



Continuous Learning Task Force

May 18, 2021



Call to Order



Roll Call





Approval of Minutes





Consideration of a Report on the Louisiana Office of Broadband and Connectivity



Infrastructure, Affordability, & Digital Literacy are barriers to access

>450k

of Louisianians
lack access to at
least 25/3Mbps

43.6%

of Louisianians
do not have
access to a low-
cost internet plan

744k

May lack the digital
literacy required to
take advantage of
digital services

Louisiana
ranks in the
Top 18
in gigabit
infrastructure

33

La. ranking if you
combine wired low-
price plan terrestrial
Broadband Access
& Speed Test

Vision for Louisiana and Why it is Important


















First Investment/RDOF: \$342 million will be invested (over six years) to impact 175,000 residents

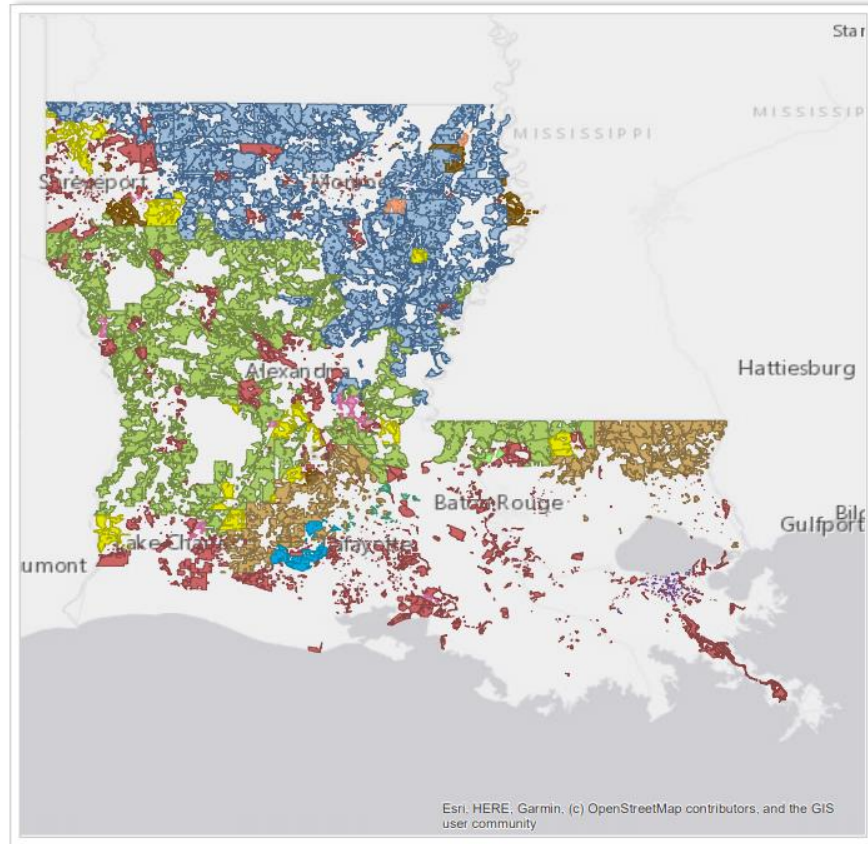
Rural Digital Opportunity Fund Phase I Funding

LOUISIANIAN

A

**Broadband
Locations:
175,692**

	Space Exploration Technologies Corp.
	Rural Electric Cooperative Consortium
	Segnem Egere Consortium
	Cox Communications, Inc.
	CCO Holdings, LLC
	CenturyLink, Inc.
	Altice USA, Inc.
	AMG Technology Investment Group LLC
	Allen's T.V. Cable Service, Inc.
	Wisper-CABO 904 Consortium
	NexTier Consortium
	NRTC Phase I RDOF Consortium
	Commnet Wireless, LLC





Louisiana's Initial Broadband Efforts and Process

Develop a baseline understanding of broadband and convene stakeholders

- Convene & collaborate with stakeholders throughout the state – goal is to visit all parishes and/or meet with their leaders by the end of summer 2021
- Create a Broadband Toolkit for all parish, community, and business leaders – how do you to get started?

Data gathering (ongoing)

- Execute crowdsourced mapping effort to help identify areas that are unserved (donut holes)

Help coordinate funding programs

- Proactive engagement with RDOF participants committing to Louisiana in a timely fashion
- Identify all pots of federal money and develop a funding matrix
- Continue to work on HB 648 to develop a statewide broadband grant program

State Broadband Programs and Initiatives

Second Investment: HB 648 Proposed State Grant Program

\$180M

Part of the ARP for Remote Access Projects now under consideration by the Louisiana Legislature

If successful, we anticipate launching a grant round by the end of the year.

Money would have to be spent by Dec. 31, 2024

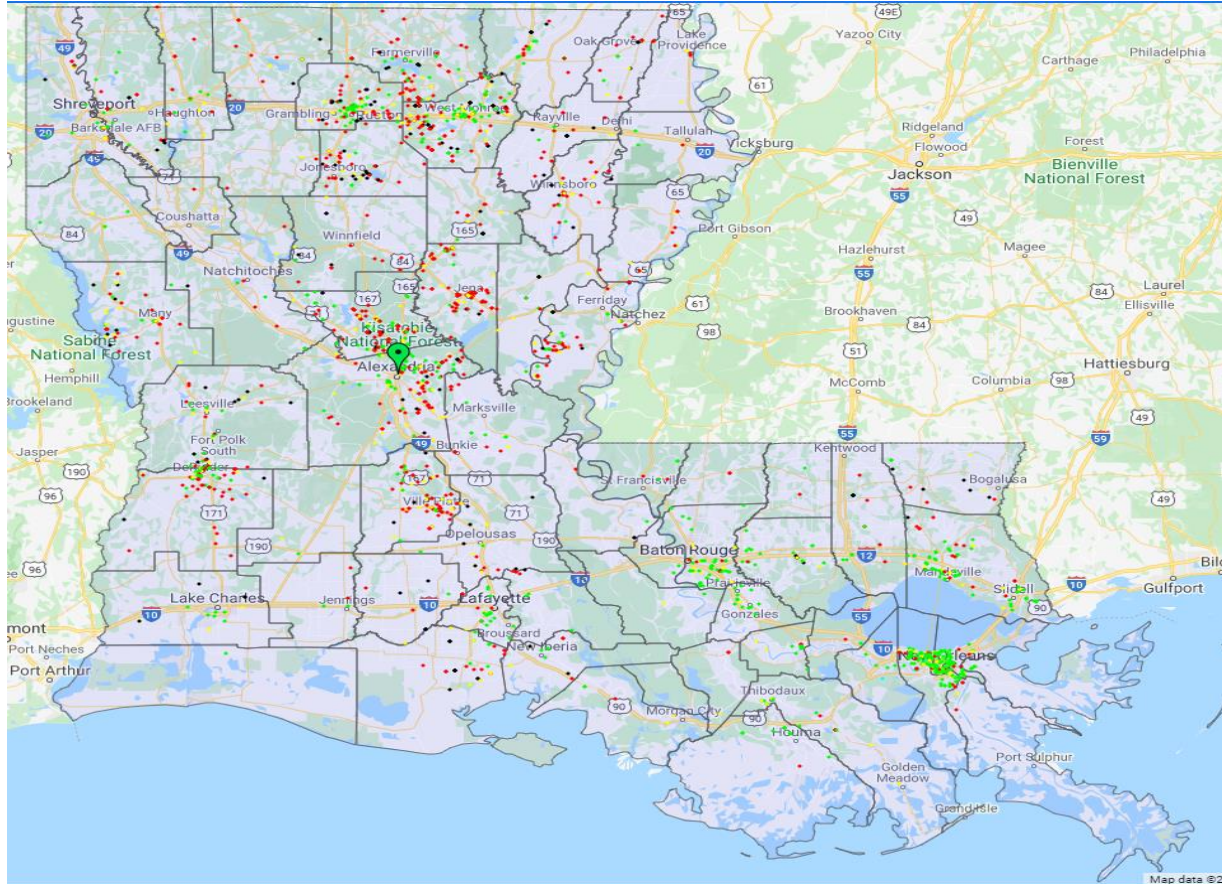
Broadband Regional Assistance

Through the grant received by the Delta Regional Authority, we will work with planning development districts to gather local and regional input, surveys, needs/service gaps, opportunities, usage, concerns and priorities.

Additional Broadband Initiatives

- Proposed legislation
 - HB 465 – Rep. Johnson, 4.9 GHz Legislation
 - Potential grant funding – Louisiana Broadband Grant Program
- Continuing to stress importance of broadband in healthcare, education and agriculture
- Continued conversation with federal agencies and funding sources

Delta Regional Authority/Speed Test





Broadband and Education: Achievements

- 99.5% of Public schools have high speed fiber and Internet.
- Through LDOE/OTS negotiated contracts, school systems were able to access low cost Internet services and devices for students learning remotely.
- School systems extended Internet services across their communities by providing free Wifi access at churches, community centers, local businesses, via buses, and across the entire boundaries of their school campuses.
- School systems worked with LDOE and non-profit partners to create WiFi zones within neighborhoods and high-density student population areas.
- School systems partnered with private providers to provide low cost Internet options for struggling families.



Broadband and Education: Challenges

- School systems were not able to address students who lived in unserved broadband areas.
- School systems were only able to address the “low-hanging” broadband problems for a subset of students – mainly affordability.
- Partnerships to achieve broader long-term solutions require a commitment beyond schools to include business, industry, local government, state government, and the community.
- Current solutions utilized by school systems are not fiscally sustainable without long-term funding and additional staffing/support.



Broadband and Education: Efforts Underway

LDOE's Office of Teaching and Learning is currently working on a long-term Education Technology plan focused on providing strategic guidance, support, and metrics for improving effective technology use and broadband access for students no matter where they are learning. This plan will address strategic concerns related to funding, technology choices, and learning supports.



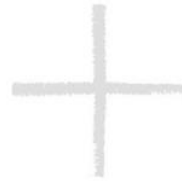
Consideration of a Report on School System Plans



Strong Start 2020



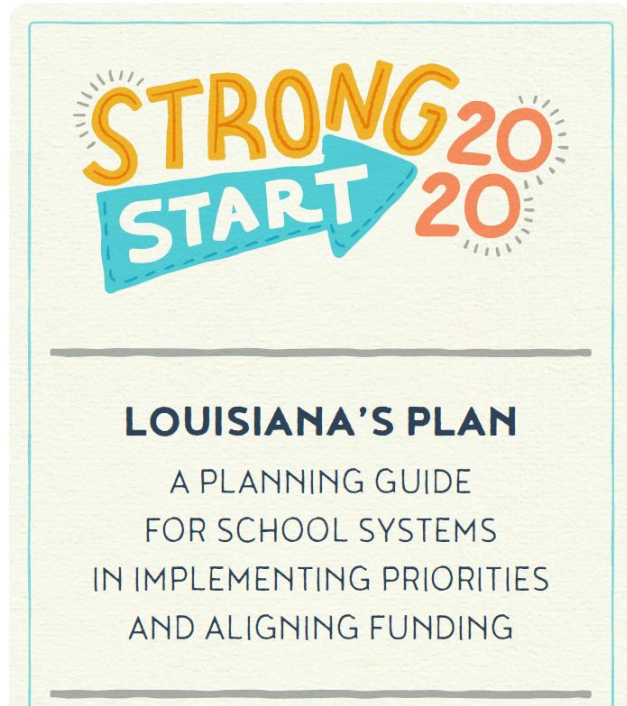
- ✓ Identifying student needs
- ✓ Plans for every student
- ✓ Support for high school students and graduates



- ✓ 1:1 device and internet access
- ✓ A strategic communications plan
- ✓ Versatile delivery methods
- ✓ Adaptive staffing models
- ✓ Flexible and opportunistic calendars and school schedules

Strong Start 2020 Planning Guide

The [Strong Start 2020 Planning Guide](#) describes the Planning Priorities for systems in preparation for the 2021-2022 school year in response to COVID-19.



Strong Start 2020 Planning Priorities

The Planning Priorities are designed to support school systems as they plan for a strong start to the 2020-2021 academic year. The priorities focus on actions and supports that:

- Address unfinished learning from the 2019-2020 school year,
- Set the foundation for continuous learning in 2020-2021, and
- Prepare for school facility closures and modified operations.

Aligned to the [School System Planning Domains](#), the Planning Priorities address the unique circumstances school systems must consider for the upcoming year and are organized by:

- Domain,
- Priority,
- Priority Funding Guidance,
- Application Questions, and
- Resources.

Core Academics

The Core Academics Domain focuses on:

- Addressing individual student needs
- Planning for continuous use of aligned curricular materials
- Providing continuous instruction for non-core subjects, including CTE
- High school students are on track to graduation

CORE ACADEMICS			
School systems have a coherent academic foundation including a plan for high-quality curriculum, assessment, and teacher professional development across all grade levels and core content areas. This includes a plan for ensuring students have access to individual student graduation planning services, quality TOPS University and Jump Start diploma pathways, and college and career transitional supports.			
SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system will assess students' academic needs through the use of high-quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school. The school system will create an individual plan for students with the most significant learning gaps.	The Department will provide a screener for grades K-3 and a diagnostic for grades 3 to high school at no cost.	N/A	Diagnostic and Screener Guidance Addressing Learning Gaps Guidance
The school system will have a plan for the continuous use of aligned curricular materials during periods of school facility closure or modified operations, exclusive to adaptations produced by instructional materials providers.	School systems may request funds to purchase additional materials/adaptations to ensure continuous learning using an approved high-quality curriculum.	Provide the high quality ELA, math, and/or science curriculum and the necessary supplements/materials to ensure continuous learning.	Strong Start 2020: Instructional Materials Guidance Addressing Learning Gaps Guidance
The school system will provide continuous instruction in non-core subjects, including CTE courses, during periods of school facility closure or modified operations.	School systems may request funds to purchase materials and other costs related to supporting synchronous, asynchronous, and blended instruction in non-core courses, including CTE.	Provide the non-core courses, including CTE, and necessary supplements/materials to ensure continuous learning.	Non-core/CTE Curriculum and Course Materials Guidance
The school system will ensure high school students continue on their paths to graduation and a successful post-secondary transition. The school system ensures each student has an updated IGP that reflects any changes needed due to interruption of instruction and that Class of 2020 graduates receive additional college and career support and mentoring through December 2020.	School systems may request funds for an approved post-secondary planning partner to support IGP updates for high school students and college and career transitions for graduated seniors.	Provide name of approved post-secondary planning partner and additional cost.	Student Promotion and Planning Supports

Students with Diverse Needs

The Students with Diverse Needs Domain focuses on:

- Ensuring student and staff well-being
- Supporting the needs of English learners
- Supporting the needs of students with disabilities
- Providing compensatory education services for students with disabilities

STUDENTS WITH DIVERSE NEEDS			
School systems address the unique needs of all students including English Learners (ELs) and students with disabilities. This includes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, and coordinated transitions. Schools also focus on creating and maintaining a learning environment that develops social, emotional, and academic skills.			
SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system will ensure the well-being of all students and educators by providing social and mental health supports, including mental health screening upon return to school.	The Department will provide access to a mental health screener, and additional supports will be available for students who qualify for trauma support services.	N/A	Guide to Supporting the Well-Being of Students and Staff Student Engagement and Success Partner Guide
The school system will ensure that English Learners have access to curriculum and service delivery, including language support services during periods of school facility closure or modified operations.	School systems may purchase supports for an approved high-quality curriculum to ensure continuous learning for English Learners.	N/A	Supporting ELs During School Closures/Distance Learning
The school system will ensure all students with disabilities receive instruction and related services and have access to devices that meet their unique needs regardless of school facility closures and/or modified operations.	School systems may request funds to support: <ul style="list-style-type: none"> • Assistive technology or adaptive equipment for students with disabilities. • Training for direct service providers on remote service delivery from approved organizations in the Partnerships for Success Guide. 	What additional funds is the school system requesting to support assistive technology or adaptive equipment so all students with disabilities have access to instruction and related services? What additional funds is the school system requesting to train direct service providers on remote service delivery?	Partnerships for Success Guide Continuous Education for Students with Disabilities: Direct Services Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance
The school system will conduct compensatory education reviews of all students with disabilities and will provide compensatory services accordingly.	The Department will make available funds to support costs related to compensatory educational services and will provide details later this year once school systems have assessed needs.	N/A	Timelines and Documentation During Extended School Closures for Students with Disabilities

Workforce Talent

The Workforce Talent Domain focuses on:

- A comprehensive professional development plan that accounts for school closures and tech training
- Maintaining Mentor Teacher and Content Leader training
- Adaptive staffing plans

WORKFORCE TALENT			
School systems implement strategies to identify, recruit, retain, and coach top talent—especially in high-needs schools and high-needs content areas.			
SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system has a comprehensive professional development plan that provides professional learning for staff regardless of facility closures, including training for all teachers on distance learning protocols and methods. This plan will be updated by June 30.	School systems may request additional funding to modify professional development plans.	Provide the name of the approved professional development vendor and the additional cost of providing PD virtually.	Strong Start 2020: Professional Development Plan Template Professional Development Vendor Guide
The school system will ensure all Mentor Teachers and new ELA, math, and science Content Leaders are trained, either virtually or in-person.	The Department has provided support for these activities through the School System Planning Process.	N/A	Strong Start 2020: Professional Development Vendor Guidance Mentor Teacher and Content Leader Approved Vendor List
The school system will develop an adaptive staffing plan to be used during periods of school facility closure or modified operations.	School systems may request funds to partner with an approved vendor to develop an adaptive staffing plan.	Provide the name of the proposed partner and cost.	Staffing Plan Guidance

LEA Systems

The LEA Systems Domain focuses on:

- A plan to reopen facilities
- Flexible school calendars and schedules
- Strategic student/family communications plan
- Achieving a 1:1 student to device ratio and internet connectivity
- Sustaining early childhood seats

LEA SYSTEMS			
School systems build a quality, cohesive birth to grade 12 system and organize themselves in a manner that helps struggling schools to improve. School systems that are Lead Agencies define a vision for their community network and increase access to and the quality of early childhood programs. Additionally, school systems can increase access to high-performing schools for students attending low-performing schools.			
SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system will develop a plan to reopen school facilities and, when necessary, close school facilities in line with forthcoming public health guidance.	N/A	N/A	Forthcoming
The school system will adopt flexible and opportunistic calendars and school schedules that maximize learning opportunities throughout the year, as well as ensure continuous learning during periods of school facility closures or modified operations.	N/A	What strategies will the school system employ to expand/maximize learning time?	Expanding Learning Time Guidance
The school system will implement a strategic communications plan to: <ul style="list-style-type: none"> • Connect with every student daily; • Provide feedback on student work at least weekly; and • Help families understand their role in supporting their child's continuous learning. 	N/A	N/A	Guidance for Staffing and Student Monitoring Guidance on Communicating During School Interruptions
The school system will have a 1:1 student ratio for devices (laptop or tablet) and internet connectivity for every student grades preK-12 and a plan to issue these devices to students for use at home, if necessary. If internet access is unavailable, the school system will ensure students have a reliable phone line.	School systems may request funds to purchase student devices and to provide connectivity for every student.	DEVICES How many students do not have access to a device? CONNECTIVITY How many students do not have access to the internet?	Technology for Continuous Learning
The school system will ensure that, at minimum, it maintains the number of four-year-old seats filled in the 2019-2020 school year.	School systems may fund four-year old seats.	N/A	Guidance for Early Learning at Home

System Reopening Plans

The Louisiana Departments of Education (LDOE) and Health (LDH) worked collaboratively over the summer of 2020 to develop public health guidelines and best practices to support school reopening in 2020-2021. This included consultation with the:

- SREB Reopening Task Force
- Superintendent advisory group
- Public health response team
- Resilient Louisiana Commission's (RLC) K-12 Subgroup
- National Governors Association
- RLC's Education and Workforce Development Task Force & RLC adoption
- Ochsner, Children's Hospital New Orleans and Tulane Medical School

Strong Start: Available Resources

- **Guidelines:** Baseline public health requirements for school systems to follow when reopening school facilities to students in fall 2020
- **Best Practices:** Supportive guidance and resources for implementing guidelines
- **Planning Template and Checklist:** A template with questions to guide school systems in planning for reopening, with an accompanying checklist for reopening

Strong Start 2020: System Planning Template

SCHOOL SYSTEM REOPENING PLANNING TEMPLATE

The following template can be used by school systems as they develop plans for reopening schools in fall 2020 in concert with the other resources being released by the Louisiana Department of Education (LDOE). The questions reflect the information that the LDOE will collect from school systems via a survey to be released in July. School systems should select all answers that apply for each Phase of reopening when responding to the survey.

PLANNING QUESTION	PHASE 1	PHASE 2	PHASE 3
What is the school system's plan for student learning?	<input type="checkbox"/> All in-person <input type="checkbox"/> All virtual <input type="checkbox"/> Combination of in-person and virtual	<input type="checkbox"/> All in-person <input type="checkbox"/> All virtual <input type="checkbox"/> Combination of in-person and virtual	<input type="checkbox"/> All in-person <input type="checkbox"/> All virtual <input type="checkbox"/> Combination of in-person and virtual
Details:			
What is the school system's plan for alternate scheduling?	<input type="checkbox"/> No alternate scheduling <input type="checkbox"/> Morning/Afternoon (Platooning) <input type="checkbox"/> Alternating days <input type="checkbox"/> Parent choice	<input type="checkbox"/> No alternate scheduling <input type="checkbox"/> Morning/Afternoon (Platooning) <input type="checkbox"/> Alternating days <input type="checkbox"/> Parent choice	<input type="checkbox"/> No alternate scheduling <input type="checkbox"/> Morning/Afternoon (Platooning) <input type="checkbox"/> Alternating days <input type="checkbox"/> Parent choice
Details:			
If the school system plans to use alternate scheduling, what will be the basis?	<input type="checkbox"/> Geography <input type="checkbox"/> Grade level <input type="checkbox"/> Other <input type="checkbox"/> NA	<input type="checkbox"/> Geography <input type="checkbox"/> Grade level <input type="checkbox"/> Other <input type="checkbox"/> NA	<input type="checkbox"/> Geography <input type="checkbox"/> Grade level <input type="checkbox"/> Other <input type="checkbox"/> NA
Details:			
Detail your system's plan for virtual learning.			
Detail your system's plan for hybrid learning.			
Detail your system's plan for taking staff and student attendance should you utilize hybrid or virtual learning.			

18 SCHOOL REOPENING GUIDELINES & RESOURCES | LEARN MORE AT LOUISIANABELIEVES.COM

- Every school system was required to submit plans for each phase of pandemic reopening.
- These plans detailed different modes of instruction:
 - virtual
 - hybrid
 - in-person

Strong Start 2020: System Planning Template

PLANNING QUESTION	PHASE 1	PHASE 2	PHASE 3
How will the school system provide transportation?			
How and where will the school system provide meals to students?	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classrooms <input type="checkbox"/> Other common space <input type="checkbox"/> Off-site feeding and/or curbside pick up <input type="checkbox"/> Other	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classrooms <input type="checkbox"/> Other common space <input type="checkbox"/> Off-site feeding and/or curbside pick up <input type="checkbox"/> Other	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classrooms <input type="checkbox"/> Other common space <input type="checkbox"/> Off-site feeding and/or curbside pick up <input type="checkbox"/> Other
Details:			
Who is responsible for developing and overseeing cleaning and personal hygiene?			
Details:			
How will the school system communicate with families?	Point of contact: _____ Hotline or phone number: _____ Dedicated email address: _____ Dedicated web address: _____ Other: _____		

- Other topics covered in the template included:
 - transportation plans
 - nutrition and meals
 - cleaning protocols and point of contact
 - communication plan

System Plans: Review Process and Takeaways

Review Process

- Systems submitted Strong Start Reopening Plans to LDOE via a survey.
- Plans were reviewed by LDOE staff to ensure they met all the requirements as identified in the template.
- Plans were published on the Louisiana Believes website.

Key Takeaways

- Systems generally followed the best practices from LDOE Strong Start Guidance.
- The template for schools to follow was simple and easy to understand and allowed for systems to adapt for their specific needs.
- The process for collecting, reviewing, and posting plans worked well.
- Systems lacked clear organizational structure for responding to the interruption in learning.
- Systems didn't have a plan prior to COVID.
- Systems desired state requirement for plan being in place and system review process.
- Systems needed support with strategic communications procedures.
- Schools needed a specific version aligned to system's plan.



Consideration of Technology and System and School Planning Working groups



Key Recommendation Areas

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

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

National Planning Resources

[CCSSO's Restart and Recovery Guidance](#)

[Developing a Continuity of Operations \(COOP\) Annex for K-12 Schools and School Districts](#)

[COOP Planning and Developing a COOP Annex: Overview Resources](#)

[State Scan](#) Highlights

- Kentucky passed legislation allowing up to 10 days pre approved for continuous learning to eliminate barriers district or state policy may present, so the plan can be immediately implemented.
- Prioritizing **device and access** in areas of highest need
- Virtual instruction **professional development** for educators
- Engaging, **standards-aligned, coherent, and culturally responsive and sustaining curricula** that supports student-centered e-learning and that meets the learning needs of diverse learners
- **Student-centered pedagogy** that reflects a coherent set of beliefs about how students learn best remotely that is informed by evidence-based distance-learning practices, that is aligned to the curricula, that effectively uses technology, that is engaging, and that differentiates instruction to meet the needs of all learners.
- **Ongoing assessment and equitable mastery-based grading and promotion practices**
- Incorporate **well-being** practices

Working Groups

We will use a working group structure to brainstorm the following for each key recommendation area:

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

This structure will allow all members to provide input in each area to generate recommendation suggestions. Based on the recommendations from the working groups, LDOE will present research, plans, and more information in each category at the subsequent meeting in order to formulate recommendations.

Working Groups

Today's Focus: Technology and System and School Planning

Process

The task force will split into two groups in separate rooms to brainstorm ideas. Chart paper, markers, and sticky notes are available in each room. During Rotation 2, the group will designate one person to share with the whole task force a summary of the group's ideas.

Things to Consider

- Continuous Learning may be needed for many circumstances.
- Are the recommendations broad enough to allow flexibility?
- Do the recommendations align to the ideal state?
- Do the recommendations allow LDOE to find best practices and research based strategies to address recommendation?
- Does the recommendation apply at any point in time (not specific to COVID or other instance)?

Adjournment

