



# **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: Sumner County Board of Education

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

Robert Langford, Assistant Director of Schools for Instruction

### 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.

SCS is confident that it has built a reentry plan designed with the needs of our students and teachers in mind to foster the various demands we will face upon reentry. This includes preparing our teachers with professional learning opportunities prior to the start of the 2020-2021 school year on how they will measure where students are at the start of the school year.

### 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.

See artifact of SCS Plans for Re-Entry.

### 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
N/A.				

**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.

- D 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).

As we begin the 2020-21 school year, the first two weeks will be hybrid for all buildings across the district. Student cohort groups are divided up by last name (A-K; L-Z). Cohort 1 will physically attend M/Th; Cohort 2 will physically attend Tu/Friday. On alternate days, students will be responsible for completing individualized assignments from the core subject areas. On Wednesday, all students will be learning remotely and are responsible for continued learning in core subject areas and will interact with their teacher(s) and classmates, spending focused synchronous time to build classroom culture.

Refer to artifacts: SCS ReEntry Plan & Sample Schedules.

### 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 K-2, Hybrid/Traditional	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 type="checkbox"/> Asynchronous <input 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 type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	3	30	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	2	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	1	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	2	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input 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 K-2, Virtual	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	105	<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
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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	3	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	2	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	5	75	<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
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 3-5, Hybrid/Traditional	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	3	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	2	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	1	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	2	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input 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 3-5, Virtual	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	105	<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
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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	3	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	2	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)	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 type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	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 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 6-8 Hybrid/Traditional	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math	5	90	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science	5	45	<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies	5	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input 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	45	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	5	45	<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.

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

### Part 4.1: Explanation of Approach

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

Attendance will be taken daily across all learning platforms. Student attendance will be addressed through progressive interventions at the school and district level. Parent and students will be subject to compulsory attendance requirements. Parents are informed of compulsory attendance every year at registration by signing an acknowledgment form. Board policy regarding attendance will be implemented across all learning platforms. Parents will be contacted via multiple methods to address the reason for absence. If a student is absent due to Covid-19 reasons, the student will transition to the virtual Summer Connect Classroom and counted present. Reference: Attendance Tiers artifacts.

### 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.

If distance learning is required during the 2020-21 school year, Sumner County Schools (SCS) is prepared to provide Chromebooks to students who need a device at home. SCS has over 11,000 Chromebooks across all of its schools that can be distributed to students in case of school closures. The district is also utilizing CARES Act funds to purchase LTE Chromebooks and/or WiFi hotspots to assist students who do not have Internet access at home. Also, SCS will be providing free WiFi in the parking lots at approximately 20 school campuses as another option for students to access the Internet.

In addition, SCS has created a site titled Sumner Connect ([www.sumnerconnect.org](http://www.sumnerconnect.org)) that will be a training and information hub for teachers, students, and parents to support them in distance learning. The website will provide tutorials and links to assist all three stakeholders in achieving a successful virtual experience.

Operational procedures for technical support and troubleshooting for parents, students and teachers include:

-Students receive technical support from their virtual teacher, instructional coach for the respective school location and have a technology contact from the Instruction Department (Ben Bruce) to assist with log in, accessibility, software or hardware issues.

-Parents receive technical support from their virtual teacher, program instructional coordinator: Susan Breitling (Elementary); Melinda Norman (Middle) and Justin Alexander (High School). There are also virtual assistance troubleshooting meetings held for parents by our Instructional Technologies Coordinator, Rhonda Bruce to support parents as they are supporting students who are learning virtually. Educational videos that focus on training and educating parents on our platforms, software and hardware information.

-Teachers can gain technical support from our Sumner County IT HelpDesk via phone or email, Sumner Connect ([sumnerconnect.org](http://sumnerconnect.org)), Sumner Connect Coordinator from the Instruction Department (Jean Hesson), as well as Susan Breitling (Elementary Coordinator); Melinda Norman (Middle School); and Justin Alexander (High School).

**Our primary source of technical support and communication for parents, teachers and students is located on our website: [sumnerconnect.org](http://sumnerconnect.org).**

When students experience **device malfunctions** and are disconnected from their virtual learning environment, parents/students can contact their respective teacher(s) to notify them of their issue, along with a Sumner Connect Lead Teacher and another device can quickly be deployed by the student/parent coming to the school to check out another device in exchange for the device that is no longer properly functioning.

**Privacy and security** during virtual learning: Securely was purchased to protect our online foot-traffic both on our campuses and accessing the SCS network along with our virtual learners who are working remotely. Any questionable content (i.e.: self-harm, potential violence, potential bullying, and offensive content) that is exchanged through our SumnerK12.org accounts is flagged and shared with a support team that monitors our student's online activity, which includes but is not limited to: school principals, Safe/Healthy Schools Coordinator,

**Google Classrooms & G-Suite** is acting as the district's Learning Management System. Google Classrooms are a protected learning environment for our students and are overseen directly by the virtual teachers. Guardian emails and contact information has been added to the Google Classroom(s) to communicate with parents regarding their child's missing assignment(s) and/or academic progress.

**Policies:** please refer to the Student Loan Agreement artifact, Student Internet Use Agreement form & Staff Acceptable Use Policy artifact, along with virtual Student Virtual Academy Acknowledgement Form.

## **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.

Sumner County Schools (SCS) has revamped the expectations and delivery of professional learning (PL) as a result of the COVID-19 pandemic. To best equip SCS educators during this time, essential changes were necessary to provide various types of PL, prepare for the fluidity of the learning environment, sharpen skills for delivery of PL and instruction, understand proper health and safety measures, empower the use of pedagogical strategies and content, address how to embed learning loss into the curriculum, and ensure ample support for all educators is available leading up to the start of the school year and throughout its duration. SCS response has taken into account the needs of all educators (leaders, teacher, staff) based on 5 separate feedback surveys between April 7, 2020 and May 22, 2020 from which over 4,500 responses were acquired. During this timeframe, SCS built the PL plan around the needs of educator concerns. The SCS PL plan is broken into four categories: Distance Learning, Care and Culture, Curriculum and Instruction, and Implementation.

SCS collected continuous, ongoing data throughout the 2020 school closure from multiple avenues of targeted stakeholders (parents, leaders, and teachers). These methods included Possip surveys from parents, weekly internal principal feedback surveys across the final seven weeks of closure, five separate internal teacher feedback surveys, and individual interactions with stakeholders. Based on the overwhelming responses by parents from the Possip surveys, the input provided by building leaders from interaction and principal surveys, and the over 4,300 collective responses from teachers on the ground through the teacher feedback surveys, SCS is confident that it has built a reentry plan designed with the needs of our students and teachers in mind to foster the various demands we will face upon reentry. This includes preparing our teachers with professional learning opportunities prior to the start of the 2020-2021 school year on how they will measure where students are at the start of the school year. Proper interventions will be implemented not only to help students academically but also for social and emotional concerns. Teacher support will be provided upon reentry to ensure student progress is monitored and the appropriate support is provided across the board for all SCS students.

During the 2020 COVID-19 school closure, SCS worked diligently to connect with all students, parents, teachers, and leaders. A team-of-teams approach was developed to carry out the complete revamping of delivering instruction to our students. This centralized messaging was branded Sumner

### 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.

- D 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.

Sumner County Schools will utilize a variety of monitoring strategies, which be used with in-person instruction, as well as virtual instruction, if required. Pacing guides are provided district-wide, which reflect research involving the need to focus on current grade level standards while supporting existing gaps from school closure. School administrative teams, instructional coaches, and district teams utilize the Instructional Partner's Guide (IPG) and Leverage Leadership Observation and Feedback tool to provide feedback to teachers on quality instruction. These practices will continue if instruction is moved online. Likewise, feedback on the first quarter pacing guide will be collected to guide the work of the second through fourth quarter pacing guides prior to completion. The district will be utilizing Popsip and Google Forms to gather feedback from families and teachers about the alignment of standards, pacing, and clarity of communication. In addition, daily attendance will be monitored through Remind if students are participating in online learning.

### 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, et c.) - 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 .

Sumner County Schools communicates frequently and comprehensively with all stakeholders through the use of social media, the Sumner Connect Website, Poppis surveys, robocalls, mass emails, and Remind messages. Parents were surveyed weekly from March 20th-May 22nd and have been surveyed twice through the summer with two more surveys to come. The surveys have over 25,000 active parent users and focus on wellbeing, educational needs, clarity of communication from schools, and the preferences for re-entering schools. Surveys, emails, and Remind messages are communicated in multiple languages, and case managers contacted their caseload twice per week by phone to provide supports through distance learning. Weekly principal meetings are held on Tuesdays, followed by communication to teachers on Wednesdays. The parent communication of new information is on Thursday followed by a Facebook Live on Thursday at 6 pm with the Assistant Director for Instruction so that parents have a forum to ask questions.

SCS EL Teachers will take a multi-faceted approach to teaching this upcoming year. All English Language instructors will use Google Classroom to deliver assignments, communication, and feedback for students. Elementary EL instructors will become co-teachers in each EL student's general education Google Classroom, while middle and high school instructors will create a Google Classroom for his/her EL student blocks. How-to videos will be produced and posted within that platform to show students how to navigate Google Classroom. All instructions for online education will be sent to parents in a language they understand. Each instructor will include their times and dates for virtual meetings, if school closure is necessary. EL instructors will utilize Google Meet to virtually meet with students for one hour of daily ESL instruction.

## 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

<b>Step</b>	<b>Reviewers</b>	<b>Action</b>	<b>LEA Support Available</b>
<b>Review Full CLP</b>	Review Committee	Review and evaluate CLPs on rubric	Technical Assistance
<b>Norming Check</b>	TDOE Leadership Team Stakeholder Committee	Check non-passing review team scores for norming (Approve, Conditionally Approve or Deny)	
<b>LEA Reviews Required Edits</b>	None	LEA edits plan (if necessary)	In-depth Support
<b>Second CLP Review</b>	TDOE Cabinet or Executive Leadership Team	Review and evaluate CLPs on rubric	

\*These sections may be submitted as they are completed if an LEA would like feedback or technical assistance.

**Note:** The department will include the monitoring of CLPs as part of its regular monitoring processes to ensure compliance with all state and federal laws and regulations.

## AVAILABLE SUPPORTS

Should an LEA want or need additional support in developing CLPs, completing specific sections, or better understanding the expectations, the department has prepared to provide a significant amount of support:

### Webinars

The department will host a webinar for each section of the CLP. Webinars will cover the content of what the section is referencing, how it will be evaluated, and what artifacts might be helpful to include. The session will also cover examples for various rubric rows to help provide clarity for LEAs. Webinars will be recorded and posted on the [School Reopening](#) webpage on the department's website for reference. Dates will be provided in email to superintendents as well as referenced in upcoming superintendent calls.

### Office Hours

Department staff will host office hours for LEAs to support different pieces of the CLPs. There will be a consistent office hour from 12:00 - 1:00pm CST every day to answer questions about various topic areas of the CLP. The schedule for office hours will be:

- Mondays: Section 2 (Models) and Section 3 (Instruction)
- Tuesdays: Section 4 (Attendance)
- Wednesdays: Section 5 (Instructional Technology)
- Thursdays : Section 6 (Professional Development) and Section 7 (Monitoring)
- Fridays : Section 8 (Communications) and General/Open Questions

Office hours will begin on Monday, July 6, 2020. Contact information will be provided in an email to Directors of Schools. Any LEA staff responsible for sections of the CLP is welcome to utilize this resource.

Questions may be submitted on any topics related to CLPs to [K12.Health@tn.gov](mailto:K12.Health@tn.gov).

### Examples

The Department will post a series of examples for each section of the rubric to support LEA planning.

## ADDITIONAL SUPPORTS OFFERED BY THE DEPARTMENT

Over the course of the last four months, the Department has offered a number of resources, supports, grants, or opportunities to help LEAs. A portion of these include:

- **Principal Professional Development** - a partnership with the University of Tennessee, Knoxville to offer free professional development on remote learning for any principal in the state, which are also eligible for TASL credit, with videos available to Assistant Principals and central office staff
- **Teacher Professional Development** - a partnership with Trevecca Nazarene University to offer free professional development on remote learning for any teacher in the state
- **Assistive Technology Grant** - a grant for districts to support purchasing assistive technology so that students with disabilities are able to receive services during periods of building closure
- **Compensatory Services Grant** - a pass-through award to every district to help support any expenses related to providing compensatory services in the fall
- **Special Education Innovation Grant** - a grant for districts to fund the expansion of strategies and practices to serve students with disabilities during periods of school building closure
- **Remote Learning Supports Grant for Children with Disabilities** - coming soon!
- **Online Academic Tool** - a tool that will be ready for launch this school year that will provide a full year of ELA and math lessons for 1<sup>st</sup> - 8<sup>th</sup> grades, providing coherent sets of instructional materials linked to relevant standards supports, sample assessment items, and content-based resources
- **PBS Partnership** - partnership with PBS to provide free statewide programming online and on television to support student learning during closures and over the summer
- **Ready Rosie** - free mobile app for families to use to support early literacy and numeracy at home
- **Checkpoint Assessment** - free beginning-of-year assessment available for districts to use to gauge student learning (including learning loss) to support educators in identifying areas of need
- **Innovative Assessments** - a free suite of innovative assessment supports available for districts to use including an assessment builder, interim assessments, and formative assessments
- **LEA Guide for Reopening Schools** - extensive resource produced to provide an overview framework for districts to use as they begin planning for school reopening
- **20+ Reopening Toolkits** - a series of topic-specific toolkits that provide checklists, best practices, reflective questions, and more intended to support effective and locally-driven planning for reopening
- **School Meal Finder** - a website to help families identify the closest location for meal distribution during periods of school building closure
- **Post-Secondary Task Force** - task force to support transition needs of high schoolers to post-secondary
- **Child Wellbeing Task Force** - statewide task force to support child wellbeing through next school year
- **Diverse Leaders Network** - a network to increase the number of aspiring, diverse school leaders that will pay for their masters degrees
- **Aspiring Assistant Principal Network** - a network to increase the number of aspiring school leaders that will pay for their masters degrees
- **Principal Supervisor Network** - professional development for those who manage principals
- **Foundational Skills Curriculum** - free instructional materials for early literacy
- **Special Education Additional Endorsement Grants** - a grant to pay for existing and aspiring teachers to become dual certified in special education
- **Tennessee Teacher Job Connect and Tennessee Education Job Board** - online page to connect vacancies with job-seekers during remote recruitment and hiring
- **Family Remote Learning Tool** - in partnership with Trevecca, an online resource to support families in managing learning from home