



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:

Sevier County School System

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

Stacia Lewis, Ed.D., Director of Elementary Education

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.

During the spring closures, the critical nature of providing nutrition, attending to the overall physical well-being, and maintaining academic support encompassed obstacles that exposed needs within our district. These needs have inspired a vision for the continuation of work to expand student opportunities utilizing digital learning options, support student's emotional and physical well-being, enhance teacher usage of high-quality instructional materials, and facilitate professional development to increase teacher skill sets that undergird effective practices in a blended learning environment. Challenges in accessing digital content created a barrier for students and teachers in our district; however, more than 60% of students in all grade bands completed the district's learning packets distributed as a result of the closure. Coupled with deficits regarding Internet access across our county, the need for refinement in using high-quality materials to support a robust instructional program became ever more evident in daily application be it in person or virtually. Plans for the upcoming school year are being developed in an effort to address these needs so that all students in any learning environment, including the most vulnerable populations, may be successful in closing learning gaps and, at the same time, experience the critical elements present in a physical classroom. Through the planning and development of the district's CLP, we hope to narrow our focus on the things that matter most to our students; thus, providing

them with access to a high-quality curriculum and a 21st century skill set that will open windows of opportunity for their future successes.

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 district has a traditional plan with infection mitigation measures protocols as well as a plan for remote learning in the event of extended closures. As part of the traditional plan, families will be offered a remote learning option for students who are unable or unwilling to attend school in a traditional setting. Both academic reopening plans will be implemented following the 2020-2021 Sevier County School System (SCSS) school calendar adopted by the board of education. To prepare for two learning options the academic calendar originally released for the 2020-2021 school year has been adjusted to provide two additional professional development days for teachers and two staggered first days for students. Students will return to school on August 17 (last names A-L) or August 18 (last names M-Z). All students will begin regular attendance on August 19. All students will participate in at-home Welcome Back to School assignments on August 17 or August 18 during the staggered schedule (*see Welcome Back Assignments flyer uploaded in Related Documents*)

The SCSS will consult with the Health Department, review local and state regulations and evaluate the need to apply additional health and safety protocols or move on-campus learning to remote learning for a period of time as necessary. The SCSS will also consider the presence of health issues in individual buildings, the impact of maintaining on-campus school on the community's well-being, and SCSS student and staff attendance rates.

- Movement from Phase 1 to Phase 2 will require consideration of school and district capacity to identify and address potential health concerns by mitigating the risk and prioritizing the health and safety of all students and staff.
- Moving from Phase 2 to Phase 3 would include declining rates of identification and spread within the community. Adherence to health and safety guidelines will be followed, but more flexibility would be based on the specific needs of the school system and individual school communities, as well as state and local health department policies and recommendations.
- Moving from Phase 3 to Phase 4 would indicate a clear decline in cases as well as a significant capacity to address the virus within the broader community.
- Phase 4 would indicate that there has been a steady decline in cases as determined by and communicated to the school district by the health department. State and local officials would continue to coordinate efforts to address any upticks in new cases.

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

Kinder	X	X					X		X		
Elem. School (1-6)	X	X					X		X		
Middle School (Jr. High)	X	X					X		X		
High School (Sr. High)	X	X					X		X		
Other: PreK	X	X					X		X		

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.

Not Applicable

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

Students will utilize technology to access curriculum materials on a daily basis. The regular use of the district’s standards-based curriculum will provide content for students in both on site and distance learning environments. The amount of screen time will be structured as to the appropriateness of the grade level and student progress toward standard mastery. Assignments are available in both online and offline formats and reflect parallel learning with time considerations in both on site and distance learning environments. Please reference artifacts for more details.

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	Grade Band: Minutes per Session	Delivery Mechanism: Check all applicable boxes*	
English Language Arts	5	K-2:150 3-5:120 6-8:90 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Math	5	K-1:60 2:75 3-5:90 6-8:90 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Science	5	K-2:30 3-5:45 6-8:45 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Social Studies	5	K-2:30 3-5:45 6-8:45 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Physical Education (PE)	K-5:5 6-8:3 9-12:5	K-5:30 6-8:30 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Arts	K-5:5 6-8:5 9-12:5	K-5:30 6-8:57 9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program

CCTE or Elective (optional)	9-12:5	9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X Program
Foreign Language (optional)	9-12:5	9-12:90 per session per course	X Synchronous AND/OR X Virtual AND/OR X Teacher-based AND/OR	X Asynchronous X Other X 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.

While attendance policies for students present in school buildings will remain largely unchanged, for students opting for the digital curriculum, quarantined due to medical concerns, or home during closure, the Sevier County School System intends to utilize student digital activity for proof of daily attendance via teacher collection and monitoring of digital logs completed by students, the verification of these logs against electronic logins and time-on-task as recorded by the ClassLink suite of applications, their correlation to assignments submitted by students, and further verification or clarification of activity obtained through logged daily teacher contact with students. Failure to demonstrate daily activity through these means will result in a recorded absence for the student reported by the teacher of record, requiring parent excuse if applicable and resulting in unexcused absences when no appropriate documentation can be obtained with cumulative unexcused absences resulting in truancy proceedings. Administrators will assist teachers in contacting parents when teachers are unable to establish student contact to prevent the accrual of absences and assist with issues that impede regular participation and attendance. All other attendance policies will remain in effect for students utilizing the digital curriculum, and the tiered truancy plan with needs assessment and resulting interventions will be utilized to mitigate absence and encourage better attendance.

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.

All students in grades 3-12 will be provided with Chromebooks to utilize in the traditional classroom setting as well as at home in a virtual setting. Outdoor wireless access points will be installed at schools that are easily accessible in communities across the district. Ancillary curriculum materials will also be available for students to access on flash drives upon request. Technical support and troubleshooting as well contingency plans for students with device issues are in place to reduce lost instructional time.

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.

The district has a multi-layer plan in place that will support all staff who are providing instruction whether in person at the school site or in full remote programming. This plan has

encompassed a variety of virtual professional development opportunities open to all instructional staff over the course of the summer and will continue throughout the fall and the course of the 2020-2021 school year (in-person & virtual). The virtual professional development has included essential components of the instructional process including strategies and priorities in learning, the learning platform (i.e. Google Classroom), Hangouts Meet, relevant G Suite apps, implementation of high-quality, knowledge-building curricula, formative assessment platforms, and appropriate classroom application for all instructional staff, including special education, teachers of English language learners, and other vulnerable populations. In addition, Blended Learning Coaches (district-wide) and Blended Learning Learning Lead Teachers (school based) will provide support based on a needs assessment through ongoing, one-on-one coaching and mentoring, PLCs, grade level meetings, school-wide inservices, and district-wide sessions, both virtual and onsite as the year progresses.

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.

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 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.

Implementation of the Continuous Learning Plan will be regularly monitored at both the building and district levels and will focus on measuring the efficiency and effectiveness of the plan's components: Standards-Based Instruction, Attendance, Instructional Technology, and Professional Development. The general protocols and tools for implementation monitoring will remain consistent across each instructional delivery model outlined in the plan; however, there will be differentiated nuances among those protocols and tools to ensure appropriate evaluation of program effectiveness and fidelity of the plan implementation.

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.

The Sevier County School System will ensure that language-accessible school communication for all stakeholders regarding the CLP will utilize multiple modes of distribution including the system website, school system smartphone application, school websites, Blackboard telephone calls, social media platforms, printed communications sent home (upon opening) with students and available in offices, and parent meetings when advisable under medical guidelines in order to reach the broadest possible audience and to encourage parent engagement at the district and school levels. The system will develop a catalog of communications relevant to COVID-19 and the CPL for emergency communications regarding a variety of topics which will reference the appropriate point of contact should parents have questions or concerns. Teachers responsible for students engaging in a digital curriculum or forced home due to quarantine or closure will maintain daily contact with students via direct means (telephone, video calling, etc.) as well as daily communication with parents through a variety of options including feedback on assignments, posted grades, behavior logs or applications, email, calls and others. Administrators and teachers will work together to identify those vulnerable students and families for whom traditional means of correspondence may prove challenging and develop alternate means of achieving contact to ensure effective communication.

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