



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

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:

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.

Because of the sudden and unexpected school closures in Spring 2020, the district gained a better understanding of the role remote learning could play in education. In preparation to reopen in Fall 2020 and in the event of another situation such as full school closures, the district conducted a stakeholder survey to gather input from teachers, students, parents, community members, and administrators. We were able to see that we needed to build on our professional development to focus on virtual delivery of standards based instruction, recognizing and addressing learning gaps from missed instructional time, and reaching our most vulnerable populations during distance learning. The MCSD developed a plan in conjunction CARES Act Grant money to begin making improvements in these areas. The CARES Act Grant is attached as an artifact.

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 MCSD plans to open school as planned in the traditional setting, with a virtual option for those who aren't comfortable coming back into the traditional setting. Please see uploaded Reopening of Schools Plan 2020-21. The decision lies with the DOS to evaluate the level of spread within certain areas/ schools and make a closure decision.

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

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

Part 2.2: Differences between Schools

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

| School Name | Grade(s) Served | Model(s) Selected | Pathway(s) Selected | Rationale |
|-------------|-----------------|-------------------|---------------------|-----------|
| NA | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 order to create the best plan for all students, teachers participated in a survey that assisted in determining standards not covered in the 2020 school year, resources needed to teach those standards, and areas to focus our attention on to help close achievement gaps. As we move forward in the upcoming school year, we realize that students will have a multitude of learning deficits and possible social emotional needs (see attached artifact, MCS 20-21 Reopening Framework). Our schools' leaders and teachers will ensure that each child's individual needs are met in both areas. The district is focused on individual student growth through engagement, rich learning experiences, and feedback from students, parents, and teachers. Time for teacher preparation and planning will be provided during teacher planning periods in order to support both the traditional and remote learning paths. See artifact Standards Based Instruction-Explanation of Approach with listing of Artifacts.

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 Grades K-2 | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Check all applicable boxes* |
|-----------------------------|-----------------------|------------------------|---|
| English Language Arts | 5 | 120 | <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 | 5 | 30 | <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 | 30 | <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) | 5 | 5x30 and 1x60 | <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 | 4 | 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 |
| 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 Grades 3 - 6 | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Check all applicable boxes* |
|------------------------------|-----------------------|------------------------|---|
| English Language Arts | 5 | 80 | <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 | 80 | <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 | 40 | <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 | 40 | <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) | 5 | 5x30 and 1x60 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Arts | 4 | 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 |
| 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 Grades 7-12 | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Check all applicable boxes* |
|-----------------------------|-----------------------|------------------------|---|
| English Language Arts | 5 | 70 | <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 | 70 | <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 | 70 | <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 | 70 | <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) | 5 | 70 | <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 | 70 | <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 | 70 | <input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program |
| Foreign Language (optional) | 5 | 70 | <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 |

| Content Area | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Check all applicable boxes* |
|-----------------------------|--------------------|---------------------|---|
| English Language Arts | | | <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 |
| 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 |
| 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) | | | <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 |
| Arts | | | <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 |
| 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 | | | <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 |
| 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 |
| 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) | | | <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 |
| Arts | | | <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 |
| 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 |

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.

At Lynchburg Elementary School attendance is taken daily during a teacher’s planning time, activity/recess time, where teachers can check in with students via email, Google meets, telephone, or Reminds. Teachers make sure the student understands work for the day, has necessary ability to complete work, and also checks on the well-being of the student. This process is conducted each day of the week for the Teacher and student. Any issues that need to be corrected or addressed by any one other than the teacher is reported to the Office by the contact teacher.
At Moore Co. High School, attendance is taken daily during each class period with the teacher through Google Classroom, Google Meets, Remind, or email. Teachers may follow up with a student if necessary by using any of the stated forms or may place a telephone call to the student at a break during the day to address any academic issues or needs. If a student does not make contact with the Teacher during classroom time then the student’s name is reported to the Attendance Monitor in the Office. The Attendance Monitor is keeping a list of students to pass on to the Administration and Attendance Supervisor for absenteeism when it becomes an issue.
MCSD uses Skyward for its student information system. Attendance for traditional and distance learners is maintained in Skyward. The code “D” has been added to the district’s attendance codes and is used to record days of attendance for remote learners. Skyward imports into the state’s EIS system nightly, see artifact under 4.2, State Attendance Code of D for Distance Learner.

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.

MCSD has been a 1:1 District, Kindergarten through 12th grade, since 2016. Each year students and parents/guardians agree to follow appropriate procedures and guidelines for use of devices, (Chromebook Handbook and Contract is uploaded, Artifact 5.A.1). An internet access survey was conducted during our planning phase of reopening (Survey is uploaded, Artifact 5.A.2). A more detailed assessment will be given to students and parents as we begin the fall semester. All devices are inventoried and tracked using Google Admin Console and GoogleSheets. Devices are distributed at the school level (Inventory sheets and samples are uploaded, Artifacts 5.A.3 and 5.A.4). MCSD has a Help Desk (7:30 am-4:30 pm) and online technical assistance regarding internet connection, devices, and other hardware issues (see link to website, Moore County Schools IT Help Desk, Artifact 5.A.5). Each school has an Instructional Technology Team to assist teachers, parents, and students with any technology issues involving content or delivery mode (Schools' Instructional Team Members, Artifact 5.A.6 and 5.A.7). The Technology Team members will deliver professional development and training to all teachers in the use of Google Classroom and SeeSaw, the 2 modes of delivery for the district (PD schedule is uploaded, Artifact 5.A.8). MCSD will provide 3 different dates and times for parents/guardians to attend training for use of the Chromebook, Google Classroom, and SeeSaw for any family choosing to begin the year with remote learning, (Schedule for Remote Learning Parent Meeting/Training, Artifact 5.A.9). MCSD abides by all COPPA, FERPA, CIPA laws. We have GoGuardian, in addition to ENA, for filtering safety and security. Due to our rural landscape, MCSD is unable to provide internet to all students' homes where fiber or cell towers are unavailable. However, we will provide satellite locations where students can come and access the internet, including school parking lots. To address vulnerable populations, MCSD will partner with Kajeet to purchase hotspots for students who live in locations where the internet is accessible. In addition, professional development will target assistive technology supports.

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.

MCSD has offered a variety of training in preparing for distance learning. The list includes: Google Classroom, SeeSaw, CKLA (new language arts hybrid curriculum), K-2 Early Literacy, and Screencastify. Each school has technology leaders who will be instrumental in leading digital learning and providing job embedded professional development for the 20-21 school year. See supporting artifacts.

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.

The 2020-2021 school year will open in the Traditional model (students physically present in school) with a parent choice option for remote learning. Both the Traditional and Remote learning options will be provided by a Tennessee certified teacher employed with Moore County Schools who will be responsible for teaching and assessing Tennessee state content standards through weekly assignments. Synchronous and Asynchronous models will be used. Health and safety modifications and precautions will be in place. If it becomes necessary, Moore County may need to switch the entire district to remote learning. The district will be prepared to continue to provide a high quality education to all students, no matter the circumstances

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 goal for the MCSD is to provide clear, concise, and transparent communication across the system and throughout the community in order to build unity and trust to move as a community in support of educating our students. The MCSD will utilize our district and school websites, the school messenger system, our district social media, ie. Facebook, Twitter, etc., and the local newspaper to achieve this communication goal. Student and teacher email accounts will be used to communicate with teachers and families, providing two-way communication throughout the school year, in addition to the Remind app. In-person meetings and phone calls will also be used. Hard copies can and will be available upon request.

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