

**Priority:**



The school system will provide continuous instruction in non-core subjects, including CTE courses, during periods of school facility closure or modified operations.




**Introduction:**



In order to provide continuous education in non-core and CTE classes during hybrid or virtual learning, modifications to routines and procedures are necessary for school systems and leaders, teachers and parents. The following questions and answers, though not exhaustive, aim to provide examples of best practices for consideration by educators.

For information on planning for core academic courses, please reference the [Implementing Continuous Core Instruction](#).

New Additions are highlighted throughout the document.

	Key Actions	Resources/Examples
	<p>What might a sample lesson plan for hybrid or virtual instruction look like?</p>	<p>The <a href="#">Distance Learning Adaptation Template</a> is an open-access document educators can use to adapt lessons and organize a week of learning for students. Guidance and weekly assignment templates can be used with lessons and projects and/or customized for an educator’s existing curriculum.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Ascension Parish Schools: IBCA Weeks 1-4 Pacing</a></li> <li>● <a href="#">Ascension Parish Schools: IBCA Pacing Guide 2020-2021</a></li> <li>● (New) <a href="#">Adapting CTE Lessons: Hybrid/Virtual Learning</a></li> <li>● (New) <a href="#">Adapting Non-core Lessons: Hybrid/Virtual Learning</a></li> </ul>
	<p>How can students access teacher-made lessons?</p>	<p>Teachers may:</p> <ul style="list-style-type: none"> <li>● livestream or record and post lessons, workouts, or step-by-step tutorials. Use proper parental consent if students appear in videos.</li> <li>● use a local or school TV station to broadcast lessons.</li> <li>● save pre-recorded lessons on devices prior to distribution to students.</li> <li>● load pre-recorded lessons on jump drives for devices that have a USB port.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">St. Landry Parish: Tutorial for PC Users</a></li> <li>● <a href="#">Non-Core and CTE Curriculum Guidance</a></li> </ul>

	<p>How can schools distribute necessary materials during periods of closure?</p>	<p>Schools/teachers may opt to allow students/parents to pick up kits of necessary supplies per unit/project. Coordinate the distribution of materials across campus to ensure social-distancing protocols. Reusable materials distributed to students may need to be barcoded and assigned (as would a textbook) in order to keep track of who has what and when.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• (New) <a href="#">Material Distribution and Accountability of Resources</a></li> </ul>					
	<p>How can schools/teachers keep parents informed of course requirements during periods of modified operations?</p>	<p>Schools/teachers may provide virtual or in-person information sessions for students and parents to support accessing the online learning platforms with which students will engage.</p> <p>A “Digital Bootcamp” can be implemented when schools reopen before course-specific instruction begins. Schools may opt to issue laptops immediately and begin teaching protocols and routines for digital learning. This will allow for a seamless pivot in instruction as needed.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study: FirstLine Schools- Communication with parents</a></li> <li>• <a href="#">Firstline Schools: Initiate Communication And Feedback</a></li> <li>• <a href="#">The Louisiana Music Educators Association Statement to Students and Parents</a></li> <li>• (New) <a href="#">Non-core/CTE Draft Parent Letter</a></li> <li>• <a href="#">Parent's Guide to Google Classroom</a></li> </ul>					
	<p>What digital platforms/modules/ resources are available for schools/teachers to use during hybrid or virtual learning?</p>	<p>School leadership should consider streamlining the teaching platforms that staff use on campus to ensure consistency and ease of access/navigation for parents and students. Other asynchronous/synchronous learning <a href="#">planning considerations</a> should also be made.</p> <table border="1" data-bbox="630 1461 1523 1948"> <tr> <td data-bbox="630 1461 930 1948"> <p>CTE Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">CTE Vendor Guide</a></li> <li>• <a href="#">Jump Start Fact Sheets</a></li> <li>• <a href="#">Supplemental Course Academy</a></li> </ul> </td> <td data-bbox="930 1461 1230 1948"> <p>Non-Core Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Google Arts &amp; Culture</a></li> <li>• <a href="#">Art History</a></li> <li>• <a href="#">National Gallery of Art</a></li> <li>• <a href="#">Educational Technology Clearinghouse</a></li> <li>• <a href="#">World Language Guidance</a></li> <li>• <a href="#">World Languages Blended and</a></li> </ul> </td> <td data-bbox="1230 1461 1523 1948"> <p>General Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Non-Core and CTE Curriculum Guidance</a></li> <li>• <a href="#">Google Castify</a></li> <li>• <a href="#">SimpleK12</a></li> <li>• <a href="#">AXI consultants</a></li> <li>• <a href="#">National Standards for Quality Online Learning</a></li> </ul> </td> </tr> </table>			<p>CTE Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">CTE Vendor Guide</a></li> <li>• <a href="#">Jump Start Fact Sheets</a></li> <li>• <a href="#">Supplemental Course Academy</a></li> </ul>	<p>Non-Core Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Google Arts &amp; Culture</a></li> <li>• <a href="#">Art History</a></li> <li>• <a href="#">National Gallery of Art</a></li> <li>• <a href="#">Educational Technology Clearinghouse</a></li> <li>• <a href="#">World Language Guidance</a></li> <li>• <a href="#">World Languages Blended and</a></li> </ul>	<p>General Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Non-Core and CTE Curriculum Guidance</a></li> <li>• <a href="#">Google Castify</a></li> <li>• <a href="#">SimpleK12</a></li> <li>• <a href="#">AXI consultants</a></li> <li>• <a href="#">National Standards for Quality Online Learning</a></li> </ul>
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			<p><a href="#">Asynchronous Learning Guidance</a></p> <ul style="list-style-type: none"> <li>• <a href="#">International Associate Teacher Exchange Planning Document</a></li> <li>• <a href="#">Physical Education Resources</a></li> <li>• <a href="#">National Association for Music Education</a></li> <li>• <a href="#">Save The Music Foundation</a></li> <li>• <a href="#">Education Through Music</a></li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Supplemental Course Academy</a></li> </ul>	
	<p>What might a virtual observation tool look like?</p>	<p>Supporting teachers to deliver effective lessons is paramount as we approach the 2020-2021 school year. The following resources are meant to be used in a supportive fashion and never meant to be used as evaluative tools.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• (New) <a href="#">Non-core/CTE Classroom Support Tool</a></li> <li>• <a href="#">University View Academy: Administrator's Guide to Implementing a HQ Online Educational Program</a></li> </ul>		
	<p>How can school systems creatively provide time for students to master skills required for certifications?</p>	<p>In order to support students towards graduation and the attainment of culminating credentials during this challenging time, schools may consider unique scheduling options for hands-on CTE coursework (e.g. Carpentry, Welding, EMR). Schools should plan ahead for each phase of operations and consider prioritizing resources, instructors, funding, and transportation to maximize credential attainment.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">East Baton Rouge: CTEC Distance Learning Planning Guide</a></li> <li>• <a href="#">Managing Impact of COVID-19 during CTE instruction</a></li> <li>• <a href="#">System Supports: Key Questions to Consider</a></li> <li>• <a href="#">High-quality CTE: Planning for a COVID-19-Impacted School Year</a></li> </ul>		

Have a great idea that you want to share? Send your examples to [jumpstart@la.gov](mailto:jumpstart@la.gov). Use the subject line: Strong Start Materials Example.