



**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:

Clinton City Schools

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

Lori Collins Supervisor of Curriculum and Federal Programs

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.

The spring closures taught us much about what families and teachers can and cannot do during school closures. Surveys of teachers and families provided the necessary feedback to craft our CLP plan and prep for reopening. At this writing, roughly 12% of families will be attending school virtually, by choice, as they are not comfortable returning to school. The others will return the brick and mortar setting with safeguards and plans to train families and teachers for another closure. Extensive planning has been conducted by the administrators and staff members through Think Tank Sessions. Parents and other stakeholders were included through Google Documents as plans were created to provide feedback throughout the process. As we plan to return to school we understand that this will be a year like we have never seen. While we have plans A, B, C, and D, we recognize no plan is perfect.

Artifacts located within Optional Documents: Parent survey, Caros Grant Teacher Survey, CCS Reopening Plan B (p.9-12)

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.

CCS will collaborate with the local health agencies to determine if a complete school closure is appropriate. In the event of a full school closure, CCS would initiate Plan D: Brick and Mortar/Virtual Intermittent. Chromebooks would be sent home and individual teachers would communicate the learning schedule through Google Classroom. There may be an incident where specific schools close in the district while others remain open.

See artifacts: Reopening Plan for 2020-21 p. 15-16; Procedure for Potential Exposure p. 1-2; CCS Reopening Plan parent presentation.

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.

NA

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											
High School											

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

Part 2.2: Differences between Schools

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

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

SECTION 3: STANDARDS-BASED INSTRUCTION

This section should cover how the LEA intends to provide standards-based instruction for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for school building closures. If the strategy is the same, please check the appropriate box below. Please see the Special Populations, Academics, Postsecondary Transitions and Access and Opportunity [toolkits](#) for support.

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

Part 3.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference relevant pages in an attached document or plan. In the box below, please provide the narrative or the page(s) referenced if using an attached plan. State law requires 6.5 hours of daily instruction in grades 1 – 12 (4 hours for kindergarten).

CCS will partner with Edgenuity to provide virtual instruction for families that do not wish to return to brick and mortar schools due to COVID-19 (See CCS Virtual Learning Program 2020-21 p. 1). This virtual learning program would not be used in the event of a school closure due to COVID. Students on this pathway will remain for at least one semester regardless of the district initiating the CLP.

CCS has planned for multiple scenarios: (Plan B: All Virtual p. 9-12; Plan C: Simultaneous Brick and Mortar and Virtual p. 13-14, and Plan D: Brick and Mortar/Virtual Interim p. 15-16)

If CCS goes virtual we have developed a schedule to include both synchronous, asynchronous, and paper-pencil activities daily to account for 7 hours per day. ALL K-2 students will receive LIVE foundational skills instruction using Foundations and taught by their own teacher. We have determined based on teacher and parent survey, that direct instruction needs to be provided daily and practicing skills can occur asynchronously. Students will have live teachers each day as well as office hours provided by their teacher, principals, technology, and guidance counselors. We have developed phone and email accounts specifically for social emotional concerns, technology issues, and students needing one on one time. All of this planning is reflected in the Reopening Plan and the grade band schedules. Social populations (SPEU, EL, and students needing interventions) will receive small group or one on one instruction. This is reflected in the grade band schedules under the intervention section. Most texts are consumable and/or available on-line through Class Link.

In the event of school closures (Plan B, C, or D), special services will be provided to attend to the needs of the very young student. A learning coach will be requested of each family to sit along side the K-2 student during school activities. Plan C provides a mix of brick and mortar and virtual instruction where new content and assessment would be during the brick and mortar times and virtual days would be spent in extended practice, spiral review, and deepening the student understanding.

Interventions would be scheduled regularly regardless of the plan. Go Learning boxes will be created using ESSER funds to provide students with necessary materials such as dry erase boards, math manipulatives, styxus, phonics materials, etc.

Artifacts: CCS Reopening Plan for 2021-21 See Academic Considerations Plan B: All Virtual p. 9-10; Plan C: Simultaneous Brick/Mortar and Virtual Academic Considerations p. 13; Plan D: Brick and Mortar/Virtual Interim Academic Considerations p. 15.

Part 3.2: Instruction Breakdown by Grade Band

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

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

See Student Schedules by grade band.

Part 3.3: Artifacts

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

Artifacts might include:

- Chart or crosswalk of instructional materials used by subject and grade, in print and/or digital format
- Master schedule, inclusive of all learning environments (vulnerable groups of students are indicated)
- Plan for addressing learning loss, grading/feedback, and determining ongoing proficiency and growth
- Plan to deliver foundational skills (literacy) and plan to prioritize daily early literacy instruction in K-2
- Specified course and remediation schedule and prioritized schedule for academic counseling

SECTION 4: ATTENDANCE

This section should cover how the LEA intends to account for attendance of students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between how a hybrid approach may differ from school building closures (should those be necessary). As such, the section will be repeated for "beginning of the year" and again for school building closures. If the strategy is the same, please check the appropriate box below.

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

Part 4.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced. This should be aligned with state law and the State Board of Education's rules and policies, including the rules and policies specifically related to CLPs.

Please see the artifact Procedure for Taking Attendance in the Virtual Learning Program (Edgenuity) and in Plan B: Virtual Environment. Daily attendance is critical to the success of the program. The attendance supervisor will work with both programs to ensure students attend regularly just as she does with the regular program. An additional artifact is the Progressive Truancy Intervention Plan adapted for Virtual Learning. This outlines the steps taken to support truant students and families. Page 9-12 of the CCS Reopening Plan is included as evidence of the daily contact by teachers as feasible for attendance, instruction, and lessons. Note: ALL students are included in the plan throughout the document. This ALL means ALL including and not limited to EL, SPED, at risk students, etc.

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.

CCS is a one-to-one district. All students will take their device home with them in the event we need to move to the virtual plan. Documents, expectations, policies and procedures will be presented at the Sneak Peek event so that signatures may be obtained and in place should we need to switch to virtual. Students that are beginning the year using the virtual program Edgenuity will pick up their device on July 30. The guidance curriculum and technology coach will provide Brick and Mortar students with Digital Citizenship instruction early in the school year. All teachers will create a classroom where students become accustomed to using technology daily in a way that would mimic virtual instruction. Internet hot spots will be provided to families that qualify if internet service is a barrier.

See the artifacts: CCS Reopening Plan p. 9-12, Parent Survey Covid Response, Phone Survey example, Technology Policies

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.

Clinton City Schools utilizes a calendar that provides monthly PD sessions for teachers called Collaborative Days. These days will be used to support teachers in the planning, execution, and reflection of their lessons whether live or virtual. These PD sessions can be virtual through Google Meetings. All teachers and TAs have a device which could be used at home if necessary. Monthly PLCs and after school professional development sessions are planned and can be virtual or live depending on COVID status.
Regularly scheduled staff, grade level meetings, and one on one meetings will be held with staff to provide feedback and reflection time in virtual or live situations.
Artifacts include: 2020-21 draft PD schedule, Beginning of the School Year PD Plan

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.

See artifacts: Section B of the CCS Reopening Plan provides a thorough description of monitoring attendance, RTI, SPED, EL and other vulnerable populations. It describes the Principals role in monitoring and evaluating teachers virtually by visiting virtual classrooms. As teachers will be teaching virtually from their classrooms, principals may also do walk throughs in person. Virtual PLCs will provide opportunity for teacher planning and monitoring of student growth. IEP, ILPs, and fidelity monitoring will continue just in a virtual model.

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.

Parent communication is described in the artifact Virtual Plan B Operational and Family Considerations. Multiple ways will be provided to support and communicate with families including Google Classroom, text messages and phone calls via School Messenger, one on one virtual meetings, office hours of the teacher, principals, SPED, guidance counselors, and technology. A hotline and monitored email accounts are available for tech and social emotional needs.

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

