

TENNESSEE STATE BOARD OF EDUCATION

CONTINUOUS LEARNING PLAN POLICY

3.210

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I. Purpose.

The purpose of this policy is to further define State Board Rule 0520-01-17. Rule 0520-01-17 requires local education agencies (LEAs) and public charter schools to develop and maintain Continuous Learning Plans (CLPs). The Tennessee Department of Education (the Department) must approve an LEA or public charter school's CLP prior to the LEA or public charter school implementing the CLP. This policy provides details on required components of the CLP.

In response to a Governor-declared state of emergency or disaster declaration, 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 in the event of disruptions to traditional school operations. 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 Rule 0520-01-17 for definition of terms used in this policy and for additional information.

II. Required Continuous Learning Plan Components.

The CLPs shall provide a framework for providing access to quality instruction to all students within the LEA or public charter school in the event of disruptions to school operations caused by an emergency or disaster that results in a Governor-declared state of emergency or disaster declaration. The CLP shall address, at minimum, each of the following components.

- (1) 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 disruption to school operations, including how the LEA or Public Charter School will provide students in Kindergarten access to at least four (4) hours of Instructional Time each school day, and how the LEA or Public Charter School will provide students in grades one (1) through twelve (12) access to at least six and one half (6 ½) hours of Instructional Time each school day.
 - a. The Instructional Time requirements set forth in this policy do not apply to students being served under a homebound program, incarcerated students, and students in a residential mental health facility or court-ordered day-treatment program. Instructional Time requirements for students being served under a homebound program, incarcerated students, and students in a residential mental health facility or court-ordered day-treatment program shall comply with state law and state board rules governing these students.
- (2) Attendance policy and procedures for students participating in remote instruction, if different from the LEA or Public Charter School's regular attendance policy and procedure. The LEA or Public Charter School's attendance policy and procedure must include, but is not limited to:

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- a. Procedures for determining when a student is present, which shall include plans for seeking and receiving daily periodic visual, verbal, and/or written confirmation of student participation in Instructional Time using multiple methods of confirming student attendance.
 - b. Examples of methods of confirming attendance include such options as: students participating in a phone call with a teacher, with parent or legal guardian support 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.
 - c. Procedures for 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 and students.
 - d. LEAs and Public Charter Schools shall address in their attendance policy and procedure potential interventions for addressing student absences during Remote Instruction, including any changes to how the LEA or Public Charter School will implement or revise its progressive truancy intervention plan required by T.C.A. § 49-6-3009.
 - e. The reporting of attendance to the Department must be via the LEA or Public Charter School's student information system utilizing the attendance code set by the Department of Education.
- (3) How all students will be provided standards-based instruction by a licensed Tennessee educator, including, but not limited to, students with disabilities, English Learners, and at-risk students.
- a. How the LEA or Public Charter School will provide 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;
 - b. How the LEA or Public Charter School will provide students who are English Learners access to instruction in a manner consistent with each student's individualized learning plan and with State Board rules and policies regarding English as a Second Language programs; and
 - c. Address the needs of other at-risk student populations as defined in State Board High School Policy 2.103.
- (4) All LEAs and Public Charter Schools shall comply with all relevant state and federal laws, rules, and policies.
- (5) Remote Instruction classes in which all students participate remotely shall comply with class size standards applicable to virtual education programs pursuant to T.C.A. § 49-1-104(h) and class size and case load requirements for special education as defined in State Board Policy 3.206.

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- (6) If the LEA's CLP requires a waiver of any state statute or rule, the LEA shall submit a waiver request to the Commissioner pursuant to T.C.A. § 49-1-201. If a Public Charter School's CLP requires a waiver of any state statute or rule, the public charter school shall submit a waiver request to the Commissioner or its authorizer pursuant to T.C.A. § 49-13-111. Waivers necessary for implementation of the CLP should be made clear to the Department upon submission of the CLP to the Department for approval, as required by State Board Rule 0520-01-17.
 - a. If an LEA or Public Charter School's CLP requires a waiver for use of textbooks or instructional materials not on the state-approved list, the LEA or public charter school shall submit a waiver request to the appropriate body as required by T.C.A. § 49-6-2206 along with the request to implement the CLP that is submitted to the Department.

III. **Optional Continuous Learning Plan Components**

Additionally, CLPs may include information on each of the following components. These optional components shall not be part of the Department's review process of submitted CLPs but may assist LEAs and Public Charter Schools with planning the implementation of their CLP.

- (1) **Communications.** Providing educators, staff, and parents and/or legal guardians with information on the CLP and expectations for remote learning.
- (2) **Access to Instructional Materials and Technology.** 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.
- (3) **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.
- (4) **Monitoring Implementation.** A procedure for monitoring the implementation of the CLP to ensure all components are implemented with fidelity.
- (5) **Evaluating the Effectiveness of the CLP.** Evaluating the needs of educators, staff, families, and students, and the extent to which the CLP, as implemented, met those needs to identify areas for improvement in the future.