



**CONTINUOUS LEARNING PLANS: TEMPLATE,  
GUIDANCE and RUBRIC**  
*TENNESSEE DEPARTMENT OF EDUCATION*

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\*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

Paris Special School District

Please enter the name of the LEA or charter school:

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

Norma Gerrell

### Part 1.2: Landscape Paragraph

The LEA will complete a brief landscape analysis, not to exceed a short paragraph in length. This information will include a needs assessment from the spring closures and 1-2 lines about the overall CLPs for the coming year. This can also include information provided in the LEA's CARES Act application. As an alternative, the LEA may attach a recent landscape analysis, or the LEA may reference the pages that cover this section in a separate attached document or their CARES Act application.

We administered parent survey in the Spring. Most parents want their students back in school according to the survey results. Some would like a virtual instruction option. Starting August 2020, we will offer parent and students an in-person or virtual instruction via computer and hot spot. Either method of instruction will allow students to receive lessons from a certified PSSD teacher. We will have a virtual teacher in K-2 and 3-5 schools. Students in 6-8 will have receive instruction from their teacher teams. Virtual schedules have been created by teachers and staff for the building. Each of these models affords virtual students an entire school day with learning facilitated by an educator licensed for their specific topic and grade band. SWD, EL, Gifted, and other vulnerable students will receive check-in through phone calls from their prospective teachers.

Artifacts: Spring/Summer Parent Survey results.



**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 PSSD will offer in-person instruction with a virtual option for those families that are concerned about spreading the COVID. In the event of partial closure, 3<sup>rd</sup> – 8<sup>th</sup> grade students will take a laptop and hot spot home so instruction will continue virtually. In a partial closure, K-2<sup>nd</sup> grade, special education, and EL students will continue to attend school. In partial closure, classes will be reduced to 10 students utilizing certified staff.

Our most vulnerable populations (K -2<sup>nd</sup> grade, Special Education students, CDC self-contained, and EL students) would attend school if possible, to receive in-person instruction.

Re-Entry Plan - Scenario 1 - 4

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

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

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



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

## 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	Yearround	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	N/A										
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
Rhea	K-2	In-person/virtual instruction	Based on results to two parent surveys and data collected from parents, the decision to have a virtual teacher per grade band will be an important piece of our re-entry to school.	Rhea will have a virtual teacher for grade K-2. There will be lessons in each grade that will be recorded and made available the next day for student viewing. The same teachers will be used at each grade level to provide instruction with the virtual teacher providing feedback and practice to those students. Students with disabilities and English Language learners will have accommodation and modifications provided by the sped/EL teacher (using virtual accommodations or paper packet accommodations). CKLA K-2 Wit & Wisdom K-8 Curriculum Associates Math
PES	3-5	In-person/virtual instruction	Based on results to two parent surveys and data collected from parents, the decision to have a virtual teacher per grade band will be an important piece of our re-entry to school.	Grades 3 – 5 are housed in one building and will have one virtual facilitator for all three grades. Each grade level has one teacher from each subject area that will work with the facilitator to contribute daily videoed lessons. In this manner the virtual school will be one day behind the regular classroom but will receive the same content and teaching. Special area teachers (art, music, guidance, and library) will also collaboratively submit a daily lesson on a rotating



				<p>basis, as well as the physical education teachers submitting a lesson for each day. Each school day the facilitator will record student attendance and follow the virtual school schedule by sharing lessons submit by teachers, then answering questions, re-teaching, or assisting with student work as needed. Student work submitted for a grade will be dispersed by the facilitator to the teacher of record as all students will be assigned a classroom teacher just as in-house students are. Time has been built into the Special Education, ELL, Gifted, and RTI teachers' schedules so that they can join the virtual classroom or pull a student into a private chat to ensure individual needs and services are met.</p> <p>Wit &amp; Wisdom K-8  Curriculum Associates Math  3-5 Social Studies – Gallopade  3-5 Science – STEMscopes</p>
Inman	6-8	In-person/virtual instruction		<p>Older students are more capable of distance learning. These students will be instructed by their team of teachers in all core subjects. Virtual students will have a laptop to view the synchronous lessons. SWD, EL, and vulnerable students will receive instruction via Teams meeting or phone calls for instruction.</p> <p>Wit &amp; Wisdom K-8  Curriculum Associates Math  6-8 Social Studies – McGraw Hill  6-8 Science – Pearson</p>




### 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).

In-person instruction for K students of 7 hours. Virtual instruction for K students of 4.5 hours.

For students in grades 1-8, 7 hours of instruction in-person or virtual to include reading, math, science, Social Studies, RTI, special education services, library, physical education, outside play, STEAM, art, guidance, music, etc.

In partial closure, grades 3-8 will receive instruction with a laptop and internet/hot spot. High needs special education and EL students along with K-2<sup>nd</sup> grade will continue in-person instruction utilizing all PSSD certified staff (except those teachers providing virtual instruction).

SWD, EL, Gifted, and other vulnerable students will receive services either in-person or virtually through a Microsoft Teams meeting.

Artifacts: virtual student schedules, in-person instruction will follow the master schedule

#### 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.)



**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.)

K-2

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	150	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<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
Social Studies			<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
Physical Education (PE)	2	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	1	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program



Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math	5	60	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	3	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	2	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	2	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	2	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program



Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	2	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)	5	50	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program



### 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.

Attendance will be documented by the teacher in both in-person and virtual instruction scenarios. Families and students must understand the time requirements of virtual instruction required for each student. Kindergarten students will have virtual instruction for 4.5 hours per day. Students in grades 1-8 will have 7 hours of instruction per day. Virtual attendance will be documented and monitored by the classroom/virtual teacher through student log-in, participation in lessons, and completion of work assignments.

SWD, EL, Gifted, and other vulnerable students will receive services either in-person or virtually through a Microsoft Teams meeting. Attendance for these sub-groups will be monitored either in-person or by artifacts designated in this document.



Artifact: Re-entry Plan page 13 & Attendance artifact

#### 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.

X 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.

Students and families will be issued a laptop and hot spot in the need of virtual instruction. Students that are ill and need to remain at home due to a fever may be issued a laptop and hot spots to continue instruction.

Students in grades 3-8 will be taught how to access instruction from home at the beginning of the school year. This will reduce the learning curve, if we must have school closures.



If students are forced to stay at home by our local health agencies, K-2 will have paper packets, manipulatives and phone calls of virtual meetings with teachers. Students in grades 3-8 will have virtual instruction and Teams meetings for feedback. SWD, EL students, and our vulnerable population will have Team calls from classroom teachers and specialized teachers for these sub-groups. SWD, EL, Gifted, and other vulnerable students will receive services either in-person or virtually through a Microsoft Teams meeting.

Artifact: Re-entry Plan page 13.

## 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.



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

### Part 6.1: Explanation of Approach

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

**Professional Development Virtual or Distance Learning** - PD for SY 2020-21 has included for all staff, Training on the Teams Platform, Training on OneNote, during both trainings, accessibility features for ESL students and struggling readers were demonstrated. **Professional Development Student Engagement and Classroom Climate** - the Teams platform allows teachers to create, assign, and offer feedback on student work. The platform allows for video conferencing with students, a threaded post for all users, and a chat function for private conversations between students and teachers. Some staff used the Teams platform during the end of SY 2019-20. **Professional Development - Learning Loss** - classroom teachers have been involved in vertical planning discussions (math meetings were held on May 1st and 5th). All teachers were in agreement that learning gaps will be covered with grade level standards. **Professional Development - High Quality Instructional Materials** - All ELA and math teachers have had training over new ELA materials and new math planning documents from Curriculum Associates.

Teachers in grades 3-5 will receive SPDG training on differentiation and universal design of learning. One administrator and two teachers will redeliver this PD to the rest of the school.

PD for teachers of SWD, EL, Gifted, and other vulnerable students will be provided by in-person or virtually through a Microsoft Teams meeting to ensure these teachers are able to provide remediation and services to this population.

We are working with NIET. NIET also has some training and tools around learning loss and could incorporate that into ongoing support.

If teacher evaluation is done virtually or in-person, authentic feedback will be provided using the Teams rubric. Additional PD will occur during PLCs.

Artifacts: Re-entry Plan page 14.

### 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.

PSSD will begin the year with in-person instruction while allowing choice for enrollment in a virtual classroom as well. Virtual instruction will be monitored in a number of ways, including attendance and participation in online Teams Classrooms. Attendance at the K-2 and 3-5<sup>th</sup> grade bands will be documented in PowerSchool daily and tardies will also be noted. At the middle school level, attendance and tardies will be recorded as the virtual student moves between classrooms and documented in Powerschool. Student participation will also be monitored using student work. The virtual teacher will meet with the classroom teacher to discuss assignments, feedback, and grade assignment. The virtual teacher will provide feedback. The classroom teacher will grade student work. SWD, EL, Gifted, and other vulnerable students will receive services either in-person or virtually through a Microsoft Teams meeting.

Artifacts: Student Distance Learning Plan, Implementation Logistics, Virtual Feedback Form



## 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** – Initial communication will occur via teacher phone calls to families. Social media and local news stations will share our re-entry plan. Teachers now have access to compose messages to parents via School Messenger; communicate through web pages/Facebook posts/Remind Me app. Phone calls **Emergency Communications** - school messenger for call outs, local news agencies. **Frequency of Teacher Communication in Virtual Settings** - ideas: daily classroom meetings via Teams, virtual office hours. **Accessibility: Language** - Microsoft tools (Translate/Immersive Reader) **Accessibility: Location** - have a plan for those who can't join in a virtual manner. **Family Engagement and Accessibility to District and School Leadership** - email, Mitel software that forwards incoming calls to principal's cell phones. Families of SWD, EL, Gifted, and other vulnerable students will receive communication either in-person or virtually through a Microsoft Teams meeting.



### **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)	



<b>LEA Reviews Required Edits</b>	None	LEA edits plan (if necessary)	In-depth Support
<b>Second CLP Review</b>	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](mailto: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 1<sup>st</sup> – 8<sup>th</sup> 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