

Louisiana Believes

Continuous Education Toolkit Supporting Guidance Documents

March 2020

Agenda

Continuous Education Toolkit

Academic Resources for Educators

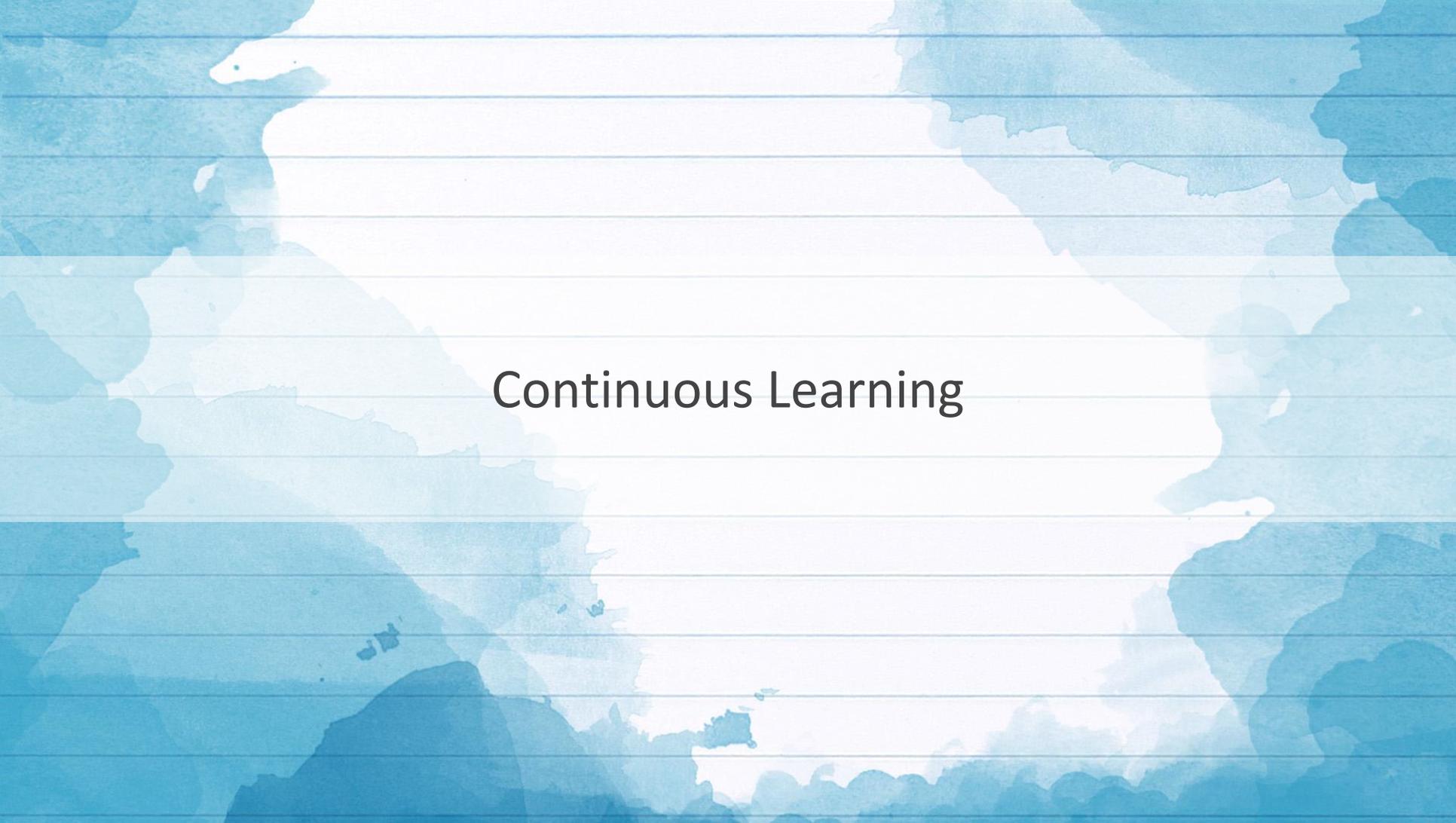
Workforce Management Guide

Next Steps

Purpose

On March 26 the Department released a suite of tools to support school systems in continuing the critical work of educating students during school facility closure.

- The **Continuous Education Guide** supports school system leaders as they analyze instructional and technology resources, develop an approach to **providing distance learning opportunities**, and implement a distance learning plan
- The **Academic Resources for Educators** is a comprehensive listing of **academic resources** available for distance learning formats, organized by subject and curriculum provider
- The **Workforce Management Tool** supports school systems in **developing staffing plans** that will support the continuation of essential functions during school facility closures



Continuous Learning

Continuous Learning

The [Continuous Education Guide](#) supports school system leaders as they analyze instructional and technology resources, develop an approach to **providing distance learning opportunities**, and implement a distance learning plan.

The guide provides:

- a three step process for school systems planning to implement continuous learning
- concrete examples from school systems who have already implemented plans
- templates and other resources to guide the planning process



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INTRODUCTION

As school facilities across the state are closed to prevent the spread of COVID-19, the well-being of students, teachers, and staff remain top priority. Continued learning and academic growth are critical components of student well-being. Routines and connections with educators provide stability, security, and structure that can keep our children active, engaged, and healthy. Therefore, the Department strongly encourages all school systems to develop and implement Continuous Learning Plans in partnership with teachers, families, and local boards of education.

The following toolkit provides school systems with guidance on how to assess capacity, analyze available instructional and technology resources, develop an approach to providing distance learning opportunities, and implement a distance learning plan.

Each school system must make local decisions in line with their needs, and several already have plans in place. For examples of how some school systems are approaching this challenge, view the approaches [Desoto Parish](#), [Jefferson Parish](#), [Miami-Dade County](#), and [Webster Parish](#) are taking. School systems with distance learning plans in place are encouraged to continue with strategies that are working for teachers and students.

A wide variety of tools for distance learning exist, and many are available at no cost to educators. This document is a compilation of such tools and provides a framework and guidance on the development and implementation of continuous learning plans.

School systems should refer to the [Privacy and Security Guide](#) when making decisions regarding distance learning.

GUIDING PRINCIPLES FOR CONTINUOUS LEARNING

- **Focus on Quality.** Teachers and students will have the greatest success when plans build from the instructional plan that was in place for the academic year. Rather than turning to new instructional materials, school systems should use existing [curriculum resources](#). Feedback from families indicates that long lists of websites and additional resources may be overwhelming.
- **Focus on Simplicity.** Plan for an appropriate amount of active instruction per day based on the age of children. Give families and staff specific advice about when and how to use recommended materials. Consistent days and times for teacher-student phone calls or online conferences will simplify routines.
- **Focus on Families.** It's better to take a little longer to roll out a learning plan that works for families than to rush a plan that causes frustration. Be thoughtful about the expectations placed upon families during this time.

Adapted from <https://hrtp.org/blog/post/resources-for-learning-at-home-when-schools-close>

LOUISIANA CONTINUOUS EDUCATION TOOLKIT: GUIDANCE + TOOLS  **DEPARTMENT OF EDUCATION**
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Step 1: Identify Resources

School systems must identify what is going to be taught and how it will be taught. This [worksheet](#) is designed to help school systems organize their thinking. Below are questions and considerations to guide the process.

1. Determine which curriculum materials will be used -many tier one [curriculum materials](#) are available.
2. Identify Technology Resources -[Google Teach From Home Toolkit](#) is highly recommended and easy to access.
3. Identify [staffing needs](#).
4. Assess Students/Families Needs.
 - If needed, conduct a [needs assessment](#) and ensure it is inclusive and accommodating of all families
 - Collect student contact information and consider necessary privacy protections

Step 2: Develop Approach

HIGH-TECH OPTION

1. Identify which lessons within the curriculum will be prioritized and how to best deliver instruction.
2. Assess teacher and student access to [devices and the internet](#). [Cox](#) and [AT&T](#) are offering low-cost options for internet service.
3. Identify the needs of teachers to facilitate [digital or blended learning options](#).
4. Ensure that guidance is provided to support the unique needs of students who require additional support including, but not limited to, students with disabilities and [English Learners](#).
5. Develop a plan for technical support for families, possibly including a remote call center for technology questions and technical assistance.
6. Provide teacher/student interaction through online platforms, phone calls, office hours, or homework hotlines.

Step 2: Develop Approach

LOW-TECH OPTION

1. Identify which lessons within the curriculum will be prioritized and how to best deliver instruction.
2. Review [existing resources](#) that can be printed.
3. Develop a plan to distribute materials to students.
4. Make paper copies of instructional packets to be picked up at school or delivered to families.
5. Ensure that the general education or special education teacher provides accommodations for students with disabilities and students with a Section 504 plan.
6. Provide teacher interaction through phone calls, office hours, or homework hotlines.

Step 3: Implement and Support

Continuous learning is a new endeavor for many school systems. Ongoing monitoring will be important to assess how plans are working and to make adjustments as needed.

Three important areas to focus on are:

1. [communication](#) with staff and families;
2. training for teachers and staff; and
3. access for all students and families.

This work will be challenging. Acknowledge that for staff and yourself. Give yourself and others permission to make mistakes and correct as needed. Flexibility is key.

The background features a light blue and white watercolor-style splash pattern. Overlaid on this are thin, horizontal, light blue lines, similar to those on a sheet of lined paper. The text is centered in the middle of the page.

Academic Resources

Academic Resources

The [Academic Resources Tool](#) provides school systems with a comprehensive listing of academic resources available for distance learning formats, organized by subject and curriculum provider.

The guide provides:

- core instruction resources
- guidance on supporting students with disabilities
- additional academic resources such as Course Choice, updated testing information, and CTE resources

**CONTINUOUS EDUCATION
TOOLKIT FOR SCHOOL SYSTEMS
• ACADEMIC RESOURCES •**

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 - » [Physical Education](#)
 - » [AP/IB/CLEP Exam Solutions](#)
 - » [Course Choice](#)
 - » [ACT Prep](#)
 - » [Career and Technical Education](#)
 - » [Louisiana Student Standards](#)

INTRODUCTION

The academic resources in this document are intended to help support school systems as they plan for [continuous learning](#) using their high-quality instructional materials. Updates will be made as new information from vendors is made available.

School systems should refer to the [Privacy and Security Guide](#) when making decisions regarding distance learning.

Please contact classroomsupporttoolbox@la.gov with any questions.

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LOUISIANA CONTINUOUS EDUCATION TOOLKIT: ACADEMIC RESOURCES MARCH 2020 1

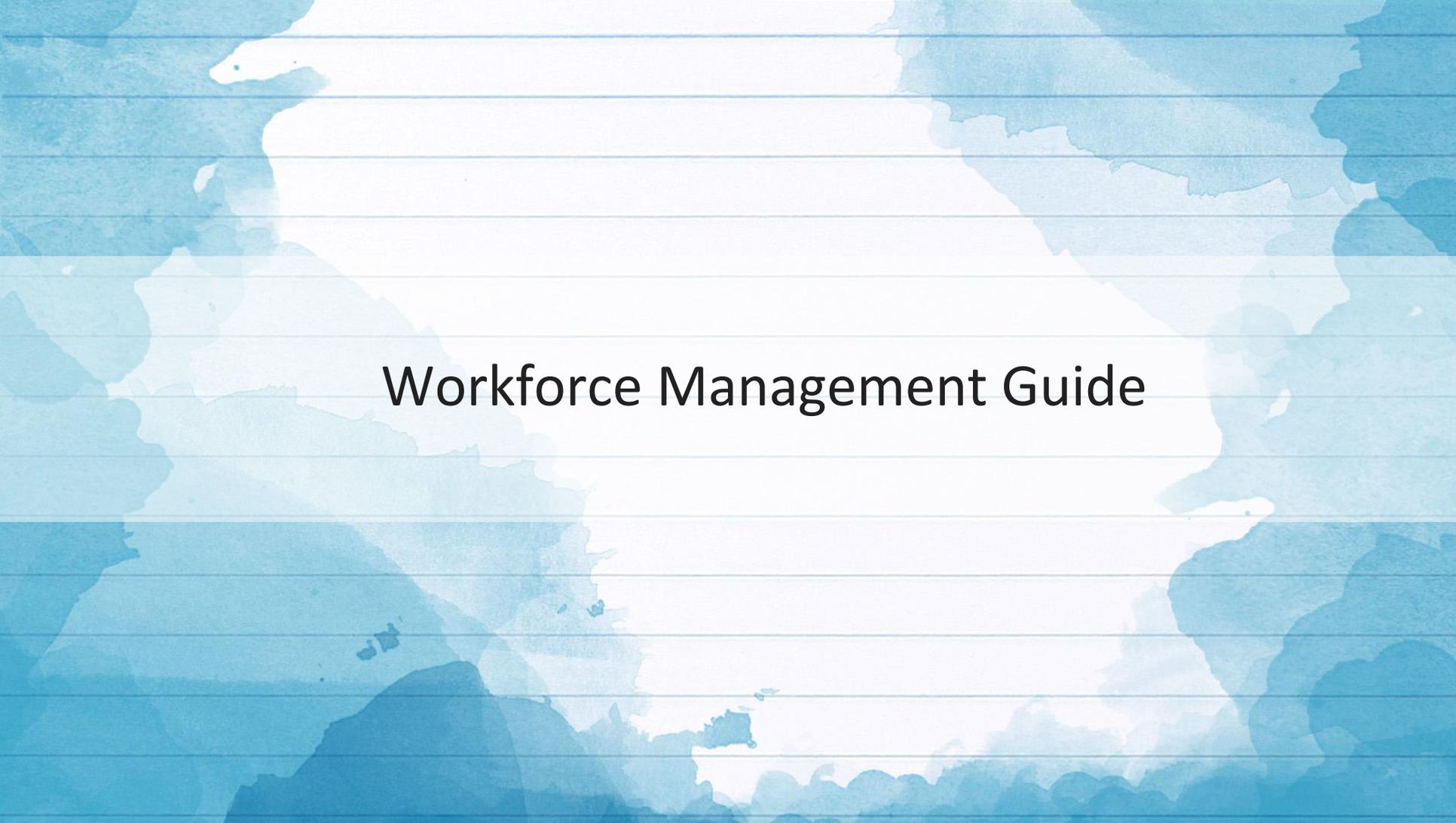
Resources Available

Core Instruction

- K-12 Math
- K-12 ELA
- K-2 Literacy
- Early Childhood
- K-12 Social Studies
- K-12 Science
- Serving Students with Disabilities

Additional Resources

- PBS
- World Languages
- Physical Education
- AP/IB/CLEP Exam Solutions
- Course Choice
- ACT Prep
- Career and Technical Education
- Louisiana Student Standards

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are not uniform, with some areas appearing darker and more saturated than others, giving it an artistic, hand-painted feel. The overall composition is clean and professional, suitable for a business or educational document.

Workforce Management Guide

Workforce Management

The [Workforce Management Tool](#) supports school systems in **developing staffing plans** that will support the continuation of essential functions during school facility closures.

This tool provides:

- step-by-step guidance regarding how to develop a staffing plan and a communications plan that will facilitate the continuation of essential functions; and
- resources for managing on- and off-site employees, including tips on ensuring the safety of on-site employees and on managing employees who are working from home.

CONTINUOUS EDUCATION TOOLKIT FOR SCHOOL SYSTEMS • STAFFING •

PURPOSE

Louisiana continues to monitor and respond to the Coronavirus Disease 2019 (COVID-19) outbreak, which has closed school facilities to students. When school facilities close, the work of educators does not stop. School communities play a critical role in ensuring children continue to receive healthy meals and access equal opportunities to learn. This charge requires courage and creativity.

Among the challenges school leaders must navigate during this extraordinary time, they must consider staffing-related decisions, most importantly:

- **"Which essential functions will I prioritize during school closures?"**
- **"How do I create a staffing plan that supports the continuation of these essential functions?"**

This document is designed to support school leaders as they answer these questions and provides resources to support decision-making, including:

- Centers for Disease Control and Prevention (CDC) guidance for on-site employee safety
- Guidance for on- and off-site employees
- A template for managing employees' work
- Resources for working off-site
- Next steps following school facility closures

WHICH ESSENTIAL FUNCTIONS WILL I PRIORITIZE DURING SCHOOL FACILITY CLOSURES?

Before making staffing decisions, it is important to identify the essential functions school systems will prioritize during school closures, including:

- Ensuring meal services continue, to the maximum extent possible;
- Delivering high quality distance education to all students, including providing equal access to students with disabilities;
- Ensuring that finance staff is available to process payments to vendors providing services and payroll for employees that continue to work; and
- Ensuring that buildings remain secure, closed to the public, and in good repair.

SPECIAL NOTE REGARDING MEAL SERVICES AND THE GOVERNOR'S STAY-AT-HOME ORDER:
To further combat the spread of COVID-19 in Louisiana, Gov. Edwards issued a Stay-at-Home Order on March 22, directing all Louisiana residents to shelter at home and limit movements outside of their homes beyond essential needs. As outlined in the Essential Infrastructure Fact Sheet, distributing food is an essential need. This means individuals may leave their residence to perform any work necessary to provide meal services to students.

The following process will support school systems in making staffing decisions related to these essential functions.

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Workforce Management

The [Workforce Management Tool](#) includes two guiding questions relative to staffing.

1. What essential functions will I prioritize during school facility closures?

This could include:

- ensuring meal services continue, to the maximum extent possible;
- delivering high quality distance education to all students, including providing equal access to students with disabilities;
- ensuring that finance staff is available to process payments to vendors providing services and payroll for employees that continue to work; and
- ensuring that buildings remain secure, closed to the public, and in good repair.

Workforce Management

2. How do I create a staffing plan that supports the continuation of these essential functions?

Step 1: Determine which employees will be involved in executing each of the essential functions and whether they can do so off-site or if their on-site presence is needed.

Step 2: Contact the school system's personnel director and legal counsel to answer key staffing questions.

Step 3: Create a staffing plan aligned to the questions answered above.

Step 4: Develop a communications plan.

Next Steps

School systems should:

- reflect on your current plan or resources to implement an initial plan;
- create or revise your plan and implement;
- visit the COVID-19 [resource library](#) for these and other resources; and
- reach out for support where needed.

The Department/Network Leaders will:

- update these guides as we receive additional feedback and resources;
- reach out to school systems to support these tools; and
- answer site-specific questions as needed.

If you have questions or if there is additional guidance that would be helpful for school systems please send to LDOECovid19@la.gov.