

**Purpose**

During the 2020 Regular Session of the Louisiana Legislature, [Senate Concurrent Resolution 63](#) was enrolled to create a continuous learning task force to assist the state Department of Education in developing guidance for Louisiana educators to meet the immediate need of supporting learning outside of our normal practices.

**Goals**

The Continuous Learning Task Force’s goals were to:

- Understand the current state of continuous learning in Louisiana.
- Review existing data and supports provided by LDOE that address continuous learning.
- Review stakeholder feedback related to successes, challenges, and improvements.
- Recommend next steps to address gaps in continuous learning in Louisiana.

**Meetings**

The meeting information, agendas, presentations, and minutes are accessible below.

Date	Time	Location	Agenda	Presentation	Minutes
April 28, 2021	1:00-3:00 PM	Claiborne Building in Baton Rouge	<a href="#">Agenda</a>	<a href="#">Presentation</a>	<a href="#">Minutes</a>
June 21, 2021	1:00-3:00 PM	Claiborne Building in Baton Rouge	<a href="#">Agenda</a>	<a href="#">Presentation</a>	<a href="#">Minutes</a>
July 28, 2021	10:00 AM-12:00 PM	Claiborne Building in Baton Rouge	<a href="#">Agenda</a>	<a href="#">Presentation</a>	<a href="#">Minutes</a>
August 24, 2021	1:00-3:00 PM	Virtual	<a href="#">Agenda</a>	<a href="#">Presentation</a>	<a href="#">Minutes</a>

**Participants**

Per legislation, the Task Force is comprised of 19 members from appointing authorities. Em Cooper was elected as the Continuous Learning Task Force Chair.

Member Name	Appointing Authority
Barry Erwin	A designee of the Council for a Better Louisiana
Beau Brooks	Two parents of public school children, one of whom shall be a parent of a child who is designated in need of special education services, selected by BESE from nominees of the individual members of the board
Blaine Robertson	A designee of the LA Association of Educators
Cynthia Posey	A designee of the LA Federation of Teachers

Dr. Wendy Baudoin	A designee of the LA School Boards Association
Em Cooper	State Superintendent of Education
Gordan Ford	A designee of the LA Public Charter School Association
Jeff Powell	A local school superintendent of a school district with a student population in excess of ten thousand students, designated by the LA Association of School Superintendents
Joe David	A designee of the LA Principals Association
Keith Courville	A designee of the Associated Professional Educators of LA
Kristen Steiner	Two parents of public school children, one of whom shall be a parent of a child who is designated in need of special education services, selected by BESE from nominees of the individual members of the board
Lauren Gleason	A designee of the LA Association of Business and Industry
Nancy Tooraen	A designee of Louisiana Television Educational Authority
Rep. Polly Thomas	A member of the LA House of Representatives, appointed by the Speaker of the House of Representatives
Richard Hartley	An appointee by the governor
Ronnie Morris	A member of BESE, appointed by the president
Sen. Katrina Jackson	A member of the LA Senate, appointed by the Senate president
Steven Procopio	A designee of the Public Affairs Research Council of LA
William Kennedy	A local school superintendent of a school district with a student population of less than ten thousands students, designated by the LA Association of School Superintendents

### Continuous Learning Focus Areas

Continuous learning is provided in school systems through standards-aligned instruction using high-quality curriculum during modified operations which includes, system level and school reopening plans, technology access, strategic communications plans, versatile delivery methods, adaptive staffing models, and flexible calendars and schedules. Aligned with the goals of this task force and generated from feedback across the state, the task force voted on four key recommendation areas for continuous learning improvements.

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

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

This structure allowed all members to provide input in each area to generate recommendation suggestions.

**Recommendations**

The recommendations aligned to the ideal state and importance will be implemented by LDOE and supporting agencies prior to the 2022-2023 school year. Embedded throughout all focus areas, implementation should consider all types of emergencies and school closures, the full scope of what continuous learning entails, and options for virtual and non-virtual plans.

<b>Focus Area 1: Technology</b>	
<b>Importance</b>	School systems must be able to pivot from in-person instruction to continuous learning within a recommended time frame in the event of an emergency, so that high quality teaching and learning is continued.
<b>Ideal State</b>	Employees and students have access to the internet and devices at home. Parishes have internet access aligned to the current standard set forth by the state 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 use during continuous learning is effortless. Systems have a high quality learning management system and usage is effectively implemented during in-person instruction.
<b>Initiatives Recommendations</b>	<ul style="list-style-type: none"> <li>● Digital literacy implementation with trainings for systems, schools, and families</li> <li>● Partnerships with state Broadband Office to ensure connectivity throughout state</li> <li>● Process for determining high quality instructional materials that should include technology integration and supports</li> </ul>
<b>Guidance and Support Recommendations</b>	<ul style="list-style-type: none"> <li>● Family guidance for using devices and internet at home</li> <li>● Guidance for leaders and teachers on tracking attendance, administering virtual assessments, and maintaining academic integrity during continuous learning</li> <li>● Guidance for systems on technology implementation that includes:               <ul style="list-style-type: none"> <li>○ Maintaining a 1:1 student to device ratio</li> <li>○ Types of devices</li> <li>○ Inventory control and issuance and replacement policies</li> <li>○ Roles and Responsibilities</li> <li>○ Family and Educator Technical Support</li> <li>○ Funding, sustainability, and procurement options</li> <li>○ Professional Development</li> <li>○ Tips for Preparation</li> <li>○ IT Support (call center, email)</li> <li>○ Affordable internet access for families</li> </ul> </li> </ul>
<b>Policy and Law Recommendations</b>	The State Education Technology Plan should embed continuous learning planning.

<b>Focus Area 2: School and System Planning</b>	
<b>Importance</b>	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.
<b>Ideal State</b>	Systems and schools have aligned, comprehensive plans that are aligned to best practices for emergency planning and that are 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.
<b>Initiatives Recommendations</b>	<ul style="list-style-type: none"> <li>● Establish an 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.</li> </ul>
<b>Guidance and Support Recommendations</b>	<ul style="list-style-type: none"> <li>● Emergency planning guidance with framework for lead agencies and K-12 systems that includes what triggers (e.g., percent of students impacted, impact on operations or facilities) continuous learning to take place and the scale of activating continuous learning (e.g., student group, whole school)</li> <li>● Vendor Guide for emergency planning software or services</li> <li>● Checklist and/or guidance on creating and updating system and school plan</li> <li>● Emergency planning should include a section on continuous learning with support from LDH and other agencies (e.g., food, transportation, internet and device access, instruction for all students)</li> <li>● How to ensure all services are continued (e.g., social-emotional learning, special education, English learner)</li> </ul>
<b>Policy and Law Recommendations</b>	<ul style="list-style-type: none"> <li>● State policy should include that all school systems must create a policy for an emergency plan including continuous learning that is reviewed by stakeholders and updated annually, submit their plan to the state, and notify the state of when continuous learning is initiated.</li> </ul>

<b>Focus Area 3: Instructional Quality</b>	
<b>Importance</b>	High expectations and instructional quality must be maintained during continuous learning to ensure all students are on track to mastery of grade level standards.
<b>Ideal State</b>	School systems ensure equitable access, opportunities, and experiences for all students during continuous learning that are aligned to those of in-person instruction.
<b>Initiatives Recommendations</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Guidance and Support Recommendations</b>	<ul style="list-style-type: none"> <li>● Use best practices from other states to create comprehensive guidance document</li> <li>● Best practices on how to use instructional minutes (independent work, group work, whole group, office hours) and length of virtual learning minutes by grade</li> <li>● Share what worked across state from school systems</li> <li>● Implementing and sustaining high quality virtual learning programs</li> <li>● Checklist of actions to use when planning for continuous learning</li> <li>● Processes for documentation of completion of work and attendance</li> <li>● Attendance and engagement guidance and vendor guide</li> <li>● Implementation of learning pods if systems use as a method of continuous learning</li> </ul>
<b>Policy and Law Recommendations</b>	<ul style="list-style-type: none"> <li>● Review policy for updates needed to include “continuous learning”</li> <li>● Instructional expectations and standards during continuous learning must be maintained, although they will look different, for all students</li> </ul>

<b>Focus Area 4: Family Engagement and Support</b>	
<b>Importance</b>	In order for students to be successful, the family-school partnership is critical in continuous learning environments.
<b>Ideal State</b>	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.
<b>Initiatives Recommendations</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Guidance and Support Recommendations</b>	<ul style="list-style-type: none"> <li>• Sample Family-Student Contract/MOU and how to use and support with data</li> <li>• How to engage in partnerships to provide additional support for students with mentors</li> <li>• Technology training for families</li> <li>• Parent portal with resources to support families in continuous learning</li> <li>• Best practices for communications with families</li> <li>• Define the role, importance, and responsibilities of a learning coach at home as a real-time resource</li> </ul>
<b>Policy and Law Recommendations</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>