Distance Education

Contingency Plan
Overview

The purpose of this plan is to outline a framework that transitions our district to a virtual learning model in response to the COVID-19 pandemic.

Launching distance education for all of our students is a monumental undertaking that will require collaboration, creativity and commitment from all of our stakeholders. To make this a successful quality educational experience in a safe and secure environment we must ensure equitable access, so students, families, educators, and support personnel have essential resources and information. Together, we can continue educating our students and do our best to make sure every student achieves grade-level academic gains.
Building on the tremendous efforts many of our educators are taking to connect with and support learning for our students, the transition to district-wide distance education will differ from the enrichment learning experiences currently provided. The distance education plan will allow for the continuation of content delivery for academic standards not yet taught.

### Purpose

**Enrichment Learning**
- Paper packets with 2-weeks worth of content distributed
- Online resources posted on the district’s website
- Some educators are engaging in communication with their students
- Attendance is not taken
- Assignments are not being graded
- No new learning is taking place
- Support services are not being provided

**Distance Education**
- Instructional delivery will transition to virtual methods for all students
- Every student will be equipped with a device and internet connectivity.
- Instruction will cover remaining content for the grade-level. Office of C&I will release updated scope and sequence guidance to include standards from mid March through end of May.
- Support services will be provided to the best extent possible (IEP, 504, OT, PT, speech, counseling, etc.)
- Attendance will be taken (For tracking purposes only)
- Assignments will be graded (For learning purposes only)
Timeline

**August 8, 2019**
Start of 2019-2020 Academic Year

**March 13, 2020**
75% of academic instruction completed. State ordered closure of schools due to COVID-19.

**March 23, 2020**
Student enrichment begins. ACT prep practice also provided. District initiates distance learning planning, preparation, and piloting.

**April 6, 2020**
Distance Education Plan communicated to EBRPSS leadership, faculty, and staff.

**April 10, 2020**
Spring Break begins. All district operations closed until April 20th. PD opportunities for School Leadership April 15-17.

**April 20, 2020**
Device dissemination, internet connectivity support, and distance education begins as a rolling start, prioritizing HS Seniors.

**May 4, 2020**
Distance Education in place for all EBRPSS students. Instruction will cover remaining standards from current academic year. All support services will be provided.

**June 2, 2020**
State ACT Date & Accommodations Window Opens
Framework

The framework provides purpose and guidance around the three specific intended goals that will assist with the transition from the delivery of face-to-face learning to an online platform.

1. **Ensure Safe & Equitable Access**
   - Ensure equitable access for all learners and educators.

2. **Quality Instruction & Support Services**
   - Provide grade-level appropriate and reliable resources to ensure quality instruction continues.

3. **Communicate, Develop, & Support**
   - Provide professional development to learners and educators as the district transitions from face-to-face instruction.
High-Quality Teaching, Learning, and Support

**SELF-PACED**

*Student led*

Students complete work assigned by teacher within a designated time frame.

Teacher assigns virtual tasks with instructions, and holds office hours to answer questions and provide support as needed.

- Teachers review completed assignments, monitor student learning, and provide feedback within designated time frame.
- Students and families notified about which assignments and assessments will be graded and posted in JCampus.
- Students and families can reach out to teachers to ask questions and get support.

**REAL-TIME**

*Teacher led*

Students virtually interact with teacher and/or classmates at a scheduled time.

Teacher facilitates learning and discussion among students through Microsoft Teams and secure chat-based platforms.

- Teachers introduce new concepts and/or facilitate discussion and collaboration to extend or enrich content learned.
- Video-conference sessions recorded for students who are not able to attend at the scheduled time.
- Chat features may also be used to guide questioning and discussion.

**Distance Education for All Students**

Through a combination of self-paced and real-time delivery, teachers and other support personnel such as counselors, para-professionals, and therapists will be able to provide instruction and services to meet the needs of all learners.

- IEP, 504, small group inclusion, individual and small group pull out, PT, OT, APE,
- Deaf/ hearing impaired and blind/ visually impaired
- Ancillary classes (arts, P.E., music, dance, etc.)
- Counseling services
- Gifted & talented
Phases

The implementation phases provides an overview of action items needed to transition to online learning.

### Phase I - Design
- Develop and communicate Distance Education Contingency Plan
- Schedule educator and support personnel P.D.
- Collect data to assess connectivity and device needs
- Schedule/deploy devices
- [Handbook Signature Page](#)
- Ensure internet connection
- Coordinate daily instruction and support services schedules*

*Reference School Leader Action Plan

### Phase II - Preparation
- Plan implementation
- Continue platform learning
- Deliver device and connectivity
- [Collect signatures](#)
- Transition to online enrichment
- Coordinate revised schedules
- Facilitate online instructional meetings
- Transition attendance documentation and classroom monitoring

### Phase III - Execution
- Implement Distance Education fully week of May 4, 2020
- Resume student learning
- Implement master schedules
- Monitor instruction with feedback
- Facilitate and monitor continuation of instructional meetings.

**Priority given to senior students**
## Phase I - Design

### LEADER
- Assign survey and communication plan to teachers
- Update schedule for digital learning
- Coordinate [ESL](#) and [ESS](#) services
- Complete Microsoft Teams professional development
- Ensure teachers complete Microsoft Teams professional development
- Share the deployment and transition plan with teachers
- Communicate Technical Support Plan

### TEACHER / SUPPORT PERSONNEL
- Contact families to complete device and connectivity needs assessment survey
- Attend Microsoft Teams professional development
- Coordinate [ESL](#) and [ESS](#) digital learning
- Input any outstanding grades
- Share the deployment and transition plan with parents and students
- Review Technical Support Plan

### STUDENT
- Complete Microsoft Teams professional development
- Review Distance Education Guidelines for Students
- Review JCAMPUS grades
- Review Technical Support Plan for Students

### PARENT / FAMILIES
- Complete device and connectivity needs assessment survey with teacher
- Review Distance Education Guidelines for Parents
- Review Technical Support Plan
# Phase II - Preparation

<table>
<thead>
<tr>
<th>LEADER</th>
<th>TEACHER / SUPPORT PERSONNEL</th>
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</thead>
</table>
| ● Ensure all students have devices and are connected.  
● Monitor schedule implementation/make necessary adjustments  
● Continue virtual instructional meetings (PLCs)  
● Input teacher attendance  
● Monitor virtual learning and provide feedback | ● Begin online enrichment instruction  
● Input attendance (identify and report students who are not connecting)  
● Attend scheduled online instructional meetings  
● Monitor student learning |

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>PARENT / FAMILIES</th>
</tr>
</thead>
</table>
| ● Transition to online enrichment learning  
● Ensure connectivity  
● Attend classes as scheduled  
● Complete required assignments | ● Submit any questions to Homeroom Teacher  
● Ensure student follows schedule and completes required assignments |
# Phase III - Execution

<table>
<thead>
<tr>
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<th>STUDENT</th>
<th>PARENT / FAMILIES</th>
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</table>
| ● Continue to monitor instruction and provide feedback  
● Ensure new learning starts  
● Monitor coordinated services  
● Continue virtual instructional meetings (PLCs) | ● Begin teaching with new material  
● Attend virtual instructional meetings  
● Begin assigning grades  
● Report concerns  
● Provide feedback to parents/families and students | ● Continue transitioning into online learning  
● Ensure connectivity  
● Attend classes as scheduled  
● Complete required assignments | ● Submit any questions to Homeroom Teacher  
● Ensure student follows schedule and completes required assignments |
Communicate, Develop and Support

The district will provide all stakeholders involved in the Distance Education program with development and support documents. The links below allow for direct access to those documents.

*https://www.ebrschools.org/COVID19
Quality Instruction: Educational Platforms

Current

<table>
<thead>
<tr>
<th>Course Delivery</th>
<th>Video Conferencing</th>
<th>Communication</th>
<th>Support</th>
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</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>Microsoft Teams</td>
<td>Remind</td>
<td>Help Desk System</td>
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<tr>
<td>Microsoft Office Teams</td>
<td></td>
<td>Class Dojo</td>
<td><em>HOTLINE</em></td>
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Forward Planning

Looking ahead, we will seek to adopt a robust learning management system to serve as the digital space for universal distance education. Establishing quality distance education opportunities provides students and families options that best meet their needs. Ultimately, this positions us to continue teaching and learning in both traditional and remote settings, and equips us to be ready if and when a crisis or widespread school closure happens.
The C&I team is compiling a master matrix that outlines all resources to be used during distance education. Once this is complete, it will be shared.

<table>
<thead>
<tr>
<th>EBR Schools Virtual Learning Matrix</th>
<th>Enrichment Instructional Resources</th>
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<tbody>
<tr>
<td>Eureka Math - Lesson Videos</td>
<td>Eureka Math Lessons</td>
</tr>
<tr>
<td>LearnZillion</td>
<td>Defined STEM</td>
</tr>
<tr>
<td>Pearson myPerspectives</td>
<td>BrainPOP - Pkid Free for COVID19</td>
</tr>
<tr>
<td>SpringBoard</td>
<td>Common Lit</td>
</tr>
<tr>
<td>Studies Weekly</td>
<td>Discovery Education</td>
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<tr>
<td>DBQ Online</td>
<td>Khan Academy</td>
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<tr>
<td>Nearpod</td>
<td>MackinVa</td>
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<tr>
<td>Nearpod Learn at Home</td>
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</tbody>
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### K-5
- **Language Arts/Reading**:
  - Eureka Math - Lesson Videos
  - LearnZillion
- **Mathematics**:
  - Pearson myPerspectives
- **Science**:
  - SpringBoard
- **Social Studies**:
  - Studies Weekly

### 6-8
- **Language Arts/Reading**:
  - Eureka Math - Lesson Videos
  - LearnZillion
- **Mathematics**:
  - Pearson myPerspectives
- **Science**:
  - SpringBoard
- **Social Studies**:
  - Studies Weekly

### 9-12
- **Language Arts/Reading**:
  - Eureka Math - Lesson Videos
  - LearnZillion
- **Mathematics**:
  - Pearson myPerspectives
- **Science**:
  - SpringBoard
- **Social Studies**:
  - Studies Weekly
Distribution Execution

Collaborate
- Aramark
- Leadership / Teachers
- Distribution Team

Prepare
- PPE
- Survey Results
- Devices
- Signature Page

Communicate
- Deployment Date/Time

Execute
- JCampus Verification
- Verify/Collect Signature
- Distribute Device
1. **Collaborate**
   a. Leadership Team/Teachers
   b. Aramark - Bring devices to the distribution location outside of the school
   c. Identify Distribution Team Members - Complete Distance Education Distribution **survey** (no more than 10 & same)

2. **Prepare**
   a. PPE
   b. Survey Results - Request survey results from **DistanceEdSupport@ebrschools.org**
   c. Devices - Remove chargers from Chromebook cart (**Lock-n-Charge Cart** or **Tripp Lite Cart**)
   d. Signature Page **EBRPSS Student Technology Use Agreement** AND **Student Rights & Responsibilities Handbook**
   e. Connectivity - **LDOE Digital Divide Resource**

3. **Communicate** - Deployment Date/Time (*Distance Education Contingency Plan*)
   a. Social Media
   b. Homeroom Teacher
   c. ROBO Call

4. **Execute** - Finalize and communicate the deployment information to parents (share via social media, website, etc.)
   a. JCAMPUS Verification
   b. Update **Destiny Resource Manager**
   c. Collect Signature pages (2 sided)
   d. Distribute Device

**Consider**: 1 large Ziplock bag for signature pages, allow parents to keep pens, extra signature pages, extra devices, secure additional scanners, pre-label devices
REMINDEERS

1. **Principal Distance Education Survey** - Due COB **Friday 4/17/2020**

2. **School Site Distance Education Plan** is due **Friday 4/24/2020**
   Upload your Distance Education plan [here](#).

3. Call Forwarding information can be accessed [here](#).
Next Steps:

1. Introduce Distance Education Plan to:
   a. LDOE/ EBR Senior Committee - April 6, 2020
   b. Principal Vetting Committee - April 7, 2020
   c. Senior Cabinet - April 8, 2020
   d. Principals and Department Directors/ Supervisors - April 8, 2020
      i. Hold one hour break-out sessions (E, M, & H) for recommendations and feedback following this call - April 8, 2020

2. Flyers provided through meal service to inform families about the upcoming needs assessment survey - April 7, 2020

3. Principals inform teachers of the survey and overview of the Distance Education Plan - April 9, 2020

4. Teachers begin contacting families to complete the survey - April 20, 2020
Contributing EBRPSS Team Members

Brunetta Adams - Instructional Technology
Malissa Drake - Curriculum and Instruction
Sahara Haney - Instructional Technology
Jeffery Harrison - Information Technology
Sandra Horton - Federal Programs
Patrice Hudson - Exceptional Student Services
Terrica Jamison - Information Technology
Tamara Johnson - School Leadership
Amy Jones - Information Technology
Dana Kelly - Information Technology
Karla Kiper - Instructional Technology
Danielle Mitchell - Curriculum and Instruction
Kathryn Perry - Curriculum and Instruction
Sharmayne Rutledge - Instructional Technology
Maricel Salvacion - Federal Programs
Elizabeth Taylor-Chapman - Exceptional Student Services
Robbyn Wax - Professional Development
Resources

Each school system must make local decisions in line with their needs, and several already have plans in place. For examples of how some school systems are approaching this challenge, view the approaches Desoto Parish, Jefferson Parish, Miami-Dade County Public Schools, Orleans Parish, Webster Parish and Zachary Community Schools are taking. School systems with distance learning plans in place are encouraged to continue with strategies that are working for teachers and students.

Louisiana Believes - Education Toolkit
Breakout Sessions

Elementary School Leaders - https://tinyurl.com/ELEMBREAK

Middle School Leaders - https://tinyurl.com/MIDDLEBREAK

High School Leaders - https://tinyurl.com/HIGHBREAK