

TENNESSEE STATE BOARD OF EDUCATION

COVID-19 CONTINUOUS LEARNING PLAN POLICY

3.210

Policy Sections

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1. Purpose.

The purpose of this policy is to further define State Board Emergency Rule 0520-01-17. In light of the COVID-19 Public Health Emergency, Emergency Rule 0520-01-17 requires local education agencies (LEAs) and public charter schools to develop Continuous Learning Plans (CLPs) for the 2020-21 school year. These CLPs will be submitted for approval to the Tennessee Department of Education (the Department).

In response to COVID-19 related disruptions to school operations, LEAs and public charter schools may implement their CLPs so that LEAs and public charter schools meet the 180-day, 6.5 hour instructional day required in T.C.A. §49-6-3004. If a district chooses to use a stockpile day for a day of school closure, implementation of the CLP would not be applicable for that day.

LEAs and public charter schools should refer to State Board Emergency Rule 0520-01-17 for definition of terms used in this policy and for additional information.

2. Approval Process.

- a. The Department shall develop and provide LEAs and public charter schools with a template for CLPs and expectations for review and approval. The CLP template and any rubric utilized by the Department for evaluation of CLPs shall be posted on the Department's website no later than June 26, 2020.
- b. Each LEA and public charter school shall develop a CLP for the 2020-2021 school year. LEAs and public charter schools shall submit their CLPs to the Department no later than July 24, 2020.
- c. The Department shall be responsible for the evaluation and approval of all submitted CLPs in accordance with the evaluation and approval process developed by the Department. The evaluation and approval process shall ensure CLPs adhere to the requirements of this policy, State Board Rule 0520-01-17, and all applicable federal and state laws and rules, unless waived. The Department shall report the outcomes of the approval process and common strategies and challenges identified in the CLPs to the State Board as required in State Board Rule 0520-01-17.
- d. The CLPs shall address how the LEA or public charter school will deliver quality instruction during the 2020-21 school year in the event of COVID-19 related disruptions to school operations.

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- e. Each LEA and public charter school shall post the approved CLP on its website and make a copy available to parents/legal guardians and students upon request. Public charter schools shall send their authorizer a copy of their approved CLP.
- f. LEAs and public charter schools are encouraged to submit feedback on the CLP process and components to the State Board and/or the Department to identify areas of need and aspects of the process to improve in the future.

3. Required Continuous Learning Plan Components.

The CLPs shall provide a framework for delivering access to quality instruction to all students within the LEA or public charter school in the event of COVID-19 related disruptions to school operations in the 2020-21 school year. The CLP shall include, at minimum, responses for each of the following components.

- a. How the LEA or Public Charter School will meet the requirements of T.C.A. § 49-6-3004 and T.C.A. § 49-6-201(b)(2) during a COVID-19 related disruption to school operations, including:
 - i. If one or more school buildings are closed and all instruction is being provided via remote instruction. The CLP shall include how the LEA or public charter school will provide students in grades one (1) through twelve (12) access to six and one half (6 ½) hours of instructional time, and students in Kindergarten access to four (4) hours of instructional time, as defined by State Board Rule 0520-01-17, each school day;
 - ii. If one or more school buildings are open but on a modified schedule or operating with a reduced capacity. The CLP shall include how the LEA or public charter school will provide students in grades one (1) through twelve (12) access to six and one half (6 ½) hours of instructional time, and students in Kindergarten access to four (4) hours of instructional time, as defined by State Board Rule 0520-01-17, each school day;
 - iii. If one or more school buildings are open but the LEA or public charter school permits certain students to participate in remote instruction due to COVID-19 related reasons. The CLP shall include how the LEA or public charter school will provide students participating in Remote Instruction in grades one (1) through twelve (12) access to six and one half (6 ½) hours of instructional time, and students in Kindergarten access to four (4) hours of instructional time, as defined by State Board Rule 0520-01-17, each school day.
- b. Communications.
 - i. Parent Communication. Providing parents and/or legal guardians with expectations for remote instruction as well as strategies and behaviors to support student success.
 - ii. Staff Communication.
 - (1) Defining and clearly communicating staff roles and expectations for times when remote instruction is occurring before implementation of the CLP.

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- (2) Setting expectations for regular communication with staff to facilitate implementation of the CLP. This section may include details on how staff roles will shift when the CLP is in effect to ensure successful implementation of the CLP.
- c. Monitoring Implementation. A procedure for monitoring the implementation of the CLP during the 2020-21 school year to ensure all components of the plan are implemented with fidelity.
- d. Access to Instructional Materials and Technology.
 - i. Planning for access to necessary instructional materials for all students, including printed materials as well as any instructional technology the LEA or public charter school requires. This planning may include:
 - (1) Surveying student and teacher home access to both computing devices that support remote instruction, such as tablets, laptops, or home computers, as well as access to broadband Internet capable of transmitting video-based instruction.
 - (2) Creating an inventory of devices, including computing devices and Internet-enabling devices such as hotspots, the LEA or public charter school owns and is able to distribute to students and teachers in need.
 - (3) Developing a plan and timeline for distributing materials to teachers and students based on level of need and sharing the plan with affected parties. The CLP may also consider any assurances individuals would need to sign or otherwise agree to in order to be able to borrow the device.
 - (4) Providing for remote instruction that is appropriate for teachers and students with limited connectivity capability, including opportunities for students to download remote instruction materials in advance when practicable.
 - (5) Providing technology support for students experiencing technical difficulties on remote instruction days.
- e. Attendance. A policy and/or procedure establishing standards governing daily student attendance when students are participating in remote instruction including but not limited to, procedures for determining when a student is present, determining an excused versus unexcused absence, the internal attendance tracking system to be used, and how the LEA or public charter school will communicate attendance policies and/or procedures to parents and/or legal guardians before remote instruction begins.
 - i. LEAs and public charter schools shall include attendance expectations in their CLPs. Protocols for determining attendance shall include plans for seeking and receiving daily visual, verbal, and/or written confirmation of student participation in instructional time.
 - (1) Examples of attendance expectations include such options as: students participating in a phone call with a teacher, with parent or legal guardian support

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as appropriate for the age of the student; students participating in synchronous virtual instruction; students completing work in a learning management system; students submitting work via hard-copy or virtual formats; or other methods the LEA or public charter school identifies as appropriate.

- ii. LEAs and public charter schools shall take attendance daily when students are participating in remote instruction utilizing the attendance expectations outlined in the CLP.
 - iii. LEAs and public charter schools shall clearly outline in their attendance policy and/or procedure how absences during remote instruction will be classified and potential interventions for addressing student absences during remote instruction.
 - iv. LEAs and public charter schools shall report attendance to the department via the LEA's or public charter school's student information system utilizing the attendance code set by the department.
- f. Educator and Staff Training. Training for teachers and staff on effective use of the remote instruction resources utilized by the LEA or public charter school.
- i. Training shall include the process for student submission of completed work and shall identify any learning management system, online instructional resource, or offline instructional resource that will be made available to all students in a grade-level or course across the LEA or public charter school.
 - ii. Training shall include expectations for educators on using any online course material and collaborating with instructors of online courses, if those methods of instruction are identified in the CLP.
 - iii. Developing a plan for how the LEA or public charter school will provide ongoing support and feedback to all staff working in remote environments to monitor the effective implementation of the CLP.
 - iv. The CLP shall address how the LEA or public charter school will ensure that all state requirements for professional development are met.
- g. Standards-Based Instruction.
- i. Ensuring that remote instructional time supports learning growth that continues toward mastery of the Tennessee Academic Standards.
 - ii. Developing effective design and delivery of remote instruction lessons.

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- iii. Aligning student grading expectations to the State Board’s Uniform Grading Policy 3.301 for students in grades 9-12 and to the LEA’s or public charter school’s locally adopted grading policies for students in grades K-8, and, if applicable, to students in grades 9-12.
- iv. Monitoring student performance via achievement data, including student grades and other methods identified in the CLP.
- h. Support for All Students.
 - i. Providing online and offline opportunities for students to communicate with teachers or staff when remote instruction is occurring.
 - ii. Opportunities for students to practice accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments, to support student success during remote instruction.
- i. Additional Support for Special Populations of Students.
 - i. Providing students with disabilities access to instruction in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote instruction supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.
 - ii. Providing students who are English Learners access to instruction in a manner consistent with each student’s individualized learning plan (ILP) and with State Board English as a Second Language Program Policy 3.207.
 - iii. Responding to the needs of other at-risk student populations as defined in State Board High School Policy 2.103.

4. Optional Continuous Learning Plan Components

Additionally, CLPs for the 2020-21 school year may include responses for each of the following components. These components may become required in future versions of CLPs.

- a. Stakeholder Engagement.
 - i. CLP Development. Consulting with teachers, administrators, and instructional support staff, parents and/or legal guardians, students, community partners, and other stakeholders in developing the CLP and effectively communicating the CLP to all involved parties.

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- ii. Community Support. Engaging with community partners on services that teachers, parents and/or legal guardians, and students can utilize when remote instruction is in effect. Such services may include community partners, including but not limited to local government officials, public libraries, Internet service providers, or community resource centers, willing to provide free broadband access or connectivity for remote instruction and community partners with child care options. The CLPs shall also include strategies for communicating remote instruction schedules with those partners.

- b. Evaluating the Effectiveness of the CLP.
 - i. Evaluating the changing needs of students and families related to technology access, transportation, and other needs.

 - ii. Re-deploying or re-aligning resources and effective interventions should portions of the CLP be found ineffective for staff, students, and/or families.