



Strong Start Implementation Survey

July 2020

Thank you for taking the time to complete this survey. Your responses will be used to inform ways in which the Louisiana Department of Education can continue to support school systems in their efforts to reopen and operate schools during the 2020-2021 school year. School system leadership and early childhood lead agencies should work with their teams to develop and review a set of answers to the survey questions in the fillable PDF version of the survey before submitting. The survey will show only applicable questions to your school system or lead agency, which may not be every question included in the fillable PDF version of this survey. Please answer all applicable questions to the best of your ability. The survey will take approximately 30 minutes to complete.

The following definitions are used throughout the survey:

Traditional or **In-Person**: Instruction or actions happening in a traditional school setting with mitigation efforts in place.

Hybrid: Instruction or actions via a combination of face-to-face and virtual models.

Virtual or **Remote**: Instruction or actions via a 100% virtual model with either synchronous and/or asynchronous learning/actions.

Are you responding to this survey on behalf of a nonpublic school? *

Yes

No

Please select your nonpublic school.

Please select your LEA. If you are an early childhood lead agency that is not an LEA, please select your lead agency.

Please enter the name and email address of the person the LDOE should follow up with for questions regarding survey responses.

Name: *

Email: *

Early Childhood Education

Please answer the following on behalf of your early childhood network.

Health, Safety, and Operations

Public Health

How many centers in your network plan to be open and operating this fall? *

Enter #

Does your network plan on providing training to center staff on how to comply with OPH guidelines? *

Yes

No

Unsure

Please describe how your network plans to train staff on OPH guideline compliance.

Sustaining and Expanding Early Childhood Access

Funding

Which, if any, funding strategies does your network plan to use to increase access to early childhood programs and/or support child care recovery this fall? *

Place publicly-funded 4-year-old seats at child care centers

Provide more birth to 3-year-old seats through local or school system funding sources

Provide more 4-year-old seats through local or school system funding sources

Partner with Head Start grantees to maximize the number of birth to 3-year-old seats served in Head Start/Early Head Start

Use local or school system funding sources to support the recovery of child care centers in your community

None

Classroom Quality and Continuous Learning

Social Emotional Development

What resources or strategies does your network plan to use to support children's social emotional learning (SEL) in child care settings ages birth to 5? *

Professional learning sessions for staff	Ongoing coaching for staff
SEL learning (embedded in Tier 1 curriculum)	Increased family communication
Mental health screeners	Referrals for families to additional services
None or N/A	

What resources or strategies does your network plan to use to support children's social emotional learning (SEL) in school-based pre-K classrooms? *

Professional learning sessions for staff	Ongoing coaching for staff
SEL learning (embedded in Tier 1 curriculum)	Increased family communication
Mental health screeners	Referrals for families to additional services
None or N/A	

How will your network determine if/which social emotional learning supports a child may need? *

In-person student screener	Virtual student screener
In-person family interview	Virtual family interview
Family survey	Staff recommendation
None or N/A	

Distance/Continuous Learning

What are your network's plans for continuous learning if centers or school buildings need to close? *

Virtual learning	Take-home materials
Weekly phone calls	None or N/A

How will your network plan for high-quality adult-child interactions in the case of continued distance learning? *

Professional development for staff	Synchronous learning opportunities
Individual check-ins with students	

Training Educators

What professional development will child care staff receive for curriculum implementation this school year? *

Initial curriculum training

Supporting distance learning

Addressing unfinished learning

Unit and lesson study

None or N/A

Who will deliver the professional development?

Trainer contracted through curriculum vendor

Trainer contracted through another vendor

In-house staff member

Students with Disabilities

How will services for children with disabilities continue in the event of school or center closures? *

Whole-class synchronous virtual instruction

One-on-one synchronous virtual instruction

Asynchronous virtual instruction

Printed learning materials

Family Engagement and Support

Communication

How does your network plan to communicate with families of children enrolled in publicly-funded early childhood programs in your network? *

Email

Text

Social Media

Video conference

Phone call

Written communication

Unsure

Has your network developed a public communication plan for families of children enrolled in publicly-funded early childhood programs? *

Yes

No

Please provide the dedicated web address for your network's communication plan.

Enter URL

PK-12

Please select the grade band(s) that your school system will serve during the 2020-2021 school year. *

PK

K-2

3-5

6-8

9-12

Core Academics

Screener/Diagnostic and Learning Plan

Please indicate the LEAP 360 diagnostic administration window for each grade band and subject.

3-5 ELA:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

3-5 Math:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

6-8 ELA:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

6-8 Math:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

9-12 ELA:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

9-12 Math:

LEAP 360 start date



LEAP 360 end date



N/A

If N/A, please describe the high-quality diagnostic & administration window.

Plan for Continuous Use of Curricular Materials

How was CARES Act funding used to support continuous instruction in core subjects? *

Additional printed materials
Online access for high-quality curricula
None or N/A

Plan for Continuous Instruction of Non-Core

How was CARES Act funding used to support continuous instruction in non-core subjects? *

Software licenses Course subscriptions Content subscriptions for online resources
Third-party training provider Virtual learning materials Virtual learning supplies
Virtual learning equipment None or N/A

Students with Diverse Needs

Mental Health Screening

What mental health screener will be administered to students? *

Social Academic and Emotional Behavior Risk Screener (SAEBRS)
Student Risk Screening Scale--Internalizing and Externalizing (SRSS-IE)
Behavior Assessment System for Children Third Edition (BASC-3)
Behavior and Emotional Screening System (BESS)
None or N/A

Please select the mental health screener administration window.

Start date



End date



What format will be used to deliver the mental health screener?

In-person

Hybrid

Virtual

How will schools evaluate and address the social, emotional, and mental health needs of staff? *

Staff survey
Regular check-ins with staff regarding their well-being
Group meetings that address staff well-being
Communicate regular mental health resources available to staff

English Learners

How will the school system ensure that English Learners have access to curriculum and service delivery, including language support services, during periods of school facility closure or modified operations? *

Create an EL Instructional Support Plan and/or EL Accommodation Checklist for each identified EL student	Identify Provisional EL students from newly-enrolled students
Direct English Language Development instruction	EL Coaches (Collaborative teaching and/or planning)
Accommodating/modified core instruction	None or N/A

How was CARES Act funding used to ensure that ELs have access to curriculum and support services during distance learning? *

Curricular resources	Printed materials
Licenses for online resources (e.g. Duolingo, Live Lingua)	Hardware (e.g. electronic translators)
Audio texts	Human resources
Professional development	Family engagement (ESSA requirements)
None or N/A	

Students with Disabilities

How was CARES Act funding used to ensure that students with disabilities have access to curriculum and support services during distance learning? *

Assistive technology	Professional development	None or N/A
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What assistive technology was purchased to support students with disabilities?

Augmentative and alternative communication (AAC) devices (dedicated and non-dedicated, e.g. Chromebooks with touchscreens, iPads, switches, boards)

Assistive technology software for dedicated and non-dedicated devices

Who is providing professional development for specialized support?

Breslin, Larson, & Associates	Catapult Learning LLC	Dot Com Therapy Inc
Futures Education LLC	Hubbard & Tennyson LLC	LASARD
Presence Learning	Public Consulting Group	Research Institute for Learning and Development
Stetson & Associates		

Compensatory Education

When will compensatory education reviews be completed? *

Reviews are complete	Reviews will be complete before the 2020-2021 school year begins	Reviews will be complete before the end of the first month of the 2020-2021 school year
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LEA Systems

Operations Plan

What is the status of the school system's reopening plan? *

Not yet started

In progress

Completed

Provide the public web link to your school system reopening plan.

Enter URL

What is your school system's plan for student learning in each Phase? In your description, please be sure to account for any variability by grades, courses, or other determining factors for student learning. *

	Format	Description
Phase 1		
Phase 2		
Phase 3		

What will be the primary format for virtual learning in Phase 1?

Whole-class synchronous instruction

One-on-one synchronous instruction

Asynchronous instruction

Printed learning materials

What will be the primary format for virtual learning in Phase 2?

Whole-class synchronous instruction

One-on-one synchronous instruction

Asynchronous instruction

Printed learning materials

What will be the primary format for virtual learning in Phase 3?

Whole-class synchronous instruction

One-on-one synchronous instruction

Asynchronous instruction

Printed learning materials

What platform(s) will be used for virtual learning?

Canvas EdModo
Google Classroom Moodle
 Schoology

How will your school system take student attendance during virtual or hybrid learning?

Existing SIS vendor Google Spreadsheet LMS

How will your school system take staff attendance during virtual or hybrid learning?

Existing HR vendor Google Spreadsheet

What is your school system's plan for alternate scheduling in each Phase? In your description, please be sure to account for any variability by grades, courses, or other determining factors. *

Alternate Scheduling Description

Phase 1

Phase 2

Phase 3

What will be the basis for determining alternate scheduling?

Geography Grade level

How will your school system provide transportation? What protective measures will be in place? *

Description

Phase 1

Phase 2

Phase 3

How and where will meals be provided to students? *

Student Meals Description

Phase 1

Phase 2

Phase 3

Who is responsible for developing and overseeing your school system's cleaning and personal hygiene plan?

Name *

Title *

Email address *

Please provide a description of your school system's environmental cleaning plan. *

Which of the following social distancing measures will be implemented in Phase 1? *

- | | |
|--|---|
| Reduced/spaced classroom seating | Distance between teachers and students |
| Physical dividers between students and teacher or between students | Use of large spaces (e.g. gym, auditorium, outside) for instruction |
| Additional time for transitions | Hallway flow paths |
| Staggered class changes | Revised drop-off and pick-up processes |
| Limit assemblies | Discontinue assemblies |
| Limit athletic activities | Discontinue athletic activities |
| Limit band/vocal music | Discontinue band/vocal music |
| Limit field trips | Discontinue field trips |

Which of the following social distancing measures will be implemented in Phase 2? *

- | | |
|--|---|
| Reduced/spaced classroom seating | Distance between teachers and students |
| Physical dividers between students and teacher or between students | Use of large spaces (e.g. gym, auditorium, outside) for instruction |
| Additional time for transitions | Hallway flow paths |
| Staggered class changes | Revised drop-off and pick-up processes |
| Limit assemblies | Discontinue assemblies |
| Limit athletic activities | Discontinue athletic activities |
| Limit band/vocal music | Discontinue band/vocal music |
| Limit field trips | Discontinue field trips |

Which of the following social distancing measures will be implemented in Phase 3? *

- | | |
|--|---|
| Reduced/spaced classroom seating | Distance between teachers and students |
| Physical dividers between students and teacher or between students | Use of large spaces (e.g. gym, auditorium, outside) for instruction |
| Additional time for transitions | Hallway flow paths |
| Staggered class changes | Revised drop-off and pick-up processes |
| Limit assemblies | Discontinue assemblies |
| Limit athletic activities | Discontinue athletic activities |
| Limit band/vocal music | Discontinue band/vocal music |
| Limit field trips | Discontinue field trips |

What wellness protocols will your school system have in place in Phase 1? *

- | | |
|-------------------------------------|---|
| Hand sanitizing for all visitors | Hand hygiene stations |
| Mandatory face coverings | Visual inspections for illness |
| Temperature screenings for students | Temperature screenings for staff |
| Temperature screenings for visitors | Scheduled hand washing/sanitizing for students and/or staff |

What wellness protocols will your school system have in place in Phase 2? *

- | | |
|-------------------------------------|---|
| Hand sanitizing for all visitors | Hand hygiene stations |
| Mandatory face coverings | Visual inspections for illness |
| Temperature screenings for students | Temperature screenings for staff |
| Temperature screenings for visitors | Scheduled hand washing/sanitizing for students and/or staff |

What wellness protocols will your school system have in place in Phase 3? *

- | | |
|-------------------------------------|---|
| Hand sanitizing for all visitors | Hand hygiene stations |
| Mandatory face coverings | Visual inspections for illness |
| Temperature screenings for students | Temperature screenings for staff |
| Temperature screenings for visitors | Scheduled hand washing/sanitizing for students and/or staff |

How will your school system ensure that school facilities are safe and hygienic in Phase 1? *

- | | |
|--|--------------------------------------|
| Establish isolation areas | Update ventilation systems |
| Close shared water fountains | Close cafeterias |
| Install protective barriers in public spaces | Enhance facility cleaning procedures |

How will your school system ensure that school facilities are safe and hygienic in Phase 2? *

- | | |
|--|--------------------------------------|
| Establish isolation areas | Update ventilation systems |
| Close shared water fountains | Close cafeterias |
| Install protective barriers in public spaces | Enhance facility cleaning procedures |

How will your school system ensure that school facilities are safe and hygienic in Phase 3? *

- | | |
|--|--------------------------------------|
| Establish isolation areas | Update ventilation systems |
| Close shared water fountains | Close cafeterias |
| Install protective barriers in public spaces | Enhance facility cleaning procedures |

How will the school system communicate with families?

Point of contact *

Hotline or phone number

Dedicated email address

Dedicated web address

Other

Did your school system administer a survey to families about their reopening preferences? *

Yes

No

Approximately what percentage of families responded to the survey about their reopening preferences?

Enter 0-100

Please indicate the percentage of respondents who expressed the following school reopening preferences.

**Percentage
(0-100)**

In-person

Hybrid

Virtual

Calendar and Schedules

What strategies will the school system employ to expand/maximize learning time in the event of school closures? *

Longer school days

In-person learning academies during break(s)

Begin school year earlier

Tutoring for students with unfinished learning

Distance learning academies during break(s)

End school year later

Communication Plan

What is the status of your school system's communication plan? *

Not yet started

In progress

Completed

Please provide the public web link to your school system communication plan.

Enter URL

What communication tool will your school system use to track staff-student interactions during modified school operations? *

Existing SIS

New SIS

Google Spreadsheet

LMS

How often will staff be connecting with students during school closures? *

Daily 1-2 times per week 3-4 times per week

How will instructors provide student feedback during school closures? *

Online learning platform	Email
Text	Video conference
Online chat	Phone call
Written communication	In-person conference
Unsure	

How often will instructors provide student feedback during school closures? *

Daily 1-4 times per week 1-3 times per month

Devices and Access

What is the current system-wide student-to-device ratio across grades pre-K to 12? Please only include school devices that students can use at home, if necessary. *

Does your school system have a 1:1 student-to device ratio in pre-K?

Yes
No

Does your school system have a 1:1 student-to device ratio across grades K-2?

Yes
No

Does your school system have a 1:1 student-to device ratio across grades 3-5?

Yes
No

Does your school system have a 1:1 student-to device ratio across grades 6-8?

Yes
No

Does your school system have a 1:1 student-to device ratio across grades 9-12?

Yes
No

By what date will your school system ensure a system-wide 1:1 student-to-device ratio?



When does your school system plan to issue devices for students to take home? *

At the start of the school year

When the school system moves to distance learning

When devices on order arrive

Did your school system administer a survey to families to determine if students have access to the internet in their home? *

Yes

No

Based on the family survey, what percentage of pre-K to 12 students do not have access to the internet in their home?

Enter 0-100

What percentage of students does your school system estimate do not have access to the internet in their home?

Enter 0-100

How will your school system ensure that all students have access to the internet or a reliable phone line at home?

Issuing a MiFi

Paying for wired internet

Establishing and communicating community hotspot locations

Providing a reliable phone line

By what date will your school system ensure that all students have internet access or a reliable phone line at home?



What type of technical support will your school system be providing? *

Shared support help desk through the statewide contract

Internal technology support staff

Other contracted support staff

Unsure

None or N/A

Pre-K Seats

Describe your school system's plan for how you will work with your community's early childhood lead agency to recruit and enroll families to ensure that the number of four-year-old pre-K seats from 2019-2020 is either maintained or increased for 2020-2021.

Does your school system plan to offer pre-K programs in a hybrid or virtual setting?

Yes

No

Describe your school system's plan to ensure LA-4 program requirements are met.

How much CARES Act funding is your network using to support pre-K?

Enter \$ amount

What pre-K activities is your school system using CARES Act funding to support?

Increase 4-year-old seats

Offer universal pre-K

Instructional support for ELs

High-quality curriculum materials

None or N/A

Increase access for economically disadvantaged children

Specialized supports/related services for children with disabilities

Social emotional development resources

Curriculum-aligned professional development

Other professional development (describe below)

Other CARES Act-funded professional development