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## Continuous Learning Task Force

August 24, 2021

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# Call to Order





# Roll Call





## Approval of Minutes





# Consideration of Recommendations from Working Groups



# Key Recommendation Areas

Aligned with the focus of this task force and generated from feedback across the state, there are four key recommendation areas for continuous learning improvements.

- Family Engagement and Support,
- Instructional Quality,
- System and School Planning, and
- Technology.



# Working Groups Recap

A working group structure was used for the four key recommendation areas to brainstorm the following for each area:

- Importance
- Ideal state
- Recommendations in three levers: initiatives, guidance and support, and policy and law

# General Information for Task Force Report

Define types of emergencies, continuous learning

Include virtual and paper options in planning



# Technology Recommendations

## Importance

- Systems must be able to pivot from in-person instruction to virtual learning **as soon as possible** in the event of an emergency, so that high quality teaching and learning is continued.

## Ideal State

- Employees and students have access to the internet and devices at home.
- **Parishes have internet access aligned to current standard set forth by Office of Broadband.**
- Devices are updated and replaced on a cycle.
- Systems have a strong device and internet access distribution plan and systems in place.
- There is always a 1:1 student to device ratio at school and home.
- Students are using technology in the classroom and at home on a regular basis for meaningful learning, so that using during continuous learning is effortless.
- Systems have a high quality learning management system and usage is effectively implemented during in-person instruction.

# Technology Recommendations

## Initiatives Recommendations

- Digital literacy implementation with professional learning for systems, schools, and families
- Partnerships with state Broadband Office to ensure connectivity throughout state
- Process for determining high quality instructional materials should include technology integration and supports

## Policy Recommendations

- State Education Technology Plan to include continuous learning

# Technology Recommendations

## Guidance and Supports Recommendations

- Family guidance for using devices and internet at home
- Guidance for leaders and teachers on tracking attendance, **administering virtual assessments**, and maintaining academic integrity during continuous learning
- Guidance for systems on technology implementation
  - 1:1
  - Replacement
  - Types of Devices
  - Inventory Control
  - Roles and Responsibilities
  - Family and Educator Technical Support
  - Funding
  - Procurement options
  - Issuance policies
  - Professional Development
  - Tips for Preparation
  - **IT Support (call center, email)**
  - **Equipment replacement and funding**
  - **Sustainability**
  - **Affordable internet access for families**



# System and School Planning Recommendations

## Importance

- Systems must be prepared, yet flexible, for operating a system under modified operations in the event of an emergency, so that students are safe and learning.

## Ideal State

- Systems and schools have aligned, comprehensive plans that are aligned to best practices for emergency planning and that is reviewed and updated by stakeholders annually.
- A continuous learning plan is included, so that there is no interruption in learning.
- There are adequate resources and personnel to implement a system and school plan effectively.
- Communication through multiple channels is frequent, clear, and timely.

# System and School Planning Recommendations

## Initiatives Recommendations

- LDOE Emergency Team, including community and state partners, which creates and updates a state emergency plan. This should include how to include emergency officials, government agencies, and community organizations as part of the team.

## Policy Recommendations

- **State policy should include all school systems must create a policy** for an emergency plan including continuous learning that is reviewed by stakeholders and updated annually.

# System and School Planning Recommendations

## Guidance and Supports Recommendations

- Emergency planning guidance with framework for lead agencies and K-12 systems
- Vendor Guide for emergency planning software or services
- Checklist and/or guidance on creating and updating system and school plan
- **Emergency planning should include a section on continuous learning with support from LDH (food, transportation, internet and device access, instruction for all students)**



# Instructional Quality

## Importance

- High expectations and instructional quality must be maintained during continuous learning to ensure all students are on track to mastery of grade level standards.

## Ideal State

- School systems ensure equitable access, opportunities, and experiences for all students during continuous learning that are aligned to those of in-person instruction.

# Instructional Quality

## Policy Recommendations

- Review policy for updates needed to include “continuous learning”
- Instructional expectations and standards during continuous learning must be maintained for all students

# Instructional Quality

## Guidance and Supports Recommendations

- Use best practices from other states to create comprehensive guidance document
- Best practices on how to use instructional minutes (independent work, group work, whole group, office hours) and length of virtual learning minutes by grade
- Share what worked across state from school systems
- Implementing and sustaining high quality virtual learning programs
- Checklist of actions to use when planning for continuous learning
- Processes for documentation of completion of work and attendance
- Attendance and engagement guidance and vendor guide
- Implementation of learning pods



# Family Engagement and Support

## Importance

- In order for students to be successful, the family-school partnership is critical in continuous learning environments.

## Ideal State

- Families are engaged all year, so families are ready for continuous learning as needed.
- All families have the knowledge and resources needed to support expectations for successful continuous learning.
- The expectations for the school and family vary based on the families' needs and the age of their children.

# Family Engagement and Support

## Guidance and Supports Recommendations

- Sample Family-Student Contract/MOU
- How to engage in community partnerships to support students with mentors
- Technology training for families
- Parent portal with resources to support families in continuous learning
- Best practices for communications with families
- Establishing a learning coach role

# Adjournment

