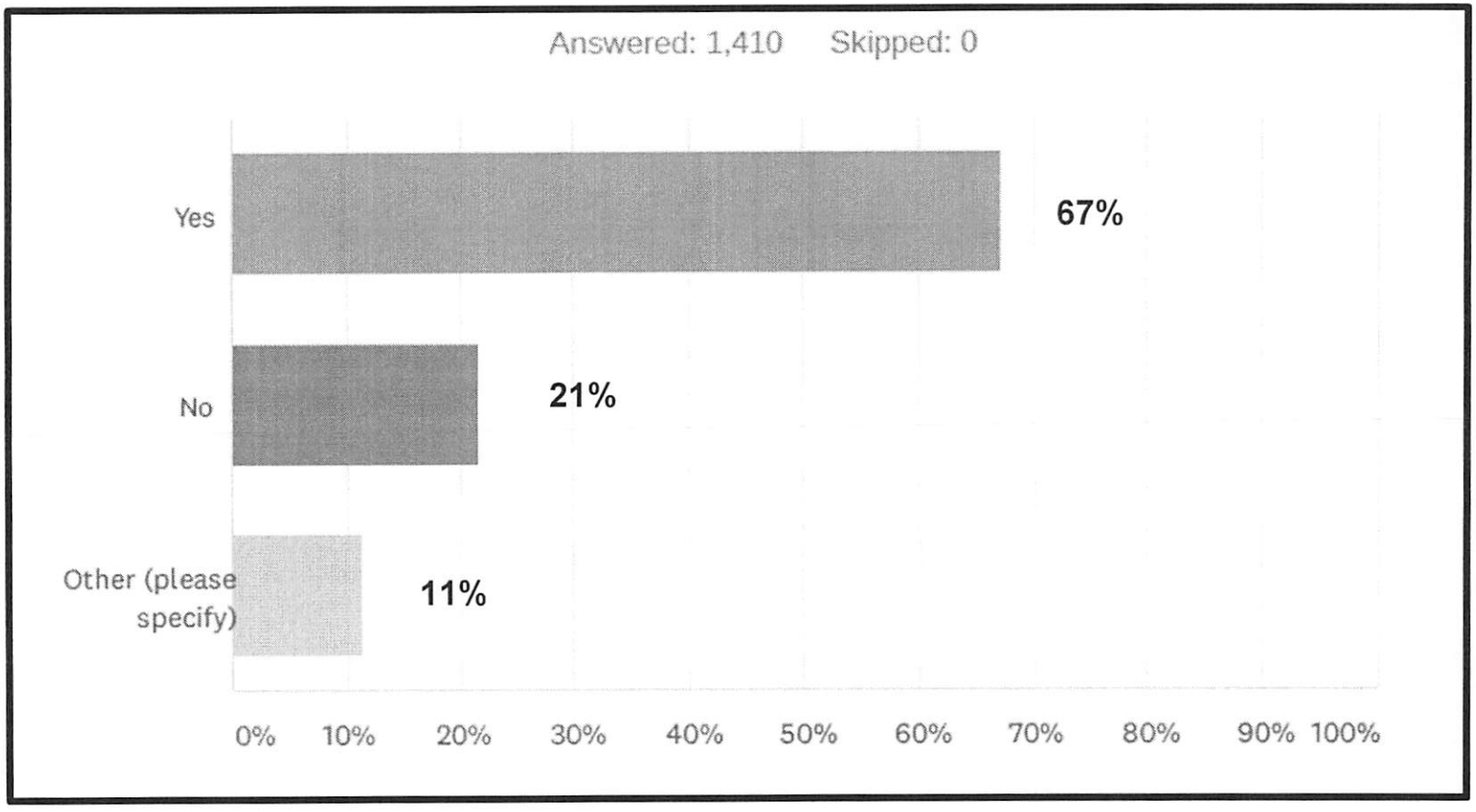
Survey information was captured using three avenues: digital, oral and written.

2952 number of surveys were sent to parent/guardians based on primary contact information in Skyward.

1410 (47.7%) number of surveys were completed.

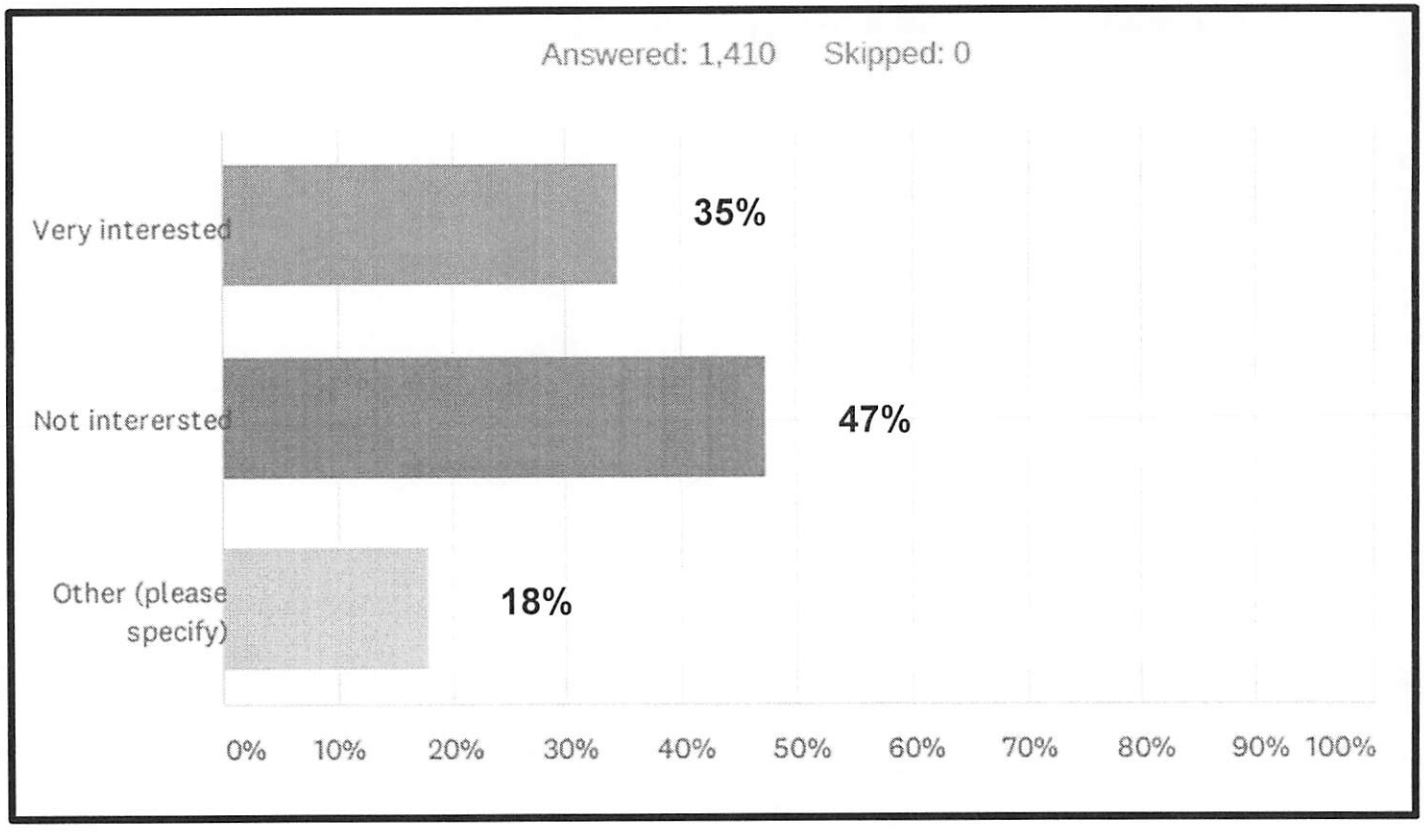
Please note families were encouraged to submit one survey response. *The email with survey was sent to both primary emails (refers to 2952 number above). In many cases, two parents received the survey for the family.*

Parent/Guardian Results: Comfort Level Using Traditional Model



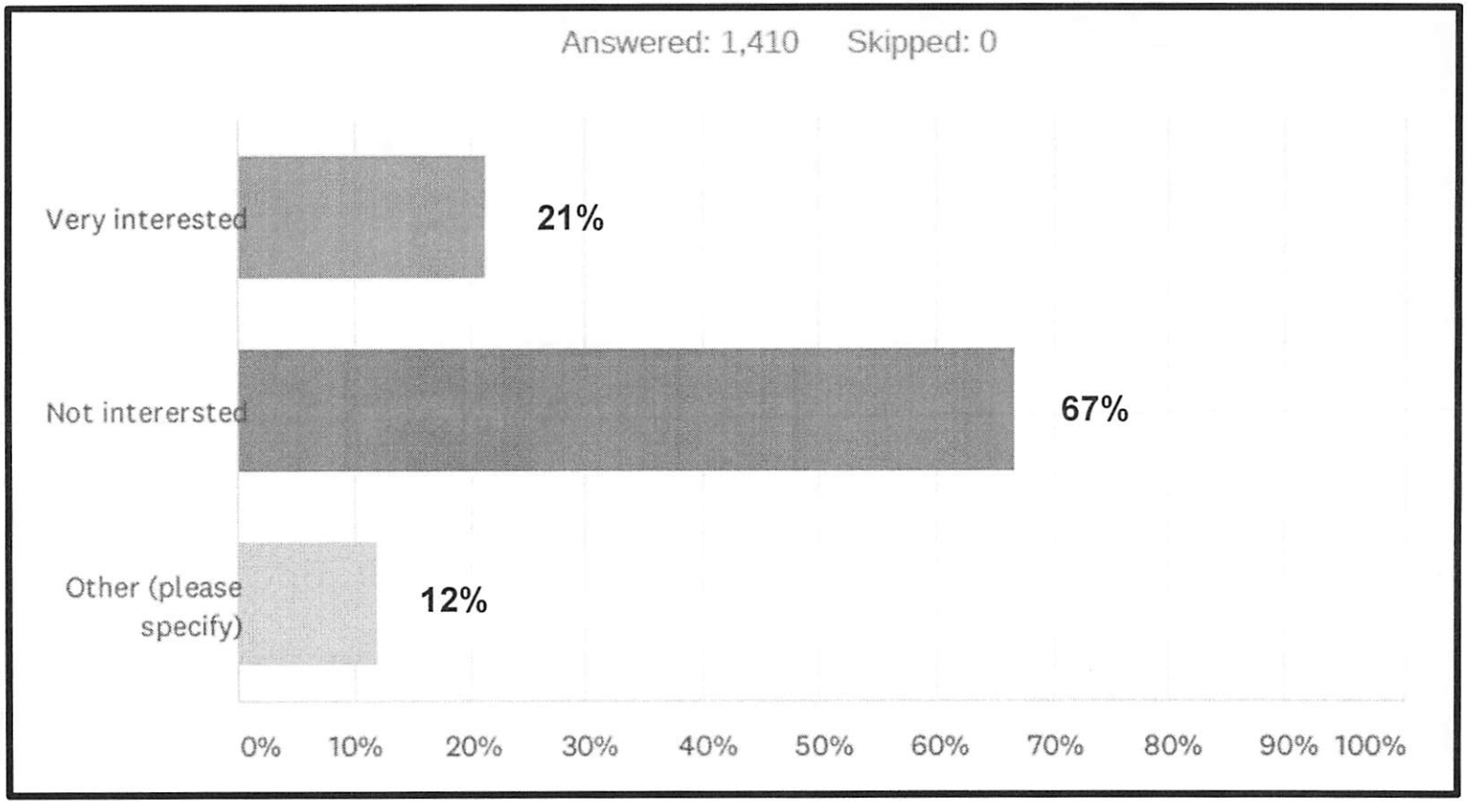
Section 5/pg. 18

Parent/Guardian Results: Comfort Level Using Hybrid Model



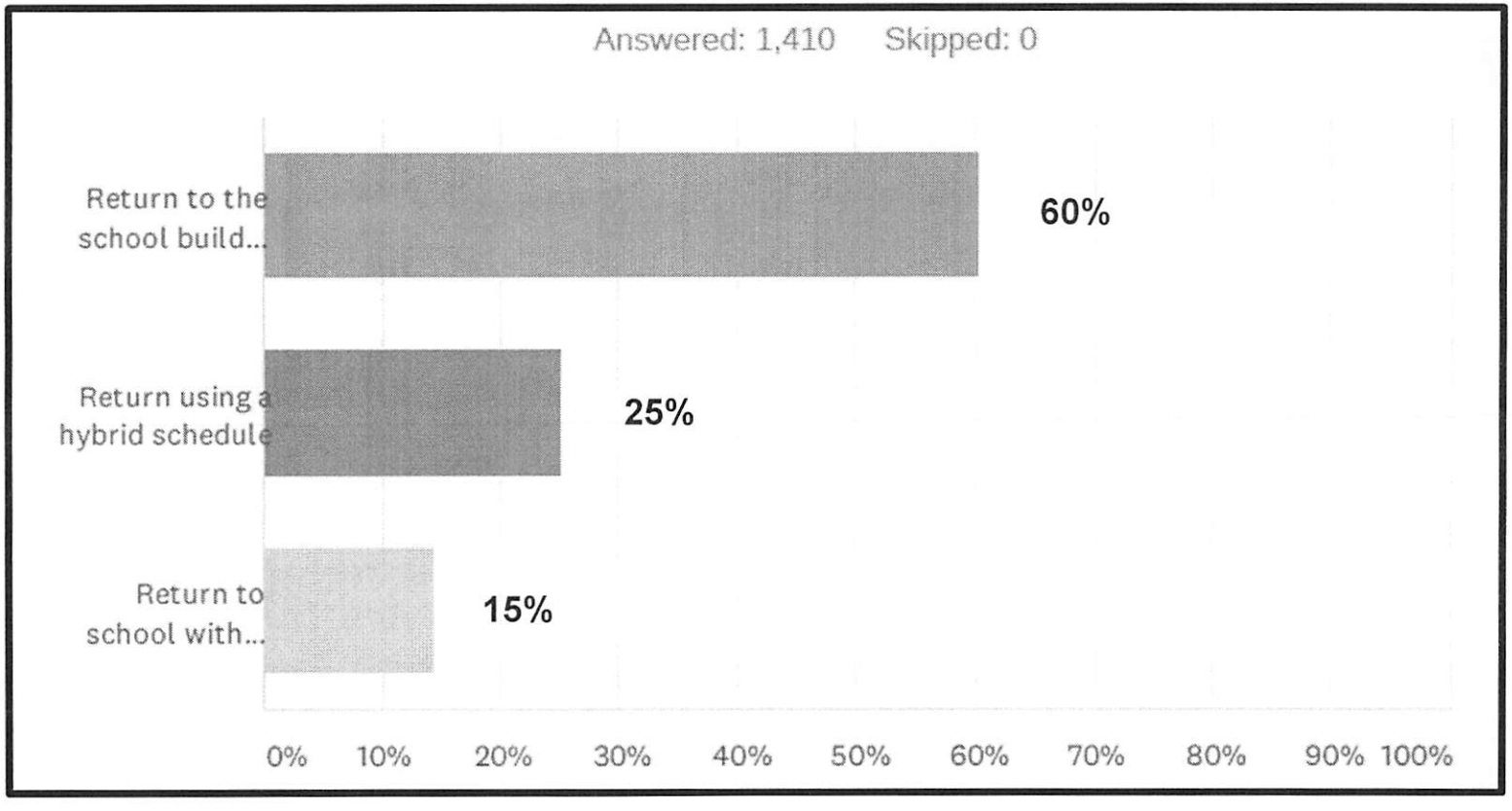
Section 5/pg. 19

Parent/Guardian Results: Comfort Level Distance Learning Model



Section 5/pg. 20

Parent/Guardian Survey: Model Preference



Faculty and Staff Survey

- 533 number of employees
- 414 number of survey responses

78% response rate!

ANSWER CHOICES	RESPONSES	
Bel-Aire Elementary School	13.04%	54
East Lincoln Elementary School	17.87%	74
East Middle School	12.08%	50
Jack T. Farrar Elementary School	12.32%	51
Robert E. Lee Elementary School	14.01%	58
Tullahoma High School	28.74%	119
West Middle School	14.73%	61
Central Office	3.86%	16
CSS Building	7.00%	29
Maintenance Building	0.72%	3
Total Respondents: 414		

Section 5/pg. 22

Faculty and Staff Survey

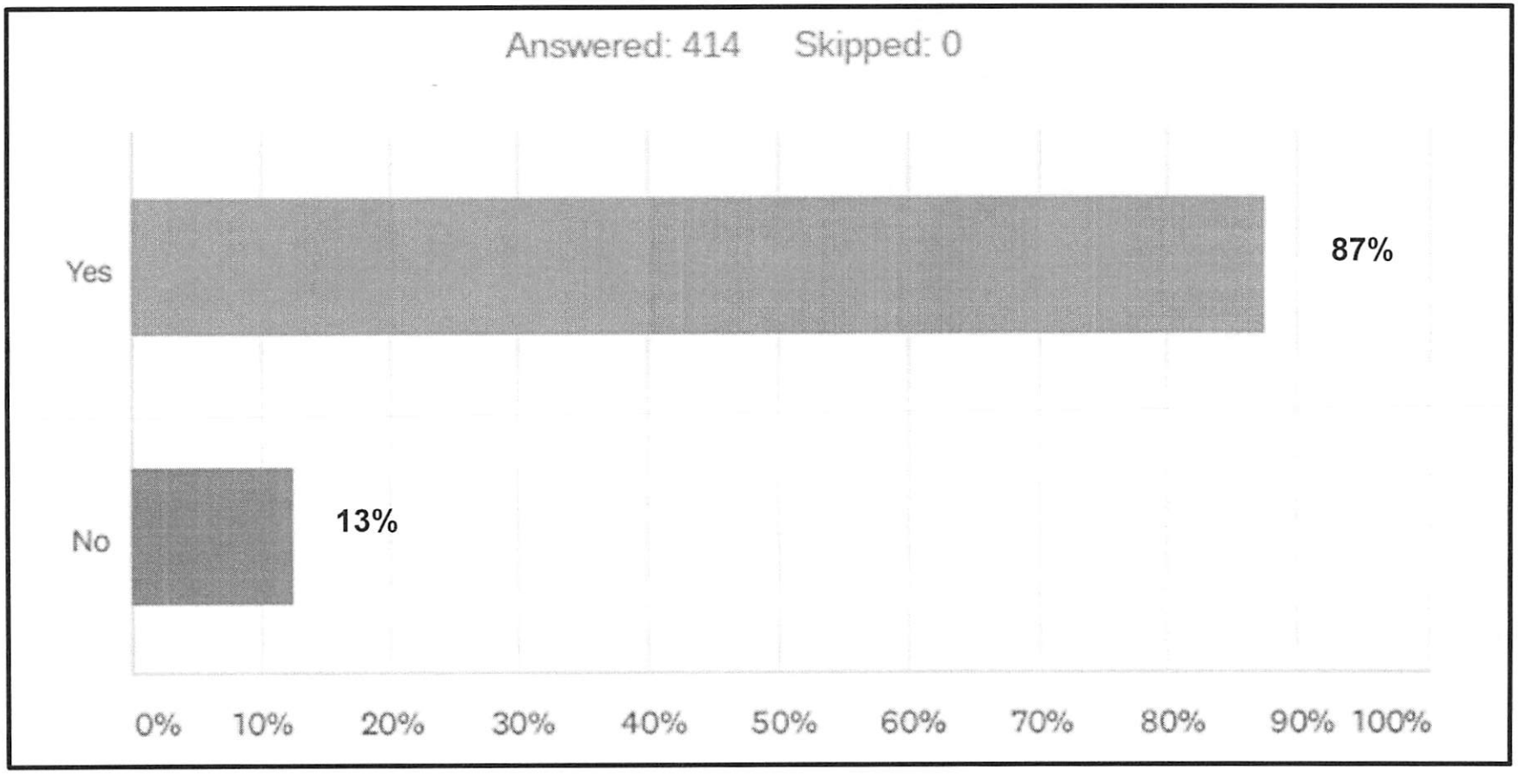
Teachers 54%

Educational Assistants 16%

Assistant Principal or Principal	2.90%	12
Central Office Staff	3.86%	16
Counselor	1.93%	8
Custodian	2.17%	9
Educational Assistant	15.70%	65
Kool Kids Staff	0.97%	4
Little Cats Daycare	0.72%	3
Maintenance	0.97%	4
Nurse	1.45%	6
Nutritional Staff	4.11%	17
Office Staff	4.11%	17
School Psychologist	0.72%	3
Special Education	10.39%	43
Speech-Language Pathologist	1.69%	7
Teacher	54.11%	224
Technology	1.69%	7
Transportation	0.24%	1

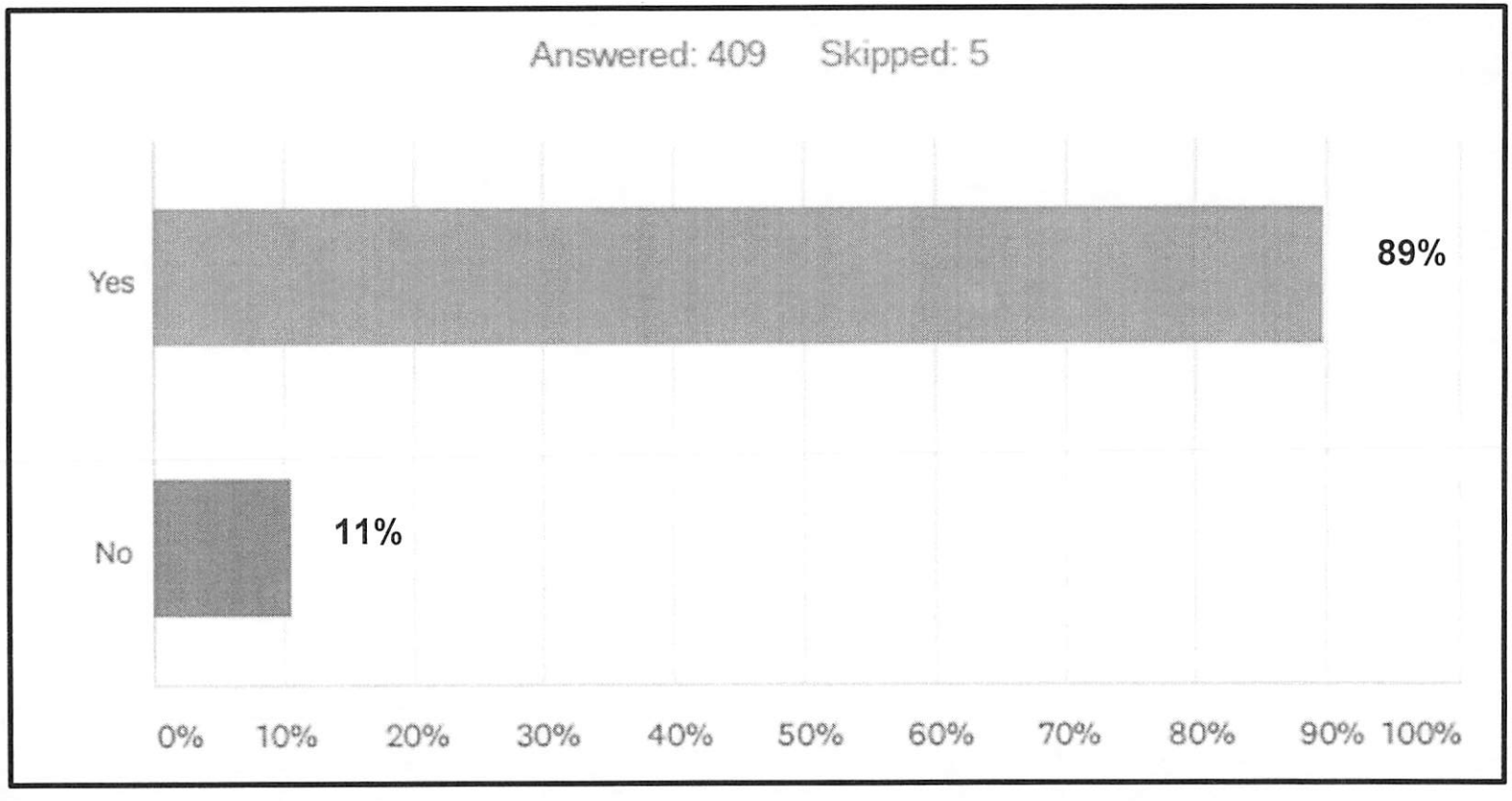
Section 5/pg.23

Faculty and Staff Survey: Comfort Level Using Traditional Model



Section 5/pg.24

Faculty and Staff Survey: Comfort Level Using Hybrid Model



Section 5/pg. 25

Stakeholder Meeting 1 - June 16, 2020

Stakeholders Present: Emergency Management Agency (EMA), Emergency Management System (EMS), Coffee County Health Department, BOE member and district personnel

Takeaways

- Realized there are multiple perspectives and factors to consider when evaluating and determining different opening options, precautionary measures to employ, protocols for sending students home, and steps to take when a positive COVID-19 case occurs.
- Reviewed Parent/Guardian Survey and made adjustments based on their feedback. Surveys are one per family instead of one per student.

Stakeholder Meeting 2 - June 18, 2020

Stakeholders Present: local physicians, school health personnel, parents, teachers, school counselor, BOE member, district personnel and administrators

Takeaways

- Expressed the desire to reopen schools so students can attend in-person.
- Shared concerns around students' social-emotional needs & well-being.
- Recommended and prioritized precautionary measures. *Washing hands was elevated as the strongest measure to employ.*
- Reviewed Parent/Guardian Survey and Faculty Survey. Adjustments were made based on their feedback.

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Stakeholder Meeting 3 - June 23, 2020

Stakeholders Present: Directors of Schools and school district representatives from Coffee County, Manchester City and Tullahoma City, the Coffee County Health Department, local physician and BOE members from each district

Takeaways

- Determined a need for consistency among the three districts.
- Discussed possible criteria for various opening scenarios *(traditional, hybrid and full distance learning)*.
- Created procedures for sending home a symptomatic student and criteria for returning back to school.
- Collaborated to write reopening plans and other communications.

Tullahoma City Schools

Acceptable Use Agreement

Introduction

The Tullahoma City Schools (TCS) system provides employees with access to computers, network systems, and other technology equipment so these tools can be used to complete daily tasks and as part of the instructional process. Teachers or approved TCS representatives are responsible for providing educationally appropriate lessons, supervision, and instruction to help students get the most benefit from available technology resources. .

Technology Resources

Technology equipment provided by the schools is the property of TCS and is intended to be used by teachers or approved TCS representatives for educational purposes consistent with the mission of the school district. To maintain efficient functionality of the equipment and to ensure its appropriate use, the district reserves the right to monitor all network traffic, search all files stored on district-owned systems, and to take such action as necessary to assure that system resources are available for their intended purposes. Therefore, employees should not expect privacy when using school networks or technology equipment. Additionally, employees are not to install or remove software, modify system settings, or otherwise alter existing systems without the express approval of the Director of Technology..

Network Systems

School computer systems exist in a networked environment that is designed with safeguards to ensure its dependability but which also relies on the goodwill of its users. Employees who disrupt or compromise system resources by altering the network infrastructure or settings, attempting to acquire or use the login credentials of other users, introducing resource-draining applications, monitoring the network traffic of other users, bypassing existing security restrictions, or otherwise compromise the integrity of the network will be subject to disciplinary action up to loss of employment, and when applicable the involvement of appropriate law enforcement.

Internet Access

The TCS provides Internet access to every school for instructional and administrative purposes. In providing this access, the TCS attempts to limit the availability of web content that is inappropriate in the school environment. While these restrictions are typically sufficient to protect the innocent, it is impossible to completely prevent users from accessing inappropriate material completely. Therefore, all employees are responsible for appropriately using the Internet and are permitted access only through the school's filtered Internet service. Improper uses include, but are not limited to, pornography, gambling, business transactions, harassment, and illegal activities.

Personal Devices

Employees are fully responsible, at all times, for personally owned device(s) brought to school. The employee assumes full liability for risks including, but not limited to, the partial or complete loss of data due to an operating system crash, errors, bugs, viruses, malware, and/or other software or hardware failures, or programming errors that render the device unusable. The device may be confiscated by the administration if there is a violation of policy. The employee is personally liable for all costs associated with his or her device. The TCS is not liable for any loss/damage/theft of a personally owned device. The TCS reserves the right to disconnect devices or disable services without notification. The TCS reserves the right to inspect an employee's personal device if there is reason to believe that the employee has violated board policies, regulations, school rules or has engaged in other misconduct while using their personal device. Any search conducted will be in compliance with board policies.

Warranty

Tullahoma City Schools District makes no warranties of any kind, whether expressed or implied, for the technology resources it provides. The district will not be responsible for damages suffered by the employee in the use of technology resources including loss of data, interruption of services, and access to inappropriate content online.

Tullahoma City Schools Use of Technology Agreement
Grades K-2

Please read this document carefully with your child before signing the agreement page. The signed agreement page should be returned to the school.

Students in Tullahoma City Schools have access to computers and technology devices on our school campuses. Additionally, they have access to the Internet. Tullahoma City Schools is pleased to offer such a variety of computing resources to the students. Our goal in providing these services is to enhance the educational development of our students.

Terms of Agreement

- I agree to take care of computers and other devices that I use and will show responsible behavior at all times.
- I agree to only work on the programs and web pages that my teacher tells me to use.
- I agree to follow all teacher directions regarding use of the Internet.
- I agree to ask for help if I don't know what to do.
- I agree to tell my teacher if I read or see something on the computer that is not appropriate.
- I agree never to use the computer to hurt, frighten or bully others.
- I agree to tell my teacher if I am hurt, frightened or bullied by someone on the computer.
- I agree to only share my passwords with my teacher and parent/guardian.
- I understand that my electronic communication (or in person) with others must be courteous, respectful and considerate.
- I will not reveal personal information including names, addresses, photographs, and telephone numbers of others or myself.
- I understand that if I break any of my agreements, I may not be allowed to use the computers.

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Grades K-2

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Use of Technology Agreement Grades K-2
- Agree to abide by all terms of the Tullahoma City Schools Use of Technology Agreement Grades K-2
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- The parent/guardian will supervise student use of the computer at home.
- Acknowledge that as required by the Children's Internet Protection Act, a current filtering solution is maintained by the district for school computers and school and home use on the mobile computer. The district cannot guarantee that access to all inappropriate sites will be blocked. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet. Tullahoma City Schools will not be responsible for any problems suffered while on the Internet. Use of any information obtained through the Internet is at the user's own risk. If a student accidentally accesses an inappropriate website, this should be reported immediately to a teacher or administrator.
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Student Name:_____ Parent/Guardian:_____

Address:_____

Telephone:_____

_____ _____

Student Signature (printed) if possible Parent/Guardian Signature

Date:_____

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Signature Form - Grades 3-5

Please print all information:

Student Legal Name: _____ ☐ **Check if student is new to the district**

If Known - Student ID Number: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number(s): _____

Parent/Guardian & Student Computer Use Agreement

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by all terms of the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- If applicable, agree to allow my child to take the school-issued mobile computer home. I further agree that while at home the computing resources will be used as an educational tool. I have been advised that while the mobile computer is in my student's possession, I am responsible for damage or loss.
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Parent/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

$25 Technology Fee Date Paid: _____

Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
Signature Form - Grades 6-12

Please print all information:

Student Legal Name: _____ ☐ **Check if student is new to the district**

If Known - Student ID Number: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number(s): _____

Parent/Guardian & Student Computer Use Agreement

By signing the Tullahoma City Schools Computer Use Agreement the student and parent/guardian agree to the following:

- Have read (or it has been read to me), understand, and discussed with my child the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by all terms of the Tullahoma City Schools Parent/Guardian & Student Computer Use Agreement
- Agree to abide by the Tullahoma City Schools Internet Policies and Procedures and abide by all local, state, and federal laws
- Comply with Tullahoma City Schools Official Student-Parent Handbook
- Comply with all copyright laws
- Abide by the Tullahoma City Schools Student Harassment Policy
- If applicable, agree to allow my child to take the school-issued mobile computer home. I further agree that while at home the computing resources will be used as an educational tool. I have been advised that while the mobile computer is in my student's possession, I am responsible for damage or loss.
- Acknowledge that both Tullahoma City Schools Policies and Procedures state that students and parent/guardian are responsible for all items assigned to them at the school level and the board may require restitution of property and damages where appropriate
- Acknowledge that any student who violates Tullahoma City Schools policies will be subject to disciplinary sanctions as outlined in the Code of Student Conduct

Parent/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Dr. Catherine Stephens
Superintendent

Board of Education
Pat Welsh, Chairman
Kim Uselton, Vice-Chairman
Teresa A. Lawson
Jessica H. Fogarty
Amy M. Johnson
Sid Hill
Gigi Robison

Tullahoma City Schools - Grades 3-12
Parent/Guardian & Student Digital Device Use Agreement

With parent/guardian consent, as a student of the Tullahoma City Schools (TCS) a digital device and/or peripherals as specified in the Acceptance Form is provided for each student in grades 3-12 to support the 1:1 Technology Initiative at TCS.

- TCS Internet Policies and Procedures will be strictly enforced when accessing the Internet. Students who circumvent the filtering process will be in violation of school board policy. Violation of these policies may result in disciplinary action.
- According to TCS Policies and Procedures, students and parent/guardian are responsible for all items assigned for use to them at the school level and the board may require restitution of property at market value or damages where appropriate.
- Swapping, reconfiguring, or tampering with hardware or existing software will result in disciplinary action. This includes, but is not limited to, the following:
    a. Altering or removing any software setting(s) or hardware components
    b. Deleting digital content or altering setups
    c. Installing unauthorized software or downloading unauthorized files, viruses, games, programs, or other electronic media
    d. Adding or changing passwords, or other lockout devices
    e. Putting physical marks or deliberately damaging any storage cases or equipment such as removing keys or defacing hardware
- Any inappropriate use, unattended digital device, or destructive care of a digital device or its case and/or peripherals will result in:
    a. Parent/guardian notification
    b. Disciplinary sanctions as outlined in the Student Handbook.
- The digital device being used is an educational tool and should only be used in that capacity. Any inappropriate or destructive use of the digital device and/or peripherals should be reported to the teacher immediately.
- The school system assumes no responsibility for any unauthorized charges, including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal or unauthorized use of its digital devices such as copyright violations.
- The student is to use only his or her assigned digital device.

If the student is issued a device to take home, the parent/guardian and student agree in addition to the above:

- The digital device shall be in the possession of the student to whom it is assigned or locked in a secure location at all times. The digital device will be kept away from food and drinks and stored with its when not in use. The digital device will never be left unattended (during lunch, in the locker room, after school, before-during or after extra-curricular activities, etc.). If a digital device is found, it must be turned in immediately to the school office.
- The student is responsible for fully charging the digital device each night and brought to school every day for use during classes. Failure to return the digital device to school for classroom use may result in disciplinary action.
- If the digital device is lost or stolen while signed out to you, a police report must be filed immediately and the school principal must be notified. In addition, the board may require restitution of property at market value or damages where appropriate.

- The student will return the digital device to the school at Fall and Spring Breaks, at the end of each school year and/or when requested by school administration. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement. In addition, the board may require restitution of property at market value or damages where appropriate
- The student will return the digital device to the school if he or she transfers to another school within Tullahoma City Schools. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement.
- The student will return the digital device to the school if he or she withdraws from Tullahoma City Schools. If the digital device is not returned it will be reported stolen and a police report will be submitted to law enforcement.
- The student/parent/guardian will not attempt to repair the digital device nor attempt to clean it with anything other than a soft dry cloth.
- The student/parent/guardian will report any problems with the digital device to the school.

Digital Device/Network Rules and Guidelines

- Tullahoma City Schools (TCS) maintains administrative control so that, at any time, a teacher or TCS employee may access any information on the student digital device including email and Internet history.
- TCS acceptable use policies and procedures should be followed at all times.
- A student who violates any TCS policies and procedures will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.
- Personal information should never be shared over the Internet. If a student is asked for personal information, a teacher or administrator should be notified immediately.
- The student/parent/guardian is not permitted to view, send, or display obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language, messages, or pictures.
- The student/parent/guardian is not permitted to use the digital device in any way that would cause harm to others or damage to their property.
- If a student is harassed online in any way, a teacher or administrator should be notified immediately and appropriate measures will be taken to address the concern.
- The parent/guardian will supervise student use of the digital device at home.
- As required by the Children's Internet Protection Act, a current filtering solution is maintained by the district for school computers and school and home use on the mobile digital device. The district cannot guarantee that access to all inappropriate sites will be blocked. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet. TCS will not be responsible for any problems suffered while on the Internet. Use of any information obtained through the Internet is at the user's own risk. If a student accidentally accesses an inappropriate website, this should be reported immediately to a teacher or administrator. The student should close the site, but note the web address, date and time of this incident.
- TCS will not serve as the Internet Service Provider (ISP) for home use. TCS will provide filtering of the mobile digital device while the student is signed into their tcsedu.net user account on the school issued device while connected to the Internet off campus. If the parent/guardian choose for the student to access the Internet from home, the parent/guardian must contract with an ISP (e.g. Charter, Lighttube, AT&T, etc)
- Electronic communication should be used only for appropriate, legitimate, and educational purposes.
- The student/parent/guardian must comply with all copyright laws.
- Access to any unreported inappropriate sites or involvement in online harassment will result in:
    1. Parent/guardian notification
    2. Disciplinary sanctions as outlined in the Code of Student Conduct.

Chromebook Deployment Procedure

- Based on need as determined from the survey results
    - The technology department confirms the name and email address entered in the survey matches the authorized person in Skyward that can receive educational records and accept the responsibility for the Chromebook. Exception - if the student is 18 years of age or older they may accept responsibility themself.
    - Technology emails a link to the Chromebook Reservation Form (housed in SurveyMonkey) to the confirmed email addresses. If no email address is entered, the preferred communication method as entered in the survey is used to contact the authorized parent/guardian.
    - Hard copies of the Reservation Form are also available at each school or may be requested by mail.
- As Reservations are received, Technology confirms the responsible party name entered in the form matches the authorized person and color codes the name on the spreadsheet as follows:
    - Parent name highlighted in Green, the name is confirmed as a parent/guardian of the student in Skyward or the student is 18 years of age or older
    - Parent name highlighted in Red, the name does not match as a guardian of the student in Skyward.
    - Parent name highlighted in Yellow, there is **no record of the student in Skyward**.
- Technology Staff prints label with the confirmed Parent/Guardian Name, Student Name, and Grade to be placed on the Chromebooks and delivers the labels to each school.
- Technology shares the color-coded google sheet with the designated persons (as directed by the principal) at each school.

Prepare Chromebooks for Pickup - School Personnel and Technology Staff as needed

- Remove Chromebooks from charging carts
- Remove charging cords from carts, wrap cables and place in a designated box
- Install label on the case of the Chromebook adjacent to serial number/asset tag label
- Chromebook Point Person at each school - Check Chromebook out to Student in WASP (inventory system) If no Chromebook Point Person is available, enter Student Name and Chromebook Asset Tag/Serial Number on a Google Sheet and share the sheet with Technology
- Stack Chromebooks by grade no higher than 5 high (screens break if more than 5 are stacked)

INSTRUCTIONS FOR SCHOOL STAFF FOR CHROMEBOOK PICKUP

Verified on School Spreadsheet as Responsible Party - (highlighted in GREEN)

- Staff Volunteer reads the following script - "*Accepting this device indicates that you have checked out a TCS Chromebook and charger and agree to the guidelines and expectations established in the technology agreement previously signed.*" Here is the link to that agreement if you want to have some hard copies available - https://www.tcsedu.net/departments/technology/computer-use-agreement-forms
    - If parent/guardian does not agree - no Chromebook is given
    - If parent/guardian agrees - staff volunteer enters initials in the confirmation column and proceeds
- Staff Volunteer finds/received the correct labeled Chromebook and documents it as picked up

Non-Verified on Spreadsheet (highlighted in RED or YELLOW) or Walk-Ups

- The person picking up the Chromebook is verified in Skyward as the responsible party to accept the Chromebook.

    - If no, explain the Chromebook can only be released to the responsible party
    - If yes, proceed
- Staff Volunteer reads the following script - "*Accepting this device indicates that you have checked out a TCS Chromebook and charger and agree to the guidelines and expectations established in the technology agreement previously signed.*" Hard copies will be
    - If parent/guardian does not agree - no Chromebook is given
    - If parent/guardian agrees - staff volunteer enters initials in the confirmation column and proceeds
- Staff Volunteer
    - Documents the parent/guardian name, student name, Asset Tag and Serial Number (found on the original sticker on the Chromebook)
    - Chromebook and Charger are issued
- School Representative Shares the Google Sheet with Technology
    - Technology checks out the Chromebook to the student in WASP

Professional Development - Section 6
Continuous Learning Plan

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

Explanation of Approach

TCS Summer PD 2020 included 23 professional learning sessions related to distance learning. As of July 9, 2020, we have 324 registrants for these sessions. A copy of the TCS Summer PD 2020 program is submitted with this plan (Section 6/pgs. 1-23). Sessions are available on using distance learning tools, integrating instructional practices in distance learning, and providing strategies on how to reach vulnerable students. A survey is given at the end of each session to capture what was learned and what professional learning is needed next. These survey results are attached to the plan (Section 6/pgs.24-104).

Educators and staff have been participating in ongoing PD that develops or enhances instructional strategies designed to cultivate and foster a remote learning environment. PD sessions have been specifically designed around several topics using district tools like Schoology, our district's Learning Management System, to manage and organize course materials, navigate and assign online and offline resources that are discipline-specific, grade-level and age-appropriate. Educators and staff have been provided guidance for accessing a list of resources that have been vetted and approved by the district for student use. Please refer to the District Resources Available for Distance Learning that was provided in Section 3.

Remote Learning PD training has focused on designing courses using the following best practices:

- Facilitated by TCS teachers and staff
- Provided opportunities for students to participate in activities that are student-centered
- Provided opportunities for students to participate in small-group activities, team projects, and online discussion boards
- Encouraged active participation
- Allow for asynchronous and synchronous activities and assignments
- Fostered and promoted 21st Century technology skills.
- Provided timely feedback

Kindergarten-8th Grade will use iReady in reading and math in 2020-2021. This program was piloted in 2019-20 and 75 teachers and educational assistants were trained. Training will be provided on July 23 for the ELA and math teachers who did not participate in the pilot. The diagnostic assessments (ELA and math) will be given at the beginning of the year. This instrument along with pre-assessments created by teachers

will help determine learning loss. Professional learning will be provided in order to show how we can best utilize iReady to address learning gaps along with small-group instruction. Scope and sequences will be revised as needed.

Faculty and staff who are providing distance learning will have continual professional learning opportunities throughout the year. It is our goal to meet the needs of the whole child and not just academic needs. Meetings will be held once a week to discuss progress, successes, and challenges as it relates to distance learning. Once we've identified which faculty/staff will be working with distance learning, we will establish a date/time for which we will meet each week. In addition to weekly meetings, faculty and staff can reach out at any time to the administrator for their grade band or the Director of Instruction for assistance.

Professional learning will not only address best practices for delivering content, but it will also address student engagement and building a positive classroom climate. Student engagement is pivotal for being able to provide appropriate feedback and determine student mastery. Providing small group instruction will enable teachers to provide differentiated instruction and scaffold lessons to meet the needs of the learners. Faculty and administrators of each grade band will work closely with the Director of Student Services to intentionally address the social and emotional needs of each student.

Professional learning will be provided so our faculty and staff will be able to meet the individual needs of our vulnerable students. IEP's, ILP's, and 504 plans will be followed. Teachers and the administrators for each grade band will collaborate with our Director of Student Services for possible solutions to address chronic absenteeism among students who are participating in distance learning. Please refer to the Attendance: Section 4 document that was included with Section 4 materials.

Virtual training will be ongoing and specific based on the needs of the district, school, and/or individual. Staff will be able to use our district's ticketing system to request support in using digital resources and platforms. The Instructional Technology Specialist (ITS) will work closely with administrators and staff to support learning needs and provide assistance when issues arise. The ITS will also post virtual office hours to provide ongoing, daily support.

Please refer to the Continuous Learning Plan presentation from Section 1 for additional information.

Artifacts

- TCS Summer PD 2020 Schedule (Section 6/pgs.1-23)
- TCS Summer PD 202 Survey Results (Section 6/pgs. 24-104)

TCS Summer PD 2020

Date	Time	Title of Session	Presenter(s)	Location
Tuesday, May 26	8:30 - 11:30	Benchmark ELA Module 1 Training Kindergarten	Laurie Perry	Lecture Hall
	12:30 - 3:30	Benchmark ELA Module 1 Training 1st Grade	Alesha Ashby	ELE Library
Wednesday, May 27	8:30 - 11:30	Harcourt ELA Training 9th & 10th Grades	Harcourt and Ragan Osborne	Osborne's Classroom
	8:30 - 11:30	Harcourt ELA Training 6th-8th Grades	Leigh Ann Gray	Virtual
	12:30 - 3:30	Harcourt ELA Training 11th & 12th Grades	Harcourt and Jessica Bond	Bond's Classroom
	8:30 - 11:30	Benchmark ELA Module 1 Training 2nd Grade	Pam Williams & Martha Brooke Hood	Lecture Hall
	12:30 - 3:30	Benchmark ELA Module 1 Training 3rd Grade	Angela Tinnon	Lecture Hall
	8:30 - 11:30	Benchmark ELA Module 2 Training Kindergarten	Laurie Perry	REL Library
	8:30 - 11:30	Benchmark ELA Module 2 Training 1st Grade	Alesha Ashby	ELE Library
Thursday, May 28	8:30 - 11:30	ELA Curriculum Workday Grades 6-8	Leigh Ann Gray	Lecture Hall
	12:30 - 3:30	ELA Curriculum Workday Grades 9-12	Ragan Osborne & Jessica Bond	Lecture Hall
	8:30 - 11:30	Benchmark ELA Module 1 Training 4th Grade	Tandra Cardosi	Training Room

	12:30 - 3:30	Benchmark ELA Module 1 Training 5th Grade	Amy Cunningham	Virtual
	8:30 - 11:30	Benchmark ELA Module 2 Training 2nd Grade	Pam Williams & Martha Brooke Hood	REL Library
	8:30 - 11:30	Benchmark ELA Module 2 Training 3rd Grade	Angela Tinnon	ELE Library
Friday, May 29	8:30 - 11:30	Benchmark ELA Module 2 Training 4th Grade	Tandra Cardosi	REL Library
	8:30 - 11:30	Benchmark ELA Module 2 Training 5th Grade	Amy Cunningham	Virtual
Monday, June 1	8:30 - 11:30	Distance Learning 101 for ELA	Leigh Ann Gray & Alisha Rader	Training Room
	8:30 - 3:30	Classroom Management Strategies & Interventions	Tori Counts Kristy Holt	Lecture Hall
Tuesday, June 2	8:30 - 11:30	Basics of Schoology	Shawn Martin & Liberty Dickman	Lecture Hall
	12:30 - 3:30	Distance Learning 101 for ELA (repeat of June 1 session)	Leigh Ann Gray & Alisha Rader	Training Room
	12:30 - 3:30	Basics of Screencast-O-Matic	James Sparkman & Chris Morris	Lecture Hall
Wednesday, June 3	8:30 - 11:30	Inclusion - Why and How	Susan Carr & Caitlin Curlee	Training Room
	12:30 - 3:30	Distance Learning with Google Classroom using Choice Boards	Kathy McMillan	Training Room
	8:30 - 3:30	Youth Mental Health First Aid	Tori Counts	ELE

Thursday, June 4	8:30 - 3:30	Handle with Care - Verbal Class	Tori Counts & Dustin Hazlett	Lecture Hall
	8:30 - 11:30	Distance Learning 101 for Math	Karen & Christopher King	Virtual
	12:30 - 3:30	Digital Learning through Interactive Classroom & iMovie Basics	Abbi Jenkins & Sarah McVey	Training Room
Friday, June 5	7:45 - 4:00	Physical, Mental, and Personal Well Being with Students: Creating a Safe, Secure Environment	John Olive Dr. Wanda Shelton	Virtual
	8:30 - 11:30	Creating Meaningful Learning Opportunities using Schoology Discussion Posts (Grades 9-12)	Chris Morris	Training Room
Monday, June 8	8:30 - 3:30	Referrals: General Education First... Then What	Dr. Wendy Wilkerson & Beth Arthur	Lecture Hall
Tuesday, June 9	8:30 - 3:30	AIMSweb Plus- A Review and Updates	Dr. Wendy Wilkerson	Training Room
	8:30 - 3:30	Building Strong Brains	Tori Counts & Cassie Hester	Lecture Hall
Wednesday, June 10	8:30 - 3:30	Special Education Potpourri: Organization, Data Collection, and Effective IEP Meetings	Dr. Wendy Wilkerson	Lecture Hall
	8:30 - 11:30	Google Classroom for the K-5 Classroom	Heather Love-Fleck	ELE Library
	12:30 - 3:30	Digital Learning through the Interactive Classroom & iMovie Basics	Abbi Jenkins & Sarah McVey	Training Room
Thursday, June 11	8:30 - 11:30	Virtual Instruction	Brittany Byrd, Jordan Dilley, & Beth Rhea	Lecture Hall Virtual

Friday, June 12	8:30 - 3:30	Get Your Folders in Tip-Top Shape	Dr. April Norris	Training Room
Monday, June 15	8:30 - 3:30	Get Your Folders in Tip-Top Shape	Dr. April Norris	Training Room
	12:30 - 3:30	Student Engagement with Distance Learning	Jennifer Bean & Cortney Harris	Lecture Hall
Tuesday, June 16	8:30 - 11:30	CPR Session 1	Nurses	Lecture Hall
	12:30 - 3:30	CPR Session 2 (Repeat of session 1)	Nurses	Lecture Hall
	8:30 - 11:30	Meeting Learners Needs through Individualized Distance Learning - Part 1	Bethany McKee & Caitlin Curlee	Training Room & Virtual
	12:30 - 3:30	Meeting Learners Needs through Individualized Distance Learning - Part 2	Bethany McKee & Caitlin Curlee	Training Room & Virtual
Wednesday, June 17	8:30 - 11:30	Benchmark Module 3 (Grades K-1)	Benchmark & K-1 ELA Facilitators	Auditorium or Virtual
	12:30 - 3:30	Benchmark Module 3 (Grades 2-5)	Benchmark & 2-5 Facilitators	Auditorium or Virtual
Thursday, June 18	8:30 - 11:30	Keeping Students Engaged During Distance Learning (Grades 6-12)	Dr. Samantha Stevens & Kim Carter	Virtual
	8:30 - 11:30	Sanford Harmony SEL Foundations & Strategies Grades K-3	Mary Gilbert & Dr. Shannon Duncan	Lecture Hall
	12:30 - 3:30	Sanford Harmony SEL Foundations & Strategies Grades 4-6	Mary Gilbert & Dr. Shannon Duncan	Lecture Hall
Monday, June 22	8:30 - 11:30	Legal Guidance for Special Education and General Education	Scott Bennett (sped attorney)	Lecture Hall

Tuesday, June 23	8:30 - 11:30	Schoology	Susan Sudberry	Lecture Hall Virtual
Wednesday, June 24	8:30 - 11:30	Using Skyward's Message Center & Grade Book	Susan Sudberry	Lecture Hall Virtual
Monday, June 29	8:30 - 3:30	Youth Mental Health first Aid	Tori Counts	Lecture Hall
	8:30 - 11:30	CUBES	Tabitha Sehorne	Virtual
	12:30 - 3:30	Math Manipulatives	Brett & Stephanie Petty	Training Room
Tuesday, June 30	8:30 - 11:30	Formative	Karen & Christopher King	Virtual
Wednesday, July 1	8:30 - 3:30	Basic Sign Language Day 1 of 2-day training	Melisa Boyett	Lecture Hall
	8:30 - 11:30	Google Classroom for the K-5 Classroom	Heather Love-Fleck	Training Room
Thursday, July 2	8:30 - 3:30	Basic Sign Language Day 2 of 2-day training	Melisa Boyett	Lecture Hall
	8:30 - 3:30	Handle with Care - Physical Class	Tori Counts	Gym at CSS Bldg
Tuesday, July 7	8:30 am to 11:30 am	Google Drive File Stream for REL Teachers Only	Susan Sudberry	REL
Tuesday, July 7	12:30 pm to 3:30 pm	Google Drive File Stream for ELE Teachers Only	Susan Sudberry	ELE
Wednesday, July 8	12:30 - 3:30	Handwriting in K-2 Classrooms	Michele Stricklin	REL Library
	12:30 - 3:30	Flipped Classroom with Schoology	Rhonda Stevens & Amy Cunningham	Training Room
Thursday, July 9	8:30 - 11:30	Google Drive File Stream for BEL Teachers Only	Susan Sudberry	BEL
Thursday, July 9	12:30 - 3:30	Google Drive File Stream for JTF Teachers Only	Susan Sudberry	JTF

Monday, July 13	8:30 - 11:30	CPR Session 1	Nurses	Lecture Hall
	8:30 - 11:30	Collaborative Session for Bookkeepers	Julie Rogers	Central Office
Tuesday, July 14	8:30 - 11:30	School Role in Detecting and Investigating Child Abuse & Exploitation	Jason Ponder	Lecture Hall
	12:30 - 3:30	Flipped Classroom with Schoology	Rhonda Stevens & Amy Cunningham	Virtual
	8:30 - 11:30	Skyward Session 1	Jean Marie Ford	Virtual
	12:30 - 3:30	Skyward Session 2	Jean Marie Ford	Virtual
Wednesday, July 15	8:30 - 3:30	Harcourt ELA Training Grades 6-12	Harcourt & 6-12 ELA Facilitators	Lecture Hall
	8:30 - 11:30	Google Drive File Stream for ELE Teachers Only	Susan Sudberry	ELE
	12:30 - 3:30	Edgenuity	Lawrence Orr/ Julee Kemp	Training Room
	12:30 - 3:30	Google Drive File Stream for REL Teachers Only	Susan Sudberry	REL
Thursday, July 16	8:30 - 3:30	ELA Curriculum Workday Grades 6-12	Collaborative Groups	Each Middle & High School
Friday, July 17	8:30 - 11:30	Google Drive File Stream for JTF Teachers Only	Susan Sudberry	JTF
	12:30 - 3:30	Google Drive File Stream for BEL Teachers Only	Susan Sudberry	BEL
Monday, July 20	12:30 - 3:30	Benchmark ELA Training Module 3 Grades 2-5	Benchmark	Training Room
Tuesday, July 21	8:30 - 3:30	ELA Curriculum Workday K-5	Collaborative Groups	Each Elementary

				School
	8:30 - 3:30	Handle with Care - Physical Class	Tori Counts	Gym at CSS Bldg

Teachers, educational assistants, and office staff may earn PD credit for MLK Day and President's Day off-contract time between May 23, 2020 - December 31, 2020. Six hours of credit is needed each day.

Educational assistants and office staff can earn one of these days by working in the building one day during off-contract time this summer. Please arrange the date with your principal.

PD credit can also be earned by participating in online professional development (menu of options will be provided), pre-approved collaborative meetings, and peer observations that are accomplished off-contract time. Documentation of attendance/participation will need to be provided for credit. Ex. A certificate of attendance/completion will need to be submitted for online PD.

Participant Compensation

Day 1	MLK Day
Day 2	President's Day
Day 3	Stipends or additional days off are not available.

Session Descriptions

Benchmark ELA Module 1 Training, Kindergarten **Kindergarten** **Tuesday, May 26** **8:30 - 11:30**
Presenter: Laurie Perry
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Lecture Hall

Benchmark ELA Module 1 Training, 1st Grade **Grade 1** **Tuesday, May 26** **12:30 - 3:30**
Presenter: Alesha Ashby
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: ELE Library

Harcourt ELA Training - 11:30 **Grades 9-10** **Wednesday, May 27** **8:30**
9th & 10th Grades
Presenter: Harcourt & Ragan Osborne
Harcourt (Grades 6-12)training is only for Tier I, ELA teachers.
Location: Ragan Osborne's Classroom

Harcourt ELA Training - 11:30 **Grades 6-8** **Wednesday, May 27** **8:30**
6th-8th Grade
Presenter: Leigh Ann Gray
Harcourt (Grades 6-12) training is only for Tier I, ELA teachers.
Location: Virtual

Harcourt ELA Training 12:30 - 3:30 **Grades 11-12** **Wednesday, May 27**
11th & 12th Grades
Presenter: Harcourt & Jessica Bond
Harcourt (Grades 6-12) training is only for Tier I, ELA teachers.
Location: Jessica Bond's Classroom

Benchmark ELA Module 1 Training, 2nd Grade **Grade 2** **Wednesday, May 27** **8:30 - 11:30**
Presenters: Pam Williams & Martha Brooke Hood
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Lecture Hall

Benchmark ELA Module 1 Training, 3rd Grade | **Grade 3** | **Wednesday, May 27** | **12:30 - 3:30**

Presenter: Angela Tinnon
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Lecture Hall

Benchmark ELA Module 2 Training, Kindergarten | **Kindergarten** | **Wednesday, May 27** | **8:30 - 11:30**

Presenter: Laurie Perry
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Robert E Lee Elementary Library

Benchmark ELA Module 2 Training, 1st Grade | **Grade 1** | **Wednesday, May 27** | **8:30 - 11:30**

Presenter: Alesha Ashby
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: East Lincoln Elementary Library

ELA Curriculum Workday Grades 6-8 | **Grades 6-8** | **Thursday, May 28** | **8:30 - 11:30**

Presenter: Leigh Ann Gray
Teachers will review the new ELA curriculum and collaborate regarding best practices for effective implementation.
Location: Lecture Hall

ELA Curriculum Workday Grades 9-12 | **Grades 9-12** | **Thursday, May 28** | **12:30 - 3:30**

Presenter: Ragan Osborne & Jessica Bond
Teachers will review the new ELA curriculum and collaborate regarding best practices for effective implementation.
Location: Lecture Hall

Benchmark ELA Module 1 Training, 4th Grade | **Grade 4** | **Thursday, May 28** | **8:30 - 11:30**

Presenter: Tandora Cardosi
Benchmark (K-5) training is only for Tier I, ELA teachers.

Location: Training Room

Benchmark ELA Module 1 Training, 5th Grade — **Grade 5** — **Thursday, May 28** — **12:30 - 3:30**
Presenter: Amy Cunningham
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Virtual

Benchmark ELA Module 2 Training, 2nd Grade — **Grade 2** — **Thursday, May 28** — **8:30 - 11:30**
Presenter: Pam Williams & Martha Brooke Hood
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Robert E Lee Elementary Library

Benchmark ELA Module 2 Training, 3rd Grade — **Grade 3** — **Thursday, May 28** — **8:30 - 11:30**
Presenter: Angela Tinnon
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: East Lincoln Elementary Library

Benchmark ELA Module 2 Training, 4th Grade — **Grade 4** — **Friday, May 29** — **8:30 - 11:30**
Presenter: Tandra Cardosi
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Robert E Lee Elementary Library

Benchmark ELA Module 2 Training, 5th Grade — **Grade 5** — **Friday, May 29** — **8:30 - 11:30**
Presenter: Amy Cunningham
Benchmark (K-5) training is only for Tier I, ELA teachers.
Location: Virtual

Distance Learning 101 for ELA — **Grades 6-12** — **Monday, June 1** — **8:30 - 11:30**
Presenters: Leigh Ann Gray & Alisha Rader
We will explore basic platforms and procedures used to create an effective distance learning program.
Location: Training Room (CSS Bldg)

Classroom Management Strategies & Interventions **All Grades** **Monday, June 1** **8:30 - 3:30**

Presenter: Tori Counts & Kristy Holt

This training will look at classroom management from a positive behavior perspective. The training will cover background in behavior management as well as specific strategies for use in the classroom. The training will focus on ways to recognize and acknowledge appropriate behaviors in the classroom. Reducing time spent addressing inappropriate behaviors and increasing teaching time will be the end result. Come learn some new perspectives with us, or brush up on some techniques you are already using!

Location: Lecture Hall

Distance Learning 101 for ELA **Grades 6-12** **Tuesday, June 2** **12:30 - 3:30**

Presenters: Leigh Ann Gray & Alisha Rader

We will explore basic platforms and procedures used to create an effective DL Program.

Location: Training Room (CSS Bldg)

Basics of Schoology **Grades 6-12** **Tuesday, June 2** **8:30 - 11:30**

Presenters: Shawn Martin & Liberty Dickman

This session is primarily focused on assessments, posting of materials, and using Zoom to conduct virtual instruction.

Location: Lecture Hall

Basics of Screencast-O-Matic **Grades 6-12** **Tuesday, June 2** **12:30 - 3:30**

Presenters: James Sparkman & Chris Morris

Professional development for Screencast-O-Matic will include the basics of the free version of the program, and how this tool can help the distance learning and classroom teacher provide meaningful and creative instruction. In this professional development, the educator will learn how to set up a Screencast-O-matic account, how to navigate the basics of creating a video, how to present this creation to students, and how the teacher can use their video to help obtain measurable assessments and learning goals from students (*these examples will be provided using Schoology, etc.*).

Location: Lecture Hall

Youth Mental Health First Aid **All Grades** **Wednesday, June 3** **8:30 - 3:30**

Presenter: Tori Counts, Autism and Behavior Consultant

Youth Mental Health First Aid USA is an 8-hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds an understanding of the importance of early intervention, and teaches

individuals how to help an adolescent in crisis or to experience a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. This will be an all-day training.
Location: East Lincoln

Inclusion - Why and How **All Grades** **Wednesday, June 3** **8:30 - 11:30**
Presenter: Susan Carr & Caitlin Curlee
We will discuss early education, the least restrictive environment and high school experiences with modifications, accommodations.
Location: Training Room (CSS Bldg)

Distance Learning with Google Classroom Using Choice Boards **All Grades** **Wednesday, June 3** **12:30 - 3:30**
Presenter: Kathy McMillan
Creating Choice Boards with Google Classroom is a successful strategy for distance learning and the regular classroom. A choice board is a graphic and interactive organizer that allows students to choose different ways to learn about a particular concept. It is easy and simple to design and implement and can help promote learning, as well as stimulate student motivation and engagement. Participants will learn to create an interactive choice board that can be used in Google Classroom in their subject. All grades and subjects.
Location: Training Room (CSS Bldg)

Handle With Care Verbal Class **All Grades** **Thursday, June 4** **8:30 - 3:30**
Presenter: Tori Counts, Autism and Behavior Consultant
This is the first part of the Handle with Care training. We will not cover any of the physical training but will cover the verbal de-escalation portion of the training. This training is required if you are becoming certified in Handle with Care for the first time. It is also appropriate if you are interested in learning verbal de-escalation techniques to be used in working with students of any age. This will be an all-day training.
Target Audience: Anyone who works with children who is interested in learning verbal de-escalation techniques to be used in de-escalating behaviors in the school setting.
Location: Lecture Hall

Distance Learning 101 for Math **Grades K-8** **Thursday, June 4** **8:30 - 11:30**
Presenters: Karen & Christopher King
Calling all math teachers! The focus of this session is to share and collaborate with other math teachers on what we have found to be successful or even not successful during our recent

season of distance learning. Topics will include logistics, formats, useful tools, and platforms related to distance learning. This session will be 100% virtual through Google Meet.
Location: Virtual

Digital Learning Through the Interactive Classroom & iMovie Basics — **All Grades** — **Thursday, June 4** — **12:30 - 3:30**

Presenter: Abbi Jenkins & Sarah McVey
The session will cover how to create your own virtual interactive classroom as well as how to create pre recorded lessons using iMovie, which can be used for the virtual classroom.
Location: Training Room (CSS Bldg)

Physical, Mental, and Personal Well Being with Students: Creating a Safe, Secure Environment — **All Grades** — **Friday, June 5** — **7:45 - 4:00**

Presenter: Dr. Wanda Shelton
As teachers, leaders, and coaches, it is more important now than ever to protect and nurture the 'whole child'. This is as vital at 18 as it is at 8. Join Dr. Wanda Shelton and friends as she leads our group in a one-day training that will help educators be better prepared to support, scaffold, and encourage the 'whole child' in a safe, secure Environment.
Location: Virtual

Creating Meaningful Learning Opportunities Using Schoology Discussion Posts — **Grades 9-12** — **Friday, June 5** — **8:30 - 11:30**

Presenter: Chris Morris
The goal of this session is to help educators use Schoology discussion posts to create student dialogue during this time of social distancing. Teachers will learn how to create discussion posts, set student expectations, moderate discussions, and provide academic feedback/coaching to student responses. If time allows, we will also cover student completion goals and saving courses to "My Resources."
Location: Training Room (CSS Bldg)

Referrals: General Education First...Then What — **All Grades** — **Monday, June 8** — **8:30 - 3:30**

Presenters: Wendy L. Wilkerson, Ph.D., CCC-SLP & Beth Arthur, School Psychologist

This session presented by School Psychologist Beth Arthur and Special Education Coordinator Wendy Wilkerson will provide perspectives and Tullahoma City Schools best practices for students who have never before been referred to special education and for students who already participate in special education but have additional areas of concern.
Location: Lecture Hall

AIMSweb Plus- A Review and Updates **All Grades** **Tuesday, June 9** **8:30 - 3:30**

Presenter: Wendy L. Wilkerson, Ph.D., CCC-SLP
Special Education Coordinator Wendy Wilkerson will provide a basic review of AIMsweb Plus purposes and capabilities while also providing updates to this ever-evolving progress monitoring tool. Some material will be advanced in nature but beneficial to any staff administering AIMSweb assessments and/or that personnel who are expected to interpret AIMSweb data.
Location: Training Room (CSS Bldg)

Building Strong Brains **All Grades** **Tuesday, June 9** **8:30 - 3:30**

Presenters: Tori Counts, Autism and Behavior Consultant & Cassie Hester, School Social Worker
Building strong brains is a training that focuses on the impact of trauma in childhood and throughout the lifespan. Participants will learn about Adverse Childhood Experiences (ACEs) and their impact on the developing brain as well as physical health throughout the lifespan. Participants will also learn about resilience, as well as what we as individuals and communities can do to mitigate ACEs throughout the lifespan.
Location: Lecture Hall

Special Education Potpourri: Organization, Data Collection, and Effective IEP Meetings **All Grades** **Wednesday, June 10** **8:30 - 3:30**

Presenter: Wendy L. Wilkerson, Ph.D., CCC-SLP
Special Education Coordinator Wendy Wilkerson will share with SPED staff numerous organizational ideas, data collection ideas, and effective IEP meeting tips. Colleagues may also have the opportunity to share what works for them. This will be an interactive session with numerous visuals provided.
Location: Lecture Hall

Google Classroom for the K-5 Classroom **Grades K-5** **Wednesday, June 10** **8:30 - 11:30**

Presenter: Heather Love-Fleck

This professional development will focus on familiarizing participants (K-5 teachers) with Google Classroom, and other G-Suite applications, specifically on an iPad. Participants will learn how to create their own Google Classroom, discover best practices for creating assignments and collecting work, and will explore other Google applications that can be seamlessly incorporated into Google Classroom - Docs, Slides, Meet, Forms, YouTube. Participants should bring BOTH a Laptop and an iPad.
Location: Training Room (CSS Bldg)

Digital Learning Through the Interactive Classroom & iMovie Basics **All Grades** **Wednesday, June 10** **12:30 - 3:30**
Presenter: Abbi Jenkins & Sarah McVey
The session will cover how to create your own virtual interactive classroom as well as how to create pre recorded lessons using iMovie, which can be used for the virtual classroom.
Location: Training Room (CSS Bldg)

Virtual Instruction **All Grades** **Thursday, June 11** **8:30-11:30**
Presenter: Beth Rhea, Brittany Byrd, & Jordan Dilley
We will explore virtual instruction such as Doceri, Flipgrid, Screencastify and how to link them with Schoology.
Location: Lecture Hall & Virtual

Get Your Folders in Tip Top Shape **All Grades** **Friday, June 12** **8:30 - 3:30**
Presenter: Dr. April Norris
Get your red folders in tip-top shape using the state monitoring checklist. Bring your folders!
Location: Training Room

Get Your Folders in Tip Top Shape **All Grades** **Monday, June 15** **8:30 - 3:30**
Presenter: Dr. April Norris
Get your red folders in tip-top shape using the state monitoring checklist. Bring your folders!
Location: Training Room

Student Engagement with Distance Learning **All Grades** **Monday, June 15** **12:30 - 3:30**
Presenters: Jennifer Bean & Cortney Harris

This session will give you tools and strategies to engage your learners through distance learning. You can also utilize these tools and strategies in a traditional classroom setting. We will cover Google Meets, virtual field trips, choice boards, and many more!
Location: Lecture Hall

Meeting Learners' Needs Through Individualized Distance Learning **All Grades** **Tuesday, June 16** **8:30 - 11:30**

Part 1: Virtual IEP Meeting Etiquette & Individualized Distance Instruction
Presenter: Caitlin Curlee & Bethany McKee
"Meeting Learners' Needs through Individualized Distance Learning" will be a two-part session regarding techniques and tools to equip educators and paraprofessionals with best practices to provide instruction to students with disabilities. This session will also include effective methods to communicate with parents regarding meetings and strategies to implement with their children at home during the closures.
Location: Training Room (CSS Bldg)

Meeting Learners' Needs Through Individualized Distance Learning **All Grades** **Tuesday, June 16** **12:30 - 3:30**

Part 2: Positive Communication with Parents & Other Topics
Presenter: Caitlin Curlee & Bethany McKee
"Meeting Learners' Needs through Individualized Distance Learning" will be a two-part session regarding techniques and tools to equip educators and paraprofessionals with best practices to provide instruction to students with disabilities. This session will also include effective methods to communicate with parents regarding meetings and strategies to implement with their children at home during the closures.
Location: Training Room (CSS Bldg)

CPR **All Grades** **Tuesday, June 16** **8:30 - 11:30**

(Session 1)
Presenters: School Nurses
This class is for those whose CPR certification will expire in 2020/2021. Due to requirements for social distancing we will not be able to certify anyone who has not previously been CPR certified. Class is limited to 20 participants
Location: Lecture Hall

CPR **All Grades** **Tuesday, June 16** **12:30 - 3:30**

(Session 2 - Repeat of Session 1)
Presenters: School Nurses

This class is for those whose CPR certification will expire in 2020/2021. Due to requirements for social distancing we will not be able to certify anyone who has not previously been CPR certified. Class is limited to 20 participants
Location: Lecture Hall

Benchmark ELA Module 3 Training, Grades K-1 **Grades K-1** **Wednesday, June 17** **8:30 - 11:30**
Presenter: Benchmark & K-1 ELA Facilitators
Benchmark (K-5) training is only for Tier I, ELA teachers. Please bring a charged laptop.
Location: Auditorium

Benchmark ELA Module 3 Training, Grades 2-5 **Grades 2-5** **Wednesday, June 17** **12:30 - 3:30**
Presenter: Benchmark & 2-5 ELA Facilitators
Benchmark (K-5) training is only for Tier I, ELA teachers. Please bring a charged laptop.
Location: Auditorium

Keeping Students Engaged During Distance Learning **Grades 6-12** **Thursday, June 18** **8:30-11:30**
Presenter: Dr. Samantha Stevens & Kim Carter
This session will introduce ways to promote peer-to-peer connections, teacher-student connections, and how to engage students in online discussions. This session will be interactive.
Location: Virtual

Sanford Harmony SEL Foundations & Strategies Grades K-3 **Grades K-3** **Thursday, June 18** **8:30-11:30**
Presenter: Mary Gilbert & Dr. Shannon Duncan
Participants will engage in Sanford Harmony routines and activities that help diverse students connect, communicate, collaborate, and respect one another. Join this opportunity to see how these SEL strategies can be utilized immediately while considering the needs of the whole child. This is not ONE more thing to do, but will give you and classroom teachers the strategies/tools to use which align with restorative practices, PBIS, RTI2B, and college/career readiness.
Location: Lecture Hall

Sanford Harmony SEL Foundations & Strategies Grades 4-6 **Grades 4-6** **Thursday, June 18** **12:30 - 3:30**
Presenter: Mary Gilbert & Dr. Shannon Duncan

Participants will engage in Sanford Harmony routines and activities that help diverse students connect, communicate, collaborate, and respect one another. Join this opportunity to see how these SEL strategies can be utilized immediately while considering the needs of the whole child. This is not ONE more thing to do, but will give you and classroom teachers the strategies/tools to use which align with restorative practices, PBIS, RTI2B, and college/career readiness.
Location: Lecture Hall

Legal Guidance for Special Education & General Education — **All Grades** — **Monday, June 22** — **8:30 - 11:30**

Presenter: Scott Bennett, Sped Attorney
This session by Special Education Attorney, Scott Bennet will cover legal guidance for special education and general education.
Location: Lecture Hall

Schoology — **All Grades** — **Tuesday, June 23** — **8:30 - 11:30**

Presenter: Susan Sudberry
This interactive and engaging session will guide participants through the process of managing and organizing resources, materials, and content in Schoology. This session will help teachers use Schoology as a vehicle to prepare and plan for learning, whether it is face-to-face, virtually, or a combination of both. Participants will need to have access to instructional resources (digital or hard copies) that will be used with students. This session is designed to be hands-on. This session will also address the question "How do I .....using Schoology." At the conclusion of the session, participants will be able to add videos, different types of files, assessments, etc. in Schoology.
Location: Lecture Hall & Virtual

Using Skyward's Message Center and Grade Book — **All Grades (Teachers Only)** — **Wednesday, June 24** — **8:30 - 11:30**

Presenter: Susan Sudberry
Skyward is a powerful tool that can be used with distance and face-to-face learning to communicate with parents/guardians/students via email, the Skyward portal, or both. This session will focus on using Skyward's Message Center and the various features contained within the grade book.
Location: Lecture Hall & Virtual

Youth Mental Health First Aid — **All Grades** — **Monday, June 29** — **8:30 - 3:30**

Presenter: Tori Counts, Autism and Behavior Consultant
Youth Mental Health First Aid USA is an 8-hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in

adolescents, builds an understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or to experience a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. This will be an all-day training.
Location: Lecture Hall

CUBES **Grades K-5** **Monday, June 29** **8:30 - 11:30**
Presenter: Tabitha Sehorne
CUBES is a math strategy students can use to better understand and efficiently solve word problems. CUBES can be modified to fit any grade level (as low as kindergarten). There are many examples of how to use CUBES and what the acronym stands for, but we have one that we have modified that is very beneficial for most students. CUBES helps students identify the important information needed to solve the problem and helps them learn academic vocabulary.
Location: Virtual

Math Manipulatives **Grades K-5** **Monday, June 29** **12:30-3:30**
Presenters: Brett & Stephanie Petty
We will be using Base-10 blocks, unifix cubes, cuisenaire rods, pattern blocks, and real-world tasks to develop understanding and fluency in math.
Location: Training Room (CSS Bldg)

Formative **All Grades** **Tuesday, June 30** **8:30-11:30**
Presenters: Christopher & Karen King
Formative is a web-based tool that allows teachers to create assessments, deliver them to students, receive results, and provide individualized feedback in real-time. Teachers can use the platform to create new assignments for their students from scratch, or they can upload pre-existing documents and transform them into paperless assignments.
Location: Virtual

Google Classroom for the K-5 Classroom **Grades K-5** **Wednesday, July 1** **8:30-11:30**
Presenter: Heather Love-Fleck
This professional development will focus on familiarizing participants (K-5 teachers) with Google Classroom, and other G-Suite applications, specifically on an iPad. Participants will learn how to create their own Google Classroom, discover best practices for creating assignments

and collecting work, and will explore other Google applications that can be seamlessly incorporated into Google Classroom - Docs, Slides, Meet, Forms, YouTube. Participants should bring BOTH a Laptop and an iPad.
Location: Training Room (CSS Bldg)

Basic Sign Language **All Grades** **Wednesday, July 1** **8:30 - 3:30**
Day 1 of 2-Day Training
Presenter: Melisa Boyett
Sign language is a great tool that helps open the door of communication between hearing and the Deaf/Hard of hearing. It promotes awareness of the sensitivity of the deaf and hard of hearing community. During our time together you will develop an appreciation for the deaf culture and how to interact with a hearing impaired student in the classroom. We will learn some about the culture, and what to do and not do in the classroom, basics in sign language such as the alphabet, fingerspelling, numbers, basic commands, 100 words commonly used and how to put them to use by signing sentences.
Location: Lecture Hall

Basic Sign Language **All Grades** **Thursday, July 2** **8:30 - 3:30**
Day 2 of 2-Day Training
Presenter: Melisa Boyett
This is Day 2 of the Basic Sign Language training that started on Wednesday, July 1.
Location: Lecture Hall

Handle with Care Physical ***All Grades** **Thursday, July 2** **8:30 - 3:30**
Class
Presenter: Tori Counts, Autism and Behavior Consultant
This is the second part of the Handle with Care Training. We will cover the physical restraint portion of the Handle with Care program. This training is required for anyone who is becoming certified in Handle with Care for the first time or who needs to recertify in Handle with Care. Only one of the 2 PHYSICAL classes offered is required to certify or recertify in Handle with Care. This will be an all-day training.
* This training is appropriate for those certifying or recertifying in Handle with Care.
Location: Gym at the CSS Bldg

Handwriting in K-2 Classrooms **Grades K-2** **Wednesday, July 8** **12:30 - 3:30**
Presenters: Michele Stricklin, COTA
Tips and tricks for classroom teachers will be shared to assist with effective and legible handwriting for new learners. This includes how to improve a pencil grip and strategies for students copying from another surface, writing from memory, simple rules for placement, size,

and starting letters correctly. Strategies will also be shared for spacing and keeping letters tight within words along with materials to assist with handwriting legibility.
Location: REL Library

Flipped Classroom with Schoology **All Grades** **Thursday, July 9** **12:30-3:30**
Presenters: Rhonda Stevens & Amy Cunningham
The flipped classroom model puts introductions of new concepts, or topics for review, onto video so that teachers can dedicate class time to more interactive activities and extra support. This session will cover the basics of the flipped classroom and how to integrate it into Schoology.
Location: Training Room (CSS Bldg)

CPR (Session 1) **All Grades** **Monday, July 13** **8:30 - 11:30**
Presenters: School Nurses
This class is for those whose CPR certification will expire in 2020/2021. Due to requirements for social distancing we will not be able to certify anyone who has not previously been CPR certified. Class is limited to 20 participants
Location: Lecture Hall

Collaborative Session for Bookkeepers **Bookkeepers** **Monday, July 13** **8:30 - 11:30**
During this session, information will be provided regarding basic accounting concepts, how to code accounts, and how to access reports on QuickBooks. The process for opening and closing the school year will also be reviewed along with audit requirements. There will be a time for Q&A and sharing best practices.
Location: Central Office

School Role in Detecting and Investigating Child Abuse & Exploitation **All Grades** **Tuesday, July 14** **8:30-11:30**
Presenter: Jason Ponder, Assistant District Attorney
Jason Ponder, Assistant District Attorney, will be sharing information regarding the role of the school in detecting and investigating child abuse and exploitation.
Location: THS Lecture Hall

Flipped Classroom with Schoology **All Grades** **Tuesday, July 14** **12:30-3:30**
Presenters: Rhonda Stevens & Amy Cunningham

The flipped classroom model puts introductions of new concepts, or topics for review, onto video so that teachers can dedicate class time to more interactive activities and extra support. This session will cover the basics of the flipped classroom and how to integrate it into Schoology.
Location: Virtual

Skyward (Session 1) **All Grades** **Tuesday, July 14** **8:30 - 11:30**
Presenters: Jean Marie Ford
Session 1 is intended for the building level Attendance Secretary with advanced security permissions in Skyward.
We will work on data mining, setting up reports, student enrollment pitfalls, approving address and grade changes and other cleanup processes.
Location: Virtual

Skyward (Session 2) **All Grades** **Tuesday, July 14** **12:30 - 3:30**
Presenters: Jean Marie Ford
Session 2 is intended for anyone that has something other than a teacher account in Skyward. This will be aimed at building administrators or counselors so that they can get more out of Skyward. This will explain how to get student counts, run attendance reports, run discipline reports, class rosters etc so that they are not dependent on someone else for important building information.
Location: Virtual

Harcourt ELA Training **Grades 6-12** **Wednesday, July 15** **8:30 - 3:30**
Grades 6-12
Presenter: Harcourt & 6-12 ELA Facilitators
Harcourt grades 6-12 training is only for Tier I, ELA teachers.
Location: Lecture Hall

Edgenuity **Grades 9-12** **Wednesday, July 15** **12:30-3:30**
Presenters: Lawrence Orr & Julee Kemp
This will focus on basic Edgenuity training for personalized use in the classroom.
Location: Training Room (CSS Bldg)

ELA Curriculum Workday **Grades 6-12** **Thursday, July 16** **8:30 - 3:30**
Grades 6-12
Presenter: Collaborative Groups

Teachers will review the new ELA curriculum and collaborate regarding best practices for effective implementation.
Location: Each Middle & High School

Benchmark ELA Training Module 3 **Grades 2-5** **Monday, July 20** **12:30 - 3:30**

Presenter: Benchmark
Benchmark (2nd-5) training is only for Tier I, ELA teachers.
Location: Training Room

ELA Curriculum Workday Grades K-5 **Grades K-5** **Tuesday, July 21** **8:30 - 3:30**

Presenter: Collaborative Groups
Teachers will review the new ELA curriculum and collaborate regarding best practices for effective implementation.
Location: Each Elementary School

Handle with Care Physical Class ***All Grades** **Tuesday, July 21** **8:30 - 3:30**

Presenter: Tori Counts, Autism and Behavior Consultant
This is the second part of the Handle with Care Training. We will cover the physical restraint portion of the Handle with Care program. This training is required for anyone who is becoming certified in Handle with Care for the first time or who needs to recertify in Handle with Care. Only one of the 2 PHYSICAL classes offered is required to certify or recertify in Handle with Care. This will be an all day training.
* This training is appropriate for those certifying or recertifying in Handle with Care.
Location: Gym at CSS Bldg

Section 6/19.23

TCS Summer PD 2020 (Survey)

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/4/2020 14:50:54	abigail.	Digital Learning Through the Interactive Classrc	6/4/2020	12:30 - 3:30
6/10/2020 11:14:42	abigail.	Google Classroom for the K-5 Classroom	6/10/2020	8:30 - 11:30
6/10/2020 14:47:10	abigail.	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/23/2020 11:15:23	abigail.	Schoology and Distance Learning	6/23/2020	8:30 - 11:30
5/27/2020 11:23:02	alesha.	Benchmark Advance ELA Module 2	5/27/2020	8:30 - 11:30
5/26/2020 14:14:35	alesha.	Benchmark Advance Module 1 ELA First Grade	5/26/2020	12:30 - 3:30
6/11/2020 10:51:35	alesha.	Virtual Instruction	6/11/2020	8:30 - 11:30
6/15/2020 14:58:07	alesha.	Student Engagement	6/15/2020	12:30 - 3:30
6/17/2020 11:15:31	alesha.	Benchmark Advance ELA module 3 K-1	6/17/2020	8:30 - 11:30
6/18/2020 11:36:11	alesha.	Sanford harmony k-2	6/18/2020	8:30 - 11:30
6/24/2020 10:35:10	alesha.	Skyward's Message Center	6/24/2020	8:30 - 11:30
7/1/2020 10:09:33	alesha.	Google Classroom for K-8	7/1/2020	8:30 - 11:30
6/30/2020 10:38:58	alexis.s	Formative	6/30/2020	8:30 - 11:30
6/1/2020 12:22:48	alisha.r	Distance Learning 101 for the RLA Classroom	6/1/2020	8:30 - 11:30
6/5/2020 8:26:01	allison.	Handle With Care verbal	6/4/2020	8:30 - 3:30
7/2/2020 18:30:16	allison.	HWC physical class	7/2/2020	8:30 - 3:30
6/8/2020 15:08:00	amand	Referrals: General Education First-Then What?	6/8/2020	8:30 - 3:30
6/12/2020 18:30:03	amand	Get your folders in tip top shape	6/12/2020	8:30 - 3:30
5/27/2020 9:44:08	amand	2nd grade Benchmark module 1	5/27/2020	8:30 - 11:30
5/28/2020 9:19:24	amand	2nd grade Benchmark Module 2	5/28/2020	8:30 - 11:30
6/10/2020 11:16:10	amand	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/17/2020 16:11:09	amand	Benchmark Module 3	6/17/2020	12:30 - 3:30
6/17/2020 11:11:25	amand	Getting Your Red Folders in Top Notch Shape	6/15/2020	8:30 - 3:30
5/26/2020 10:27:24	amber.	Math Department PD	5/26/2020	8:30 - 11:30
6/23/2020 11:18:29	amber.	Schoology and Distance Learning	6/23/2020	8:30 - 11:30
6/24/2020 10:36:52	amber.	Skyward	6/24/2020	8:30 - 11:30
5/26/2020 14:14:30	amber.	Benchmark ELA Module 1 (First grade)	5/26/2020	12:30 - 3:30
5/27/2020 11:27:36	amber.	ELA Module 2 First Grade	5/27/2020	8:30 - 11:30
6/17/2020 11:01:16	amber.	ELA Module 3 Training	6/17/2020	8:30 - 11:30
6/18/2020 11:31:32	amber.	Sanford Harmony PD Session	6/18/2020	8:30 - 11:30
5/28/2020 15:21:54	amy.cu	Benchmark ELA Module 1	5/28/2020	12:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
Yes	East Lincoln Elementary	Teacher	I learned how to make mc	Time to practice.	
No	East Lincoln Elementary	Teacher	I learned how to utilize go	I need time to practice what I have learned.	
Yes	East Lincoln Elementary	Teacher	I learned how to make vid	I need time to practice what I have learned.	
No	East Lincoln Elementary	Teacher	It allowed me to learn abo	I need time to create resources and experiment with	
Yes	East Lincoln Elementary	Teacher	Helped me to have a bett	We have a list of questions that we need guidance o	
Yes	East Lincoln Elementary	Teacher	Helped me to know more	More Benchmark...already schedule for later this sui	
No	East Lincoln Elementary	Teacher	Very helpful....lots of gooc	Not sure	Presenters did a great job
No	East Lincoln Elementary	Teacher	The presentation was fine	More info on student engagement esp. when virtual	
No	East Lincoln Elementary	Teacher	More information about th	Access to the slides and videos from the session wo	
No	East Lincoln Elementary	Teacher	Gave me more info on the	Not sure	
No	East Lincoln Elementary	Teacher	Helped me to understand	not sure	
No	East Lincoln Elementary	Teacher	This was a great session!	Time to create	Heather did an AMAZING
No	East Lincoln Elementary	Teacher	I learned so much about F	To put this knowledge to u	I truly enjoyed the present
Yes	East Middle School	Teacher	I gained insight on teache	More tech for DL	I am listed twice in Project
No	West Middle School	Educational Assistant	Understanding the correct	Handle With Care physical	class
No	West Middle School	Educational Assistant	How to restrain properly a	Anything and everything t	I think Tori Counts is an a
No	Robert E. Lee Elementary	Educational Assistant	It gave clarity in some of t	Red Folder clarity	I would like to see the pro
No	Robert E. Lee Elementary	Educational Assistant	Time to organize folders	Not sure	
No	East Lincoln Elementary	Teacher	Step by step intro to teach	Module 2	Love the virtual part of this
No	East Lincoln Elementary	Teacher	Virtual components	Module 3	
No	East Lincoln Elementary	Teacher	Extremely helpful on how	Maybe some training on c	Great presentation!!
No	East Lincoln Elementary	Teacher	Get examples of how the	Collaboration with other 2	nd grade teachers
No	Bel-Aire Elementary	Educational Assistant	I learned more about prop	More relating to special ec	The members of this class
No	Tullahoma High School	Teacher	I learned technology for cl	More on distance learning	It would be helpful for teac
No	Tullahoma High School	Teacher	It gave me ideas for distar	Any additional support for	Thanks to Susan for a hel
No	Tullahoma High School	Teacher	I learned how to use the r	Distance learning	Susan did an excellent jot
No	Jack T. Farrar Elementary	Teacher	This session allowed me t	I need to sit with my cohorts and other first grade tea	
No	Jack T. Farrar Elementary	Teacher	This PD session allowed (	Module 3 PD and answers to the questions we typec	
No	Jack T. Farrar Elementary	Teacher	This PD session broke do	I just need time with my grade level team to dive in a	
No	Jack T. Farrar Elementary	Teacher	Sanford Harmony is going	I just need materials to stu	This was a wonderful, upli
Yes	Robert E. Lee Elementary	Teacher	It was beneficial to view th	a run down of how to use	Great session!

e you would like for us to know.

the site.
n...will e-mail to Susan Fanning
nmer
!
learning'
uld be helpful.

job!
:ation, and I'm taking a lot away. I didn't previously realize how many ways an assessment tool can be used!
t Coach

mazing instructor.
cedures more streamline throughout the district instead of at individual building levels.

s curriculum

s came together and shared knowledge in a beneficial way. Dr. Norris did a great job.
:hers to know asap what school will look like next year.
pful session.
› presenting. She is clear, concise & helpful.
achers to dive into the curriculum. I would like for all schools to follow the curriculum and the same model of teaching all of the components. I am looking forwa
d up together
and explore all of the components.
ifting PD session! Thank you!!

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/28/2020 11:07:38	amy.ra	6-8 Harcourt HMH PD	5/27/2020	8:30 - 11:30
5/28/2020 11:09:15	amy.ra	ELA Curriculum Follow-up	5/28/2020	8:30 - 11:30
6/5/2020 10:03:02	amy.si	Coach Training	6/3/2020	8:30 - 11:30
6/12/2020 13:54:07	amyr.jc	Get Your Folders in Tip Top Shape	6/12/2020	8:30 - 3:30
7/2/2020 19:14:47	amyr.jc	Handle with Care Physical Restraint	7/2/2020	8:30 - 3:30
5/27/2020 11:20:32	andrea	Benchmark Advance ELA Module 2 1st Grade T	5/27/2020	8:30 - 11:30
5/26/2020 14:12:02	andrea	Benchmark ELA Module 1 Training Grade 1	5/26/2020	12:30 - 3:30
6/10/2020 11:15:13	andrea	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/17/2020 10:36:00	andrea	Benchmark Advance Module 3 Training	6/17/2020	8:30 - 11:30
6/5/2020 11:21:36	angela	Creating Meaningful Learning Opportunities	6/5/2020	8:30 - 11:30
6/18/2020 10:56:00	angela	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
7/2/2020 8:53:24	angela	Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 8:54:18	angela	Basics of Sign Language	7/2/2020	8:30 - 3:30
5/27/2020 14:23:00	angela	Benchmark Module 1	5/27/2020	12:30 - 3:30
5/28/2020 10:16:26	angela	Benchmark Module 2	5/28/2020	8:30 - 11:30
6/17/2020 16:12:25	angela	Benchmark module 3	6/16/2020	12:30 - 3:30
6/18/2020 11:50:56	angela	Sanford harmony	6/18/2020	8:30 - 11:30
5/27/2020 9:46:56	angie.c	2nd-grade benchmark module 1	5/27/2020	8:30 - 11:30
6/1/2020 16:31:10	angie.c	Behavior management in the classroom	6/1/2020	8:30 - 3:30
5/28/2020 9:19:40	angie.c	ELA module 2	5/28/2020	8:30 - 11:30
6/18/2020 11:04:28	angie.c	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
5/27/2020 9:06:20	annakr	Benchmark Module 1	5/26/2020	8:30 - 11:30
6/5/2020 14:50:50	anne.b	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/9/2020 16:04:03	anne.b	Building Strong Brains	6/9/2020	8:30 - 3:30
6/5/2020 8:09:44	anthon	Anthony Johnson	6/4/2020	8:30 - 3:30
6/1/2020 18:37:15	ashley.	Classroom Management, strategies and interve	6/1/2020	8:30 - 3:30
7/1/2020 12:18:26	ashley.	Basic Sign Language Day 1	7/1/2020	8:30 - 3:30
7/2/2020 13:32:08	ashley.	Basic Sign Language Day 2	7/2/0020	8:30 - 3:30
6/15/2020 14:51:23	ashley.	How to get your red folders in tip top shape	6/15/2020	8:30 - 3:30
5/26/2020 10:25:58	ashley.	HS Math PD	5/26/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	West Middle School	Teacher	It taught me about the boo	Working on my book.	
No	West Middle School	Teacher	Good discussion on acad	More work on book.	
No	Tullahoma High School	Administrator	Training on the new Coac	Not connected with Coach Training, but I need the A	
No	East Middle School	Teacher	It was beneficial. I was at	Distance Learning Options	
No	East Middle School	Teacher	Being able to Restrain a s	None	
No	Bel-Aire Elementary	Teacher	Better understanding of th	Expectations in implementing the new curriculum.	
No	Bel-Aire Elementary	Teacher	It gave me a better under	More training on how the lessons in the new curricul	
No	Bel-Aire Elementary	Teacher	It showed me how to use	Can't think on any specifics at this time.	
No	Bel-Aire Elementary	Teacher	It helped me to understan	Time to look at all of the components of the curriculu	
No	Tullahoma High School	Teacher	Awesomely. Learn some	I'm not sure at the momer	Chris did a great job prese
No	Tullahoma High School	Teacher	learned some cool tricks	n/a	
No	Tullahoma High School	Teacher	Learned a lot	N/A	
No	Tullahoma High School	Teacher	Learned so much.	n/a	
Yes	Jack T. Farrar Elementary	Teacher	collaborated about new re	more in depth information about how this looks daily	
Yes	Jack T. Farrar Elementary	Teacher	learning more about the n	implementing program	
No	Tullahoma High School	Teacher	Reading training	Online code and time to go through materials with su	
No	Jack T. Farrar Elementary	Teacher	Learned about a great prc	Seeing it implemented	
No	Jack T. Farrar Elementary	Teacher	Preparing knowledge of n	How to implement the material. Module 2 tomorrow.	
No	Jack T. Farrar Elementary	Teacher	Provide behavioral issues	Techniques to keep students motivated and engage	
No	Jack T. Farrar Elementary	Teacher	How to use the material.	To see how the progression of the unit 1 throughout	
No	Jack T. Farrar Elementary	Teacher	Engaging students	Learning how to reach ou	Great job!
No	East Lincoln Elementary	Teacher	I learned more about the I	I am starting my masters degree this summer.	
No	Jack T. Farrar Elementary	Other	It helped me to really con	Dr. Shelton does a trainin	I would definitely recomm
No	Jack T. Farrar Elementary	Other	It refreshed my knowledg	I'd like more training on becoming a trauma informec	
No	East Middle School	Educational Assistant	Better understanding of H	The physical portion of Handle With Care	
No	Jack T. Farrar Elementary	Educational Assistant	It learned different ways t	I will be working at the school closer to when the nev	
No	Robert E. Lee Elementary	Teacher	Very hands on and intera	Math	Melissa Boyett was FABU
No	Robert E. Lee Elementary	Teacher	Learning sign language tc	Math	Melissa Boyett was PHEN
No	System-Wide School	Other	I have a better understan	None in relation to red fol	Nothing at this time
No	Tullahoma High School	Teacher	Great training on different	Continuing to learn about new platforms.	

e you would like for us to know.

dministrator Initiation Academy training

um is laid out.

ım. Also, a video of an actual lesson with students could be helpful.
enting content and examples.

in a classroom - how schedules should be planned to accommodate this program

ıpport

d
the schools are being used would be helpful.

end this session to others in the future.
ł school.

ν school year starts.
LOUS!!!!!!!
IOMENAL

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/4/2020 10:44:04	ashley.	Math 101 Distance Learning K-8	6/4/2020	8:30 - 11:30
6/18/2020 11:00:01	ashley.	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
5/27/2020 9:05:13	ashley.	ELA Benchmark Module 1	5/26/2020	8:30 - 11:30
5/27/2020 9:09:16	ashley.	ELA Benchmark Module 2	5/27/2020	8:30 - 11:30
6/17/2020 12:51:08	ashley.	Benchmark Module 3	6/17/2020	8:30 - 11:30
6/10/2020 14:49:24	audrey	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/2/2020 15:18:19	belinda	Distance Learning 101	6/2/2020	12:30 - 3:30
5/28/2020 11:16:25	belinda	ELA Curriculum Workday 6-8	5/28/2020	8:30 - 11:30
5/28/2020 11:12:25	belinda	ELA Training 6-8	5/27/2020	8:30 - 11:30
5/27/2020 9:47:58	ben.bry	Benchmark Advance ELA Module 1	5/27/2020	8:30 - 11:30
5/28/2020 9:31:30	ben.bry	ELA Benchmark Advance Module 2	5/28/2020	8:30 - 11:30
6/16/2020 10:13:31	ben.bry	CPR Training for Recertification	6/16/0020	8:30 - 11:30
6/17/2020 14:56:08	ben.bry	Benchmark Advance Training Module 3	6/17/0020	12:30 - 3:30
7/2/2020 20:53:23	ben.bry	Handle with Care	7/2/0020	8:30 - 3:30
6/5/2020 14:19:55	beth.ar	Handle with Care Verbal Class	6/4/2020	8:30 - 3:30
6/8/2020 15:06:58	beth.ar	Referrals: Gen Ed First Then What?	6/8/2020	8:30 - 3:30
6/23/2020 18:29:56	beth.ar	Legal Guidance for SPED and GenEd	6/22/2020	8:30 - 11:30
7/3/2020 8:06:08	beth.ar	Handle With Care -- Gym Class	7/2/2020	8:30 - 3:30
6/8/2020 13:27:22	beth.ea	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/18/2020 11:26:05	beth.ea	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/23/2020 11:26:12	beth.ea	Schoology and Distance Learning	6/23/2020	8:30 - 11:30
6/24/2020 10:46:07	beth.ea	Skyward Training	6/24/2020	8:30 - 11:30
6/30/2020 11:16:12	beth.ea	Formative	6/30/2020	8:30 - 11:30
5/27/2020 14:03:23	beth.rh	Benchmark ELA Module 1	5/27/2020	12:30 - 3:30
5/28/2020 10:38:01	beth.rh	ELA Benchmark Training Module 2	5/28/2020	8:30 - 11:30
6/11/2020 10:54:09	beth.rh	Virtual Instruction	6/11/2020	8:30 - 11:30
6/17/2020 15:13:15	beth.rh	Benchmark Module 3	6/17/2020	12:30 - 3:30
6/16/2020 15:04:59	bethan	Meeting Learners' Needs Through Individualize	6/16/2020	8:30 - 11:30
6/16/2020 15:06:48	bethan	Meeting Learners' Needs Through Individualize	6/16/2020	12:30 - 3:30
6/3/2020 16:26:15	betty.m	Youth Mental Health First Aid	6/3/2020	8:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Tullahoma High School	Teacher	Great resources shared.	Assessments online	Great Session
No	Tullahoma High School	Teacher	Great job on presenting d	Refreshers on LMS	They did a fantastic job!!!
No	Bel-Aire Elementary	Teacher	It helped me to become m	How to set up a Kindergarten classroom with social	
No	Bel-Aire Elementary	Teacher	It helped me become mor	I would like to see this curriculum being taught to kin	
No	Bel-Aire Elementary	Teacher	The Benchmark presente	How to prepare my classroom for social distancing.	
No	East Lincoln Elementary	Teacher	Yes	Elementary art specific opportunities	
No	West Middle School	Teacher	I learned how to set up G	I'm good for now.	The presenters did an exc
No	West Middle School	Teacher	We were able to align our	Follow-up with the textbook (in July)	
No	West Middle School	Teacher	It helped me learn more a	Follow-up	
No	Robert E. Lee Elementary	Teacher	Since we have adopted a	Modules 2-3 in our new reading adoption	
No	Robert E. Lee Elementary	Teacher	It definitely helped me wit	ELA Benchmark Advance Module 3	
No	Robert E. Lee Elementary	Teacher	It was a review on what I l	Handle with Care recertification	
No	Robert E. Lee Elementary	Teacher	It helped me see how to b	I would like to view and read all materials for our nev	
No	Robert E. Lee Elementary	Teacher	This PD was for recertifica	This certification last for a year. I will need to have t	
No	System-Wide School	Other	Learned the foundations f	Handle with Care hands c	Tori and Dustin did a grea
Yes	System-Wide School	Other	I was a presenter	Collaboration between RTI and SPED to develop co	
No	System-Wide School	Other	Helped me to navigate SF	Continuing info on how best to serve students as we	
No	System-Wide School	Other	Provided the practice nee	More training on distance	Tori was great as always :
No	East Middle School	Teacher	It helped me to focus on v	Distance learning skills ar	Dr. Wanda Shelton did an
Yes	East Middle School	Teacher	I learned how to navigate	More of the same....Beco	Our 6th grade team has n
No	East Middle School	Teacher	It was very helpful for me.	Additional Schoology trair	Susan S. was thorough ar
No	East Middle School	Teacher	New methods were given	It will be helpful if instructi	Susan did a great job as a
No	East Middle School	Teacher	It was helpful; Christophe	Once the school system h	Thanks for providing virtu
No	Bel-Aire Elementary	Teacher	Allower me to dig deeper	Module 2	
No	Bel-Aire Elementary	Teacher	Navigate the Benchmark	Module 3	
Yes	Bel-Aire Elementary	Teacher	I learned helpful tips from	more practice using the iPad	
No	Bel-Aire Elementary	Teacher	Deeper dive into the Benc	More practice planning daily and weekly lessons.	
Yes	System-Wide School	Teacher	I was able to take away fr	More information on specific tools to use with variou	
Yes	System-Wide School	Teacher	Reviewing requirements f	Additional instruction on improving my distance learr	
No	East Lincoln Elementary	Educational Assistant	This learning experience	Maybe more available res	I enjoyed the class.

e you would like for us to know.

distancing.
idergarten students.

cellent job and were very personable.

v reading program
his class again next summer.
it job! Very informative.
nsistent referral/s-team process.
transition between in person and remote learning.
as explaining the handle with care hold and releases. All of the presenters were helpful and did a good job.
excellent job in pacing and allowing the class to be able to take breaks after discussing what we would be learning about after our break.
ieet with East Lincoln 5th grade teachers on Zoom. Any additional insight from REL 5th grade teachers would also be helpful. Possibly time set aside right b
id patient; she was easy to follow and what I learned will be used.
ilways! It was paced well and a lot of helpful information was given.
ial professional development opportunities.

s distance learning platforms
iing repertoire with parents/coworkers

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/9/2020 16:56:06	betty.m	Building Strong Brains	6/9/2020	8:30 - 3:30
6/1/2020 18:06:27	beverly	Classroom Management Strategies	6/1/2020	8:30 - 3:30
6/4/2020 8:38:05	bo.smil	Distance learning 101 Chris King	6/4/2020	8:30 - 11:30
6/2/2020 15:14:24	bo.smil	Screencast o matic	6/2/2020	12:30 - 3:30
6/16/2020 12:42:05	bo.smil	CPR	6/16/2020	8:30 - 11:30
6/23/2020 11:17:27	bo.smil	Schoology with Distance Space and Learning	6/23/2020	8:30 - 11:30
6/5/2020 14:39:12	brady.g	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/4/2020 11:01:00	brett.pe	Distance Learning with the Kings	6/4/2020	8:30 - 11:30
6/29/2020 15:10:42	brett.pe	Math Manipulatives	6/29/2020	12:30 - 3:30
6/30/2020 10:37:59	brett.pe	Formative	6/30/2020	8:30 - 11:30
5/27/2020 14:01:28	brittany	Benchmark 3rd Grade Module 1	5/27/2020	12:30 - 3:30
5/28/2020 10:30:44	brittany	Benchmark Grade Three Module 2	5/28/2020	8:30 - 11:30
6/11/2020 10:51:58	brittany	Virtual Instruction	6/11/2020	8:30 - 11:30
6/16/2020 13:54:24	brittany	CPR Recertification	6/16/2020	12:30 - 3:30
6/17/2020 14:23:25	brittany	Benchmark Advance	6/17/2020	12:30 - 3:30
5/28/2020 10:51:45	brittany	Benchmark Module 1 - 4th grade training	5/28/2020	8:30 - 11:30
5/29/2020 10:24:28	brittany	Benchmark Module 2- 4th grade	5/29/2020	8:30 - 11:30
6/4/2020 10:47:16	brooke	Distance Learning 101	6/3/2020	8:30 - 11:30
6/29/2020 9:40:02	brooke	Cubes	6/29/2020	8:30 - 11:30
6/29/2020 15:12:10	brooke	Math manipulatives	6/29/2020	12:30 - 3:30
6/30/2020 10:38:17	brooke	Formative	6/30/2020	8:30 - 11:30
6/5/2020 11:24:28	byron.l	Meaningful Learning Using Schoology Discussi	6/5/2020	8:30 - 11:30
6/2/2020 20:25:38	byron.l	Screencast O matic	6/2/2020	12:30 - 3:30
6/16/2020 10:07:02	byron.l	CPR session 1	6/16/2020	8:30 - 11:30
6/18/2020 10:59:56	byron.l	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
5/26/2020 14:11:43	caitlin.c	1st Grade Benchmark ELA Training	5/26/2020	12:30 - 3:30
6/3/2020 13:13:53	caitlin.c	Inclusion Solutions	6/3/2020	8:30 - 11:30
5/27/2020 11:23:10	caitlin.c	Module 2 Benchmark Advanced Training	5/27/2020	8:30 - 11:30
6/16/2020 11:31:13	caitlin.c	Meeting Learner's Needs through Individualized	6/16/2020	8:30 - 11:30
6/16/2020 14:06:04	caitlin.c	Meeting Learner's Needs through Individualized	6/16/2020	12:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Educational Assistant	Presented more informati	More resource tools to uti	Great seminar for any tea
No	Bel-Aire Elementary	Educational Assistant	How to have a better beh	How to make procedure charts	
No	East Middle School	Teacher	Many Ideas	more of the same type	
No	East Middle School	Teacher	Distance learning tool	Google Remind	Great examples and help
No	East Middle School	Teacher	Recertification	Google classroom	Thanks for allowing us to
No	East Middle School	Teacher	Great to compare this wit	More of the same only after I practice with it.	
No	Tullahoma High School	Teacher	Understand planning and	N/A	
No	Jack T. Farrar Elementary	Teacher	Provided further informati	More math specific tools that are easily accessible, p	
Yes	Jack T. Farrar Elementary	Teacher	Presenting experience	N/A	
No	Jack T. Farrar Elementary	Teacher	Provided virtual assessme	Continue to gain virtual learning options	
No	Bel-Aire Elementary	Teacher	I am very excited to dive f	Module 2.	
No	Bel-Aire Elementary	Teacher	Training and practice with	Module 3	
Yes	Bel-Aire Elementary	Teacher	I shared knowledge with c	n/a	
No	Bel-Aire Elementary	Teacher	I am re-certified in CPR a	N/A	
No	Bel-Aire Elementary	Teacher	It helps me to understand	N/A	
No	Robert E. Lee Elementary	Teacher	Helped understand the la	More Benchmark training	Love collaborating with 4t
No	Robert E. Lee Elementary	Teacher	Great info for new ELA cu	More Benchmark training	
No	East Lincoln Elementary	Teacher	Helped with different dista	Training on some of these tools if distance learning i	
No	East Lincoln Elementary	Teacher	Gave me strategies for w	Opportunities to shave with other math teachers.	
No	East Lincoln Elementary	Teacher	It provided straggles to us	Digital learning if needed. Awesome pd experience	
No	East Lincoln Elementary	Teacher	Great inservice	Distant learning if needed	
No	Tullahoma High School	Teacher	Understanding discussion	Ipad integration in classroom.	
No	Tullahoma High School	Teacher	Gave me other options fo	Implementation of Apple products in the classroom.	
No	Tullahoma High School	Teacher	Help me assist in giving a	iPad in classroom	
No	Tullahoma High School	Teacher	This PD help me learn va	IPad incorporation in the classroom.	
No	East Lincoln Elementary	Teacher	It gave me a good idea of	Tomorrow's session to se	I'm really excited about us
Yes	East Lincoln Elementary	Teacher	Great conversation on inc	Continue to try to educate	Thank you for the opportu
No	East Lincoln Elementary	Teacher	Great way to collaborate v	I would love to see how B	Just so excited about usin
Yes	East Lincoln Elementary	Teacher	I learned more info about	Maybe learn more about (	:) Keep up the great work,
Yes	East Lincoln Elementary	Teacher	Learned a lot more about	Continue to learn better a	TCS rocks!

.e you would like for us to know.
chers who are involved in the young to adolescent age children.
from presenters.
attend the summer pds again.
provide remediation, assessments, and enrichment for students during a distance learning period.
h grade ELA teachers. So helpful!
s going to transpire.
ing this program!
nity!
ig this program!!!!
. TCS!

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/17/2020 11:04:02	caitlin.c	Model 3 Benchmark Assessment	6/17/2020	8:30 - 11:30
5/29/2020 9:43:38	caitlin.\	Benchmark ELA Module 1	5/28/2020	12:30 - 3:30
5/29/2020 9:47:14	caitlin.\	Benchmark ELA Module 2	5/29/2020	8:30 - 11:30
6/3/2020 14:47:07	caitlin.\	Classroom Management & Strategies	6/1/2020	8:30 - 3:30
6/5/2020 14:42:47	caleb.c	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
5/26/2020 10:25:55	candac	THS Math Dept PD	5/26/2020	8:30 - 11:30
5/28/2020 23:02:14	cari.mc	ELA Modul 1	5/28/2020	12:30 - 3:30
5/29/2020 10:01:53	cari.mc	ELA module 2	5/29/2020	8:30 - 11:30
6/15/2020 14:56:27	cari.mc	Student Engagement	6/15/2020	12:30 - 3:30
6/18/2020 11:09:03	carmer	Keeping students engaged during distance lear	6/18/2020	8:30 - 11:30
6/30/2020 10:37:51	carmer	Formative	6/30/2020	8:30 - 11:30
6/3/2020 11:04:07	carrie.j	Inclusion Solutions	6/3/2020	8:30 - 11:30
5/27/2020 9:05:18	carrie.r	ELA Module 1Kindergarten	5/26/2020	8:30 - 11:30
5/27/2020 9:07:13	carrie.r	Module 2-ELA Kdg	5/27/2020	8:30 - 11:30
6/17/2020 11:23:29	carrie.r	ELA Module 3	6/17/2020	8:30 - 11:30
6/3/2020 12:29:43	casey.l	Choice Boards for Online Learning	6/3/2020	12:30 - 3:30
6/2/2020 15:13:44	casey.l	Screencast-O-matic	6/2/2020	12:30 - 3:30
6/11/2020 1:15:12	cassie.	Building Strong Brains	6/9/2020	8:30 - 3:30
6/29/2020 18:41:02	cecilia.	Mental Health First Aid!	6/29/2020	8:30 - 3:30
6/2/2020 10:46:37	charlie.	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:19:12	charlie.	Basics of Screenomatic	6/2/2020	12:30 - 3:30
6/5/2020 11:27:34	charlie.	Creating Meaningful Opportunities using Schoo	6/5/2020	8:30 - 11:30
5/27/2020 14:52:46	charlie.	Harcourt 11th and 12th Textbook training	5/27/2020	12:30 - 3:30
5/28/2020 9:29:30	chelsea	ELA Benchmark module 2 grade 2	5/28/2020	8:30 - 11:30
5/27/2020 9:44:27	chelsea	ELA Benchmarks Module 1 Grade 2	5/27/2020	8:30 - 11:30
6/10/2020 14:47:49	chelsea	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/17/2020 14:48:25	chelsea	Module 3 Benchmark Reading grade 2	6/17/2020	12:30 - 3:30
6/16/2020 10:46:35	chelsea	CPR Session 1	6/16/2020	8:30 - 11:30
7/1/2020 15:31:24	chelsea	Sign Language Day 1	7/1/2020	8:30 - 3:30
7/2/2020 14:11:29	chelsea	Sign Language Day 2	7/2/2020	8:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Teacher	Learned many of the indiv	I would like to see the sta	Looking forward to using t
No	East Lincoln Elementary	Teacher	It was great to get to see	Benchmark ELA Module 2	I loved the videos that Be
No	East Lincoln Elementary	Teacher	Being able to see how to	Classroom Management	The videos on Benchmark
No	East Lincoln Elementary	Teacher	It was a great refresher or	How to help students who have experienced trauma	
No	Tullahoma High School	Teacher	Dr. Shelton helped walk u	A physical education during distance learning summ	
Yes	Tullahoma High School	Teacher	Yes	Continue to learn online r	registered for Trevecca C
No	Bel-Aire Elementary	Teacher	It helped me to better und	Module 2	
No	Bel-Aire Elementary	Teacher	Alot of beneficial informati	looking forward to the next session in July	
No	Bel-Aire Elementary	Teacher	Very engaging and eye op	none at this time	
No	East Lincoln Elementary	Educational Assistant	I'm sure it did benefit me.	Formative	
No	East Lincoln Elementary	Educational Assistant	I think it will allow me to b	Nothing left	
No	Tullahoma High School	Teacher	Learned additional inform	Examples of modifications	Great presentations!! Ver
No	Bel-Aire Elementary	Teacher	Informational about our ne	Module 2 and 3, but I real	I am VERY excited about
No	Bel-Aire Elementary	Teacher	More information was pro	I am curious about how the lessons look in real time	
No	Bel-Aire Elementary	Teacher	More explanation of resou	Online ELA practice. If we	I am thrilled with this curri
No	Tullahoma High School	Teacher	gave additional assessme	anything that will help with distance learning	
No	Tullahoma High School	Teacher	Great ideas to use next sc	more online tools in the event that we need to contin	
Yes	System-Wide School	Other	I was able to share import	An opportunity to continue training others about thes	
No	Robert E. Lee Elementary	Office Staff	Gave me an insight on ho	I don't know!	Tori Counts did a great jol
No	Tullahoma High School	Teacher	learned some working poi	more review/working knov	need more computer skills
No	Tullahoma High School	Teacher	gave knowledge of screer	More computer skills.	Striving to gain more dista
No	Tullahoma High School	Teacher	I received some practical	More skills with Schoolog	I just need to be more con
No	Tullahoma High School	Teacher	Provided ideas for distanc	Writable	looking forward to being fa
No	Robert E. Lee Elementary	Teacher	Broke down the different c	Time to go through all materials when they arrive	
No	Robert E. Lee Elementary	Teacher	A great overview of the ne	To see all the materials	
No	Robert E. Lee Elementary	Teacher	learned a ton about how t	the information was covered in depth	
No	Robert E. Lee Elementary	Teacher	It broke down the day into	Time to unbox and view all the materials	
No	Jack T. Farrar Elementary	Educational Assistant	It refreshed my memory o	Nothing	
No	Jack T. Farrar Elementary	Educational Assistant	To help children	NA	
No	Jack T. Farrar Elementary	Educational Assistant	Refresh my memory	NA	

.e you would like for us to know.
:his program!
ıchmark provided.
‹ from today's session will come in handy when trying to access different parts of the curriculum in the future. They were very informative!

it.
ourse - I began last week

y informative!!
this curriculum! I feel like this is the closest thing to perfect that we can get. Thank you for listening to us and meeting our needs.
as well as how will this look for a COVID classroom if we have to go this route.
culum! It seems to have more than enough materials to provide choices. They have thought of everything, it seems.

ıue with distance learning
ːe important topics.
ɔ!
ȝ
ınce learning knowledge know-how!
nfortable with the distance learning and computer
ɜmiliar with this program

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/3/2020 8:51:47	chelsey	Classroom Management, Strategies and Interve	6/1/2020	8:30 - 3:30
6/5/2020 14:43:06	chelsey	Physical, Mental, and Personal Well Being With	6/5/2020	8:30 - 3:30
6/19/2020 9:47:27	chelsey	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/19/2020 9:53:07	chelsey	Sanford Harmony SEL Foundation and Strategi	6/18/2020	12:30 - 3:30
5/28/2020 10:55:00	cheryl.l	ELA Curriculum Day	5/28/2020	8:30 - 11:30
5/27/2020 11:02:59	cheryl.l	Harcourt ELA Training 6th-8th Grades	5/27/2020	8:30 - 11:30
6/16/2020 10:09:55	chris.cl	CPR Recertification	6/16/2020	8:30 - 11:30
6/18/2020 11:33:09	chris.cl	Sanford Harmony	6/18/2020	8:30 - 11:30
7/2/2020 18:33:01	chris.cl	Handle will Care	7/2/2020	8:30 - 3:30
6/1/2020 12:19:39	chris.h	Distance Learning 101 for ELA	6/1/2020	8:30 - 11:30
6/2/2020 10:06:16	chris.h	Schoology Basics	6/2/2020	8:30 - 11:30
6/15/2020 15:01:09	chris.h	Student Engagement	6/15/2020	12:30 - 3:30
6/18/2020 11:11:08	chris.h	Keeping students engaged during distance lear	6/18/2020	8:30 - 11:30
6/2/2020 12:30:52	chris.m	Basics of Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/5/2020 11:22:50	chris.m	Creating Meaningful Learning Opportunities witl	6/5/2020	8:30 - 11:30
7/1/2020 20:57:30	christin	Work day at REL	7/1/2020	8:30 - 3:30
6/18/2020 8:36:05	christo	Distance Learning 101 (Math)	6/4/2020	8:30 - 11:30
6/18/2020 10:56:13	christo	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/29/2020 13:21:57	christo	CUBES	6/29/2020	8:30 - 11:30
6/30/2020 10:57:31	christo	Formative	6/30/2020	8:30 - 11:30
5/27/2020 9:47:24	cindy.a	2 nd grade Benchmark training Module 1	5/27/2020	8:30 - 11:30
5/28/2020 9:33:56	cindy.a	2nd grade Benchmark Module 2	5/28/2020	8:30 - 11:30
6/4/2020 11:12:10	cindy.a	Distance Learning 101 Math (k-8)	6/4/2020	8:30 - 11:30
6/17/2020 15:59:31	cindy.a	Benchmark Advance Training	6/17/2020	12:30 - 3:30
6/2/2020 10:09:53	cindy.b	Basic Schoology	6/2/2020	8:30 - 11:30
6/1/2020 15:57:52	cindy.b	Classroom Management Strategies	6/1/2020	8:30 - 3:30
6/2/2020 14:44:24	cindy.b	Screen-O-Matic	6/2/2020	12:30 - 3:30
6/30/2020 10:58:28	cindy.h	Formative	6/30/2020	8:30 - 11:30
6/30/2020 11:01:46	cindy.h	PD-Legal Guidance for Special Education and (	6/22/2020	8:30 - 11:30
6/8/2020 15:13:56	cindy.n	Referrals: General Education First- Then What?	6/8/2020	8:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	West Middle School	Teacher	This session was very bei	I would like to see strateg	The session was great an
No	West Middle School	Teacher	This session gave very he	I would like to see a sessi	This was a great session!
No	West Middle School	Teacher	I already knew a lot of the	I am looking for activities	The presenters did a grea
No	West Middle School	Teacher	This session was a great	I need to do more researc	Mary Gilbert is very inspiri
No	West Middle School	Teacher	We aligned our academic	None	
No	West Middle School	Teacher	Helped with learning abou	I'd like more practical experience with the online res	
No	Jack T. Farrar Elementary	Teacher	Recertification	Sanford Harmony	
No	Jack T. Farrar Elementary	Teacher	Enhanced tools for positiv	HWC training	
Yes	Jack T. Farrar Elementary	Teacher	Recertification of individua	I'm done	
No	Tullahoma High School	Other	I was able to create a wel	Just time to complete what was started.	
No	Tullahoma High School	Other	I think I can create tests/q	not sure	
No	Tullahoma High School	Other	reinforced many ideas	nothing specific	
No	Tullahoma High School	Other	Lots of hands on informat	Not sure	
Yes	Tullahoma High School	Teacher	N/A	N/A	N/A
Yes	Tullahoma High School	Teacher	N/A	N/A	N/A
No	Robert E. Lee Elementary	Office Staff	It enabled me to put my b	N/A	
Yes	West Middle School	Teacher	It was beneficial to hear fr	None	I cannot remember if I sig
No	West Middle School	Teacher	It was wonderful to hear v	None	
No	West Middle School	Teacher	I believe using CUBES as	I would need time now to develop a system of using	
Yes	West Middle School	Teacher	I hope that sharing how gi	N/A	
No	Bel-Aire Elementary	Teacher	Help to understand Bench	Module 2 and 3	
No	Bel-Aire Elementary	Teacher	Great instruction on usag	2nd grade Benchmark Module 3	
No	Bel-Aire Elementary	Teacher	Helped with different tools	specific training for lower	Chris King did a great job,
No	Bel-Aire Elementary	Teacher	The presenters explained	Having the presenters available in the event there a	
No	Tullahoma High School	Teacher	I learned how to build fold	Screencast-O-Matic	Great informative worksh
No	Tullahoma High School	Teacher	It gave me some helpful n	Screenshot for Schoology	It was a very informative v
No	Tullahoma High School	Teacher	I learned how to do short	CPR Training	Great Workshop and very
No	West Middle School	Administrator	Excellent presentation an	Academic growth	Chris and Karen King did
No	West Middle School	Administrator	Every time I have had the	General legal information	Scott Bennett gave a very
No	East Lincoln Elementary	Teacher	It helped answer lots ques	Help answering the questions to refer students.	

.e you would like for us to know.
d very informative. Tori and Kristy did a great job!

t job!
ing and I enjoyed this session with her.

ɔurces. More of a mock lesson type thing than a crash course.

ned in the first time during the day of the session.

CUBES within my own standards.

. but it was geared toward upper elementary and high school.
·e any questions.
ɔp where everyone is learning together.
vorkshop that had a great, knowledgeable presenter.
useful for my classroom.
an amazing job of demonstrating and showing the positives of utilizing a tool that could have big benefits. I was very impressed with Formative.
· informative presentation and I was able to ask questions pertaining to specific question I had on various topics.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/10/2020 11:17:52	cindy.n	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/11/2020 10:51:21	cindy.n	Virtual Instruction	6/11/2020	8:30 - 11:30
6/29/2020 15:13:01	cindy.n	Math Manipulatives	6/29/2020	12:30 - 3:30
6/5/2020 14:32:54	cody.m	Safe in School - You are in Charge	6/5/2020	8:30 - 3:30
6/23/2020 11:15:51	corey.s	Corey Searcy	6/23/2020	8:30 - 11:30
6/24/2020 10:34:53	corey.s	Skyward	6/24/2020	8:30 - 11:30
5/28/2020 11:13:29	cori.col	ELA Curriculum Workday 6-8	5/28/2020	8:30 - 11:30
5/28/2020 11:10:13	cori.col	ELA training 6-8	5/27/2020	8:30 - 11:30
6/5/2020 14:36:49	cori.col	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/18/2020 11:00:05	corinne	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/30/2020 10:37:12	corinne	Formative	6/30/2020	8:30 - 11:30
6/15/2020 14:56:39	cortney	Student Engagement	6/15/2020	12:30 - 3:30
6/29/2020 15:09:14	cortney	Math Manipulatives	6/29/2020	12:30 - 3:30
6/10/2020 11:15:48	corynn	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/10/2020 14:47:55	corynn	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/11/2020 10:52:48	corynn	Virtual Instruction	6/11/2020	8:30 - 11:30
6/18/2020 11:53:18	corynn	Sanford Harmony	6/18/2020	8:30 - 11:30
6/23/2020 11:17:47	corynn	Using Schoology for Face to Face and Distance	6/23/2020	8:30 - 11:30
5/26/2020 14:13:17	courtne	Benchmark Advance Module 1	5/26/2020	12:30 - 3:30
5/27/2020 11:21:45	courtne	Benchmark Advance Module 2	5/27/2020	8:30 - 11:30
6/17/2020 11:06:10	courtne	Module 3 ela benchmark advance	6/17/2020	8:30 - 11:30
6/18/2020 11:04:24	courtne	Sanford Harmony	6/18/2020	8:30 - 11:30
6/5/2020 14:58:50	coy.sis	Physical, Mental, and Personal Welling with Stu	6/5/2020	12:30 - 3:30
5/27/2020 9:04:30	crystal.	Benchmark ELA Module 1 Training Kindergarte	5/26/2020	8:30 - 11:30
5/27/2020 9:00:43	crystal.	Benchmark ELA Module 2 Training Kindergarte	5/27/2020	8:30 - 11:30
6/17/2020 10:34:20	crystal.	Benchmark Module 3	6/17/2020	8:30 - 11:30
6/18/2020 11:29:11	crystal.	Sanford Harmony	6/18/2020	8:30 - 11:30
5/27/2020 9:08:57	danae.	Benchmark ELA Training Mod. 2 Kinder	5/27/2020	8:30 - 11:30
5/27/2020 9:06:59	danae.	ELA Benchmark Mod. 1 Kindergarten	5/26/2020	8:30 - 11:30
6/17/2020 9:45:55	danae.	Benchmark module 3 k-1	6/17/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Teacher	I learned sooooo much m	I would probably benefit from a follow up after I have	
No	East Lincoln Elementary	Teacher	I learned about multiple pı	I would love for this group to do more presentations	
No	East Lincoln Elementary	Teacher	I learned new ways to use	Virtual Manipulatives.	
No	West Middle School	Teacher	Learning about School Sa	Physical Education Related	
No	Tullahoma High School	Teacher	Gained more insight on u:	Skyward	It was great!
No	Tullahoma High School	Teacher	More info about skyward	Anything to advance technology.	
No	West Middle School	Teacher	I benefited by being able t	continuing collaboration	
No	West Middle School	Teacher	This benefited my by help	follow up	
No	West Middle School	Teacher	This experience benefited	na	
No	East Middle School	Teacher	Increased my familarity w	Practice using video recording for lessons.	
No	East Middle School	Teacher	It gave me a tool to use in	Schoology	
Yes	Robert E. Lee Elementary	Teacher	I was able to share inform	n/a	
No	Robert E. Lee Elementary	Teacher	Learning ways to use Uni	n/a	I appreciate Stephanie Pe
No	Jack T. Farrar Elementary	Teacher	I learned about what Goo	I'm not sure. I'll probably have more questions once	
No	Jack T. Farrar Elementary	Teacher	Pretty much everything I l	I'm not sure.	
No	Jack T. Farrar Elementary	Teacher	It was very helpful to learr	I'm not sure yet. I think it'll depend on what school lo	
No	Jack T. Farrar Elementary	Teacher	I feel confident that we wil	The opportunity to ask questions once we get going.	
No	Jack T. Farrar Elementary	Teacher	I learned so much! The or	Once students are assigned to classes and we have	
No	Jack T. Farrar Elementary	Teacher	I learned about our new E	Module 2	
No	Jack T. Farrar Elementary	Teacher	Got to explore and discus	Module 3	
No	Jack T. Farrar Elementary	Teacher	Learned more about smal	What does this look like schedule wise in my buildin	
No	Jack T. Farrar Elementary	Teacher	Learned about the progra	None	Great session!
No	Tullahoma High School	Teacher	More confidence to handl	Physical Education PD	It was great!
No	Jack T. Farrar Elementary	Teacher	Great information on our r	Module 2	
No	Jack T. Farrar Elementary	Teacher	Great information about n	Module 3	
No	Jack T. Farrar Elementary	Teacher	Great overview of benchn	Time to collaborate with my colleagues to prepare fc	
No	Jack T. Farrar Elementary	Teacher	Great ideas for building cl	Time to collaborate with colleagues to plan to use th	
No	Robert E. Lee Elementary	Teacher	Informed me on how to us	Benchmark ELA Mod. 3	
No	Robert E. Lee Elementary	Teacher	Introduced to the new EL/	Benchmark ELA mod. 2	
No	Robert E. Lee Elementary	Teacher	Helps me understand hov	None known	

e you would like for us to know.
had a chance to use it.
when they come across new things to use.

tty taking time to make this training meaningful for younger grade levels.
I start trying to create my own classroom.

oks like in the fall.

a plan for the next school year, it would be nice to have time to work on setting things up with Susan available for questions.

g

r the year.
is

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/30/2020 10:42:58	daniel.l	Formative	6/30/2020	8:30 - 11:30
7/2/2020 21:50:00	darlene	Darlene Berry	7/2/2020	8:30 - 3:30
6/4/2020 14:50:43	darlene	Digital learning through the interactive classroor	6/4/2020	12:30 - 3:30
6/4/2020 11:02:37	darlene	Distance Learning 101 math	6/4/2020	8:30 - 11:30
6/18/2020 11:03:42	darlene	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/29/2020 9:39:05	darlene	Cubes	6/29/2020	8:30 - 11:30
5/27/2020 11:23:23	dawn.k	Benchmark Advance Module 2	5/27/2020	8:30 - 11:30
5/26/2020 14:19:12	dawn.k	Benchmark Advance ELA Module 1 Training	5/26/2020	12:30 - 3:30
6/17/2020 11:05:23	dawn.k	Module 3 Benchmark Advancement	6/17/2020	8:30 - 11:30
6/3/2020 15:24:11	de.helt	Choice Boards for Online Learning	6/3/2020	12:30 - 3:30
6/4/2020 14:52:35	de.helt	Digital Learning throught the Interactive Classro	6/4/2020	12:30 - 3:30
6/20/2020 8:16:49	de.helt	Sanford Harmony Summer PD	6/18/2020	8:30 - 11:30
6/18/2020 14:27:27	debbie	Sanford Harmony (SEL) w/ Mary Gilbert and Sh	6/18/2020	8:30 - 11:30
6/16/2020 14:50:22	debbie	CPR/AED/First Aid Certification	6/16/2020	12:30 - 3:30
6/5/2020 8:19:24	dede.y	Handle with Care videos	6/4/2020	8:30 - 3:30
6/16/2020 11:34:18	dede.y	CPR training	6/16/2020	8:30 - 11:30
7/2/2020 19:41:15	dede.y	Handle with care physical part	7/2/2020	8:30 - 3:30
5/27/2020 14:50:39	desiree	Harcourt ELA Training 11th & 12th Grades	5/27/2020	12:30 - 3:30
5/28/2020 14:29:29	desiree	ELA Curriculum Workday 9-12	5/28/2020	12:30 - 3:30
6/3/2020 9:51:55	dianna	Inclusion elementary-high school	6/3/2020	8:30 - 11:30
6/9/2020 14:39:03	dianna	AIMSweb Plus- A Review and Updates on this	6/9/2020	8:30 - 3:30
6/16/2020 14:14:14	dianna	CPR re-certification	6/16/2020	12:30 - 3:30
6/16/2020 11:34:50	dianna	Meeting Learns Needs Through Individualized I	6/16/2020	8:30 - 11:30
6/16/2020 14:09:20	dianna	Meeting Learns Needs Through Individualized I	6/16/2020	12:30 - 3:30
6/3/2020 11:01:39	donna.	Inclusion- Why and how	6/3/2020	8:30 - 11:30
6/9/2020 14:42:09	donna.	Aimsweb Plus	6/9/2020	8:30 - 3:30
6/16/2020 10:10:13	dustin.l	Handle with care verbal	6/4/2020	8:30 - 3:30
6/16/2020 11:30:39	dustin.l	CPR training	6/16/2020	8:30 - 11:30
6/16/2020 11:31:26	dustin.l	CPR training	6/16/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Middle School	Teacher	Great way to assess stud	I would like a follow up se	Great for Math teachers. I
No	System-Wide School	Office Staff	Add It was a look into signing-	Training for section 504	The sign language class v
No	West Middle School	Teacher	Aided in helping to create	Time to practice	
No	West Middle School	Teacher	Ideas for presenting mate	How to reach low learners during distance learning	
No	West Middle School	Teacher	It gave me additional reso	How to motivate students	
No	West Middle School	Teacher	Consistency is needed be	Long dif Stance learning	
No	East Lincoln Elementary	Teacher	The training provided mor	Module 3	
No	East Lincoln Elementary	Teacher	The professional learning	Module 2	
No	East Lincoln Elementary	Teacher	Great information on impl	Look at all the materials and time to work on Benchr	
No	Jack T. Farrar Elementary	Teacher	Learned new apps to use	computer knowledge	I enjoyed being here with
No	Jack T. Farrar Elementary	Teacher	There was a lot of informa	Time to practice	
No	Jack T. Farrar Elementary	Teacher	Learning ways to integrat	My next PD is Tennessee	Really enjoyed getting to l
No	Jack T. Farrar Elementary	Administrator	I am very excited about us	I anticipate questions as v	Mary and Shannon did a f
No	West Middle School	Office Staff	Prepared me to be ready	n/a	presenters were awesome
No	East Lincoln Elementary	Teacher	Will help me to handle chi	Handle with Care physica	Good conference
No	Tullahoma High School	Teacher	Helps with keeping my stu	Safe touching session	
No	East Lincoln Elementary	Teacher	Will help with restraining c	None	
No	Tullahoma High School	Teacher	Great demonstration of hc	More PD with the Writable	How are you chosen to be
No	Tullahoma High School	Teacher	Opportunity to collaborate	Another opportunity to col	I would like to be a preser
No	East Middle School	Educational Assistant	Working with teachers an	More inclusion training	Thank you
No	East Middle School	Educational Assistant	I was able to learn how ar	Further AIMSweb training	Thank You this has been
No	East Middle School	Educational Assistant	refresher on CPR	EA continuous Learning	
No	Tullahoma High School	Educational Assistant	I worked at an Autustic cl	things to use with an Autistic child for distant learnin	
No	Tullahoma High School	Educational Assistant	Different options available	best material to use with autism thru distant learning	
No	Jack T. Farrar Elementary	Educational Assistant	Helped me to understand	Aimsweb	Great session
No	Jack T. Farrar Elementary	Educational Assistant	It gave me an expanded l	Handle with Care	This was a very informativ
Yes	Bel-Aire Elementary	Teacher	Helped refresh the verbal	Handle with care physical	
No	Bel-Aire Elementary	Teacher	Recertification for CPR	Handle with care physical	
No	Bel-Aire Elementary	Teacher	Recertification for CPR	Handle with care physical	

e you would like for us to know.

f we are forced to go to distance learning in the Fall, we need to use a common set of platforms for instruction and assessment. My vote is that Formative be c

vas awesome— Mrs Boyett was extremely informative, interesting and enjoyable.

nark Advance online

others and enjoyed Kathy.

<now Mary and Shannon, they are both very passionate about the Sanford Harmony method.

'abulous job of presenting this program. All but one of the JTF K-3 teachers were in attendance, so I am very excited about the conversations started among r

ə

ɜ a presenter or facilitator? I have 15 years teaching experience, participated in numerous committees and after school programs, M.Ed. in Curriculum and Ins

ıter and/or facilitator in TCS system.

beneficial

g

ɾe opportunity for me.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/10/2020 12:42:36	emily.g	Special Ed Potpourri	6/10/2020	8:30 - 3:30
6/12/2020 13:13:18	emily.g	Get your red folders in tip-top shape	6/12/2020	8:30 - 3:30
5/28/2020 10:17:13	emily.ju	ELA Benchmark Grade 3 Module 2	5/28/2020	8:30 - 11:30
5/27/2020 14:01:29	emily.ju	Grade 3 Benchmark Module 1	5/27/2020	12:30 - 3:30
5/29/2020 0:25:32	erin.ca	5th Grade ELA Module 1	5/28/2020	12:30 - 3:30
6/1/2020 9:23:07	erin.ca	Benchmark ELA Module 2, 5th grade	5/29/2020	8:30 - 11:30
6/18/2020 7:43:24	erin.ca	Benchmark ELA Module 3	6/17/2020	12:30 - 3:30
6/23/2020 11:16:33	erin.ca	Schoology in Distance Learning	6/23/2020	8:30 - 11:30
5/27/2020 13:35:38	eydie.s	ELA Benchmark Advanced Module 1	5/26/2020	8:30 - 11:30
5/27/2020 13:38:40	eydie.s	ELA Benchmark Advanced Module 2	5/27/2020	8:30 - 11:30
6/10/2020 11:16:42	eydie.s	Google classroom K-5	6/10/2020	8:30 - 11:30
6/17/2020 11:14:07	eydie.s	Benchmark Advanced, module 3	6/17/2020	8:30 - 11:30
6/4/2020 23:23:07	fay.pat	Handle With Care-Verbal Portion	6/4/2020	8:30 - 3:30
6/15/2020 18:20:21	fay.pat	Get Your Folders in Tip Top Shape	6/15/2020	8:30 - 3:30
6/23/2020 8:49:32	fay.pat	Legal Guidance for SPED and Gen Ed	6/22/2020	8:30 - 11:30
6/24/2020 10:46:23	fay.pat	Skyward	6/24/2020	8:30 - 11:30
7/2/2020 21:39:57	fay.pat	Handle With Care (physical section)	7/2/2020	8:30 - 3:30
6/8/2020 15:09:57	fenella.	Referrals: General Education First-Then What?	6/8/2020	8:30 - 3:30
6/12/2020 16:12:08	fenella.	Get Your Folders in Tip Top shape	6/12/2020	8:30 - 3:30
7/2/2020 14:51:51	fenella.	Legal Guidance for Special Ed. and General Ed	6/22/2020	8:30 - 11:30
7/2/2020 14:54:51	fenella.	Basic Sign Language - 2 day training	7/1/2020	8:30 - 3:30
7/2/2020 14:57:48	fenella.	Basic Sign Language	7/2/2020	8:30 - 3:30
6/2/2020 10:05:37	franklin	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:12:51	franklin	Screencast-O-Matic Professional Development	6/2/2020	12:30 - 3:30
6/4/2020 21:31:21	fredrick	Handle with Care	6/4/2020	8:30 - 3:30
7/3/2020 7:41:23	fredrick	Handle with Care- Hands on	7/2/2020	8:30 - 3:30
6/6/2020 16:08:12	gary.ba	Physical, Mental and Personal Well Being with S	6/5/2020	8:30 - 3:30
6/12/2020 16:51:03	gary.wi	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/18/2020 11:03:57	gary.wi	Keeping Students Engaged	6/18/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Robert E. Lee Elementary	Educational Assistant	Learning techniques to ke	Red file organization	This was a great group op
No	Robert E. Lee Elementary	Educational Assistant	We were able to organize Paper clip info.	Sign language	
No	Robert E. Lee Elementary	Teacher	Benchmark training	Benchmark work day	
No	Robert E. Lee Elementary	Teacher	In depth look at curriculun	Additional benchmark training	
No	Jack T. Farrar Elementary	Teacher	It was very beneficial to di	I'll be taking the ELA module 2 next. These are helpi	
No	Jack T. Farrar Elementary	Teacher	The videos and discussio	I have some others coming up...I'll be taking module	
No	Jack T. Farrar Elementary	Teacher	It definitely helped to fami	I'll be attending another session soon. It's on distanc	
No	Jack T. Farrar Elementary	Teacher	I didn't know much about	I would enjoy anything that will help me learn more a	
No	East Lincoln Elementary	Teacher	It was an introduction to o	Google training	Thanks for providing the ti
No	East Lincoln Elementary	Teacher	We talked about question	Stanford Harmony Trainin	I will be interested to see I
No	East Lincoln Elementary	Teacher	Gave me a lot of useful in	ELA instruction for our ne	This session was very infc
No	East Lincoln Elementary	Teacher	Gave me a greater knowl	Time to organize ELA ma	No thank you
No	System-Wide School	Other	It taught me the basics of	I will need to attend the physical component of HWC	
No	Bel-Aire Elementary	Other	Very helpful in navigating	Refresher course as thing	This was a productive anc
No	Bel-Aire Elementary	Other	Reiteration on the extrem	I think it would benefit ALL case managers I the SPE	
No	Bel-Aire Elementary	Other	More information about th	Looking forward to having assistance with backing u	
No	System-Wide School	Other	This session gave me har	Continued training with this.	
No	Robert E. Lee Elementary	Educational Assistant	Gave an excellent overvie	Guidelines about required	The course was applicabl
No	Robert E. Lee Elementary	Educational Assistant	it provided information ab	Unsure	
No	Robert E. Lee Elementary	Educational Assistant	It gave understanding of c	Quarterly updates	Excellent presentation. Ve
No	Robert E. Lee Elementary	Educational Assistant	Training will assist in prov	This was Day 1 of 2	
No	Robert E. Lee Elementary	Educational Assistant	Will prepare me to offer b	Opportunity for refresher (	This was Day 2 of 2
No	West Middle School	Teacher	I don't use Schoology so s	More Distance Learning	
No	West Middle School	Teacher	Provided an alternative to	more distance learning	
No	West Middle School	Educational Assistant	This professional learning	The next professional learning opportunity I need ne	
No	West Middle School	Educational Assistant	This professional learning	None at the moment.	
No	East Middle School	Teacher	How to recognize bullying	Physical Education	
No	Tullahoma High School	Teacher	Learned some good strat	More specific sessions on arts education, but probat	
No	Tullahoma High School	Teacher	Some good ideas and su	Nothing this summer	Nothing at this time

.e you would like for us to know.
›portunity to learn from each other.

ing to familiarize us with the new curriculum.
3 of this same PD soon. All of these are helpful and necessary, considering the new ELA adoption.
:e learning, should that Ben an issue for the upcoming school year.
ıbout anything that could benefit me as a 5th grade ELA teachers. I love learning opportunities!
ime for us to collaborate
how our ELA program and IReady mesh.
›rmative and easy to follow.

: to become "certified".
ł beneficial day!
:D department to have a "course" on writing appropriate PWNs.
p files from Google!

e to participants with different responsibilities and roles.

ery informative

xt will be the hands on portion of Handle with Care.

›ly hard to provide those at the district level.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/9/2020 14:59:09	genie.r	Aimsweb Review and Updates	6/9/2020	8:30 - 3:30
7/4/2020 7:59:09	genie.r	Handle with care- Physical session	7/2/2020	8:30 - 3:30
6/5/2020 14:33:21	gina.bu	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/9/2020 15:03:42	gina.bu	Building strong brains	6/9/2020	8:30 - 3:30
6/4/2020 10:49:22	glenda	Distance Learning 101 K-8	6/4/2020	8:30 - 11:30
6/15/2020 14:57:13	glenda	Student Engagement	6/15/2020	12:30 - 3:30
7/1/2020 10:13:19	glenda	Google Classroom	7/1/2020	8:30 - 11:30
6/4/2020 10:51:16	greg.ca	Social Studies Meeting	6/4/2020	8:30 - 11:30
6/22/2020 11:00:33	greg.ca	Legal Guidance for Special Education & Genera	6/22/2020	8:30 - 11:30
6/24/2020 10:37:29	greg.ca	Planning and Preparation for Learning	6/24/2020	8:30 - 11:30
6/24/2020 10:39:04	greg.ca	Skyward Training	6/24/2020	8:30 - 11:30
6/30/2020 10:36:50	greg.ca	Formative	6/30/2020	8:30 - 11:30
5/28/2020 10:17:49	hannah	Benchmark Advance Module 2	5/28/2020	8:30 - 11:30
5/27/2020 14:00:28	hannah	Benchmark Module 1	5/27/2020	12:30 - 3:30
6/16/2020 11:30:54	heathe	Distance Learning for the Individual Learner #1	6/16/2020	8:30 - 11:30
6/16/2020 14:12:00	heathe	meeting learners needs through individualized ii	6/16/2020	12:30 - 3:30
5/27/2020 14:06:52	heathe	Benchmark ELA: Module 1 (3rd Grade)	5/27/2020	12:30 - 3:30
5/28/2020 10:34:00	heathe	ELA Benchmark: Mod 2 (3rd grade)	5/28/2020	8:30 - 11:30
6/10/2020 11:43:30	heathe	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/17/2020 12:42:55	heathe	ELA: Benchmark Module 3	6/17/2020	12:30 - 3:30
7/1/2020 10:09:03	heathe	Google Classroom K-5	7/1/2020	8:30 - 11:30
5/28/2020 10:53:09	holly.ca	Benchmark Module 1 Grade 4	5/28/2020	8:30 - 11:30
5/29/2020 10:22:17	holly.ca	Benchmark Module 2 Fourth Grade	5/29/2020	8:30 - 11:30
6/18/2020 8:27:52	holly.ca	Module 3 Benchmark Training Grades 2-5	6/17/2020	12:30 - 3:30
6/2/2020 10:51:54	james.s	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:30:43	james.s	Basics of Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/1/2020 23:31:42	james.s	Classroom Management Strategies & Interventi	6/1/2020	8:30 - 3:30
6/8/2020 15:06:16	janice.l	Referrals Gen Ed	6/8/2020	8:30 - 3:30
6/11/2020 10:54:48	janice.l	Virtual Instruction	6/11/2020	8:30 - 11:30
6/18/2020 11:24:00	janice.l	Sanford Harmony PD	6/18/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Educational Assistant	Refreshed all I knew abou	More navigating within the	Wendy did a good job pre
No	East Lincoln Elementary	Educational Assistant	Helped with how to prevei	Not sure	
No	System-Wide School	Other	Provided a framework anc	Health related topics on h	Wanda did a great job pro
No	System-Wide School	Other	Reinforced knowledge on	Integration of SEL into se	They did a great job
No	Robert E. Lee Elementary	Teacher	Awesome information on	Update on using Google Classroom and Schoology.	
No	Robert E. Lee Elementary	Teacher	Reminded us to take care	Distance Learning	
No	Robert E. Lee Elementary	Teacher	It helped me to see ways	Seesaw	It would be great if each s
No	West Middle School	Teacher	New ideas from the partic	Gallopade would be helpful for for social studies tea	
No	West Middle School	Teacher	Update on legal issues.	NA	MA
No	West Middle School	Teacher	Learned more about Skyv	NA	NA
No	West Middle School	Teacher	Learned more about Skyv	NA	NA
No	West Middle School	Teacher	Learned more about Form	NA	NA
No	Robert E. Lee Elementary	Teacher	We got to learn more abo	Module 3	
No	Robert E. Lee Elementary	Teacher	It gave me insight into the	Module 2	I am excited about this ne
No	Robert E. Lee Elementary	Educational Assistant	more insight to assist my	Part 2 to dig in a little dee	lots of great info and reso
No	Robert E. Lee Elementary	Educational Assistant	gave more in depth info tc	practice makes perfect, h	if we continue learning in t
No	East Lincoln Elementary	Teacher	Looking through the mate	More opportunities to brai	N/A
No	East Lincoln Elementary	Teacher	Lots of time to look at the	More time to to look throu	N/A
Yes	East Lincoln Elementary	Teacher	Teachers had great quest	Additional iPad PD	The session went great!
No	East Lincoln Elementary	Teacher	Information on the new Be	Additional time to plan an	N/A
Yes	East Lincoln Elementary	Teacher	Answer teacher questions	Benchmark ELA collabora	N/A
No	Robert E. Lee Elementary	Teacher	It provided me with inform	I look forward to attending	Module 2 to continue lear
No	Robert E. Lee Elementary	Teacher	It reviewed things we wer	I'm looking forward to Module 3.	
No	Robert E. Lee Elementary	Teacher	It provided information on	Work Day	
No	Tullahoma High School	Teacher	Really taught me new wa	Becoming a professional of each individual option of	
Yes	Tullahoma High School	Teacher	Really increased my unde	Conference training from schoology.	
No	Tullahoma High School	Teacher	This professional develop	More technology and distance learning opportunities	
No	Bel-Aire Elementary	Teacher	Helpful for me as an Inter	Follow up with some of th	Beth and Wendy did a gre
No	Bel-Aire Elementary	Teacher	It provided helpful instruct	Time to implement what I	Brittany, Beth and Jordan
No	Bel-Aire Elementary	Teacher	It provided additional insig	Time to introduce & imple	I appreciated learning mo

e you would like for us to know.
senting the information given to her.

viding information and practical application

chool used the same platform if we have to go to distance learning.
chers.

w curriculum!
urces to help me help the teachers
this manner for next school year as an assistant I would like to assist more than just making copies for packets... Maybe make instruction videos for student in

ning about Benchmark.

schoology (i.e. - a 'how to' schoology conference course; a 'how to' schoology assessment building course)

at job. It was very enjoyable and informative.
did a great job! Very informative.
re about the program. I've heard great things about it. Mary and Shannon did a great job providing information. :-)

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/22/2020 10:58:40	janice.l	Legal Guidance for SPED & Gen Ed	6/23/2020	8:30 - 11:30
6/23/2020 11:17:12	janice.l	Schoology & Distance Learning	6/23/2020	8:30 - 11:30
6/5/2020 10:25:02	janice.\	meaningful learning opportunities	6/5/2020	8:30 - 11:30
6/2/2020 10:05:40	janice.\	Schoology	6/1/2020	8:30 - 11:30
6/2/2020 12:34:37	janice.\	screencastomatic	6/2/2020	12:30 - 3:30
6/5/2020 14:44:21	jared.o	Physical, mental, and personal well being with s	6/5/2020	8:30 - 3:30
6/4/2020 21:19:12	jared.w	Handle with care- verbal part	6/4/2020	8:30 - 3:30
7/2/2020 21:50:47	jared.w	HWC part 2-physical	7/2/2020	8:30 - 3:30
7/2/2020 18:50:40	jeannie	Handle with Care	7/2/2020	8:30 - 3:30
5/28/2020 14:18:33	jenna.r	ELA Textbook Work Session	5/28/2020	12:30 - 3:30
5/27/2020 10:45:12	jenna.r	Harcourt ELA Training 9th & 10th Grades	5/27/2020	8:30 - 11:30
6/2/2020 15:15:24	jennie.\	Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/9/2020 14:58:55	jennie.\	Strong Brains	6/9/2020	8:30 - 3:30
6/15/2020 14:57:02	jennifer	Student Engagement	6/15/2020	12:30 - 3:30
6/29/2020 9:34:47	jennifer	CUBES	6/29/2020	8:30 - 11:30
6/9/2020 15:54:17	jennifer	Building String Brains	6/9/2020	8:30 - 3:30
5/27/2020 9:05:45	jennifer	Module One ELA	5/26/2020	8:30 - 11:30
5/27/2020 9:09:03	jennifer	Module Two ELA	5/27/2020	8:30 - 11:30
6/17/2020 10:51:34	jennifer	Benchmark Advance ELA	6/17/0020	8:30 - 11:30
6/18/2020 11:48:39	jennifer	Sanford Harmony	6/18/2020	8:30 - 11:30
6/2/2020 10:06:16	jennifer	Basics of Schoology	6/2/2020	8:30 - 11:30
5/26/2020 11:36:19	jennifer	THS math department summer session 1	5/26/2020	8:30 - 11:30
6/17/2020 12:42:22	jennifer	ELA Benchmark Module 3	6/17/2020	8:30 - 11:30
6/17/2020 12:44:09	jennifer	ELA Grades 2-5 Benchmark Module 3	6/17/2020	12:30 - 3:30
5/27/2020 8:59:55	jennifer	Benchmark ELA Kindergarten	5/27/2020	8:30 - 11:30
5/27/2020 9:05:14	jennifer	Benchmark ELA Module 1	5/26/2020	8:30 - 11:30
6/1/2020 20:09:58	jennifer	Classroom Management Strategies & Intervent	6/1/2020	8:30 - 3:30
6/4/2020 10:48:21	jennifer	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/18/2020 11:44:30	jennifer	Sanford Harmony	6/18/2020	8:30 - 11:30
6/18/2020 16:46:39	jennifer	Benchmark Module 3	6/17/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Bel-Aire Elementary	Teacher	Helpful guidance for curre	Unsure	Mr. Bennett was very infor
No	Bel-Aire Elementary	Teacher	I learned more about Sch	Time to implement what I	Susan did a great job. :-)
No	Tullahoma High School	Teacher	a way to open up class di	more traing	
No	Tullahoma High School	Teacher	How to load youtube vide	individualized training	
No	Tullahoma High School	Teacher	videos	personal training to use in	cosmetology
No	Robert E. Lee Elementary	Teacher	Better understanding of th	School Culture	Awesome PD!
No	Tullahoma High School	Educational Assistant	I learned new ways to go	I need the physical part of	It was a great PD, very inf
No	Tullahoma High School	Educational Assistant	I now know the correct re	I think I am good now	Really good training with a
No	Tullahoma High School	Teacher	It helped me to become fa	Handle with Care part 1	session
No	Tullahoma High School	Teacher	It was beneficial to sit and	It would be nice to have w	We will need answers on
No	Tullahoma High School	Teacher	It provided an overview of	I need the training to be b	It was too much to retain a
No	Tullahoma High School	Teacher	I learned something entire	I need to know how to util	They were great presente
No	Tullahoma High School	Teacher	I learned what ACEs are a	Basis on the statistics behind	this research
Yes	Robert E. Lee Elementary	Teacher	Creating this pd was incre	None	Thank you Susan! We lov
No	Robert E. Lee Elementary	Teacher	Speaking to fellow math te	The opportunity for math t	Thank you!
No	Tullahoma High School	Educational Assistant	Help understanding why k	Hmm, I'm not sure. Maybe	something about integra
No	Jack T. Farrar Elementary	Teacher	It was wonderful to get to	Possibly watching a teach	Thank you for providing th
No	Jack T. Farrar Elementary	Teacher	It provided information ab	A day to choose which ite	It is great to get together w
No	Jack T. Farrar Elementary	Teacher	It gave me an opportunity	Time with my team to plan.	
No	Jack T. Farrar Elementary	Teacher	Gave me info to start the l	Watch a couple videos of the	program in action.
No	Tullahoma High School	Teacher	This was very helpful to m	I'm not sure.	
No	Tullahoma High School	Teacher	Helped me with technolog	More technology	
No	System-Wide School	Other	It was great to connect wi	Looking forward to watching	some of the modeled le
No	System-Wide School	Other	Looking at each compone	Benchmark in action videos	will be helpful.
No	Jack T. Farrar Elementary	Teacher	Very informative	More information on how	Ms. Perry is amazing and
No	Jack T. Farrar Elementary	Teacher	I learned a lot about Benc	More information on using	Ms. Perry has been a wor
No	Jack T. Farrar Elementary	Teacher	It was an good refresher c	I feel that I will always be	Mrs. Counts was very info
No	Jack T. Farrar Elementary	Teacher	In the fear that distance le	n/a	Mr. and Mrs. King did a w
No	Jack T. Farrar Elementary	Teacher	This was amazing! I reall	To spend time to explore	Thank you!!!
No	Jack T. Farrar Elementary	Teacher	It was a thorough review c	I still would like to see how	this is implemented in the

e you would like for us to know.
rmative
Thank you!

ormative and interesting.
a great instructor. Getting to perform the various restraints hands on was very helpful compared to watching a video.

if we can supplement with materials that are not in the textbook or not. A concrete answer or process for communication is necessary before the beginning of t
at once. The implementation of this is going to take awhile to figure everything out. The online textbook is EXTENSIVE.
rs and deserve a pat on the back.

ed facilitating this PD!

ted learning styles.
iis training:)
with all the K teachers!!

ssons on Benchmark Universe

very helpful.
derful source of information.
rmative. She gave strategies and interventions that expanded from pre-k to high school.
onderful job sharing online resources they have used.

e classroom.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/29/2020 9:26:45	jennifer	CUBES	6/29/2020	8:30 - 11:30
5/26/2020 14:12:12	jennifer	Benchmark ELA	5/26/2020	12:30 - 3:30
5/27/2020 11:21:49	jennifer	Benchmark Module 2	5/27/2020	8:30 - 11:30
6/2/2020 10:06:02	jennifer	Schoology Basic	6/2/2020	8:30 - 11:30
5/26/2020 14:13:50	jennifer	Benchmark Advance 1st Grade Module 1	5/26/2020	8:30 - 11:30
5/27/2020 23:58:01	jennifer	Benchmark Module 2 1st grade teachers	5/27/2020	8:30 - 11:30
6/17/2020 22:27:39	jennifer	Benchmark Tier 1	6/17/2020	8:30 - 11:30
6/4/2020 14:53:19	jennifer	Digital Learning Through the interactive classro	6/4/2020	12:30 - 3:30
6/2/2020 14:52:15	jennifer	Distance Learning 101	6/2/2020	12:30 - 3:30
6/18/2020 11:02:47	jennifer	Keeping Students Engaged PD documents	6/18/2020	8:30 - 11:30
6/22/2020 12:29:19	jermair	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
7/2/2020 20:58:20	jermair	Handle with Care(instructor)	7/2/2020	8:30 - 3:30
6/5/2020 12:20:27	jesse.s	Handle With Care-Verbal Session	6/4/2020	8:30 - 3:30
5/28/2020 14:52:46	jessica	English Department textbook work day	5/28/2020	12:30 - 3:30
5/28/2020 16:19:16	jessica	English department textbook work day	5/28/2020	12:30 - 3:30
5/27/2020 14:44:01	jessica	Harcourt ELA Training 11th & 12th Grades	5/27/2020	12:30 - 3:30
6/16/2020 17:15:46	jessica	CPR/AED Certification	6/16/2020	8:30 - 3:30
6/18/2020 11:03:24	jessica	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/23/2020 11:17:05	jessica	Schoology and Distance Learning	6/23/2020	8:30 - 11:30
6/29/2020 14:27:03	jill.reed	Youth Mental Health First Aid	6/29/2020	8:30 - 3:30
7/1/2020 13:29:43	jill.reed	Basic Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 14:11:38	jill.reed	Basic Sign Language	7/2/2020	8:30 - 3:30
6/1/2020 15:59:53	jim.dou	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
6/4/2020 12:35:00	jim.dou	middle school social studies meeting	6/4/2020	8:30 - 11:30
6/2/2020 15:15:18	jim.dou	Screencast-o-matic	6/2/2020	12:30 - 3:30
6/5/2020 14:45:03	john.oli	Physical Mental and Personal Well Being with S	6/5/2020	8:30 - 3:30
6/5/2020 16:17:47	jolie.jes	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/2/2020 10:06:33	jonatha	Basics of Schoology	6/2/2020	8:30 - 11:30
6/23/2020 11:16:43	jonatha	Schoology for Face-to-Face and Distance Learr	6/23/2020	8:30 - 11:30
5/27/2020 14:02:40	jordan.	ELA Benchmark Grade 3 Module 1	5/27/2020	12:30 - 3:30

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Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Jack T. Farrar Elementary	Teacher	I appreciated learning hov	Math virtual learning for Kindergarten	
No	Bel-Aire Elementary	Teacher	It benefited me by giving r	Module 2 is the next porti	Nothing at this time.
No	Bel-Aire Elementary	Teacher	It benefited me by learnin	The last module.	Nothing at this time.
No	Bel-Aire Elementary	Teacher	I now know how to make :	I am unsure	
No	Robert E. Lee Elementary	Teacher	It provided information on	Benchmark Advance Mod	NA
No	Robert E. Lee Elementary	Teacher	Gave information on how	Module 3 Benchmark info	NA
No	Robert E. Lee Elementary	Teacher	Ways to implement our ne	Na	None
No	East Middle School	Teacher	taught me to use imovie	more computer training	i need an updated ipad
No	East Middle School	Teacher	I learned how to use Goo	More online teaching options	
No	Tullahoma High School	Teacher	Taught me how to teach	More ways to teach with technology	
No	Tullahoma High School	Educational Assistant	Knowledge about differen	Handle with Care	
Yes	Tullahoma High School	Educational Assistant	Was able to communicate	None	
No	Jack T. Farrar Elementary	Teacher	It gave me the tools I nee	I will be taking the restraint class in July.	
No	Tullahoma High School	Teacher	We worked on curriculum	I need more training on Writable and the Grammar	
No	Tullahoma High School	Teacher	I have a layout for next se	I need more training with the online features.	
Yes	Tullahoma High School	Teacher	It prepared me to utilize th	We will need a refresher later.	
Yes	East Lincoln Elementary	Other	Instructor/Presenter expe	The school nurses will be	Presented CPR/AED from
No	Tullahoma High School	Teacher	I feel more comfortable le	Ideas for how to keep students accountable during c	
No	Tullahoma High School	Teacher	I learned many features o	I would like some information on how to keep studer	
No	East Lincoln Elementary	Educational Assistant	Help to understand menta	To read the book	
No	East Lincoln Elementary	Educational Assistant	A great deal of knowledge	Tomorrow's class	Melissa Boyette was an a
No	East Lincoln Elementary	Educational Assistant	Helped learn ASL	Practice	Melissa Boyette was wonc
No	West Middle School	Teacher	I mostly enjoyed the differ	my next ones will deal wit	very informative and thorc
No	West Middle School	Teacher	shared lots of ideas and s	more social studies collaboration. this was helpful.	
No	West Middle School	Teacher	help me with distance lea	more distance learning	good presentation
Yes	Tullahoma High School	Teacher	It made me aware of lollip	How to deal with difficult p	Great session
No	West Middle School	Educational Assistant	I feel like it equipped me v	Other trainings like the on	This was a very good trair
No	Tullahoma High School	Teacher	Increased my prior knowle	more immersion in the topic	
No	Tullahoma High School	Teacher	Greatly. I learned some r	None at the moment	
No	Bel-Aire Elementary	Teacher	It will help me navigate th	I am signed up to attend t	NA

Section 6/pg.58

e you would like for us to know.

feature.

1 8:30-11:30 and 12:30-3:30 time slots on 6/16/2020. Put my time in as 8:30-3:30 since it would not let me check both boxes at once. Thanks!

listance learning

nts accountable while distance learning.

wesome instructor

derful

ough presentation.

ning with pertinent, important information, and I am glad that I chose to attend.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/28/2020 10:32:15	jordan.	ELA Benchmark Module 2 Grade 3	5/28/2020	8:30 - 11:30
6/11/2020 10:51:16	jordan.	Virtual Instruction	6/11/2020	8:30 - 11:30
6/17/2020 15:13:57	jordan.	ELA Benchmark Module 3	6/17/2020	12:30 - 3:30
6/5/2020 18:20:58	jordan.	Physical, Mental, Personal Well-being of the stu	6/5/2020	8:30 - 3:30
6/18/2020 11:02:12	jordan.	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/16/2020 11:29:34	josh.ha	Meeting Learns Needs Through Individualized D	6/16/2020	8:30 - 11:30
6/16/2020 15:34:11	josh.ha	Meeting Learner's Needs Through Distance Lea	6/16/2020	12:30 - 3:30
6/18/2020 12:58:49	josh.ha	Keeping Students Engaged	6/18/2020	8:30 - 11:30
6/24/2020 10:39:38	josh.ha	Skyward Training	6/24/2020	8:30 - 11:30
7/2/2020 22:00:58	josh.ha	Handle With Care	6/2/2020	8:30 - 3:30
7/2/2020 23:00:36	josh.ha	Handle with care	7/2/2020	8:30 - 3:30
7/1/2020 16:54:59	joyce.h	Basic Sign Language Day 1	7/1/0202	8:30 - 3:30
7/2/2020 19:59:36	joyce.h	Basic Sign Language Day 2	7/2/2020	8:30 - 3:30
6/2/2020 10:06:42	judy.st	Basic Schoology	6/1/2020	8:30 - 11:30
6/2/2020 12:39:59	judy.st	Screencast-O-Matic Session 1	6/1/2020	12:30 - 3:30
5/26/2020 10:26:43	judy.st	THS Math Department PD	5/26/2020	8:30 - 11:30
6/8/2020 10:33:08	julee.k	Referrals: General Education First- Then What?	6/8/2020	8:30 - 3:30
6/9/2020 14:23:54	julee.k	Building strong brains	6/9/2020	8:30 - 3:30
6/5/2020 9:04:06	julia.br	Handle With Care	6/4/2020	8:30 - 3:30
6/15/2020 14:57:36	julia.br	Student Engagement	6/15/2020	12:30 - 3:30
7/2/2020 17:51:01	julia.br	Handle With Care - Physical	7/2/2020	8:30 - 3:30
5/28/2020 10:33:13	julia.bu	Benchmark Module 2- grade 3	5/28/2020	8:30 - 11:30
5/27/2020 14:00:35	julia.bu	Module 1- Benchmark 3rd grade	5/27/2020	12:30 - 3:30
6/10/2020 11:15:52	julia.bu	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/19/2020 23:21:09	julia.bu	Benchmark Module 3	6/17/2020	12:30 - 3:30
6/17/2020 22:00:45	julia.su	Building Strong Brains	6/9/2020	8:30 - 3:30
6/18/2020 11:03:31	julia.su	Keeping Students Engaged	6/18/2020	8:30 - 11:30
6/3/2020 13:15:33	julie.ko	choice boards	6/3/2020	12:30 - 3:30
5/28/2020 17:24:10	julie.ko	ELA curriculum workday 6-8	5/28/2020	8:30 - 11:30
5/28/2020 17:23:06	julie.ko	Harcourt ELA training 6-8	5/27/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Bel-Aire Elementary	Teacher	It helped me view and acc	I am signed up to attend t	NA
Yes	Bel-Aire Elementary	Teacher	I presented helpful ways t	NA	NA
No	Bel-Aire Elementary	Teacher	It helped me understand t	I need the opportunity to p	NA
No	West Middle School	Teacher	Reviewed issues that I pr	CPR or a Physical Education	PD
No	West Middle School	Teacher	Showed me different way:	Something physical educatio	n related
No	West Middle School	Teacher	Helped prepare me for fut	Part II at 12:30	Went great!
No	West Middle School	Teacher	Prepared me for future dis	Signed up for 6/18/2020	Training was great!
No	West Middle School	Teacher	Preparedness for Future	I'm signed up for the 6/24	Went Great!
No	West Middle School	Teacher	Gave me a more understa	HWC presenter 7/2	Went great!
Yes	West Middle School	Teacher	Help prepare for restraint	HWC later this month	N/A
Yes	West Middle School	Teacher	Restraint training	HWC later this month	Good day!
No	East Lincoln Elementary	Educational Assistant	Learn to communicate wit	Learn how to use communica	tion devices.
No	East Lincoln Elementary	Educational Assistant	learn to communicate with	Learn how to use communica	tions devices.
No	Tullahoma High School	Teacher	I learned so much from th	I just need time to practice	Sean and Liberty were an
No	Tullahoma High School	Teacher	It gave me an idea of how	more practice	
No	Tullahoma High School	Teacher	I I learned some ideas for	More hands on with my own	equipment when the eq
No	Tullahoma High School	Teacher	I gained a better understa	More SpEd related topics-(	i.e.: legal considerations
No	Tullahoma High School	Teacher	I gained a better understa	Not sure	
No	East Lincoln Elementary	Teacher	Helped refresh the correc	Handle With Care Physical	Training
No	East Lincoln Elementary	Teacher	Lots of new strategies to i	Activities to engage those	These 2 presenters are pe
No	East Lincoln Elementary	Teacher	Certified me in the Handle	N/A	
No	East Lincoln Elementary	Teacher	Getting to know the annot	Working days with ELA grad	e level teachers to prep.
No	East Lincoln Elementary	Teacher	Learning the basics of the	Module 2-3	
No	East Lincoln Elementary	Teacher	I learned lots of tips and t	Work day for creating educa	tional opportunities to us
No	East Lincoln Elementary	Teacher	It helped me by understar	A work day to plan the new	curriculum
No	East Middle School	Teacher	It helped confirm the bene	I just need to put it into ac	I am thankful for resilience
No	East Middle School	Teacher	It helped deepen my unde	I just need time to practice	what I have learned and s
No	East Middle School	Teacher	allowed me to practice cre	google sites	
No	East Middle School	Teacher	Collaboration with peers	Just more practice	
No	East Middle School	Teacher	Navigation of new textboc	Just more practice	

e you would like for us to know.

nazing. They were both very patient with beginners.

uipment comes in.

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erfect!

are

se on google

e.

start creating a plan.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/2/2020 15:13:18	julie.ko	Screencast-o-matic	6/2/2020	12:30 - 3:30
5/28/2020 14:17:48	julie.wa	ELA Textbook PD	5/28/2020	12:30 - 3:30
5/27/2020 10:49:35	julie.wa	HMH ELA Textbook PD	5/27/2020	8:30 - 11:30
6/3/2020 17:59:25	kaila.w	ELMA Benchmark session 1	5/26/2020	8:30 - 11:30
6/4/2020 10:46:51	karen.k	Distance Learning 101 Math (K-8)	6/4/2020	8:30 - 11:30
6/29/2020 10:06:09	karen.k	CUBES PD	6/29/2020	8:30 - 11:30
6/30/2020 10:59:28	karen.k	Formative	6/30/2020	8:30 - 11:30
6/2/2020 15:26:18	katheri	Distance Learning 101 for ELA Grades 6-12	6/2/2020	12:30 - 3:30
5/28/2020 11:21:49	katheri	ELA Curriculum Workday Grades 6-8	5/28/2020	8:30 - 11:30
5/27/2020 11:12:47	katheri	Harcourt ELA Training 6th-8th Grades	5/27/2020	8:30 - 11:30
6/16/2020 10:10:00	katheri	CPR/AED Training	6/16/2020	8:30 - 11:30
6/29/2020 17:58:08	kathy.b	Math Manipulatives	6/29/2020	12:30 - 3:30
6/29/2020 17:59:27	kathy.b	CUBES	6/29/2020	8:30 - 11:30
6/2/2020 9:57:51	kathy.c	Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:12:39	kathy.c	Screen cast o matic	6/2/2020	12:30 - 3:30
6/15/2020 14:59:16	kathy.c	Student Engagement	6/15/2020	12:30 - 3:30
6/18/2020 11:03:42	kathy.c	Distant Learning- Kim Carter and S. Stevens	6/18/2020	8:30 - 11:30
6/23/2020 11:19:08	kathy.c	Using Schoology for Face to Face Distant Learr	6/23/2020	8:30 - 11:30
6/24/2020 10:38:12	kathy.c	Skyward	6/24/2020	8:30 - 11:30
6/30/2020 10:37:57	kathy.c	Formative Assessment	6/30/2020	8:30 - 11:30
6/3/2020 16:01:32	kathy.n	Choice Boards for Online Learning	6/3/2020	12:30 - 3:30
6/3/2020 11:02:20	kathy.n	Inclusion	6/3/2020	8:30 - 11:30
6/6/2020 7:59:00	kathy.n	Verbal Handle With Care	6/4/2020	8:30 - 3:30
6/9/2020 14:36:10	kathy.n	Aimsweb review and updates	6/9/2020	8:30 - 3:30
5/27/2020 8:55:10	katie.c	Benchmark ELA Module 1	5/26/2020	8:30 - 11:30
5/27/2020 9:04:51	katie.c	Benchmark ELA Module 2	5/27/2020	8:30 - 11:30
6/17/2020 11:09:19	katie.c	Benchmark Module 3	6/17/2020	8:30 - 11:30
6/1/2020 15:53:34	katie.ki	Classroom Management Strategies & Interventi	6/1/2020	8:30 - 3:30
5/26/2020 11:43:05	katie.ki	Math Department PD	5/26/2020	8:30 - 11:30
5/26/2020 10:33:01	katie.m	THS Math Dept PD	5/26/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Middle School	Teacher	refresher	google sites	Great presenters
No	Tullahoma High School	Teacher	We were able to look at o	Opportunities to meet with other grade bands.	
No	Tullahoma High School	Teacher	I am able to understand h	How to navigate and utilize Writable better.	
No	East Lincoln Elementary	Teacher	It helped me better under:	I would like to see how otl	This was a great opportur
Yes	Bel-Aire Elementary	Teacher	Having a discussion with (	training with POSIT (Renee Flowers)	
No	Bel-Aire Elementary	Teacher	It was nice to hear how ar	I would like to see Tabithe	Common vocabulary was
Yes	Bel-Aire Elementary	Teacher	Wonderful resource to us(	I would like the premium version of this product.	
No	East Middle School	Teacher	I learned how to create a	More distance learning tips	
No	East Middle School	Teacher	It was great to collaborate	I would love more collaboration with the 6th grade te	
No	East Middle School	Teacher	This session helped me n	I would like to spend som	It was great to have the re
No	East Middle School	Teacher	Reviewing how to do CPF	None for now	
No	Robert E. Lee Elementary	Teacher	Yea	N/a	N/a
No	Robert E. Lee Elementary	Teacher	Problem solving strategy	N/a	N/a
No	East Middle School	Teacher	clarified somethings for m	Screencastify	
No	East Middle School	Teacher	I learned the basics of this	none	They were great presente
No	East Middle School	Teacher	It was very thought provol	Distant Learning	The presenters were ama
No	East Middle School	Teacher	This session took the fear	All the help I can get!	
No	East Middle School	Teacher	Clairifed some issues with	Skyward	
No	East Middle School	Teacher	I did not know all of the fe	Edgenuity	
No	East Middle School	Teacher	It will help me be able to t	Edgenuity	
Yes	West Middle School	Teacher	How to teach teachers fro	Go to Tennessee Art Education Conference! :D	
No	Jack T. Farrar Elementary	Educational Assistant	Clarification, and good sh	Aimsweb	Everyone needs this class
No	Jack T. Farrar Elementary	Educational Assistant	Gave me another tool for	Aimsweb	
No	Jack T. Farrar Elementary	Educational Assistant	Learning the why's and hc	None.	
No	Bel-Aire Elementary	Teacher	The training prepared me	Continue training on Benc	Laurie did a wonderful job
No	Bel-Aire Elementary	Teacher	The training prepared me	I will be attending Google	Laurie did a great job!
No	Bel-Aire Elementary	Teacher	I am so excited to use the	Time before school starts	Thank you for the new cur
No	Tullahoma High School	Teacher	It provided good classroo	I'm looking forward to the Building Strong Brains PD	
No	Tullahoma High School	Teacher	I learned a lot of beneficia	I am looking forward to the next Math Department Pl	
No	Tullahoma High School	Teacher	learning how to use mobi-	Using schoology more flui :)	

e you would like for us to know.

ity, and I enjoyed it.

a reoccurring topic in this PD as we discussed items. It would be beneficial if every utilized the common vocabulary resources our district has put together. We

am from both schools.
presentative from the textbook company explaining and walking us through the online programs and textbook.

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riculum!

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D and the Classroom Management PD.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/18/2020 10:59:23	katie.m	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/30/2020 10:38:48	katie.m	Formative	6/30/2020	8:30 - 11:30
6/2/2020 10:06:14	kay.lay	Basics of Schoology	6/2/2020	8:30 - 11:30
6/15/2020 14:57:15	kay.lay	Student Engagement	6/15/2020	12:30 - 3:30
6/18/2020 11:02:33	kay.lay	Keeping Students Engages During Distance Le	6/18/2020	8:30 - 11:30
5/28/2020 10:19:23	kayla.d	Benchmark Advance Module 2 Grade 3	5/28/2020	8:30 - 11:30
5/26/2020 14:12:12	kayla.d	Benchmark Module 1 Session	5/26/2020	12:30 - 3:30
5/28/2020 10:21:12	kayla.d	Benchmark Module 2 Grade 1	5/27/2020	8:30 - 11:30
6/24/2020 13:21:15	kayla.d	Benchmark Module 3 Grade 2-5	6/17/2020	12:30 - 3:30
7/1/2020 15:32:02	kelli.mi	Sign Language	7/1/2020	8:30 - 3:30
6/29/2020 16:04:48	kelly.fa	MHFA Youth Course	6/29/0020	8:30 - 3:30
6/5/2020 11:23:37	kelly.or	Creating Meaningful Learning Opportunities Usi	6/5/2020	8:30 - 11:30
6/2/2020 15:14:29	kelly.or	Screencast-O-Matic PD: Section 1	6/2/2020	12:30 - 3:30
6/18/2020 10:59:48	kelly.or	Keeping Students Engaged During Distant Lear	6/18/2020	8:30 - 11:30
6/24/2020 10:36:46	kelly.or	Skyward's Message Center/ Gradebook	6/24/2020	8:30 - 11:30
5/26/2020 10:29:32	kim.car	THS math dept PD	5/26/2020	8:30 - 11:30
6/19/2020 7:40:11	kim.car	THS Math Department Summer PD Part 1	5/26/2020	8:30 - 11:30
6/19/2020 7:41:37	kim.car	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/30/2020 10:38:04	kim.car	Formative	6/30/2020	8:30 - 11:30
5/28/2020 14:28:03	koye.sc	ELA Curriculum Workday Grades 9-12	5/28/2020	12:30 - 3:30
5/27/2020 14:23:32	koye.sc	Harcourt ELA Training 11th & 12th Grades	5/27/2020	12:30 - 3:30
5/29/2020 9:41:35	kristen.	Benchmark Advanced Module 2	5/29/2020	8:30 - 11:30
5/28/2020 20:05:58	kristen.	Benhmark Advanced Module 1 ELA 5th grade	5/28/2020	12:30 - 3:30
6/10/2020 10:30:09	kristen.	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/15/2020 19:42:47	kristen.	Student Engagement	6/15/2020	12:30 - 3:30
6/16/2020 15:35:54	kristen.	Adult and child cpr/aed/first aid	6/16/2020	8:30 - 3:30
6/15/2020 14:56:28	kristi.fr	Student Engagement	6/15/2020	12:30 - 3:30
6/16/2020 11:29:23	kristi.fr	Meeting Learners Needs Through Individualizec	6/16/2020	8:30 - 11:30
6/16/2020 14:12:35	kristi.fr	Meeting Learner Needs Through Individualized	6/16/2020	12:30 - 3:30
6/22/2020 10:37:01	kristi.fr	Meeting Learners Needs Through Individualizec	6/16/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Tullahoma High School	Teacher	Distance Learning platfor	time to practice my new k	Great PD experience
No	Tullahoma High School	Teacher	New tool to use for formal	time to practice my new	Very good session; extren
No	Tullahoma High School	Teacher	Organized intro to School	More distance learning opps	and what is more 'unifo
No	Tullahoma High School	Teacher	Prioritizing! Take care of r	Parent Engagement (other than the traditional PTC a	
No	Tullahoma High School	Teacher	Great tips on various app:	Something like "Putting It All Together". We need tir	
No	Robert E. Lee Elementary	Teacher	Exposing myself to the m:	Assessments- online com	n/a
No	Robert E. Lee Elementary	Teacher	Getting familiar with the w	Assessment piece of Ben	N/a
No	Robert E. Lee Elementary	Teacher	Exploring the component	Online comoponent	N/a
No	Robert E. Lee Elementary	Teacher	Information about our upc	Online component	
No	East Lincoln Elementary	Teacher	I have had students in the	It would be helpful to have a refresher course or trai	
No	East Lincoln Elementary	Educational Assistant	It gave me more insight tc	Other behavior classes fo	Great instructor
No	Tullahoma High School	Teacher	Taught me about Schoolc	Schoology Conferences	
No	Tullahoma High School	Teacher	Assistance for creating ar	Schoology Conferences	
No	Tullahoma High School	Teacher	review on types of confer	Schoology Conferences	PD
No	Tullahoma High School	Teacher	did not know much about	Google Jamboard	would like access to Gooc
Yes	Tullahoma High School	Teacher	Learned how to better pre	More practice	Need quality software for
Yes	Tullahoma High School	Teacher	Learned about features in	Digital resources for math	practice
Yes	Tullahoma High School	Teacher	I learned Google Meet is (	Digital Math practice resources	
No	Tullahoma High School	Teacher	Great way to reach and e:	Software for math practice	-- rigorous
No	Tullahoma High School	Teacher	Increased familiarity with	More work time	I'd like the opportunity to f
No	Tullahoma High School	Teacher	Introduction to new curric	Real creation of the first u	I'd have appreciated the o
No	Robert E. Lee Elementary	Teacher	Understand module 2	Module 3	
No	Robert E. Lee Elementary	Teacher	Learning new curriculum.	Module 2	
No	Robert E. Lee Elementary	Teacher	I can now use Google Cla	More distance learning	
No	Robert E. Lee Elementary	Teacher	Engaging	Distance learning	
Yes	Bel-Aire Elementary	Other	Reviewed CPR,AED and	Health related	
No	Tullahoma High School	Teacher	Good reminders	Meeting Learns Needs Through Individualized Dista	
No	Tullahoma High School	Teacher	I gained knowledge about	Meeting Individual Learner Needs Through Distance	
No	Tullahoma High School	Teacher	I learned about more platf	Using Schoology for Face	I feel much better about fi
No	Tullahoma High School	Teacher	I have increased my know	Part 2 -Meeting Learners Needs Through Individuali	

Section 6/19.67

e you would like for us to know.

nely informative
rm' for our school and students.
and calls home)
ne and practice on re-inventing our lessons, putting them into videos, apps, etc, and tiding up the package.

nings throughout the year to continue practicing and learning sign language.

gle Jamboard
high school math practice

acilitate PD as presenter - I would like to serve through leadership roles.
pportunity to be a presenter. What's the system for becoming one?

nce Learning
Learning part 2
guring out Online lesson planning and delivery for my kids after this session. I attended virtually and it was very good. The sound was good, visuals were alsc
zed Instruction

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/23/2020 11:17:38	kristi.fr	Schoolgy and Distance Learning	6/23/2020	8:30 - 11:30
6/2/2020 11:42:54	kristy.h	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
6/9/2020 15:00:50	kristy.h	Building Strong Brains	6/9/2020	8:30 - 3:30
6/16/2020 18:00:46	kristy.h	CPR	6/16/2020	12:30 - 3:30
7/2/2020 21:56:32	kristy.h	Handle with Care	7/2/2020	8:30 - 3:30
6/2/2020 10:04:11	kyle.pri	Basics of Schoology	6/2/2020	8:30 - 11:30
5/28/2020 15:14:32	kyle.pri	Benchmark ELA Module 1 Training Grade 5	5/28/2020	12:30 - 3:30
5/29/2020 9:43:41	kyle.pri	Benchmark ELA Module 2 Training Grade 5	5/29/2020	8:30 - 11:30
6/17/2020 14:37:48	kyle.pri	Benchmark Advance Module 3	6/17/2020	12:30 - 3:30
6/10/2020 12:47:07	ladon.c	Special Ed Potpourri	6/10/2020	8:30 - 3:30
6/5/2020 14:58:45	laken.g	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/9/2020 14:59:58	laken.g	Building Strong Brains	6/9/2020	8:30 - 3:30
6/16/2020 10:09:45	laken.g	CPR	6/16/2020	8:30 - 11:30
7/2/2020 14:20:42	laken.g	Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 14:21:27	laken.g	Sign Language Day 2	7/2/2020	8:30 - 3:30
7/2/2020 8:52:55	laura.c	Sign language	7/1/2020	8:30 - 3:30
7/2/2020 8:53:58	laura.c	Sign language	7/2/2020	8:30 - 3:30
5/27/2020 14:01:23	laura.lc	3rd grade Benchmark Module 1	5/27/2020	12:30 - 3:30
5/28/2020 10:19:02	laura.lc	Benchmark Module 2 grade 3	5/28/2020	8:30 - 11:30
5/27/2020 9:09:58	laurie.p	ELA kindergarten Benchmark Advanced Module	5/26/2020	8:30 - 11:30
5/27/2020 9:20:36	laurie.p	ELA kindergarten Benchmark Module 2	5/27/2020	8:30 - 11:30
6/23/2020 14:50:54	laurie.p	Benchmark ELA Module 3 Training, Grades K-1	6/17/2020	8:30 - 11:30
6/18/2020 11:44:23	lee.stal	Sanford Harmony	6/18/2020	8:30 - 11:30
6/7/2020 14:19:49	leeann	East/West Social studies teacher collaboration	6/4/2020	8:30 - 11:30
6/7/2020 14:12:06	leeann	Physical, mental & Personal well being with stu	6/5/2020	8:30 - 3:30
6/2/2020 15:13:54	leeann	Screencast omatic	6/2/2020	12:30 - 3:30
6/1/2020 11:58:01	leighan	Distance Learning 101 For ELA	6/1/2020	8:30 - 11:30
5/28/2020 11:55:03	leighan	ELA Curriculum Workday 6-8	5/28/2020	8:30 - 11:30
5/28/2020 11:58:15	leighan	Harcourt 6-8 Textbook Training	5/27/2020	8:30 - 11:30
6/2/2020 15:23:29	leighan	Leigh Ann Gray	6/2/2020	12:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Tullahoma High School	Teacher	I can create interactive les	Finished	
Yes	Bel-Aire Elementary	Teacher	love interacting with my p	Would love one on how to upload PD proof to the St	
No	Bel-Aire Elementary	Teacher	Great info on understandi	NA	
No	Bel-Aire Elementary	Teacher	Renew CPR certification	I am ok! I have had several sped EAs ask me about	
No	Bel-Aire Elementary	Teacher	Recertification	None	
No	Bel-Aire Elementary	Teacher	It gave me a very good int	Benchmark Advanced Module 3	
No	Bel-Aire Elementary	Teacher	It gave me an excellent ov	Modules 2 and 3 of the same PD	
No	Bel-Aire Elementary	Teacher	It provided an excellent ov	Benchmark ELA Module 3 Training Grade 5	
No	Bel-Aire Elementary	Teacher	This session explained th	IReady refresher course	
No	Tullahoma High School	Educational Assistant	Very informative	Schology	Thanks
No	Bel-Aire Elementary	Educational Assistant	Being in a behavior class,	N/a	
No	Bel-Aire Elementary	Educational Assistant	Knowing the function of th	N/a	
No	Bel-Aire Elementary	Educational Assistant	For recertification to keep	N/A	
No	Bel-Aire Elementary	Educational Assistant	Dealing with non verbal st	Would love to have contin	The presenter Melissa wa
No	Bel-Aire Elementary	Educational Assistant	Dealing with non verbal st	N/a	
No	East Lincoln Elementary	Educational Assistant	Help students learn a new	Day 2	
No	East Lincoln Elementary	Educational Assistant	Help students learn anoth	I would like to learn more	sign language
No	Robert E. Lee Elementary	Teacher	better understanding of ne	module 2	thankful for the work day t
No	Robert E. Lee Elementary	Teacher	explored the additional pa	-	-
Yes	Robert E. Lee Elementary	Teacher	It helped me to prepare fo	The time to prepare for ne	I appreciate to time to get
Yes	Robert E. Lee Elementary	Teacher	to prepare teaching our ne	I think it would benefit us i	Thanks again for giving us
No	Robert E. Lee Elementary	Teacher	It helped me to prepare fo	I feel like Ive been provid	Thank you for providing us
No	Jack T. Farrar Elementary	Educational Assistant	It gave me an idea of how	I would like to see how this practically works in a rea	
No	East Middle School	Teacher	I was able to collaborate v	none	
No	East Middle School	Teacher	Informed me of places my	none	
No	East Middle School	Teacher	Helped to make videos fo	Virtual classroom	Julie Koster showed me v
Yes	East Middle School	Teacher	Helped me to talk through	More tech for DL	Enjoyed all people in sess Alisha Rader is on Project
Yes	East Middle School	Teacher	I was able to work with th	I need more work on the E	I think the day was very pr
Yes	East Middle School	Teacher	It helped greatly to see hc	I need more work explorir	I was more of the facilitatc
Yes	East Middle School	Teacher	I enjoyed working with like	More work on online platforms for Distance Learning	

e you would like for us to know.

ate website for license renewal.

more classes tailored toward them?

s GREAT!

o dive into this with my colleagues.

to know our new curriculum with all kindergarten teachers
s this time to work with just kindergarten for this. All of our conversations were very beneficial.
s with the training this summer!
l-time setting

irtual classroom and knows how to do it.
sion...It was very helpful seeing all of the needs.
: Coach twice. Please remove one of those.
roductive. Thanks for giving us the opportunity to collaborate with each other.
r than the presenter. I did not know how to answer question #4.
l.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/2/2020 9:52:32	liberty.(	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 12:28:04	liberty.(	Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/3/2020 20:39:14	linda.pı	Youth Mental Health First Aid	6/3/2020	8:30 - 3:30
6/9/2020 19:18:31	linda.pı	Building Strong Brains	6/9/2020	8:30 - 3:30
6/16/2020 13:58:39	lisa.dix	CPR	6/16/2020	12:30 - 3:30
6/23/2020 13:07:47	lisa.dix	Schoology:Distance Learning	6/23/2020	8:30 - 11:30
6/9/2020 14:59:32	lisa.gib	Aimsweb: A Review and Updates/Wendy Wilkeı	6/9/2020	8:30 - 3:30
5/27/2020 11:23:40	lisa.lay	Benchmark Advance Session 2	5/27/2020	8:30 - 11:30
5/26/2020 14:14:57	lisa.lay	Benchmark ELA Training K-1 Module 1	5/26/2020	12:30 - 3:30
6/17/2020 11:12:44	lisa.lay	Benchmark module 3	6/17/2020	8:30 - 11:30
6/18/2020 12:39:29	lisa.lay	Sanford Harmony	6/18/2020	8:30 - 11:30
6/24/2020 10:36:51	lisa.lee	Skyward Message Center	6/24/2020	8:30 - 11:30
6/29/2020 14:28:06	lisa.lee	Youth Mental Health First Aid	6/29/2020	8:30 - 3:30
6/4/2020 16:38:36	lisa.ma	HWC - Verbal	6/4/2020	8:30 - 3:30
6/10/2020 14:32:19	lisa.ma	SPED Potpourri	6/10/2020	8:30 - 3:30
6/12/2020 14:51:32	lisa.ma	Get Your Folders in Tip Top Shape	6/12/2020	8:30 - 3:30
6/22/2020 19:55:59	lisa.ma	Legal Guidance for Special Education & Genera	6/22/2020	8:30 - 11:30
7/2/2020 19:12:40	lisa.ma	HWC- Physical	7/2/2020	8:30 - 3:30
6/1/2020 13:31:55	lisa.mo	Classroom management strategies & interventic	6/1/2020	8:30 - 3:30
6/10/2020 14:52:47	londa.i:	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/11/2020 10:51:25	londa.i:	Virtual Instruction	6/11/2020	8:30 - 11:30
6/16/2020 11:29:48	londa.i:	Part 1 Individualized Learning for Distance Lear	6/16/2020	8:30 - 11:30
6/16/2020 14:06:50	londa.i:	Part 2 - Meeting Learner's Needs through Indivi	6/16/2020	12:30 - 3:30
6/16/2020 17:22:42	lori.wel	CPR	6/16/2020	8:30 - 3:30
5/26/2020 14:14:22	loyce.s	Benchmark ELA module 1 First Grade	5/26/2020	12:30 - 3:30
5/27/2020 11:22:47	loyce.s	ELA Benchmark First Grade PD	5/27/2020	8:30 - 11:30
6/17/2020 10:37:10	loyce.s	Benchmark Module 3	6/17/2020	8:30 - 11:30
6/18/2020 11:33:45	loyce.s	Sanford Harmony	6/18/2020	8:30 - 11:30
7/1/2020 10:09:25	loyce.s	Google Classroom	7/1/2020	8:30 - 11:30
6/2/2020 9:28:27	lydia.bı	Classroom Management Strategies and intervei	6/1/2020	8:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
Yes	Tullahoma High School	Teacher	We looked at the ins and	Screencastify	
No	Tullahoma High School	Teacher	To learn another tool that	How to implement learning over various platforms	
No	East Lincoln Elementary	Educational Assistant	The information from the (	Building Strong Brains	
No	East Lincoln Elementary	Educational Assistant	The training gave me a be	Ideas for improving the classroom environment for le	
No	East Middle School	Educational Assistant	Recertified for CPR	Further education for EA	
No	East Middle School	Educational Assistant	I've learned how to assist	I've enjoyed learning more about the distance learni	
No	East Lincoln Elementary	Educational Assistant	I use this program every v	I plan to go back and stud	I think it would be good to
No	East Lincoln Elementary	Teacher	The training helped me to	Time with the materials (when we receive them) and	
No	East Lincoln Elementary	Teacher	The session made me aw	The next level of training for ELA Benchmark.	
No	East Lincoln Elementary	Teacher	Helped further familiarize	Time with the materials.	
No	East Lincoln Elementary	Teacher	Familiarized me with Sant	Look forward to implemer	Would love the PD for our
No	Tullahoma High School	Teacher	I learned new ways to sta	CPR	
No	Tullahoma High School	Teacher	I commonly have students	?	
No	East Lincoln Elementary	Teacher	Part 1 of 2 to become cer	N/A	
No	East Lincoln Elementary	Teacher	It was very helpful to shar	N/A	
No	East Lincoln Elementary	Teacher	Opportunity to review spe	N/A	
No	East Lincoln Elementary	Teacher	It provided very good infor	N/A	
No	East Lincoln Elementary	Teacher	Certification in restraint	NA	
No	Bel-Aire Elementary	Educational Assistant	Help to control behavior is	Best ways for EA to help in classroom	
No	Bel-Aire Elementary	Teacher	It will help me if we do "di	Google Classroom	
No	Bel-Aire Elementary	Teacher	This was very informative	Google Classroom	
No	Bel-Aire Elementary	Teacher	Parent Communication &	More in depth directions f	Very helpful/informative P
No	Bel-Aire Elementary	Teacher	Info on utilizing DoJo, Goo	I need to practice using w	I really enjoyed both work
Yes	Tullahoma High School	Other	To help others to be prep	None at this time	I taught 2 sessions today
No	Bel-Aire Elementary	Teacher	Excellent to have updatec	Yes	Thank you!
No	Bel-Aire Elementary	Teacher	Great to collaborate with (	All the materials for Bench	Excited to have a CURRIC
No	Bel-Aire Elementary	Teacher	Collaborating with colleag	Hands on with materials please	
No	Bel-Aire Elementary	Teacher	Better address student so	Implementation at the buil	It seems extremely valuat
No	Bel-Aire Elementary	Teacher	yes	Time to learn how to use apps appropriately	
No	Bel-Aire Elementary	Educational Assistant	My takeaways are 'Keep (	I would appreciate ideas c	Tori Counts is a thorough,

.e you would like for us to know.

earning.

ng.
meet monthly about aims program just to touch base with other educators to share info learned.
l time with the Benchmark Advance Representative would be helpful.

· school staff.

D.
shops today. Very informative! :)
so I selected the 8:30-3:30. I could not select two classes. Thanks

CULUM!

ole and I am excited to start using it!!

. effective, and upbeat presenter.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/3/2020 10:52:10	maranc	Inclusion Solutions	6/3/2020	8:30 - 11:30
6/8/2020 15:04:31	maranc	Referrals- Gen Ed First, Then What?	6/8/2020	8:30 - 3:30
6/10/2020 12:43:41	maranc	Special Education Potpourri	6/10/2020	8:30 - 3:30
6/5/2020 15:49:47	marcy.l	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/24/2020 10:36:07	margar	Skyward's Message Center/Gradebook	6/24/2020	8:30 - 11:30
7/2/2020 9:46:49	maria.p	Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 9:48:31	maria.p	Sign Language	7/2/2020	8:30 - 3:30
6/2/2020 10:40:43	marisa	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 14:52:43	marisa	Distance Learning 101	6/2/2020	12:30 - 3:30
6/4/2020 14:31:17	marisa	Virtual Interactive Classroom PD Session	6/4/2020	12:30 - 3:30
6/10/2020 11:18:22	marisa	Google classroom k-5	6/10/2020	8:30 - 11:30
6/18/2020 11:10:50	marisa	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/16/2020 11:29:21	marsha	Individualized Learning for Distance Learners	6/16/2020	8:30 - 11:30
5/27/2020 9:44:20	martha	Second Grade Benchmark ELA Module 1	5/27/2020	8:30 - 11:30
5/28/2020 9:17:59	martha	Second Grade Benchmark ELA Module 2	5/28/2020	8:30 - 11:30
6/15/2020 14:57:46	martha	Student Engagement	6/15/2020	12:30 - 3:30
6/17/2020 14:49:28	martha	Benchmark Module 3	6/17/2020	12:30 - 3:30
6/18/2020 11:41:25	martha	Sanford Harmony (K-3)	6/18/2020	8:30 - 11:30
6/18/2020 17:38:06	mary.g	Sanford Harmony Foundations and Strategies	6/18/2020	8:30 - 11:30
6/18/2020 17:39:58	mary.g	Sanford Harmony Foundations and Strategies	6/18/2020	12:30 - 3:30
6/22/2020 11:22:15	mary.g	Legal Guidance for Special Education & Genera	6/22/2020	8:30 - 11:30
6/23/2020 11:13:43	mary.g	Using Schoology for Face-to-Face and Distance	6/23/2020	8:30 - 11:30
6/2/2020 11:08:27	mary.m	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
5/26/2020 14:02:22	mary.w	Benchmark Advance Module 1	5/26/2020	12:30 - 3:30
5/27/2020 9:51:54	mary.w	Benchmark Advance Module 2	5/27/2020	8:30 - 11:30
6/17/2020 12:16:52	mary.w	Benchmark Advance Module 3	6/17/2020	8:30 - 11:30
6/5/2020 14:58:41	mauric	Physical, Mental, and Personal well being with s	6/5/2020	8:30 - 3:30
6/15/2020 14:56:47	mcken:	Student Engagement with Distance Learning	6/15/2020	12:30 - 3:30
6/18/2020 10:57:26	mcken:	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/23/2020 11:18:46	mcken:	Schoology and Distance Learning	6/23/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Bel-Aire Elementary	Teacher	To assist my transition int	A time to collaborate with general education teacher	
No	Bel-Aire Elementary	Teacher	It helped refresh my know	Easy CBM or bench mark testing training/knowledge	
No	Bel-Aire Elementary	Teacher	It gave me helpful tips on	A session for data collection would be great!	
No	Tullahoma High School	Office Staff	I thought it would be more	I am attending both Skyward session by Jean Marie	
No	East Middle School	Teacher	I am new to the system.	I am scheduled for Responding Effectively and Strat	
No	West Middle School	Educational Assistant	Help better communicate	None	Had a great time and the i
No	West Middle School	Educational Assistant	Help better communicate	None	I really enjoyed the instruc
No	East Lincoln Elementary	Teacher	To optimize instruction	Google classroom	
No	East Lincoln Elementary	Teacher	Using Google Classroom	Online teaching resources	
No	East Lincoln Elementary	Teacher	I learned how to create ar	Online teaching resources	I do not have an iPad or If
No	East Lincoln Elementary	Teacher	I learned how use google	How to organize your classroom	
No	East Lincoln Elementary	Teacher	Adaptability, flexibility, joir	Parents involvement	
No	East Lincoln Elementary	Educational Assistant	I now know what Google i	Unsure	
Yes	Jack T. Farrar Elementary	Teacher	It helped me gain knowlec	Module 2 (which is tomorrow)	
Yes	Jack T. Farrar Elementary	Teacher	Module 2 deepened the k	Module 3	
No	Jack T. Farrar Elementary	Teacher	It gave me better strategie	Student engagement during distance learning	
No	Jack T. Farrar Elementary	Teacher	This session gave me a m	A collaborative planning day with 2nd grade	
No	Jack T. Farrar Elementary	Teacher	It showed me how to adec	Watching a class use it in action	
Yes	Robert E. Lee Elementary	Administrator	SEL	Teachers requested a presentation at their schools.	
Yes	Robert E. Lee Elementary	Administrator	SEL	Teachers requested additional training for their scho	
No	Robert E. Lee Elementary	Administrator	Great and informative infc	Please continue to share updates and additional infc	
No	Robert E. Lee Elementary	Administrator	-Very informative regardir	Just continue to share fea	Always great to learn ben
No	Bel-Aire Elementary	Other	It helped by giving ideas a	Training in Skyward	
No	Robert E. Lee Elementary	Teacher	Allowed choice for learnin	See Saw training	We need more iPads.
No	Robert E. Lee Elementary	Teacher	I was able to collaborate v	Training in using See Saw	We need more iPads.
No	Robert E. Lee Elementary	Teacher	Understanding of how to i	I would like ideas for usin	How will we be using the a
No	Tullahoma High School	Educational Assistant	knowledge of different wa	handle with care	THE presenter was very g
No	Tullahoma High School	Teacher	It helped me rethink relati	unsure	
No	Tullahoma High School	Teacher	It made me aware of optic	?	
No	Tullahoma High School	Teacher	Helped me with some of t	.	

.e you would like for us to know.

s to better help with inclusion practices,

Ford.

egically to Substance Misuse Begins in Our Classroom.

instructor was real helpful

:tor

Phone

ols.

)rmation with us and our staff.

eficial information for our students and teachers

assessment options that Benchmark provides?

)ood and professional

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/3/2020 14:17:17	megan	Choice Boards for Online Learning!	6/4/2020	12:30 - 3:30
6/4/2020 10:45:52	megan	Distant Learning 101 Math	6/4/2020	8:30 - 11:30
6/10/2020 11:15:51	megan	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/24/2020 10:33:17	megan	Using Skyward's Message Center and Gradebo	6/24/2020	8:30 - 11:30
6/29/2020 15:12:09	megan	Math Manipulatives	6/29/2020	12:30 - 3:30
6/1/2020 22:23:22	melani	Classroom Management Strategies & Interventi	6/1/2020	8:30 - 3:30
6/10/2020 14:30:47	melani	Melanie Schreck	6/10/2020	8:30 - 3:30
6/12/2020 13:12:17	melani	Get your Red Folders in tip top shape	6/12/2020	8:30 - 3:30
7/1/2020 12:21:08	melani	Sign Language Day 1	7/1/2020	8:30 - 3:30
7/2/2020 13:22:45	melani	Sign language Day 2	7/2/2020	8:30 - 3:30
7/4/2020 2:13:20	melind	Basic Sign Language day 1	7/1/0020	8:30 - 3:30
7/2/2020 16:59:48	melisa.	Basic Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 17:01:01	melisa.	Basic Sign Language	7/2/2020	8:30 - 3:30
6/4/2020 21:16:21	melissa	Handle with Care Verbal	6/4/2020	8:30 - 3:30
6/2/2020 9:56:17	melissa	Schoology Basics	6/2/2020	8:30 - 11:30
6/15/2020 14:50:10	melissa	Student Engagement with Distance Learning	6/15/2020	12:30 - 3:30
6/18/2020 10:46:06	melissa	Keeping Students Engaged	6/18/2020	8:30 - 11:30
6/30/2020 10:37:07	melissa	Formative	6/30/2020	8:30 - 11:30
6/2/2020 19:44:13	melissa	Classroom Management, Strategies, and Inter	6/1/2020	8:30 - 3:30
6/9/2020 15:29:35	melissa	Building Strong Brains	6/9/2020	8:30 - 3:30
7/1/2020 14:50:52	melissa	Basic Sign Language	7/1/2010	8:30 - 3:30
6/5/2020 14:39:31	michae	Safe in School - You are in charge	6/5/2020	8:30 - 3:30
6/16/2020 16:43:00	michel	CPR	6/16/2020	12:30 - 3:30
6/23/2020 11:16:02	michel	Using Schoology for face to face and distance l	6/23/2020	8:30 - 11:30
5/26/2020 14:10:43	michell	Benchmark Module 1 1st grade	5/26/2020	12:30 - 3:30
5/27/2020 14:20:25	michell	Benchmark Module 1 3rd Grade	5/27/2020	12:30 - 3:30
5/28/2020 14:14:38	michell	Benchmark Module 1 5th Grade	5/28/2020	12:30 - 3:30
5/27/2020 11:25:00	michell	Benchmark Module 2 1st grade	5/27/2020	8:30 - 11:30
5/28/2020 9:43:38	michell	Benchmark Module 2 2nd Grade	5/28/2020	8:30 - 11:30
6/4/2020 12:39:11	michell	Distance Math Learning	6/4/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Teacher	This class gave me an op	I would like more professional learning on how to us	
No	East Lincoln Elementary	Teacher	This PD gave me some g	I would to have a PD on how to use some of the plat	
No	East Lincoln Elementary	Teacher	This training gave me mo	How to use Screencastify.	
No	East Lincoln Elementary	Teacher	It gave me great insight o	No more information neec	Thank you for providing th
No	East Lincoln Elementary	Teacher	This class provided me wi	I would like to know how I could use manipulatives if	
No	Bel-Aire Elementary	Educational Assistant	Gave me insight on certai	More behavior understanding or learning more abou	
No	Robert E. Lee Elementary	Teacher	Learned helpful strategies	something math related (math program needed)	
No	Robert E. Lee Elementary	Teacher	Allowed us time to be sur	Sign language classes	
No	Robert E. Lee Elementary	Teacher	YES	Math	Melisa Boyett did a GREA
No	Robert E. Lee Elementary	Teacher	Helping me to better com	Math	Melisa Boyett did a fabulo
No	Robert E. Lee Elementary	Educational Assistant	An understanding of deaf	One that allows me to continue practicing what I've l	
Yes	West Middle School	Teacher	N/A	N/A	
Yes	System-Wide School	Teacher	N/A	N/A	
No	Jack T. Farrar Elementary	Educational Assistant	It will help me interact mo	I'm not sure at this time	
No	East Middle School	Teacher	Tips for using Schoology :	More distance learning tips	
No	East Middle School	Teacher	I learned new tools for stu	More distance learning	Good sessions
No	East Middle School	Teacher	Lots of good distance lear	Distance learning strategi	Great job, ladies!
No	East Middle School	Teacher	Learned about a new onli	How to teach Math virtually	
No	East Lincoln Elementary	Teacher	Refreshing ideas, as well	Class Dojo info on using i	Thank you fir giving us su
No	Tullahoma High School	Teacher	I enjoyed the ACE review	More concrete ways of im	Cassie and Tori were grea
No	Tullahoma High School	Teacher	I know I will have a hearin	Certification in Sign Langu	Really enjoyed the preser
No	Tullahoma High School	Teacher	Learning about school sal	Digital Arts technology specific training	
No	System-Wide School	Other	CPR recertification	Schoology	
No	System-Wide School	Other	Navigating through schoo	continue updated info on schoology as available	
No	East Lincoln Elementary	Other	I liked listening to the diffe	Module 2	
No	East Lincoln Elementary	Other	Listening to concerns, ide	Module 2	
No	East Lincoln Elementary	Other	Listening to the comment:	Module 3	
No	East Lincoln Elementary	Other	Good question and answe	Module 3 with a live person.	
No	East Lincoln Elementary	Other	Good to hear comments,	Module 3	
No	East Lincoln Elementary	Other	Good suggestions on equ	I'd like to use Seesaw and need more hands on trair	

e you would like for us to know.
e google slides and google classroom using ipads.
forms we discussed like Seesaw and Screencastify.

iis course.
we have to go all distant learning.
t symptoms of trauma.

T job.
us job!
earned.

mmer ops
at. At every turn they expressed how this will benefit our community.
ıter

ıing. Lots of opportunities from the company, but it's always good seeing how teachers use it in different situations.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/26/2020 10:50:12	michell	Kindergarten Benchmark Module 1	5/26/2020	8:30 - 11:30
6/8/2020 15:01:17	michell	Referrals: General Ed	6/8/2020	8:30 - 3:30
6/10/2020 11:13:13	michell	Google Classroom	6/10/2020	8:30 - 11:30
6/11/2020 10:52:23	michell	Virtual Learning	6/11/2020	8:30 - 11:30
6/17/2020 11:13:44	michell	Benchmark Module 3 K-1	6/17/2020	8:30 - 11:30
6/17/2020 14:59:42	michell	Benchmark Module 3 2nd-5th	6/17/2020	12:30 - 3:30
6/18/2020 11:24:57	michell	Sanford Harmony	6/18/2020	8:30 - 11:30
6/22/2020 10:58:44	michell	Legal Guidance for SPED and GenEd	6/23/2020	8:30 - 11:30
6/23/2020 11:08:20	michell	Schoology for Distance Learning	6/23/2020	8:30 - 11:30
6/15/2020 14:48:15	mikey.l	Get your folders in Tip Top Shape	6/15/2020	8:30 - 3:30
6/16/2020 10:07:42	mikey.l	CPR	6/16/2020	8:30 - 11:30
7/2/2020 18:38:37	mikey.l	Handle with Care	7/2/2020	8:30 - 3:30
6/18/2020 10:22:39	mindy.j	Harcourt ELA Training 6th-8th	5/27/2020	8:30 - 11:30
6/18/2020 10:56:03	mindy.j	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/24/2020 10:36:50	mindy.j	Using Skyward's Message Center and Gradebo	6/24/2020	8:30 - 11:30
6/30/2020 11:01:43	mindy.j	Formative	6/30/2020	8:30 - 11:30
5/28/2020 8:09:16	mirand	ELA benchmark module 1	5/26/2020	8:30 - 11:30
5/28/2020 8:10:48	mirand	Ela benchmark module 2	5/27/2020	8:30 - 11:30
6/17/2020 11:11:49	mirand	Benchmark module 3	6/17/2020	8:30 - 11:30
6/4/2020 14:50:37	misty.c	Digital Learning Through the Interactive Classrc	6/4/2020	12:30 - 3:30
5/27/2020 9:01:13	misty.c	ELA Module 1 Kindergarten	5/26/2020	8:30 - 11:30
5/27/2020 11:17:07	misty.c	ELA module 2 kindergarten	5/27/2020	8:30 - 11:30
6/17/2020 10:37:18	misty.c	ELA Module 3	6/17/2020	8:30 - 11:30
6/18/2020 20:57:23	moe.to	Keeping Students Engaged	6/18/2020	8:30 - 11:30
6/4/2020 10:45:13	mona.r	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/10/2020 11:16:17	mona.r	Mona Beth Montoye	6/10/2020	8:30 - 11:30
6/15/2020 14:56:08	mona.r	Student engagement	6/15/2020	12:30 - 3:30
6/18/2020 15:52:19	mona.r	Sanford Harmony	6/18/2020	12:30 - 3:30
6/23/2020 11:18:29	montie	Schoology & Distance Learning	6/23/2020	8:30 - 11:30
6/24/2020 10:36:26	montie	Skyward's Message Center/Gradebook	6/24/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Lincoln Elementary	Other	I liked listening to the diffe	Module 2	
No	East Lincoln Elementary	Other	Learning the different disa	I'd like to see a flo-chart if the referral process. Wen	
No	East Lincoln Elementary	Other	Good to hear comments,	More practice creating les	Heather knows her stuff a
No	East Lincoln Elementary	Other	Gave me lots of options fo	I'll need to practice with th	Great presentation!
No	East Lincoln Elementary	Other	Familiarize myself with the	More hands on practice with materials and website.	
No	East Lincoln Elementary	Other	Lesson organization and s	Practice using hard materials to see how they fit with	
No	East Lincoln Elementary	Other	Great program to help del	Would love to see Mary Gilbert do this PD with the E	
No	East Lincoln Elementary	Other	Good review Of SPED lav	I'd like to look at the SPED toolbox.	
No	East Lincoln Elementary	Other	Lots of information and us	I need to practice creating	Susan always does a sup
No	West Middle School	Teacher	Great discussion about ou	Uploading files to Skyward.	
No	West Middle School	Teacher	Life saving	None	Great class
No	West Middle School	Teacher	Certification	None	Na
No	West Middle School	Teacher	Helped me understand th	Time to work and plan after we've used it a while.	
No	West Middle School	Teacher	Helped me see what's av	Just more communication about what we're doing ne	
No	West Middle School	Teacher	Excellent session for how	Nothing is coming to minc	Susan Sudberry is aweso
No	West Middle School	Teacher	Great program to use to g	Opportunity to plan with ELA teachers to use this res	
No	East Lincoln Elementary	Teacher	Gave me an overview of t	Need the physical material to go through	
No	East Lincoln Elementary	Teacher	More exposure to the curr	A trained professional to answer specific question at	
No	East Lincoln Elementary	Teacher	Yes	My materials	
No	Robert E. Lee Elementary	Teacher	Learned how to create a v	time to practice what I have learned	
No	Robert E. Lee Elementary	Teacher	Learned about our new El	Time to go through the kit when they arrive	
No	Robert E. Lee Elementary	Teacher	Learning about our new e	Hands on with our ela materials	
No	Robert E. Lee Elementary	Teacher	Learned how to use the te	Time to plan and look through all the materials	
No	East Middle School	Teacher	It enlightened me to the vi	NA	
No	Jack T. Farrar Elementary	Teacher	New ideas for distance le	Tutorials on using various	Want to see elementary o
No	Jack T. Farrar Elementary	Teacher	Wow! Very well put togeth	YouTube and Screencast	Great presenter
No	Jack T. Farrar Elementary	Teacher	More aware of building re	More Google training.	
No	Jack T. Farrar Elementary	Teacher	Preparation for the social	More examples	
No	West Middle School	Teacher	Learned about new optior	I will participate in PD for Skyward for increasing knc	
No	West Middle School	Teacher	Lots of great information t	Not sure	Great job Susan!!

.e you would like for us to know.

dy and Beth were awesome!

nd has had actual classroom experienced creating, using GC with students. Good suggestions on how to modify lessons for younger students or those less sa

ı each lesson.

:ast Lincoln staff. We need the whole school participation.

erb job of highlighting and digging deeper into content. She knows her stuff and if she doesn't at the time it doesn't take her long to figure it out.

ext year.

me! She is so helpful and thoughtful when leading these sessions.

source

out the curriculum

n the same platform; middle school on same platform; High school same platform

owledge.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/30/2020 10:37:47	montie	Formative	6/30/2020	8:30 - 11:30
6/4/2020 10:42:45	natalie.	Distance Learning 101 Math K-8	6/4/2020	8:30 - 11:30
6/18/2020 10:04:55	natalie.	Sanford Harmony	6/17/2020	8:30 - 11:30
6/29/2020 9:34:54	natalie.	CUBES	6/29/2020	8:30 - 11:30
6/24/2020 10:39:28	natalie.	Skyward's Message Center/Gradebook with Su:	6/24/2020	8:30 - 11:30
6/23/2020 11:17:27	niki.tut	Schoology and Distance Learning	6/23/2020	8:30 - 11:30
6/24/2020 10:35:26	niki.tut	Skyward	6/24/2020	8:30 - 11:30
6/30/2020 10:37:54	niki.tut	Formative assessment	6/30/2020	8:30 - 11:30
7/2/2020 9:29:12	nikki.ha	Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 14:22:01	nikki.ha	Sign Language Day 2	7/2/2020	8:30 - 3:30
6/16/2020 23:18:44	olivia.c	CPR (Session 2 - Repeat of Session 1)	6/16/2020	12:30 - 3:30
6/18/2020 21:23:41	olivia.c	Sanford Harmony	6/18/2020	12:30 - 3:30
6/23/2020 11:17:26	olivia.c	Schoology & Distance Learning	6/23/2020	8:30 - 11:30
6/30/2020 10:39:43	olivia.c	Formative	6/30/2020	8:30 - 11:30
6/10/2020 11:16:12	pam.pa	Google Classroom K-5	6/10/0020	8:30 - 11:30
6/18/2020 15:53:32	pam.pa	Sanford Harmony	6/18/0020	12:30 - 3:30
5/27/2020 9:45:52	pam.wi	Benchmarks ELA second grade module 1	5/27/2020	8:30 - 11:30
5/28/2020 9:40:54	pam.wi	ELA Benchmarks module 2	5/28/2020	8:30 - 11:30
6/10/2020 11:17:13	pam.wi	Google Classroom	6/10/2020	8:30 - 11:30
6/15/2020 14:56:25	pam.wi	Student Engagement	6/15/2020	12:30 - 3:30
6/17/2020 14:57:47	pam.wi	Benchmark ELA Module 3	6/17/2020	12:30 - 3:30
6/18/2020 11:41:05	pam.wi	Sanford Harmony	6/18/2020	8:30 - 11:30
6/3/2020 12:30:44	peggy.l	Choice Boards for Online Learning	6/3/2020	12:30 - 3:30
6/4/2020 10:49:27	peggy.l	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/10/2020 11:16:35	peggy.l	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/18/2020 11:54:11	peggy.l	Sanford Harmony	6/18/2020	8:30 - 11:30
6/1/2020 21:44:49	penny.l	Distance Learning 101	6/1/0020	8:30 - 11:30
6/5/2020 16:14:58	penny.l	Physical, mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
5/28/2020 14:27:41	ragan.c	ELA Curriculum Work Day 9-12	5/28/2020	12:30 - 3:30
5/27/2020 10:43:34	ragan.c	Harcourt ELA Training - 'getting started'	5/27/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	West Middle School	Teacher	great way to specialize w	just time to play/learn Formative	
No	East Lincoln Elementary	Teacher	yes	digital manipulatives	
No	East Lincoln Elementary	Teacher	Wonderful strategies for tl	ACEs	
No	East Lincoln Elementary	Teacher	math strategies for RTI	new math curriculum	
No	East Lincoln Elementary	Teacher	Learned how to communi	How to navigate Schoology better.	
No	Bel-Aire Elementary	Teacher	Helped me see the benefi	With schoology, me creati	I enjoyed the online sessi
No	Bel-Aire Elementary	Teacher	Gave me tools to better u	I'm always interested in le	Thank you for an informat
No	Bel-Aire Elementary	Teacher	Gave me knowledge on a	Continue to grow as an e	Very informative
No	West Middle School	Teacher	I serve deaf students on r	Not sure	Melisa Boyett did a wonde
No	West Middle School	Teacher	I serve students who are l	Not sure	This is a great training! I'm
No	Jack T. Farrar Elementary	Teacher	It equipped me to know w	Nothing else pertaining to	this, but one pertaining to
No	Jack T. Farrar Elementary	Teacher	This session taught me m	I need sessions for virtual	This PD session needs to
No	Jack T. Farrar Elementary	Teacher	I have a much better unde	I would benefit from anoth	Thanks for offering this se
No	Jack T. Farrar Elementary	Teacher	WOW! The program Form	An overview and compari	Thank you to Christopher
No	Jack T. Farrar Elementary	Teacher	I learned more about Goo	Stamford- Harmony	
No	Jack T. Farrar Elementary	Teacher	More about this program	NA	
Yes	Jack T. Farrar Elementary	Teacher	I learned the format of ou	Modules 2 and 3	
Yes	Jack T. Farrar Elementary	Teacher	I learned more about the l	Module 3	
No	Jack T. Farrar Elementary	Teacher	I learned how to incorpora	I need to practice incorpo	Heather did an excellent j
No	Jack T. Farrar Elementary	Teacher	I learned strategies for en	Sanford-Harmony	Both presenters did an ex
No	Jack T. Farrar Elementary	Teacher	It helped me learn more a	Sanford Harmony	We were having trouble h
No	Jack T. Farrar Elementary	Teacher	I learned about how to im	I would like to see a video	or a teacher using this pro
No	Jack T. Farrar Elementary	Teacher	Online version of choice b	Online teaching of math standards	
No	Jack T. Farrar Elementary	Teacher	Yes this was beneficial to	More distance learning and Math Iready training	
No	Jack T. Farrar Elementary	Teacher	Using Google classroom l	Iready Math	
No	Jack T. Farrar Elementary	Teacher	Everyone will be using the	Video showing an example of the meeting	
No	East Middle School	Other	I was able to use Classlin	STEM education	Mrs. Gray and Mrs. Rade
No	East Middle School	Other	I am more concerned abo	Librarian PD	Mrs. Shelton is very know
Yes	Tullahoma High School	Teacher	Time to work with the new	More HMH training	
Yes	Tullahoma High School	Teacher	Training in the new textbo	More targeted training, especially in the Writable fea	

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e you would like for us to know.

ɔn, it was presented well with great materials.
ive skyward training.

ɛrful job. I learned so much in day one.
ı learning so much from Melisa Boyett. Thank you for offering it this summer.
building a community in the classroom!
be taken to each school in the system! It was fantastic and all teachers would benefit from it.
ssion! It was great!
and Karen King for introducing the neat Formative online software! It is a great tool to add to my tool belt!

ob presenting the information!
cellent job!
earing part of the session. There was terrible feedback from there speakers.
ɔgram.

· did a wonderful job teaching the PD
ledges and I enjoyed listening to her.

ture.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/26/2020 14:52:25	rebecc	Benchmark Advance Module 1	5/26/2020	12:30 - 3:30
5/27/2020 10:23:19	rebecc	Second grade Benchmark Module 1	5/27/2020	8:30 - 11:30
5/28/2020 10:54:25	rebecc	Benchmark Module 1	5/28/2020	8:30 - 11:30
5/29/2020 10:17:22	rebecc	Benchmark Module 2	5/29/2020	8:30 - 11:30
6/10/2020 11:18:40	rebecc	Google Classroom	6/10/2020	8:30 - 11:30
6/4/2020 10:44:04	renee.f	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
5/27/2020 10:42:53	renee.f	Harcourt ELA Training 9th & 10 Grades	5/27/2020	8:30 - 11:30
6/23/2020 11:18:24	rhonda	Schoology: Distance Learning	6/23/2020	8:30 - 11:30
6/18/2020 9:05:31	rhyan.k	Meeting Learner's Needs through Individualized	6/16/2020	8:30 - 11:30
6/18/2020 9:16:03	rhyan.k	Meeting Learner's Needs through Individualized	6/16/2020	12:30 - 3:30
6/18/2020 11:00:31	rhyan.k	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/16/2020 10:12:16	richie.c	Richie Chadwick	6/16/2020	8:30 - 11:30
6/16/2020 10:13:37	richie.c	Richie Chadwick	6/5/2020	8:30 - 3:30
6/16/2020 12:48:07	rivers.t	Meeting Learner's Needs through Individualized	6/16/2020	8:30 - 11:30
6/16/2020 15:13:32	rivers.t	Meeting Learner's Needs through Individualize	6/16/2020	12:30 - 3:30
6/18/2020 10:58:47	rivers.t	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
5/26/2020 14:16:35	robin.fe	Benchmark Advance Module 1	5/26/2020	12:30 - 3:30
5/27/2020 11:24:40	robin.fe	Benchmark Advance Module 2	5/27/2020	8:30 - 11:30
6/17/2020 11:03:13	robin.fe	Benchmark Advance Module 3	6/17/2020	8:30 - 11:30
6/18/2020 11:06:45	robin.fe	Sanford Harmony	6/18/2020	8:30 - 11:30
6/4/2020 10:44:05	robin.g	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/4/2020 13:28:48	robin.g	Interactive Classroom/iMovie	6/4/2020	12:30 - 3:30
6/18/2020 11:03:23	robin.g	Keeping Students Engaged	6/18/2020	8:30 - 11:30
6/29/2020 9:35:12	robin.g	CUBES	6/29/2020	8:30 - 11:30
6/2/2020 10:05:59	sam.ha	Basics of Schoology	6/2/2020	8:30 - 11:30
6/1/2020 16:45:03	sam.ha	Classroom Mgmt	6/1/2020	8:30 - 3:30
5/26/2020 10:57:30	sam.ha	MATH DEPT PD	5/26/2020	8:30 - 11:30
6/2/2020 15:13:25	sam.ha	Screencastomatic	6/2/2020	12:30 - 3:30
6/16/2020 20:15:42	sam.ha	CPR	6/16/2020	8:30 - 11:30
6/17/2020 12:10:11	sam.ha	Dr. Shelton training	6/5/2020	8:30 - 3:30

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Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Jack T. Farrar Elementary	Educational Assistant	Gave an overview of the r	I will be using what I learned today and will use it in	
No	Jack T. Farrar Elementary	Educational Assistant	Learning what the over all	I will be using this in the coming school year.	
No	East Lincoln Elementary	Teacher	It helped me better under:	ELA curriculum module 2	N/A
No	East Lincoln Elementary	Teacher	It got me acquainted with	Hands on using the digita	N/A
No	East Lincoln Elementary	Teacher	I learned more ways to us	Screencastify training	n/a
No	Tullahoma High School	Teacher	Learned new strategies fc	Math alignment	Wonderful presenters!
No	Tullahoma High School	Teacher	Good overview of the onli	Training on Writable	This will translate well in a
No	Robert E. Lee Elementary	Teacher	I learned new ways to use	None that I can think of at	Susan did a wonderful job
No	System-Wide School	Other	I learned more about goo	I have signed up for all of	Bethany and Caitlin were
No	System-Wide School	Other	We learned a lot about cla	I have signed up for nece:	Bethany and Caitlin were
No	System-Wide School	Other	I learned a lot about scho	I will be attending the PD	The presenters did great!
No	Tullahoma High School	Other	CPR training	Handling Covid situations	Our TCS nurses were gre
No	Tullahoma High School	Other	Handling Crisis Situations	CPR training	Dr. Wanda was excellent
No	Robert E. Lee Elementary	Other	Learned more strategies a	More virtual training/sped	trainings
No	Robert E. Lee Elementary	Other	Virtual learning/IEP meeti	SPED laws	
No	Robert E. Lee Elementary	Other	learned about zoom and c	sped laws	
No	Jack T. Farrar Elementary	Teacher	It gave me lots of helpful i	Module 2	
No	Jack T. Farrar Elementary	Teacher	It was beneficial because	Module 3	
No	Jack T. Farrar Elementary	Teacher	It was beneficial because	The next thing would be for us to get with our team a	
No	Jack T. Farrar Elementary	Teacher	I learned different ways tc	None	I am looking forward to im
No	West Middle School	Teacher	Helped with things I can u	Not sure at this time	
No	West Middle School	Teacher	I learned so much from bc	Not Sure	
No	West Middle School	Teacher	I learned a lot about breal	I don't know	
No	West Middle School	Teacher	It gave me a great way to	Not sure	
No	Tullahoma High School	Teacher	Better integrate Schoolog	How to maintain Compass data	
No	Tullahoma High School	Teacher	2nd time for this PD. Lear	How to manage Compass	
No	Tullahoma High School	Teacher	Online/distance tech usag	how to access and keep updated my teacher accour	
No	Tullahoma High School	Teacher	expanded DL tools	How to manage Compass	
No	Tullahoma High School	Teacher	Renewal of CPR cert	Compass training	
No	Tullahoma High School	Teacher	Refreshed past training o	Compass	I could work for her.

.e you would like for us to know.					
groups this next school year.					
ı virtual setting					
ı as usual. I believe that everyone would benefit from a Schoology review.					
awesome!					
awesome!					
at					
.... enjoyed her session					
ınd discuss and plan accordingly!					
plementing the "Buddy Up" system in my classroom!					
ıt at TNED					

Section 6 pg. 89

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/26/2020 11:39:24	saman	2020 THS Summer PD	5/26/2020	8:30 - 11:30
6/5/2020 11:15:31	saman	Meaningful Learning Through Schoology Discus	6/5/2020	8:30 - 11:30
6/18/2020 15:07:16	saman	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/1/2020 13:35:40	sandie.	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
5/28/2020 12:49:56	sandy.l	ELA textbook work session	5/28/2020	12:30 - 3:30
5/27/2020 10:42:49	sandy.l	Harcourt Training ELA 9-10 grade	5/27/2020	8:30 - 11:30
5/27/2020 11:21:02	sara.ga	Benchmark Advance ELA Module 2	5/27/2020	8:30 - 11:30
5/26/2020 14:11:34	sara.ga	Benchmark ELA Module 1	5/26/2020	12:30 - 3:30
6/17/2020 10:35:04	sara.ga	Benchmark Advance Training	6/17/2020	8:30 - 11:30
6/18/2020 9:56:14	sara.ga	Sanford Harmony Training	6/18/2020	8:30 - 11:30
6/4/2020 14:55:00	sarah.r	Digital Learning Through the Interactive Classrc	6/4/2020	12:30 - 3:30
6/10/2020 14:49:30	sarah.r	Digital Learning Through the Interactive Classrc	6/10/2020	12:30 - 3:30
6/5/2020 14:43:45	sharon	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/9/2020 16:05:27	sharon	Building Strong Brains	6/9/2020	8:30 - 3:30
6/3/2020 12:31:36	sharon	Distance Learning with Google Classroom using	6/3/2020	12:30 - 3:30
6/2/2020 14:43:25	shawn.	Basics of Schoology	6/2/2020	8:30 - 11:30
6/1/2020 18:03:53	sherre	Classroom Management Strategies & Interventi	6/1/2020	8:30 - 3:30
7/2/2020 9:16:18	sherre	Basic sign language day 1	7/1/2020	8:30 - 3:30
5/27/2020 9:05:23	sherri.c	ELA Benchmark Module 1 Grade K	5/26/2020	8:30 - 11:30
5/27/2020 9:07:46	sherri.c	ELA Benchmark Module 2	5/27/2020	8:30 - 11:30
6/4/2020 10:44:23	shonna	Distance Learning 101 Math K-8	6/4/2020	8:30 - 11:30
6/10/2020 11:17:00	shonna	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/29/2020 16:32:16	shonna	CUBES	6/29/2020	8:30 - 11:30
6/2/2020 15:17:37	stacy.fi	Basics of Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/2/2020 12:37:02	stacy.fi	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
6/23/2020 11:15:52	stacy.fi	Schoology for Face to Face and Distance Learr	6/23/2020	8:30 - 11:30
6/4/2020 10:58:10	stepha	Distance Learning for Math 101	6/4/2020	8:30 - 11:30
6/22/2020 11:03:01	stepha	Legal Guidance for Special Education and Gen	6/22/2020	8:30 - 11:30
6/29/2020 15:14:24	stepha	Math Manipulatives	6/29/2020	12:30 - 3:30
6/29/2020 16:08:44	stepha	Math Manipulatives	6/29/2020	12:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
Yes	Tullahoma High School	Teacher	I learned many different d	Schoology: Breakout Rooms	
No	Tullahoma High School	Teacher	It will greatly benefit me ir	More on Schoology.	Mr. Morris did a great job
Yes	Tullahoma High School	Teacher	I learned a lot putting this	I need to learn Google Cl	Thank you for providing o
No	Bel-Aire Elementary	Office Staff	Helped with strategies for	Bookkeeping	
No	Tullahoma High School	Teacher	More familiarity with new	Training focused on the W	Thank you for PD opportu
No	Tullahoma High School	Teacher	Provided an overview of v	More module focused trai	Helpful introductory trainir
No	Jack T. Farrar Elementary	Teacher	Helped see the virtual sid	What Benchmark Advance looks like in small groups	
No	Jack T. Farrar Elementary	Teacher	Helped to gain a better in	How to structure the curriculum whole group/small g	
No	Jack T. Farrar Elementary	Teacher	The session helped to gai	The next step will be planning with the first grade tea	
No	Jack T. Farrar Elementary	Teacher	The training helped me to	Planning to implement	
Yes	Bel-Aire Elementary	Teacher	It was great to prepare thi	I would like to have more	Thank you for your suppo
Yes	Bel-Aire Elementary	Teacher	Learning how to create ar	I would like more element	nothing
No	East Lincoln Elementary	Teacher	A great deal of knowledge	More on providing securit	This was a very informativ
No	East Lincoln Elementary	Teacher	I learned strategies to hel	To implement social/emot	This was a very informativ
No	Tullahoma High School	Teacher	good info	more of google classroom	
Yes	Tullahoma High School	Teacher	I enjoyed explaing how as	Probably just more debugging training with the linkin	
No	East Lincoln Elementary	Educational Assistant	It taught me new strategie	New strategies for working with Pre K	
No	East Lincoln Elementary	Educational Assistant	Taught me how to use sig	*	
No	Robert E. Lee Elementary	Teacher	Helpful to our new readin	How to lay out reading blc	Excited for the new progra
No	Robert E. Lee Elementary	Teacher	Looking at all the material	How to lay out the readin	I like how we are all going
No	East Lincoln Elementary	Teacher	It gave me a lot of help as	More help on make video	It was great! Chris and Ka
No	East Lincoln Elementary	Teacher	It was amazing in showin	Screencastify class	Heather was awesome ar
No	East Lincoln Elementary	Teacher	It gave me great tools to u	Nothing for this!!	
No	West Middle School	Teacher	Awesome learning. Totall	More stuff like this	
No	West Middle School	Teacher	Helps reinforce what alrea	Resources for distance learning	
No	West Middle School	Teacher	Learned a lot to help Me!!	MOre like this	
No	Bel-Aire Elementary	Teacher	It reinforced information w	More virtual math specific tools	
No	Bel-Aire Elementary	Teacher	It has been very insightful	I feel it is always beneficial stay current on laws and	
Yes	Bel-Aire Elementary	Teacher	We were able to share ma	Virtual math strategies if we go distant learning	
Yes	Bel-Aire Elementary	Teacher	We were able to share ma	Virtual math strategies if we go distant learning	

e you would like for us to know.

in presenting the content.
pportunities for faculty and staff to build their toolkit for instruction.

nities
ıg
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roup
ım and becoming more familiar with all of our resources.

rt!

ʻe session.
ʻe, well-done session.

ıg of Schoology to Skyward. Why do the two still have issues communicating grades? What do I always need to double check?

ım
to be using the same ELA curriculum
ıren King are awesome!
ıd very knowledgeable.

expectations.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/3/2020 10:49:58	susan.(	Susan Carr	6/3/2020	8:30 - 11:30
6/9/2020 14:25:27	susan.(	Aimsweb Plus	6/9/2020	8:30 - 3:30
6/12/2020 13:26:20	susan.(	Get your red folder in tip top shape	6/12/2020	8:30 - 3:30
6/18/2020 11:26:58	susan.(	Keeping Students Engaged in Distance Learnin	6/18/2020	8:30 - 11:30
6/18/2020 11:31:46	susan.(	Meeting Learners Needs through Distance Lear	6/16/2020	8:30 - 11:30
6/23/2020 11:16:47	susan.(	Schoology & Distance Learning	6/23/2020	8:30 - 11:30
6/26/2020 13:56:55	suzette	I worked in my office 8:00 - 6:30.	6/15/2020	8:30 - 3:30
6/16/2020 14:47:22	tabitha	CPR	6/16/2020	12:30 - 3:30
7/2/2020 22:18:00	tabitha	Handle with Care	7/2/2020	8:30 - 3:30
6/4/2020 10:43:55	tabitha	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/3/2020 10:59:01	tabitha	Inclusion Solutions	6/3/2020	8:30 - 11:30
6/30/2020 10:41:46	tabitha	Formative	6/30/2020	8:30 - 11:30
6/30/2020 10:44:01	tabitha	CUBES	6/29/2020	8:30 - 11:30
5/26/2020 14:10:59	tabitha	Benchmark Advance Module 1st grade	5/26/2020	12:30 - 3:30
5/27/2020 10:14:57	tabitha	Benchmark Advance Module 2 1st grade	5/27/2020	8:30 - 11:30
6/17/2020 10:35:25	tabitha	Benchmark Module 3 grade K-1	6/17/2020	8:30 - 11:30
6/18/2020 11:03:35	tammy	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
7/1/2020 10:18:24	tammy	Google Classroom for K-5	7/1/2020	8:30 - 11:30
6/1/2020 16:32:26	tammy	CLASSROOM MANAGEMENT STRATEGIES &	6/1/2020	8:30 - 3:30
6/1/2020 16:50:46	tammy(	Distance Learning g	6/1/2020	8:30 - 11:30
6/3/2020 10:53:24	tammy(	Inclusion	6/3/2020	8:30 - 11:30
6/8/2020 12:33:02	tammy(	Referrals	6/8/2020	8:30 - 3:30
6/9/2020 14:32:26	tammy(	AimswebPlus	6/9/2020	8:30 - 3:30
5/28/2020 10:52:01	tandra.	Benchmark Module 1	5/28/2020	8:30 - 11:30
5/29/2020 10:20:01	tandra.	Benchmark Module 2	5/29/2020	8:30 - 11:30
6/15/2020 14:56:39	tandra.	Student Engagement	6/15/2020	12:30 - 3:30
6/17/2020 15:12:19	tandra.	Module 3	6/17/2020	12:30 - 3:30
6/30/2020 10:37:37	tandra.	Formative	6/30/2020	8:30 - 11:30
5/27/2020 9:45:42	teresa.	Benchmark ELA Module 1 Grade 2	5/27/2020	8:30 - 11:30
5/28/2020 9:33:01	teresa.	Benchmark Module 2 Grade 2	5/28/2020	8:30 - 11:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
Yes	Tullahoma High School	Teacher	Interesting questions were	Aimsweb	Na
No	Tullahoma High School	Teacher	This experience expande	Red Folder training	Wendy Wilkerson did a gr
No	Tullahoma High School	Teacher	It allowed for MUCH NEE	Handle with care	Na
No	System-Wide School	Teacher	The session increased my	More practice with school	Kim and Sam did an exce
No	System-Wide School	Teacher	It was beneficial to hear o	More information regarding distance learning will be	
No	System-Wide School	Teacher	I feel more comfortable us	More practice with distanc	Dr. Sudberry presented w
No	System-Wide School	Office Staff	I was able to get some thi	Same.	
No	Tullahoma High School	Educational Assistant	I got re-certified	None for CPR	
No	Tullahoma High School	Educational Assistant	It will help me know what	None	
No	Robert E. Lee Elementary	Teacher	This experience helped pı	N/A	
No	Robert E. Lee Elementary	Teacher	It helped me by gaining a	distance learning ideas	
No	Robert E. Lee Elementary	Teacher	This PD provided me with	na	na
Yes	Robert E. Lee Elementary	Teacher	It benefitted me by being :	na	na
No	Robert E. Lee Elementary	Teacher	Now I have a better under	Module 2	
No	Robert E. Lee Elementary	Teacher	I now know how to naviga	Module 3/ watching someone else teach the curricul	
No	Robert E. Lee Elementary	Teacher	I know understand the tea	having time to determine how to implement the curr	
No	Robert E. Lee Elementary	Other	Learning different tools th	I will be doing schoology t	Thank you for varied oppc
No	Robert E. Lee Elementary	Other	Gives me options for com	Seesaw	Very helpful. If distance le
No	Bel-Aire Elementary	Educational Assistant	That one behavior strateg	More PD classes geared for EA	
No	Jack T. Farrar Elementary	Teacher	I am learning to use goog	Info on reading and math programs that can be usec	
No	Jack T. Farrar Elementary	Teacher	Informational	Aimsweb	
No	Jack T. Farrar Elementary	Teacher	Process & procedure of re	Aimsweb	
No	Jack T. Farrar Elementary	Teacher	Using aw for data collectic	CPR, AED, First Aid training	
Yes	Bel-Aire Elementary	Teacher	It will help me to teach the	Module 2	I enjoyed working with this
Yes	Bel-Aire Elementary	Teacher	This professional learning	Module 3	
No	Bel-Aire Elementary	Teacher	To enhance the engagem	Formative training and more distance learning	
No	Bel-Aire Elementary	Teacher	How to teach Benchmark	Formative and iReady	
No	Bel-Aire Elementary	Teacher	technology in the classroc	IReady	This was a great PD!
No	Bel-Aire Elementary	Teacher	It showed me all the comp	Modules 2 and 3	
No	Bel-Aire Elementary	Teacher	Helped me to see the diffe	Module 3 Benchmark session	

e you would like for us to know.

eat job presenting!!

llent job presenting to the group!
beneficial - especially in regards to collaborative teaching/inclusion.
ell!

um
iculum in our schedule
ortunities
earning is necessary, I would think schools would need to agree to be consistent with which lms teachers need to use. Schoology seems difficult for littles.

l online for sped

s group of teachers

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/17/2020 14:26:48	teresa.	Benchmark Module 3 Grades 2-5	6/17/2020	12:30 - 3:30
5/26/2020 11:18:32	terri.lor	THS Math Dept. Summer PD	5/26/2020	8:30 - 11:30
6/22/2020 11:10:23	terry.pe	Legal Guidance for Special Education and Gen	6/22/2020	8:30 - 11:30
6/29/2020 15:15:39	terry.pe	Math Manipulatives	6/29/2020	12:30 - 3:30
6/16/2020 15:32:03	therese	Adultand Child first aid/ CPR and AED	6/16/2020	8:30 - 3:30
6/3/2020 12:27:10	tiffany.l	Choice Board for Online Learning	6/3/2020	12:30 - 3:30
6/4/2020 10:44:06	tiffany.l	Distance Learning 101 Math K-8	6/4/2020	8:30 - 11:30
6/11/2020 10:53:43	tiffany.l	Virtual Interactive Classroom	6/11/2020	8:30 - 11:30
6/15/2020 14:56:12	tiffany.l	Student Engagement	6/15/2020	12:30 - 3:30
6/4/2020 10:44:42	tim.bel	Distance Learning 101 Math (K-8)	6/4/2020	8:30 - 11:30
6/16/2020 11:45:46	tim.bel	CPR	6/16/2020	8:30 - 11:30
6/18/2020 11:03:49	tim.bel	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/30/2020 10:38:56	tim.bel	Formative	6/30/2020	8:30 - 11:30
6/2/2020 7:55:50	tina.brc	Classroom Behavior Management	6/1/2020	8:30 - 3:30
7/2/2020 9:42:21	tonya.c	Sign langauge	7/1/2020	8:30 - 3:30
7/2/2020 9:44:43	tonya.c	Sign language	7/2/2020	8:30 - 3:30
6/1/2020 15:50:33	tori.cou	Classroom Management Strategies and Interve	6/1/2020	8:30 - 3:30
6/4/2020 21:13:42	tori.cou	Handle with Care Verbal Session	6/4/2020	8:30 - 3:30
6/3/2020 15:20:40	tori.cou	Youth Mental Health First Aid	6/3/2020	8:30 - 3:30
6/17/2020 20:34:01	tori.cou	CPR	6/16/2020	12:30 - 3:30
6/29/2020 15:27:03	tori.cou	Youth Mental Health First Aid	6/29/2020	8:30 - 3:30
7/2/2020 18:26:31	tori.cou	Handle with Care	7/2/2020	8:30 - 3:30
6/4/2020 10:43:35	tracy.b	Distance Learning 101 for Math K-8	6/4/2020	8:30 - 11:30
6/23/2020 11:16:11	tracy.b	Schoology: Distance Learning	6/23/2020	8:30 - 11:30
6/24/2020 10:39:10	tracy.b	Skyward's Message Center/Gradebook	6/24/2020	8:30 - 11:30
6/30/2020 10:39:07	tracy.b	Formative	6/30/2020	8:30 - 11:30
5/29/2020 10:01:47	tracy.b	Benchmark ELA module 2	5/29/2020	8:30 - 11:30
5/28/2020 10:49:28	tracy.b	Benchmark Module 1	5/28/2020	8:30 - 11:30
6/4/2020 16:21:00	tracy.b	Handle with care verbal	6/4/2020	8:30 - 3:30
7/2/2020 18:53:19	tracy.b	Handle with Care Physical	7/2/2020	8:30 - 3:30

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Bel-Aire Elementary	Teacher	It helped me to understan	Benchmark Module 4	
Yes	Tullahoma High School	Teacher	I learned about distance l	Part 2. June 8.	All good.
No	Tullahoma High School	Educational Assistant	The proper guide lines to	Edgenuity	All is good
No	Tullahoma High School	Educational Assistant	Math solving with cubes	Edgenuity	Excellent presentation
Yes	System-Wide School	Other	Review of CPR/AED	None	
No	East Lincoln Elementary	Teacher	New classroom strategies	Seesaw and other online resources	
No	East Lincoln Elementary	Teacher	This PD provided me a fe	Training for Seesaw and other resources	
No	East Lincoln Elementary	Teacher	It provided me with lots of	More awesome training on programs that I can use i	
No	East Lincoln Elementary	Teacher	It provided me with lots of	I can not think of anything else that I would need.	
No	West Middle School	Teacher	Gave specific ideas for te	Formative (June 30)	The King's did a great job
No	West Middle School	Teacher	I updated my certification	Keeping students engaged during distance learning	
No	West Middle School	Teacher	Learned a lot about video	Formative	Kim and Sam did a great j
No	West Middle School	Teacher	Learnt about Formative to	Not sure	Great PD!
No	Bel-Aire Elementary	Educational Assistant	Gave many behavior-mar	Classes focused on Educ	I hope things will get back
No	West Middle School	Educational Assistant	Basic communication with	Nothing	It was a very fun and infor
No	West Middle School	Educational Assistant	Communication with hear	Nothing	Got some great papers to
Yes	System-Wide School	Other	As a trainer, I feel like this	N/A	This was ON contract time
Yes	System-Wide School	Other	N/A	N/A	This training as well as Yc Thanks!
Yes	System-Wide School	Other	I am always excited to tra	N/A	This training was on contr
No	System-Wide School	Other	It is helpful to be able to g	N/A	This training was on contr
Yes	System-Wide School	Other	This training is a good refi	N/A	This training was done OF
Yes	System-Wide School	Other	N/A	N/A	This training was OFF cor
No	West Middle School	Teacher	Gave lots of examples of	Enjoying collaborating with other teachers about bes	
No	West Middle School	Teacher	Info learned will be benefi	Enjoying the distance learning opportunities.	
No	West Middle School	Teacher	Now have a much better u	Anything to do with technology and distance learning	
No	West Middle School	Teacher	Very helpful! Great tool I'll	Enjoying learning about n	Great Session!
No	Jack T. Farrar Elementary	Teacher	Showed us more on line	more in depth in book	
No	Jack T. Farrar Elementary	Teacher	It gave me an understand	Module 2 and 3	
No	Jack T. Farrar Elementary	Teacher	First part of certification	Handle with care physical	
No	Jack T. Farrar Elementary	Teacher	Completed a certification	None	

e you would like for us to know.

n the classroom or digitally.

presenting!

job!

. to normal soon!

mative class

study with

e. Thanks!

outh Mental Health First Aid on 6/3/20 were done ON contract time.

act time

act time

F contract time. Thanks!

ntract time. Thanks!!

st practice when it comes to distance learning.

g.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
5/27/2020 16:09:21	tracy.q	ELA Training Webinar	5/27/2020	8:30 - 11:30
6/1/2020 11:38:35	tracy.q	Google Sites/Google Classroom 101	6/1/2020	8:30 - 11:30
6/3/2020 10:53:33	tracy.q	Inclusion Solutions	6/3/2020	8:30 - 11:30
6/9/2020 14:29:42	tracy.q	AIMSWEB A Review and Updates	6/9/2020	8:30 - 3:30
6/10/2020 12:42:45	tracy.q	Special Ed Potpourri	6/10/2020	8:30 - 3:30
6/16/2020 10:07:25	tracy.q	CPR	6/16/2020	8:30 - 11:30
6/22/2020 9:54:22	tracy.q	IEP Law	6/22/2020	8:30 - 11:30
6/24/2020 10:19:40	tracy.q	Using Skyward's Message Center & Grade Boo	6/24/2020	8:30 - 11:30
6/9/2020 15:28:23	travis.n	Building Strong Brains	6/9/2020	8:30 - 3:30
6/18/2020 16:13:29	travis.n	Sanford Harmony 4-6	6/18/2020	12:30 - 3:30
6/2/2020 10:04:32	travis.tl	Basics of Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:05:04	travis.tl	Screencast-O-Matic	6/2/2020	12:30 - 3:30
6/18/2020 11:02:15	travis.tl	Keeping Students Engaged During Distance Le	6/18/2020	8:30 - 11:30
6/24/2020 10:36:31	travis.tl	Skyward	6/24/2020	8:30 - 11:30
6/1/2020 16:57:37	trent.st	Classroom Management with Tori Counts	6/1/2020	8:30 - 3:30
6/4/2020 10:43:52	trent.st	Distance Learning 101 with Christopher King	6/4/2020	8:30 - 11:30
6/2/2020 15:14:16	trent.st	Screencast O Matic	6/2/2020	12:30 - 3:30
7/2/2020 11:59:45	treva.b	Sign Language	7/1/2020	8:30 - 3:30
7/2/2020 12:00:29	treva.b	Sign language	7/2/2020	8:30 - 3:30
6/2/2020 15:11:31	tyler.m	Screencast-o-matic	6/2/2020	12:30 - 3:30
6/2/2020 10:06:45	valerie.	Basic Schoology	6/2/2020	8:30 - 11:30
6/2/2020 15:12:46	valerie.	Screencast-o-Matic	6/2/2020	12:30 - 3:30
6/23/2020 11:17:52	valerie.	Using Schoology for Face to Face and Distance	6/23/2020	8:30 - 11:30
6/24/2020 10:38:42	valerie.	Using Skyward Message Center	6/24/2020	8:30 - 11:30
6/8/2020 15:08:51	vicki.to	Referrals: General Education First Then What?	6/8/2020	8:30 - 3:30
6/8/2020 16:28:24	vicki.to	Distance Learning 101 Math	6/4/2020	8:30 - 11:30
6/10/2020 11:16:57	vicki.to	Google Classroom K-5	6/10/2020	8:30 - 11:30
6/10/2020 14:36:28	wendy.	Special Education Potpourri: Organization, Data	6/10/2020	8:30 - 3:30
6/16/2020 14:39:53	wendy.	Get Your Folders in Tip Top Shape	6/15/2020	8:30 - 3:30
6/22/2020 11:14:33	wendy.	Legal Guidance for Special Education and Gen	6/22/2020	8:30 - 11:30

Section 6/09.99

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	East Middle School	Teacher	I learned about the new c	I am signed up for Distance Learning 101	
No	East Middle School	Teacher	I feel more confident on h	I have signed up for several classes I feel will benefi	
No	East Middle School	Teacher	I have learned so many w	Anything to assist my students.	
No	East Middle School	Teacher	It updated me on AIMSWI	Easty IEP	
No	East Middle School	Teacher	I've learned that I am doir	Anything special ed	
No	East Middle School	Teacher	It was a renewal for CPR	N/A	
No	Tullahoma High School	Teacher	Updated me on laws	N/A	
No	Tullahoma High School	Teacher	It taught me a lot of things	N/A	
No	West Middle School	Administrator	It will help me think differe	None at this time.	I think this would be great
No	West Middle School	Administrator	I learned how to help my s	None at this time.	
No	East Middle School	Teacher	Learned about new inform	Information on Skyward	
No	East Middle School	Teacher	I learned about how to cre	SKyward	
No	East Middle School	Teacher	Yes. Several Features or	Skyward Training	
No	East Middle School	Teacher	Communication with pare	Not sure	
No	East Middle School	Teacher	Gave me more technique:	More on distant learning i	Can't think of anything rigl
No	East Middle School	Teacher	Gives me more tools for d	Continuing on with distan	Nothing for right now
No	East Middle School	Teacher	How to use another distar	Looking at Google remind	Nothing as of now
No	East Lincoln Elementary	Educational Assistant	Yes	Na	
No	East Lincoln Elementary	Educational Assistant	Yes	Na	
No	West Middle School	Teacher	Provided me with another	Math intervention strategies	
No	Tullahoma High School	Teacher	I learned more about test/	More info on making vide	Good training session tod
No	Tullahoma High School	Teacher	Very helpful. I fully expec	More of on-line distance learning	
No	Tullahoma High School	Teacher	I learned a lot of new infor	I am going to have to che	N/A
No	Tullahoma High School	Teacher	Using the Skyward Messa	More Schoology	This was a great session.
No	Jack T. Farrar Elementary	Teacher	I have learned more abou	Any RTI manual updates	Wendy and Beth did a fan
No	Jack T. Farrar Elementary	Teacher	Yes	I may do the Formative PD from Karen/Chris.	
No	Jack T. Farrar Elementary	Teacher	I knew nothing about Goo	Practice	
No	Jack T. Farrar Elementary	Other	Very helpful professional	Red folders checklist for t	Excellent Professional De
No	Jack T. Farrar Elementary	Other	I am better prepared keep	Developing appropriate Prior Written Notices for me	
No	Jack T. Farrar Elementary	Other	Excellent guidance explai	Guidance writing appropriate Prior Written Notices	

e you would like for us to know.

t me.

for parents to hear.

nt now

ay.

The message center needs to be explained to everyone. Also, do students and parents know how to use Skyward information effectively.

ıtastic job!

velopment class!!!

etings.

Timestamp	Email A	What is the name of the session you attended?	What is the date of the se	What time was your sessi
6/24/2020 11:43:35	wendy.	Skyward's Message Center and Grade Book	6/24/2020	8:30 - 11:30
5/27/2020 9:45:23	wendy.	ELA Module 1	5/27/2020	8:30 - 11:30
5/28/2020 12:13:37	wendy.	ELA Module 2 (2nd grade)	5/28/2020	8:30 - 11:30
6/4/2020 10:45:05	wendy.	Math K-8 Distance Learning 101	6/4/2020	8:30 - 11:30
6/11/2020 10:52:21	wendy.	Virtual Learning	6/11/2020	8:30 - 11:30
6/17/2020 15:24:27	wendy.	Benchmark Module 3	6/17/2020	12:30 - 3:30
6/30/2020 10:40:41	wendy.	Formative	6/30/2020	8:30 - 11:30
6/8/2020 14:43:02	wendy.	Referrals: General Education First- Then What'	6/8/2020	8:30 - 3:30
6/9/2020 14:29:22	wendy.	AIMSweb: A Review and Updates	6/9/2020	8:30 - 3:30
6/10/2020 14:37:36	wendy.	SPED Potpourri	6/10/2020	8:30 - 3:30
6/12/2020 13:15:22	wendy.	Get Your Folders in Tip Top Shape	6/12/2020	8:30 - 3:30
6/22/2020 10:48:13	wendy.	Legal Guidance for Special Education & Genera	6/22/2020	8:30 - 11:30
7/2/2020 18:40:55	wendy.	Handle With Care	7/1/2020	8:30 - 3:30
6/5/2020 14:37:41	whitney	Physical, Mental, and Personal Well Being with	6/5/2020	8:30 - 3:30
6/17/2020 11:23:34	whitney	CPR	6/16/2020	12:30 - 3:30
6/5/2020 8:55:34	woody.	HWC -- Verbal	6/4/2020	8:30 - 3:30
6/1/2020 11:42:47	yuvond	Distance Learning 101	6/1/2020	8:30 - 11:30
6/23/2020 11:16:59	yuvond	Using Schoology for Face to Face and Distance	6/23/2020	8:30 - 11:30

Section 6/pg. 102

Were you the presenter?	Where do you work?	What is your position?	How did this professional	What professional learnin	Please share anything els
No	Jack T. Farrar Elementary	Other	Using Skyward message	Guidance developing app	Excellent PD
No	Bel-Aire Elementary	Teacher	Familiarized me with the t	Tips for implementation	
No	Bel-Aire Elementary	Teacher	Intro to curriculum	Working more with ELA materials	
No	Bel-Aire Elementary	Teacher	A few online programs tha	Same training but more specific to K-2	
No	Bel-Aire Elementary	Teacher	Great tips and training on	Anything to help with distance learning is appreciate	
No	Bel-Aire Elementary	Teacher	Good experience with divi	Grade-specific training	
No	Bel-Aire Elementary	Teacher	Very helpful! I'm excited a	A short PD mid-year woul	Very helpful and informati
Yes	System-Wide School	Other	It strengthened my preser	We need to coordinate a t	n/a
Yes	System-Wide School	Other	I had to learn many things	more practice with AIMSweb	
Yes	System-Wide School	Other	I really had to prepare a lo	just more practice	I've enjoyed presenting, a
No	System-Wide School	Other	This helped me to remem	more practice/collaboratio	Dr. Norris is FABULOUS t
No	System-Wide School	Other	Mr. Bennett reviewed fede	not sure	I LOVE listening to Mr. Be
No	System-Wide School	Other	reviewed restraint techniq	just more practice	
No	Tullahoma High School	Teacher	I feel more confident to ha	Field House/ Physical Edu	Awesome Presentation!
No	Tullahoma High School	Teacher	Refresher on CPR and Fi	Physical Education specific PD	
No	East Middle School	Administrator	Deescalation of situations	Physical class for HWC	Thanks for the awesome j
No	East Middle School	Teacher	Great step by step info on	More DL organization	
No	East Middle School	Teacher	Valuable tools for assignn	Online Textbook	

.e you would like for us to know.

d

ve PD!

nd it has been an absolute honor to do so!
'or scheduling and facilitating this for our teachers!
nnett and learning from his cases! He's an EXTREMELY VALUABLE resource to TCS!

ob organizing TCS summer pd!!!

Implementation Monitoring - Section 7
Continuous Learning Plan

Audit

Section	Process	Person Responsible	Timeline
2: Programmatic Model	Survey stakeholders Communicate with DL administrators Communicate with DL teachers	Susan Fanning	Quarterly Daily Weekly
3: Instruction Model	Survey stakeholders Communicate with DL administrators Communicate with DL teachers	Susan Fanning	Quarterly Daily Weekly
4: Attendance	Capture and Report Daily Attendance	Dr. Shannon Duncan	Daily
5: Instructional Technology	Evaluate Effectiveness by informally or formally surveying students and teachers	Hardware: Dianne Darlington Software: Susan Fanning and Susan Sudberry	Monthly
6: Professional Development, Learning and Support	Survey stakeholders Communicate with DL administrators Communicate with DL teachers	Susan Fanning	Quarterly Daily Weekly

DL = Distance Learning

Communications: Section 8
Tullahoma City Schools

Parent Communication:
Parents were provided a Pathway to Re-entry form and a letter that was written by the three Superintendents in our county regarding the reopening of schools. This communication was shared when parents were given the survey to complete regarding their choice of how their child would return to school. Parents could choose for their child to either return to school full-time or through distance learning. A copy of the letter is attached (Section 8/pg. 1). The Pathway to Re-Entry is a part of Section 2.

Information about expectations for remote learning along with strategies and behaviors to support student success would be communicated using the following methods:

- Create and coordinate a virtual parent-orientation night schedule by grade level or course and school (no overlapping so parents with multiple students could attend all) - parents could join the meeting virtually or by phone
- Skyward Messaging Center
- Schoology, our district's LMS
- School Messenger all-calls
- Email
- Phone calls.
- Other forms of communication such as SeeSaw, Class Dojo, Remind, etc.

Staff Communication prior to Remote Instruction

- Utilize a combination of virtual and face-to-face meetings using social distancing guidelines
- Use the Schoology Faculty Courses to manage and organize the relevant information for staff:
    * Asynchronous delivery of state-mandated training
    *Access to software training tutorials
    * Access to relevant, Important, and up-to-date information from building/district administrators
    *Access to Technology forms (computer use agreement, digital content parental permission form, network access agreement, etc.)
    *Access to Digital Learning Content approved resources and student account guidelines
        i. Collaborative meetings (both district and building-level) with various stakeholders that clearly communicates staff roles and expectations
        ii. Email and follow-up emails

Staff Communication:

- Virtual beginning of the year meetings
- Virtual district meetings to outline expectations for communicating staff roles and responsibilities
- Schoology Faculty Course to manage and organize the following:
    *Asynchronous delivery of state-mandated training
    *Access to software training tutorials
    *Access to relevant, important, and up-to-date information from building/district administrators
        1. Access to Technology forms (computer use agreement, digital content parental permission form, network access agreement, etc.)
        2. Access to Digital Learning Content approved resources and student account guidelines

iii. Emails
iv. Phone calls: group and individual

We are currently developing a protocol for how we will let parents know their child has been exposed to someone with COVID-19. We have a draft letter that is not included in this plan yet as we are continuing to refine it. We are awaiting clarification and guidance from the health officials and the state before finalizing it for release.

Students who are sick will be sent home from school. Parents will be provided a Release to Return to School 2020/21 form for the doctor to complete in order for the student to return. This form is still in draft form and is not included in this document yet.

Please refer to the Continuous Learning Plan presentation from Section 1 for additional information about communication. A communication log is also attached that shows what information we will initially be capturing (Section 8/pg.2). Teachers will document the initial contact made with each student/family regarding the communication plan for sharing information, instruction, assignments, feedback, and grades.

Artifacts

- Letter regarding reopening of school (Section 8/pg.1)
- Communication log (Section 8/pg.2)

Dear Parent/Guardian,

As we begin the school year during these unprecedented times, the school districts are taking precautions to keep all students and staff members safe. School district representatives from Coffee County, Manchester City and Tullahoma City, the Coffee County Department of Health, along with other stakeholders (local physicians, teachers, parents, etc.) collaborated to prepare for a safe and effective opening of schools.

The attached *Pathway to Re-entry Plan* was developed and will be monitored and updated as more information becomes available through state and health guidelines. This plan conveys several health and safety considerations that will be followed as we return to school.

Upon arrival, students' temperatures will be taken. Conversations with students will determine how they are feeling and if they have any possible symptoms that need further assessment. School health officials will be responsible for evaluating potential COVID-19 symptoms that may require your student to go home and be seen by a healthcare provider. If your student is sent home, you will be provided the appropriate form to be completed by your healthcare provider for your student to return to school. Appropriate notification will be made when a student or staff member tests positive for COVID-19.

Keeping you informed and up to date is important to us. Since COVID-19 information changes based on the current situation, please monitor websites, media outlets, social media, and the phone/email alert system. Thank you for your understanding, support and flexibility as we navigate these unusual times together.

Sincerely,

Joey Vaughn, Ed.D.
Director of Schools
Manchester City Schools

Catherine Stephens, Ed.D.
Director of Schools
Tullahoma City Schools

Charles Lawson, Ph.D.
Director of Schools
Coffee County Schools

Communication Log and Plan		
Roster of Students	Date Email Sent	Date of Response/Receipt

If no reponse or receipt:	If no phone contact:	If no contact:
Date/Time of Phone Call	Date/Type Other Measures Tried	Date of Home Visit

What is the daily communication plan if internet is not available?

Section 8/pg. 2

Personnel - July 2020

Hires

Fawn Briggs	CSS	Daycare Teacher	7/20/2020
Lindsey Sullivan	CSS	Daycare Teacher	7/20/2020
Brittany Tatum	CSS	Daycare Teacher	7/20/2020
Brittany Haggard	ELE	PreK/Educational Assistant	7/22/2020
Kayla Hilley	JTF	Ed. Assistant/Part Time	7/22/2020
Macie Honey	REL	Teacher/PE	7/22/2020
Katherine Alderman	THS	CTE/Health Science	7/22/2020
Monica Blake	THS	CTE/Criminal Justice	7/22/2020

Resignations

Rhyan Kuhl	CSS	Teacher/Speech	7/01/2020
Susan Carr	THS	Teacher/SPED	7/14/2020

Transfers

Jared Olive	REL-EMS	PE Teacher-PE Teacher	7/22/2020