



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:

Pathways In Education

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

Martin McGreal

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.

Pathways In Education - Tennessee went to distance learning on March 22, 2020. We offered three modes of instruction: distance learning through an online platform, Edmentum; distance learning through printed Student Activity Workbooks (SAWs); and distance learning through Small Group Instruction (SGI) via Google Classrooms. Our transition was quick, and we continued our instructional program without a gap in student learning. These three forms of instruction are core components of our existing traditional program; we simply began transitioning our in-person interactions into a virtual space. During the first month or so of distance learning, our average credit attainment dipped slightly. To improve this, we learned we needed to prepare teachers better for tracking student progress on our online platform. We also needed administration to regularly meet with teachers for progress updates and to provide supports. Finally, we needed to do more to ensure every student had full access to appropriate technology and connectivity.

Pathways In Education - Tennessee plans on continuing to function in a 100% distance learning model until it is safe to return to the physical campus. We started our 2020/21 school year on July 1, 2020.

As before, we are offering three forms of synchronous and asynchronous instruction: distance learning through an online platform, Edmentum; distance learning through printed Student Activity Workbooks (SAWs); and distance learning through Small Group Instruction (SGI) via Google Classrooms.

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.

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 have shared our plan with our authorizer, the Achievement School District (ASD).

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						
	Trad'l	Stagger Return	Stagger Schedule	Year-round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder											
Elem. School											
Middle School											
High School										X	Year-Round

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).

Pathways in Education (PIE) - Tennessee utilizes an educational model where our students can continue to receive instruction while still protecting the community. The nature of our unique learning model lends itself to allow our students to grow and make academic progress from a distance. PIE-Tennessee will begin the new school year with a fully virtual model that will provide remote instruction through the curriculum modalities of Edmentum (online courses), teacher-designed Google Classrooms, and at-home Student Activity Workbooks (SAWs) for independent study. (Artifact 3.8)

Scheduled Appointments & Personalized Learning Plans
 PIE-Tennessee serves our students through personalized learning plans. Our teachers provide individual guidance that supports students both social-emotionally and academically. Each student works collaboratively with their teacher to create a personalized learning experience. Teachers utilize planning guides (Artifacts 3.2, and 3.3) to ensure students are enrolled in courses that meet student's graduation requirements. Our unique learning model provides students with alternative methods of instruction. Students have access to online courses, guided independent study, and small group instruction.

PIE-Tennessee students and staff are well-versed in online and remote learning. However, with the COVID-19 pandemic, teachers and students are required to meet 100% virtually. Students meet via Google Hangouts or Zoom meetings with teachers. Appointments are scheduled for goal setting, instructional support, course work assignments, test reviews, and general well-being check-ins.

PIE-Tennessee has a Post-Secondary and Student Services Counselor (PSSSC) who provides our students with Post Secondary support and academic counseling. Our PSSSC identifies students who are nearing graduation and students that need to complete the ACT and FAFSA. Contingent on ACT testing, our staff anticipates teaching an ACT prep course to provide additional support for our students.

See sample student schedules and sample teachers' schedules for more information (Artifacts 3.10, 3.11, and 3.12).

Part 3.2: Instruction Breakdown by Grade Band

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

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

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Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
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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.

Course and Class Structure: Since its authorization to operate in Memphis, Pathways In Education (PIE)-Tennessee has used a multiple modality instructional model that includes direct, online, and guided independent study types. Since students do not attend in person full time, for the past five years we have used an attendance model that includes work product (in the form of completed credits), physical attendance, and online attendance. Below is a detailed breakdown of our framework for measuring attendance using this model:
• All PIE-Tennessee coursework is divided into discrete units to ensure student proficiency in the content prior to the student progressing in the class. This breakdown allows for a benchmark of progress to be established so that the teacher can assess the student work and appraise any needs for additional support prior to the formative assessment being given. Once the student completes and passes this assessment, they may move on to the subsequent unit. If they do not pass, then additional support is given until the student demonstrates proficiency in the subject matter.
• All .5 credits are equivalent to 5 units of work. Based on Tennessee requirements, students will need to complete 220 units of work in order to complete their diploma. If the guidance from 2019-20 related to abridged graduation requirements continues, then students will be required to complete 200 units of work.
Justification of Time per Unit of Work
• PIE-Tennessee online and guided independent study courses are developed with the expectation of 8-15 hours of independent work being required to complete a unit. This assumes the ideal of steady progression through the work and passage of all assessments the first time they are taken. This time is obviously lengthened as necessary if a student struggles with the material or if SPED support is required.

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.

Distribution and Tracking:
Pathways In Education (PIE)-Tennessee has established a detailed plan for distributing and tracking devices provided to students, in order to ensure maximum accessibility. First, students and families in need are assigned pick-up times. Then, the Center Coordinator or instructional support teacher meets the student and/or their family at the appropriate campus to hand off their device. As part of this process, students and families complete and sign an Equipment Distribution Agreement Form to ensure technology policy compliance (Artifact 5.1). Then, equipment distribution form data (i.e. student info, laptop ID #, etc.) is uploaded to Formstack (Artifact 5.2). This information is sent to our IT company, Alltech, and is merged with our inventory tracker (Artifact 5.3). Equipment not in use by students will be kept in a locked classroom in a secure building. Alltech keeps inventory of all devices purchased and in use by PIE-TN, as well as all the serial numbers and the AUE (the end-of-life point when each Chromebook normally stops receiving updates). The usual lifespan of a Chromebook is 3-5 years. Alltech is also able to monitor when each Chromebook connects to the internet to retrieve the latest updates. Alltech will notify PIE-TN staff if any student's device stops connecting. Because PIE-TN staff will be in contact communication with students to begin with, they will be able to follow up with students about their lack of device use. Teachers and staff will then track progress and make adjustments accordingly. This will provide us with information on how sustainable this program will be. Lastly, students will occasionally come to campus in-person during our distance learning period. In cases where a student has been assigned a Chromebook to use at home, we will have them bring in the device to do check-ups.

Troubleshooting and Technical Assistance:
Our tech support contractor has developed a dedicated hotline for PIE-TN teachers and staff. They have the ability to remotely access all devices at PIE-TN. (Artifact 5.4)

Security and Safety:
Teachers will review the Student Acceptable Use Policy with students upon enrollment, at re-enrollment in July every year, and before being distributed a laptop/Chromebook during the 2020/21 school year. Please see excerpt from the Student Handbook (pages 18-21) regarding the Student Acceptable Use Policy (Artifact 5.6). Also, the PIE-TN Professional Development team will review the Staff Acceptable Use Policy with staff in August 2020, and thereafter, upon hiring for new staff. Please see the excerpt from the Staff Handbook (page 19) regarding the Acceptable Use Policy (Artifact 5.7).

Web browser filters that block inappropriate content are used at each campus building. Currently, they are difficult to monitor outside of the campus. However, Alltech is currently testing a product that enables content filtering on student and staff devices while outside the campus buildings. As soon as they find a system that meets our requirements, it will be implemented remotely.

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.

Distance Learning Trainings
Professional development has been an integral part of Pathways In Education (PIE) Tennessee's distance learning ever since our original closing in March (Artifacts 6.2, 6.6, 6.7 and 6.8). Technical training is offered every Friday for staff to provide support during the transition to distance learning. Training, webinars, and forums are used to educate staff in the following categories: Google Suite (Chat, Meet, Calendar, Sheets, Classroom, etc.), Zoom, Edmentum (Artifact 6.1), and Social-Emotional Learning strategies. Through these trainings, teachers are able to engage with their students via digital platforms, and to access a multitude of resources (Artifact 6.5).

Summer PD Week
To support the continuation of professional education and the sharing of best standards and practices, professional development will be provided to all staff. The objectives during the professional development series are designed to engage, motivate, and re-connect staff to the Pathways in Education mission (Artifact 6.3 and 6.4). The topics being covered include best practices for distance learning, data analysis, school culture, reengaging students from a distance, and setting school-wide goals for the 2020-21 school year.

PIE-Tennessee's Summer PD Week will provide teachers with opportunities to explore alternative ways to check for understanding in the context of a digital platform, to provide feedback to move students forward in their personalized program, and to scaffold instruction based on individual needs. Continuing PD, beyond summer, will be available for all staff (Artifact 6.6).

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.

For monitoring of instructional delivery, Pathways In Education (PIE)-Tennessee will have educators operating from a unified platform, which is Google Classroom. Moreover, the administration has required all educators to amend their Google Classroom permissions to make administration co-instructors. This process will afford instructional delivery to be observed utilizing the High Quality Teaching Initiative rubric (HQT1), allow administrators to provide critical feedback, and identify problem areas of practice (artifacts 7.2, 7.3, 7.7-1, 7.7.2). Additionally, the Instructional Leadership Team (ILT) will conduct meetings on a quarterly basis to analyze academic data to review trends (ELT reports; Data Dashboard), identify content areas needing improvement for student success, and implement appropriate professional development to build teacher capacity with instructional strategies to increase overall effectiveness and academic achievement (artifacts 7.1, 7.4, 7.6, 7.8). Our School Success Plan will continue whether we are virtual or back to our hybrid model (Artifact 7.9).

To assist students in monitoring their learning, bi-weekly progress reports will be disseminated to them utilizing the Grad Calculator (artifact 7.5). This instrument provides clarity of academic progress and a scale informing them of how many academic credits are needed to fulfill graduation requirements.

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.

Modes of Communication for Families
Pathways In Education (PIE)-Tennessee will communicate with parents, families and students via regular emails, mailed letters, phone calls, website notifications (Artifact 8.1, <https://tn.pathwaysineducation.org/>), social media posts, and SchoolMessenger notifications. When all of these modes of communication fail to engage a particular student, the PIE-Tennessee interventionist may do a home visit. In addition, PIE-Tennessee staff attend the weekly Frayser Community Exchange Meeting, as well as Councilwoman Robinson's community meetings, where we update the communities around our campuses regularly; both are now virtual.

Emergency Communications
In addition to regular communications, SchoolMessenger will be used in cases of emergencies, in the form of teacher-to-family communication; that is, should an emergency situation occur, we will reach out through the teacher. Each teacher will have a caseload of 40 students, and will provide personalized support to each of their students. PIE-Tennessee administration will also send out a bi-weekly – or as-needed – letter to parents and students (Artifact 8.2). Parents can reach out to teachers and administrators at any time through email, phone, and text, and this contact information will be made readily available to them.

Frequency of Teacher Communication in Virtual Settings
Teachers will communicate with students and families daily, and will keep a communication log of both their contacts and the level of engagement with each contact (Artifact 8.3).

Accessibility: Language
Our Online platform and course catalog are available in multiple languages. School has the ability to communicate with families in multiple languages (Artifact 8.5). Our CMO has translators available should the need arise.

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