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**Continuous Learning Toolkit:  
Guidance to Support Systems  
in Developing a  
Continuous Learning Plan**

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# Overview

This webinar will provide guidance to system leaders on how to develop a plan for a continuous learning plan. Best practices related to the planning and implementation of a continuous learning plan will also be presented.

The goal is for participants to become familiar with the focus areas in the development of a continuous learning plan.

# What is Continuous Learning?

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.

# Continuous Learning Taskforce

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.

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

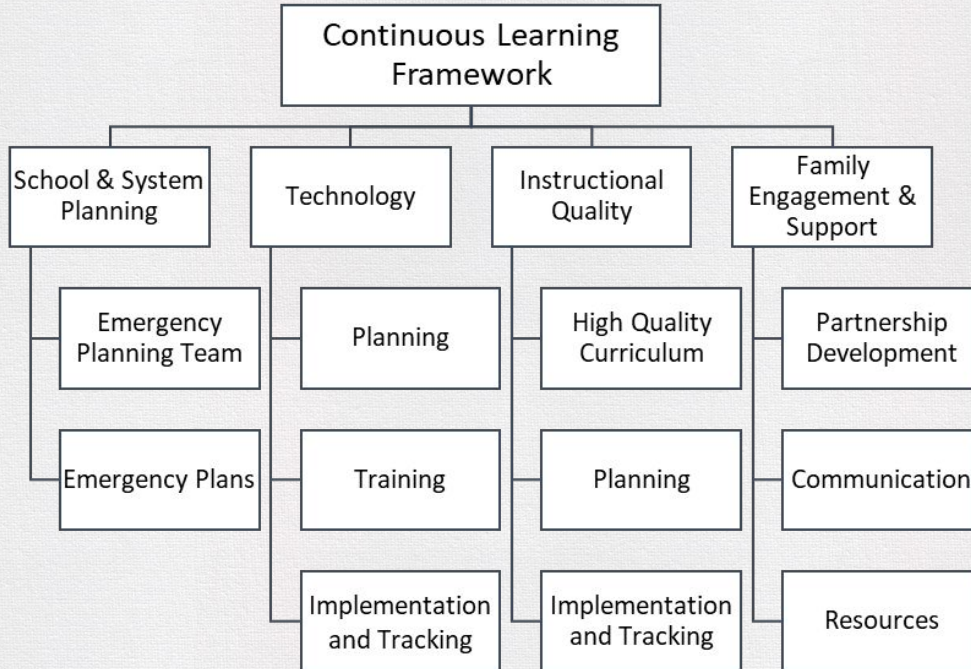
- School and System Planning
- Technology
- Instructional Quality
- Family Engagement and Support

# Continuous Learning Toolkit

Based upon the recommendations of the task force, the Department is releasing a Continuous Learning Toolkit.

The toolkit will support systems in developing a plan for when extended school closures may occur. The toolkit includes the four focus areas as a framework to a comprehensive approach when planning for continuous learning.

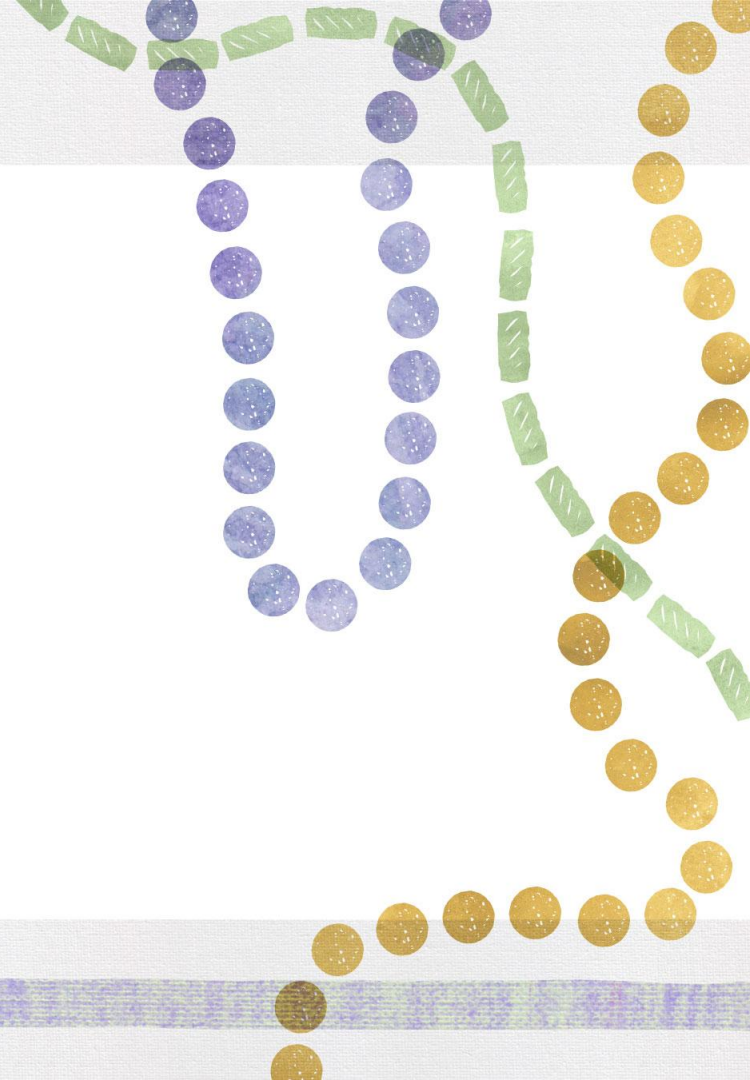
# Continuous Learning Structure



# Continuous Learning Definitions



**Focus Area:  
School and System Planning**





## Focus Area: School and System Planning

The right group of representative stakeholders should be responsible for drafting and/or updating the school system plan. Schools and systems are encouraged to leverage existing workgroups when possible to minimize the workload.

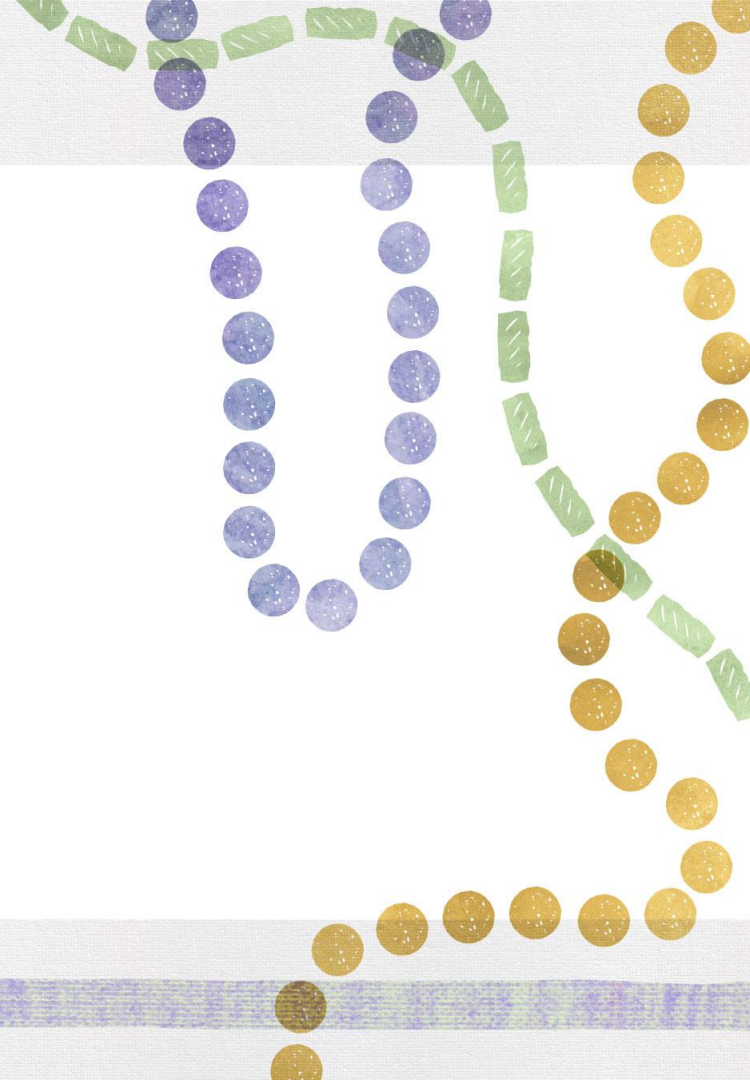
Systems may build upon their Strong Start plan by adding in additional details to address the continuous learning focus areas. Strong Start plans were developed to address unfinished learning from 2019-2020, to set the foundation for continuous learning in 2020-2021, and to prepare for potential modified operations.

# Essential Tasks: School and System Planning

The essential tasks for school and system planning are checklists of actions to help develop a continuous learning plan.

- Assemble a collaborative, representative planning team
- Draft a detailed plan that includes continuous learning strategies for short-, medium- and long-term modified operation scenarios
- Review and update plan annually

# Focus Area: Technology



## Focus Area: Technology

Systems must be able to pivot from in-person instruction to continuous learning within an appropriate time frame in the event of an extended school closure, so that high quality teaching and learning is continued. Technology is a vital component of continuous learning strategies and depends on extensive planning and training to implement during extended school closures.

# Essential Tasks: Technology

The essential tasks for technology are checklists of actions to help develop a continuous learning plan.

- Proactively ensure connectivity for all students.
- Develop system technology policies and procedures to ensure all technology is in place to meet continuous learning needs.
- Provide appropriate training to staff, students, and family.

# Focus Area: Instructional Quality



## Focus Area: Instructional Quality

Instructional quality at all parts of the learning process is the foundation for seamless transitions into continuous learning environments. School systems must have a plan that provides standards-aligned instruction using high-quality curriculum during modified operations.

Pacing may need to be adjusted to ensure that high-quality instructional materials are taught as intended. Instructional pacing of high quality materials is adapted using publisher guidance, when available, to ensure students continue on-track to complete grade-level standards.

# Essential Tasks: Instructional Quality

The essential tasks for instructional quality are checklists of actions to help develop a continuous learning plan.

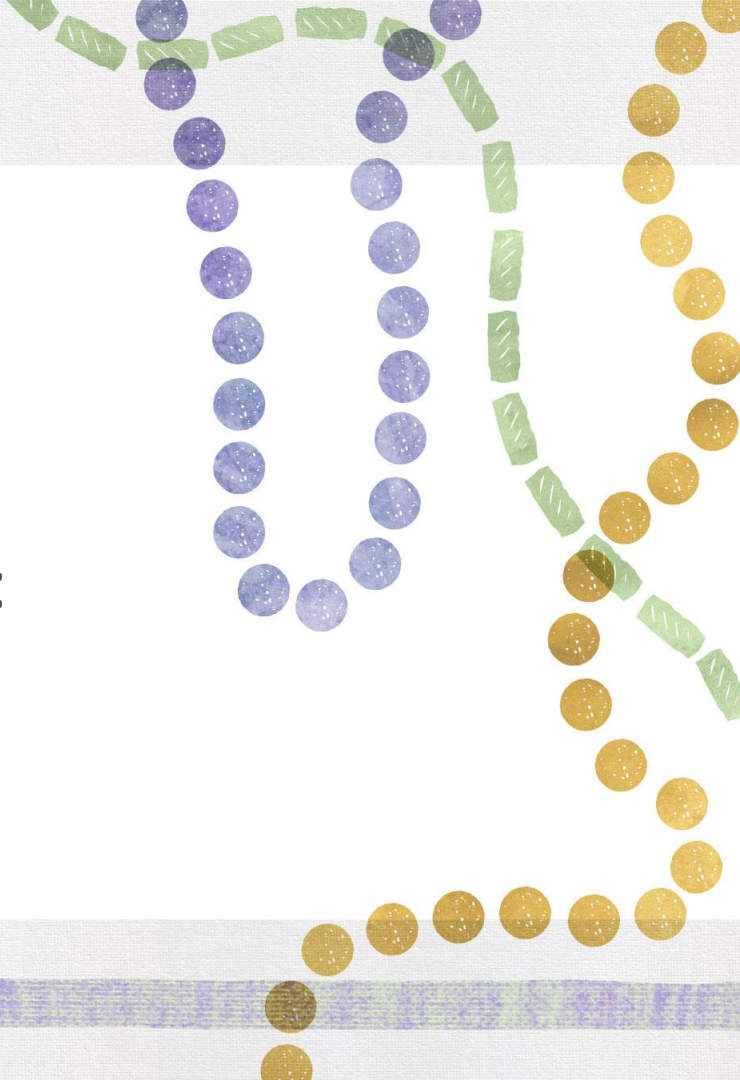
- Determine the instructional approach using your high-quality instructional materials.
- Adapt to the new structures and schedules.
- Determine digital materials needed for interfacing with students, delivering instruction, and collecting and assessing student work.
- Plan how physical learning materials (e.g., manipulatives, printed material) will be distributed to and accessed by students.
- Implement the instructional plan and make adjustments as needed based on student needs.



# Essential Tasks: Instructional Quality

- Refer to the [OSERS guidance letter](#) to ensure support for diverse learners and students with disabilities are in place. Ensure English learners and students with disabilities have access to instruction and appropriate support.
- Ensure that strong communication routines are in place. Establish and share instructional norms with students and parents.
- Establish a clear process for students to receive and respond to feedback in a timely manner.

**Focus Area:  
Family Engagement and Support**



# Focus Area: Family Engagement and Support

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

A few key areas that should be considered when developing an effective continuous learning framework for family engagement and support are:

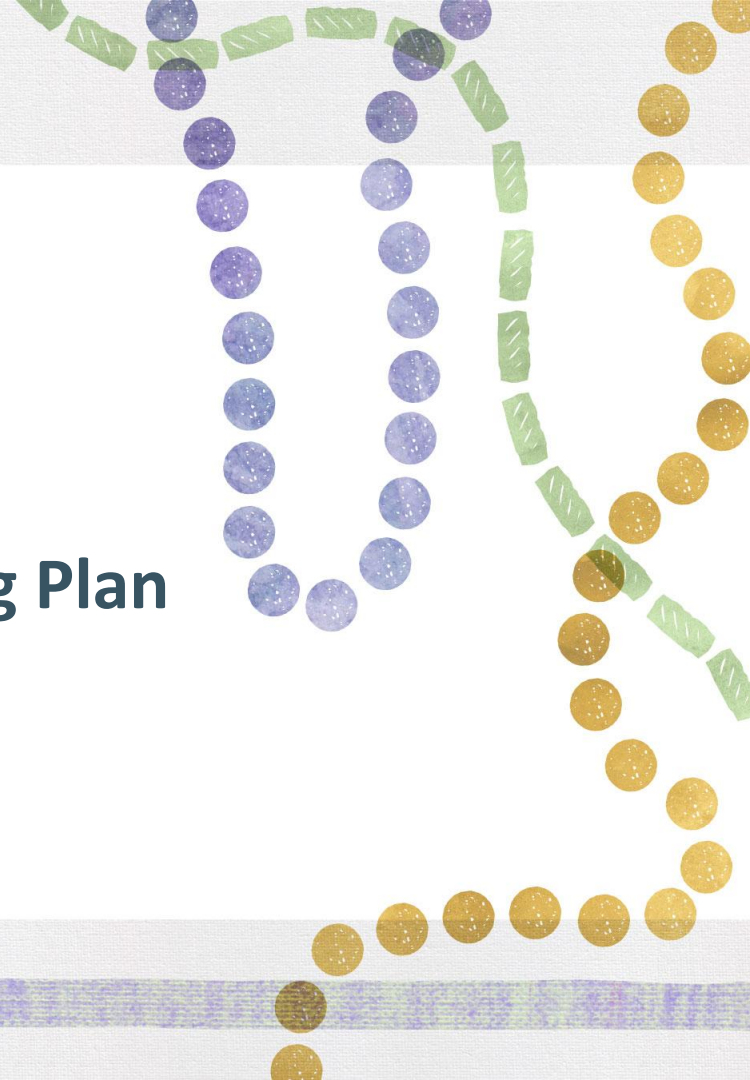
- family technology training that will build the families capacity to aid students in their learning
- meaningful student mentorship opportunities that foster healthy relationships;
- ongoing effective methods of communication between the school staff and families
- inclusive school-parent compacts that clearly outline goals and responsibilities for all stakeholders
- establishing an informative parent portal to keep parents abreast of the latest resources and school's information

# Essential Tasks: Family Engagement and Support

The essential tasks for family engagement and support are checklists of actions to help develop a continuous learning plan.

- Develop partnerships with families, including technology training and mentorship opportunities.
- Create a communication strategy to engage families before, during, and after continuous learning.
- Create a parent portal for families to use during continuous learning.

# Putting It All Together: Developing your Continuous Learning Plan



# Putting It All Together: Developing your Continuous Learning Plan

The Continuous Learning Toolkit document contains an outline to serve as a possible guide for school systems to structure continuous learning plans using the designated components.

Section 1: Cover Page

Section 2: School System Snapshot Information

Section 3: Executive Summary

Section 4: School and System Planning

Section 5: Technology

Section 6: Instructional Quality

Section 7: Family Engagement and Support

# Sections 1-3

## Section 1: Cover Page

## Section 2: School System Snapshot Information

- Include system, superintendent's name, and contact information
- Additional information could include: School list, grades, number of students, etc.

## Section 3: Executive Summary

- Describe high level priorities and actions

# Section 4: School and System Planning

## Part 4.1: Emergency Planning Team

- List and describe members and roles filled by each person

## Part 4.2: Scope and Cadence of Work

- Describe how emergency plans and continuous learning plans were created
- List team members and plan to conduct a meeting
- Describe how the plan was drafted and feedback solicited
- Explain how the school system plans to communicate with stakeholders

## Part 4.3: School/system emergency plan for continuous learning

- Explain continuous learning conditions



# Section 5: Technology

## Part 5.1: Emergency Planning Team

- Actions to increase community internet connectivity
- Policies and procedures for 1:1 student to device ratio
- Funding, procurement, and sustainability policies
- Inventory control, issuance, and replacement policies
- Technology roles and responsibilities for staff, students, and families

## Part 5.2: Training

- Professional development
- Guidance for teachers using technology in continuous learning strategies
- Describe guidance supports in place to help teachers during continuous learning
- Describe training plan to build families' capacity to support students at home

## Part 5.3: Implementation and Tracking

- Technical support to families during continuous learning
- Tracking student access and usage

# Section 6: Instructional Quality

## Part 6.1: High Quality Curriculum

- High quality instructional materials
- Digital materials
- Physical materials needed for learning

## Part 6.2: Planning

- Identify resources
- Instructional approach
- Pacing adjustments by modified operation length
- Support for diverse learners

## Part 6.3: Implementation and Tracking

- Student objectives
- Implementation of remote instruction
- Communication and support

# Section 7: Family Engagement and Support

## Part 7.1: Partnership Development

## Part 7.2: Communication Strategy

- Before continuous learning
- During continuous learning
- After continuous learning

## Part 7.3: Resources

- Family-student compact
- Parent portal

For more information on continuous learning...

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