Distance Education Plan
Grades PreK-12
2019-2020
Board Members
Mark Bellue, District 1
Dadrius Lanus, District 2
Tramelle Howard, District 3
Dawn Collins, District 4
Evelyn Ware-Jackson, District 5
Jill Dyason, District 6
Michael Gaudet, District 7
Connie Bernard, District 8
David Tatman, District 9

Superintendent
Warren Drake

Assistant Superintendent of Curriculum & Instruction
Quentina Timoll

Committee Members
Brunetta Adams
Christal Aguillard-Sylvain
Erica Aguillard
Lacy Aucoin
Amber Boyd
Cayla Borruano
Dawn Brewster
Darlene Brister
Jessica Brister
Cassandra Carter-Johnson
Jo Cox
Summer Dann
Malissa Drake
Taylor Gast
Carlita Gordon
Sahara Haney
Jeffery Harrison
Candice Hartley
Dr. Twana Hilton-Pitre
Dr. Sandra Horton
Patrice Hudson
Terrica Jamison
Tamara Johnson
Amy Jones
Dana Kelly
Karla Kiper
Brandon Levatino
Dr. Tiffanye McCoy-Thomas
Melissa McKenzie
Danielle Mitchell
Jamie Noel
Andrea O'Konski
Carla Parks
Cleo Perry
Katie Perry
Mina Posey
Joni Roberts
Dr. Sharmayne Rutledge
Maricel Salvacion
Gwynn Shamlin
Shalonda Simoneaux
Adam Smith
Ursula Square
Elizabeth Taylor-Chapman
Dr. Quentina Timoll
Robbyn Wax
Laura Williams
Lontarris Williams
Table of Contents

Distance Education Plan Overview
  Digital Resource Matrix:
  Sample Distance Education Instructional Structure
  Distance Education Technology Readiness
  School-Level Stakeholder Guidance, Development and Support
  Sample Daily Schedule For Educators
  Sample Daily Schedule For Paraprofessionals
  Instruction and Content Delivery: Recommended Time
  Distance Education Classroom Management

Digital Education Family Resources
  Video Conferencing Support for Families

Supporting ESS Students Through Distance Education
  SPED/ESS Video Samples
  Guidance on Remote Learning for Teachers of Students with Significant Disabilities
  Exceptional Student Services: Things Parents Should Know
  Exceptional Student Services Staff Roles and Responsibilities for Distance Learning
  Español Additional Downloadable Resources
  Downloadable Resources for Students with Significant Disabilities

Supporting English Learner Students Through Distance Education
  English Learners Online Resources
Distance Education Plan Overview

The East Baton Rouge Parish School System transitioned from providing optional enrichment instructional resources to implementing a Distance Education Plan to allow for the continuation of student learning following extended school closures. The plan contains three phases: design, preparation, and execution. These phases are outlined here. At the full execution phase, all students K-12 will be prepared and begin new learning at home by May 4, 2020.

Instruction and Content Delivery

Digital Resource Matrix:

The Digital Resource Matrix provides a list of core (ELA, Math, Science, Social Studies) resources available for PreK-12 students, including resources available for ESS ESL, and Gifted/Talented students. The Ancillary Resource Matrix provides PreK-12 students with resources for the music, art, dance, and counseling. A full list and description of these resources is accessible here.

Sample Distance Education Instructional Structure

| Structure 1 - Digital | Student self-guided virtual learning - engages with digital resources to complete activity or assignment. Activities and new learning can be assigned through Google Classroom. Teacher led consistent support hours - holds online office hours through Microsoft Teams during a particular time each day to answer student questions relevant to the digital activity or assignment being completed. The teacher can also use Microsoft Teams to extend or intervene in student learning from the digital activity or assignment by holding either small group or whole group sessions. |
| Structure 2 - Hybrid | Student self-guided print based learning - engages with printed resources to complete activity or assignment. Families should communicate directly with the teacher or school leader to request printed materials. If teachers receive a request for printed materials, the teacher should forward the request to the school leader who will arrange for the printing and pickup of these materials. Teacher led consistent support hours - holds online office hours through Microsoft Teams during a particular time each day to answer questions students have relevant to the print activity or assignment being completed. The teacher can also use Microsoft Teams to extend or intervene in student learning from the print activity or assignment, by holding either small group or whole group sessions. |

General Guidelines Teachers Should Follow in Virtual Learning

- **Start with a plan.** Just as in face-to-face classrooms, a well developed plan will keep the teacher and the students on task.
- **Focus on core skills.** Lessons should be targeted to critical standards and assignments/products should reflect them.
- **Facilitate the virtual learning** at the same time on the same days.
- **Teach and communicate with compassion and flexibility.** This is a difficult time for our students and parents. Many are experiencing physical, social, and financial strain.
- **Keep directions simple.** Avoid sending several pages of written directions.
Keep pre-recorded instructional videos short; one helpful guideline recommends no more than 3-5 minutes of instructional video at one time per grade-level. For example, a 4th Grade instructional video would last no more than 12-20 minutes. Simple videos can be recorded using tools such as screencastify.

Keep students engaged with tools such as Nearpod and Edpuzzle. Checking for understanding is vital in the online environment. Be sure to ask and respond to questions throughout the online session. Here is a list of some formative assessment tools used to check for understanding during virtual learning sessions.

Follow the 20/20/20 Rule. The American Academy of Ophthalmology recommends frequent breaks during screen time to avoid eye strain. For every 20 minutes of screen time, students should look at something 20 feet away for 20 seconds.

Recommend that parents check the virtual classroom each day, but remember that not all parents are available to work directly with students during the traditional school day.

Keep the number of virtual messages sent to parents and students each day to a minimum. Parents prefer not to feel “bombarded” with many emails, texts, reminders, and messages from multiple teachers each day. Consolidate messages wherever possible. For example, teachers could collaborate to create a single daily email containing all assignments, directions, office hours, class sessions, and video supports.

Provide a brief introduction via live demo, step-by-step instructions, or tutorial videos for any digital tool or platform students are expected to access for learning. Allow students and parents to spend the first distance class session accessing the tool/platform and troubleshooting any login issues or errors.

Be sure online classroom materials are accessible for all learners. Please see some general guidelines and best practices below.

Accessibility: Best Practices for the Online Classroom

Provide transcripts of video or audio announcements. If you read something from a script, post a link to the transcript.

If linking to external videos, make sure videos have closed captioning available.

Use descriptive titles, headers and subtitles in Google Docs, slide decks, and PDFs to provide added accessibility.

Use meaningful text in links to online materials to make it easier for users to predict where navigation will take them. For example, avoid “click here” or “read more.”

Provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.

Teachers should verify that the external resources they link to have accessibility features.
Technology Support

- Provide parents with login help for Microsoft Teams, digital textbooks, and other tools. The EBR JCampus Parent Portal provides parents with secure access to student logins.
- Microsoft Teams PD Sessions for Teachers and Support Staff - Professional Development Dates
- Microsoft Teams FAQ document

Distance Education Technology Readiness

To ensure students and families receive the necessary devices to participate in distance education, school leaders will develop device deployment plans. Each school will submit the Distance Education Site Distribution Survey and prepare chromebooks for deployment following the instructions within the Removing Chromecart Chargers videos: Video 1 and Video 2.

School-Level Stakeholder Guidance, Development and Support

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>School Leaders Principals</th>
<th>School Leadership Assistant Principals, Deans, Instructional Specialists</th>
<th>Educators Classroom Teachers Associate Teachers</th>
<th>Support Staff Ancillary Staff, Counselors, Therapists, ESL, ESS</th>
<th>Paraprofessionals</th>
</tr>
</thead>
</table>

- Monitor distance education implementation for school site teachers and provide support to teachers
- Support and assist with monitoring distance education implementation.
- Provide distance education to students, attend virtual PLCs, and host virtual office hours to support students weekly.
- Ensure appropriate students are provided services necessary through distance education.
- Attend teacher PLCs to support classroom teachers in virtual instruction and office hours for students.

Recommended Weekly Task

<table>
<thead>
<tr>
<th>School Leaders Principals</th>
<th>School Leadership Assistant Principals, Deans, Instructional Specialists</th>
<th>Educators Classroom Teachers Associate Teachers</th>
<th>Support Staff Ancillary Staff, Counselors, Therapists, ESL, ESS</th>
<th>Paraprofessionals</th>
</tr>
</thead>
</table>

- Determine weekly schedule for grade level or content specific virtual PLCs
- Join virtual teacher-led distance education and weekly teacher office hours
- Support virtual PLC meetings
- Join virtual teacher-led distance education and weekly teacher office hours
- Support virtual PLC meetings
- Provide office hours for faculty and staff to respond to the self-paced student completion of assignments.
- Schedule and lead virtual teaching and learning at least 2 times a week per core subject area taught
- Schedule office hours twice week (1 hour/day) to support students and parents in completing assignments
- Coordinate with teachers at least once a week to schedule support services
- Schedule real-time digital engagement with students to provide support services
- Schedule IEP, 504 evaluations to be conducted virtually
- Join virtual teacher-led distance education “class time” as scheduled by the classroom teacher
- Assist teacher in monitoring questions during video conferences and office hours
- Attend virtual PLCs to understand the instructional plan and prepare to support.
<table>
<thead>
<tr>
<th><strong>Recommended Best Practices</strong></th>
<th><strong>School Leaders</strong>&lt;br&gt;Principals</th>
<th><strong>School Leadership</strong>&lt;br&gt;Assistant Principals, Deans, Instructional Specialists</th>
<th><strong>Educators</strong>&lt;br&gt;Classroom Teachers, Associate Teachers</th>
<th><strong>Support Staff</strong>&lt;br&gt;Ancillary Staff, Counselors, Therapists, <strong>ESL</strong>, <strong>ESS</strong></th>
<th><strong>Paraprofessionals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistent virtual PLC schedule and school level expectations for virtual learning</td>
<td>• Support teachers in utilizing Microsoft Teams and establishing norms and expectations for the virtual classroom</td>
<td>• Reference sample schedule for details</td>
<td>• Research and share adaptive education tools, such as those with text read-aloud features with students, parents and teachers.</td>
<td>• Reference sample schedule for details</td>
<td>• Collaborate and communicate with classroom teacher on a regular basis through virtual PLCs</td>
</tr>
<tr>
<td>• Ensure all teachers have attended PD on Microsoft Teams and are using Microsoft Teams when interfacing with students</td>
<td>• Support teachers in using effective Q and A techniques in virtual education such as live polls, quizzes, Google forms</td>
<td>• Track student progress learning</td>
<td>• Document support provided to students and virtual evaluation meetings</td>
<td>• Document support provided to students and classroom teachers through virtual instruction time and virtual office hours</td>
<td></td>
</tr>
<tr>
<td>• Share tracking sheet with teachers to collect virtual instruction and virtual office hours conducted with students.</td>
<td>• Maintain documentation from virtual PLCs</td>
<td>• Distance Learning Development and Support for Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Determine support needed for teachers in effectively implementing distance education plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Daily Schedule For Educators

It is important for teachers to maintain a consistent weekly schedule when providing distance education to students. The schedule for weekly instruction should incorporate Tier 1 curriculum as available. In turn, the Office of Curriculum and Instruction will be providing guidance for weekly instruction utilizing Tier 1 instructional resources.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Office hour - 60 minutes Support struggling students; provide clarity on assignments.</td>
<td>Virtual Instruction Initial instruction on major content standard with accompanying activities</td>
<td>Virtual Office hour - 60 minutes Support struggling students; provide clarity on assignments.</td>
<td>Virtual Instruction Assess understanding of assigned work and continue deep-dive into major content standards through additional activities.</td>
<td>Virtual Office hour - 60 minutes Support struggling students; provide clarity on assignments.</td>
</tr>
<tr>
<td>Make final preparations for the following day's virtual instruction</td>
<td>Assign independent learning activity</td>
<td>Virtual PLC Meeting with grade level/content teams and support staff to collaborate on the following week's lesson plans</td>
<td>Facilitate virtual class discussion through Microsoft Teams</td>
<td>Finalize the following week's lesson plans</td>
</tr>
<tr>
<td>Virtual PLC with support staff to review the next day's instructional plan</td>
<td>Virtual PLC with grade level/content teams and support staff to collaborate on the following week's lesson plans based on current week's student level of understanding and struggles</td>
<td>Virtual PLC Meeting with grade level/content teams and support staff to collaborate on the following week's lesson plans</td>
<td>Prepare and deliver Friday Memo to students/parents including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Next week's schedule,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Next week's office hours,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Shout-out to students who were engaged, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Recommendations for improved learning experiences.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Daily Schedule For Paraprofessionals

It is important for paraprofessionals to support teachers consistently each week when providing distance education to students. This weekly schedule supports school sites in establishing consistent schedules for paraprofessionals that are aligned to teachers scheduled within the distance education plan.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend teacher virtual office hour - 60 minutes</td>
<td>Attend teacher scheduled Virtual Instruction</td>
<td>Attend teacher virtual office hour - 60 minutes</td>
<td>Attend teacher scheduled Virtual Instruction</td>
<td>Attend teacher virtual office hour - 60 minutes</td>
</tr>
<tr>
<td>Attend virtual PLC with support staff to review the next day's instructional plan - 45 minutes</td>
<td>Attend Virtual PLC Meeting with grade level/content teams and support teachers - 45 minutes</td>
<td>Attend Virtual PLC Meeting with grade level/content teams and support staff to collaborate on the following week's lesson plans based on current week's student level of understanding and struggles</td>
<td>Support struggling students and document support provided to share with classroom teacher</td>
<td></td>
</tr>
<tr>
<td>Support struggling students and document support provided to share with classroom teacher</td>
<td>Support struggling students and document support provided to share with classroom teacher</td>
<td>Support struggling students and document support provided to share with classroom teacher</td>
<td>Support struggling students and document support provided to share with classroom teacher</td>
<td></td>
</tr>
<tr>
<td>Support teacher to manage the Microsoft Teams chat box during virtual office hours</td>
<td>Support teacher to manage the Microsoft Teams chat box during virtual office hours</td>
<td>Support teacher to develop instructional plan for upcoming week</td>
<td>Support teacher to prepare Friday Memo to students/parents</td>
<td></td>
</tr>
<tr>
<td>Support teacher with troubleshooting technology issues to ensure all students can enter into the Microsoft Teams office hours</td>
<td>Support teacher with troubleshooting technology issues to ensure all students can enter into the Microsoft Teams office hours</td>
<td>Support teacher with troubleshooting technology issues to ensure all students can enter into the Microsoft Teams office hours</td>
<td>Support teacher with troubleshooting technology issues to ensure all students can enter into the Microsoft Teams office hours</td>
<td></td>
</tr>
</tbody>
</table>

*For sample purposes ONLY. All positions must align to Policy*
Instruction and Content Delivery: Recommended Time

The table below provides recommended time for students to engage in digital content as well as additional time that teachers can provide students for virtual instruction.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time Per Core Content Per Day on Digital Resources</th>
<th>Additional Time for Virtual Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>15-20 minutes</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3-5</td>
<td>20-30 minutes</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>6-8</td>
<td>30-45 minutes</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>9-12</td>
<td>30-45 minutes</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>

*Remember, students should take a break after each 20 minute interval of screen time.*

Distance Education Classroom Management

Classroom Management for Distance Education

Classroom Management Tips for Online Learning

- Set expectations from the very first communication.
- Reinforce due dates, schedules and timelines for achievement of objectives.
- Post materials and conduct activities on a pre-set schedule.
- Allow students to keep track of their own progress.
- Be organized – students take cues from their instructor.

Starting Distance Learning? Tips to Reach Students Digitally

- Get everyone comfortable with the conference tool
- Make use of the mute button
- Set digital conferencing norms

Tips for Teaching Online: the “30 Rock” Model

- Prepare, prepare, prepare!
- Establish rapport with your students and their families
- Create clear and reasonable learning outcomes
Dear EBRPSS Parents,

We are pleased to announce that EBR teachers now have the opportunity to use Microsoft Teams with your children to hold class discussions in a virtual format. Microsoft Teams is a safe and secure platform designed for K-12 distance learning education. Students can access Microsoft Teams with any digital device with internet access, including phones, laptops, and desktop computers.

In order for these meetings to be productive, students should follow some guidelines:
- Students should be dressed appropriately. While they do not need to wear their school uniforms, they should be in clothing that is school appropriate.
- Students should mute their microphones when not talking.
- Students should use appropriate language.
- Students should be kind and respectful when responding to each other.
- Students should sign off of the meeting when instructed by the teacher.

Overall, this is a classroom setting and students should conduct themselves as if they were actually in the classroom. The guidelines listed in the EBR Technology Use policy will continue to be followed. Because this is new territory for all of us, please be aware that there will be glitches along the way. We ask for your patience as we work to provide the best possible instruction and learning for your children in this difficult time.

**Video Conferencing Support for Families**

The East Baton Rouge Parish School System has developed video guidance for families to support students in online learning and video conferencing through Microsoft Teams. It is recommended that families also reference the Microsoft Teams [FAQ document](#).

---

<table>
<thead>
<tr>
<th>Before the Video Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take Some Time to Get used to Microsoft Teams</strong></td>
</tr>
<tr>
<td>● Before allowing your child to connect, make sure you understand the purpose of the meeting.</td>
</tr>
<tr>
<td>● Reach out directly to the teacher if anything is unclear.</td>
</tr>
<tr>
<td>● Participate in the first video conference to support your child’s unique learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give Consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>● You will be asked to allow your child to participate.</td>
</tr>
<tr>
<td>● The teacher may be checking in with the class to see how they are doing and/or providing instruction.</td>
</tr>
<tr>
<td>● You may choose to turn the camera off on the student’s device if you are uncomfortable. Your child will still see the teacher video and hear the conversation.</td>
</tr>
<tr>
<td>● EBRPSS students should not sign-up for any video conference account without parent consent.</td>
</tr>
<tr>
<td><strong>Check the Time and Date of the Virtual Lesson</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| ● You and/or your child will receive a link on a private educational communication tool. This may include programs such as Google Classroom.  
  ● Message the teacher if you miss a virtual session. The teacher may provide recordings or make-up materials. |

<table>
<thead>
<tr>
<th><strong>Dress Appropriately</strong></th>
</tr>
</thead>
</table>
| ● If your child has the web camera enabled, please be sure they are dressed.  
  ● This includes any family members that may be in the room during the video conference. |

<table>
<thead>
<tr>
<th><strong>Check Technology Ahead of Time</strong></th>
</tr>
</thead>
</table>
| ● Check the audio to make sure your speakers are enabled.  
  ● Check the microphone when you get to Microsoft Teams. |

<table>
<thead>
<tr>
<th><strong>Choose a Quiet Area</strong></th>
</tr>
</thead>
</table>
| ● Try to find a place to set up the device where it is quiet with few distractions so your child can engage in the conference.  
  ● Try to keep siblings and pets free from the conference. |

<table>
<thead>
<tr>
<th><strong>Check the Lighting</strong></th>
</tr>
</thead>
</table>
| ● Make sure your child has adequate lighting so the teacher and classmates can see them.  
  ● A window or other light in the background may make viewing the video conference difficult. |

<table>
<thead>
<tr>
<th><strong>Check Camera Framing and Background</strong></th>
</tr>
</thead>
</table>
| ● Make sure that your child's face and shoulders are centered in the frame of the camera.  
  ● Make sure whatever is behind you, and visible to the camera, is simple and appropriate. |

<table>
<thead>
<tr>
<th><strong>During the Video Conference</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Ready for the Video Conference</strong></td>
</tr>
</tbody>
</table>
| ● Microsoft Teams may ask you to do a few things after you click on the join link. Teams will prompt you to either download a desktop program or connect by browser. Use the browser option, if possible.  
  ● If MS Teams asks to allow the microphone and camera, click on **allow**.  
  ● You may be sent to the waiting room; it's ok, the teacher will allow you to enter the meeting shortly. You can check the microphone and sound while in the waiting room. |
<table>
<thead>
<tr>
<th>Troubleshoot Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>● You may have some technology difficulties. Check the settings on the video conference interface. In MS Teams, the video and microphone icons usually have settings.</td>
</tr>
<tr>
<td>● Close programs, apps, or browser windows that you do not need during the meeting.</td>
</tr>
<tr>
<td>● Also, use the chat function to communicate to the teacher/others. You may be able to get help from the chat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help your Child Listen for Purpose and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Your child will be muted when entering the room. This means that nobody will be talking except the teacher.</td>
</tr>
<tr>
<td>● The teacher will talk about the expectations and functions of the video conference tool. It will be awesome! Please help your child with the expectations and how to use the tools.</td>
</tr>
<tr>
<td>● Review the many benefits of being a good digital citizen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the Camera</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Show your child where the camera is on the device.</td>
</tr>
<tr>
<td>● If they get a chance to talk, encourage them to look into the camera, speak clearly, and with good volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● It is important that all participants follow teacher directions to avoid distractions.</td>
</tr>
<tr>
<td>● Sometimes, children need encouragement with paying attention and reminder that they will only have a short time to engage with the teacher and classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say Good-Bye</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The teacher will end the video conference. This will close the video conference window.</td>
</tr>
<tr>
<td>● Make sure that your child leaves the Microsoft Teams meeting space, just like you would ensure that they don’t stay after school in an unsupervised setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the Video Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-Up</td>
</tr>
<tr>
<td>● The teacher may follow up a virtual class session with a survey or instructional materials.</td>
</tr>
<tr>
<td>● Make sure your child understands the purpose of all assignments and materials posted.</td>
</tr>
<tr>
<td>● Be sure to clarify how to access all websites or instructional materials.</td>
</tr>
<tr>
<td>● Connect with the teacher directly if you have feedback, questions or need clarification. We are all learning and invite feedback!</td>
</tr>
</tbody>
</table>
Supporting ESS Students Through Distance Education

The East Baton Rouge Parish School System is committed to providing equal instructional opportunities, curriculum access and lessons afforded to students with disabilities during this time. Students with disabilities will continue to have the same access to curricula resources and digital tools as general education students but are designed to assist with the identified disability. The resources selected to support students with accommodations and inclusive support in the general education setting should follow the general education model, as the curriculum that is designed to accommodate the needs of all students.

Support for related services such as occupational therapy (OT), physical therapy (PT), assistive technology, adapted physical education (APE), and counseling, will occur through a virtual medium, contingent upon need and scheduling constraints and keeping within safety guidelines.

Support will also be provided for other instructional needs in the areas of autism and behavior with content rigor.

Teacher Support Bookshare Webinars

Teachers can join the Learn-at-Home Tips from Students with Learning Differences Making it Work Webinar from Bookshare. These free webinars occur every Thursday. For more information, please visit the Bookshare site. To learn more about Bookshare, please access the Educators Shortcut Guide and see the getting started webinar information below.

Bookshare "Office Hours": Getting Started with Bookshare

- Date: Thursday, April 30
- Time: 3:00 PM Eastern, 2:00 PM Central, 1:00 PM Mountain, 12:00 PM Pacific
- Register for Office Hours

HumanWare and Bookshare: Read on Victor Reader Stream

- Date: Thursday, April 30
- Time: 12:00 PM Eastern, 11:00 AM Central, 10:00 AM Mountain, 9:00 AM Pacific
- Register for HumanWare Webinar

SPED/ESS Video Samples

Miss Ried Teaching Reading (Special Education Classroom) - High School Reading
Differentiation Within the Inclusion Classroom Model - Middle School Math
Station Rotation: Differentiating Instruction to Reach All Students - ELA Elementary
Adapting Curriculum to Learner's Needs - ELA Elementary
Special Education and Regular Education: Working Together - ELA All Grades
Guidance on Remote Learning for Teachers of Students with Significant Disabilities

(Elementary: Self-Contained; Middle and High Schools: Community-based Classes)

EBRPSS Distance Education Guidance for Students with Significant Disabilities (Students on LEAP Connect)

- The guidance below identifies recommendations from the ESS department relative to distance education for students with significant disabilities to maintain standards-based and meaningful instruction.
- For stipulations in this guidance that are not consistent with your school’s Distance Education Plan, please consult with your principal.

I. Distance Education Curriculum

Mild/Moderate (Generic) Sub-group:
- Unique Learning (UL) Curriculum for ELA, Math, Science, Social Studies, Life Skills, and Applied HS Transition Courses

Severe and Profound Subgroup:
- Unique Learning Curriculum for ELA, Math, Science, Social Studies, Life Skills, and Applied HS Transition Courses and/or
- Teacher-made lessons on academics, literacy, and numeracy

Note: For some Elementary teachers who do not have a Unique Learning license, please access UL instructional and other supplementary materials from:
https://drive.google.com/drive/folders/1GURWW6ncCNvVT_uQBY2aVrT0MfFbkzmyz

II. Supplementary Materials/Enrichment Activities:
- Unique Learning System Programs such as News2you, Positivity, and L3 Skills
- Teacher-made instructional materials on Literacy and Numeracy
- Sensory/Motor, Communication, Social Stories, Visual Supports, and Other Adapted Materials:
https://drive.google.com/drive/folders/1GURWW6ncCNvVT_uQBY2aVrT0MfFbkzmyz

III. Mode of Delivery
- Individual Student Accounts (Unique Learning)—to access the lessons and assignments
- Microsoft Teams—to virtually meet with the students and parents
- Paper Packets—for students who do not have computers or internet connection
- For procedures on paper packets, please consult with your principal.
- For concerns regarding the mode of delivery (i.e., no technology at home), please consult with your principal.

IV. Accessibility
- Unique Learning Text to Speech Feature
- Kurzweil for supplementary materials that are on PDF. For Kurzweil instruction, click
https://drive.google.com/drive/folders/1AyOYsWoCYEymHose6dIXhLbE_uS9ft
- For concerns and questions about accessibility, please email any of the ESS program facilitators.
V. Amount of Lessons and Content
- Collaborate with the parents on the amount of work or lessons the student can take in a week.
- For the Mild/ Moderate (Generic) subgroup, the district recommends 2-3 lessons per course per week unless the parents ask for additional lessons.
- For severe/ profound subgroup, the district recommends 1-2 lessons per course per week unless the parents ask for additional lessons.

VI. Parent and Student Contact/ Online Class as well as Grading
- Follow your school’s Distance Education Plan

VII. Related Services
- Further guidance is forthcoming.

VIII. Supports
- Staff from the Community-based, Autism, Speech, OT/ PT, and APE teams can provide support. Please email any of the ESS program facilitators.
- For technical support on curriculum and student access on UL,
  - please contact Robert Garcia (rgarcia2@ebrschools.org) so you can be directed to the appropriate support; or
  - follow the guidance below.

IX. Unique Learning Guidance on Distance Education
The N2Y (Unique Learning System) provides our teachers with the support they may need to provide instruction remotely for students with disabilities. Currently, students can access UL lessons, News to You, L3 skills, and Positivity. These supports and resources will allow teachers to continue providing their students with meaningful life skills and academic opportunities during these times. Teachers of students with significant disabilities (especially Community-based teachers) should have completed their student profiles. These profiles will facilitate the set up of the remote learning instruction via ULS. Should any teacher need assistance in setting up remote learning classes, student log-ins, etc., they should:

1. Follow the guidance below, or
2. Access ny2’s remote learning preparation plan, or
3. Call n2y customer service at (800) 697-6575.

Very Important: The texts in blue below are hyperlinked. Please hover your cursor over the blue text, then press control and left click at the same time to get to the site.

To access the Remote Learning Preparation Plan,

1. Log in to your account at www.n2y.com
2. Click on the Professional Development icon
3. Access the Preparing for Remote Learning Plan from the PD dashboard

Teachers can assign lessons and activities through their “My Plan”. They can also take advantage of the Homework feature through their Teacher Dashboard. To create student log-ins, click the link below:

- Here are the instructions to create student log-in accounts
- This log-in will allow students to access lessons/activities, science and social studies courses, and n2y library books from any device. Students will be able to engage with lessons and activities
from Unique Learning System, be prompted by their strategies through Positivity, and interact with activities assigned through L3 Skills through student log-in.

To configure a student view, click the link below:
Configure Student View

To send out information to the parents for home access, click the link below:
Logging in From Home

To assign homework in Unique Learning, click the link below:
How to Assign Homework in ULS

To assign homework in Unique Learning, click the link below:
My Plan (Video Resource)

To create a schedule, click the link below:
My Schedule (Video Resources)

To create student profiles, click the link below:
Student Profiles

The N2Y (Unique Learning System) provides our teachers with the support they may need to provide instruction remotely for students with disabilities. Currently, students can access UL lessons, News to You, L3 skills, and Positivity. These supports and resources will allow teachers to continue providing their students meaningful life skills and academic opportunities during these times. Teachers of students with significant disabilities (especially Community-based teachers) should have completed their student profiles. These profiles will facilitate the set up of the remote learning instruction via ULS. Should any teacher need assistance in setting up remote learning classes, student login information, etc., they should:

1. Follow the guidance below, or
2. Access ny2’s remote learning preparation plan, or
3. Call n2y customer service at (800) 697-6575.

Very Important: The texts in blue below are hyperlinked. Please hover your cursor over the blue text, then press control and left click at the same time to get to the site.

To access the Remote Learning Preparation Plan,

1. Log in to your account at www.n2y.com
2. Click on the Professional Development icon
3. Access the Preparing for Remote Learning Plan from the PD dashboard
4. Teachers can assign lessons and activities through their My Plan. They can also take advantage of the Homework feature through their Teacher Dashboard.

To create student logins, click the link below:
Here are the instructions to create student login accounts

This login will allow students to access lessons/activities, science and social studies courses, and n2y library books from any device. Students will be able to engage with lessons and activities from Unique Learning System, be prompted by their individual strategies through Positivity, and interact with activities assigned through L3 Skills through student login.
To configure a student view, click the link below:
Configure Student View

To send out information to the parents for home access, click the link below:
Logging in From Home

To assign homework in Unique Learning, click the link below:
How to Assign Homework in ULS

To assign homework in Unique Learning, click the link below:
My Plan (Video Resource)

To create a schedule, click the link below:
My Schedule (Video Resources)

To create student profiles, click the link below:
Student Profiles

Accommodations/Modifications

Inclusive Support

The general education teacher will provide students with their accommodations and modifications in the virtual settings. Special education teachers serving students in small group settings (or pullout) will create Google Classrooms to continue to provide instruction based on the recommendations in the student's IEP. Accommodation/modification and IEP implementation will continue in the general education Google Classroom. Inclusion teachers will be added as co-teachers to applicable general education Google Classrooms per the student's IEP. The inclusion teacher will provide support to students with inclusion services in collaboration with core teachers and provide assistance in implementing IEPs and accommodations.

The sample ESS Accommodations Tacker can be used to document the accommodations and modifications identified on a student's IAP or IEP Plan. All accommodations and modifications are not listed on this document; however, leaders may adjust the template to best suit the needs at their site. It is the responsibility of the teacher to document the accommodations provided.

504 Accommodations

Instructional services for students receiving 504 accommodations will be provided virtually by the general education within the Google Classroom.

Students with Significant Disabilities: (Autism, Severe Profound, Intellectual Disabilities)

Special Education teachers may use platforms or other modes of instructional delivery that will meet the unique needs of their students and are consistent with the school’s Distance Education Plan. Some of these platforms may include but are not limited to Google Classrooms, Unique Learning’s individual student accounts, Microsoft teams, or printed instructional packets to provide instruction while addressing the academic standards, life skills curriculum, and the IEP goals and objectives. Likewise, the IEP’s accommodations/modifications, as well as the developmental, functional, and vocational needs of the students will be addressed through instruction provided in any of the chosen platforms. Some lessons and reading books may be assigned from specialized on-line programs that will cover academic/social content (see downloadable resources list below). All activities are planned to assist with academic, developmental, functional vocational, and life skills that are likewise aligned to the IEP.
Related Services
In order to provide students with special needs a learning opportunity equal to that of their general education peers, these special services as well as related services will start with and be a part of the East Baton Rouge Parish School System Distance Learning Plan. Speech Therapy, Occupational Therapy (OT), Physical Therapy (PT), Assistive Technology (AT), Adapted Physical Education (APE), and Counseling, will be received as determined per their IEP. Recommendations and adjustments from Louisiana State Department of Education (LDOE), Board of Elementary Secondary Education (BESE), Exceptional Student Services: Things Parents Should Know

IEP Meetings
Annual Review and Dismissal meetings will be conducted virtually when possible. Special Education Teachers/Instructional Support Specialists will contact parents to arrange meetings and provide support as needed.

504 Services
School 504 Site Coordinators will contact parents to provide support as needed. 504 annual meetings will be held virtually when possible.

Reevaluation
IDEA requires school systems to reevaluate each child with a disability at least every three years, unless the parent or guardian and the public agency agree that a reevaluation is unnecessary. We will conduct reevaluations remotely to the extent possible during school closures.

Downloadable Resources
These websites are good resources for students who need additional support with reading and math to enhance and strengthen their skills. They offer an array of practice with the areas of reading: phonemic awareness, phonics, and vocabulary development, fluency, and/or comprehension skills. In addition, they afford students the opportunity to practice written language skills by answering open-ended questions, citing textual evidence, and answering short answer response questions. Also, in the area of mathematics, they afford students the opportunity to practice basic math facts, problem solving strategies, and answering constructed response questions in which students are focused on improving computation and math reasoning skills.

- PreK & 1st Grades
- 1st - 6th Grades
- 1st - 12th Grades

Exceptional Student Services Staff Roles and Responsibilities for Distance Learning

| ESS Leadership Team | ● Develop ESS plan for distance learning  
| | ● Communicate with ESS staff and parents  
| | ● Support ESS staff and parents during Distance Learning  
| | ● Ensure effective implementation of Distance Learning plan and accountability to student learning  
| | ● Monitor Data and Usage and provide feedback to ESS Staff  
| | ● Conduct Google Team meetings  
| | ● Attend Google Team meetings with District Personnel  
| ESS Instructional Specialists | ● Collaborate with ESS teachers to help develop high-quality student distance learning  |
| Experiences |  
|---|---|
| Complete IEPs for their assigned school with no ESS (Sp. Ed.) Teachers  
Participate in virtual IEP meetings  
Compliance and lock final IEPs  
Provide following PDs for teachers:  
  - How to document accommodations and support students virtually with accommodations  
  - How to document related services  
  - How to modify instructions  
  - How to provide collaboration with regular education teachers concerning their ESS students  
  - Training teachers on available resources for special needs students  
  - How team teaching works in a virtual environment  
    - How virtual IEPs look  
    - **Other PDs will be added**  
| Provide Principals and ESS Lead teachers with list of upcoming IEPs and their due dates  
Communicate with and provide timely feedback to school staff  
Communicate with parents, as necessary  
Compile instructional packets for students who do not have access to technology |

| ESS Classroom Teachers |  
|---|---|
| Provide Full and Effective Notice via email and/or phone to staff and parent informing them of the IEP meeting date  
Develop IEPs on or before due date  
Conduct the IEP meeting via phone/virtually  
Follow school plans for virtual teaching and provide additional teaching minutes to ensure student’s mastery of skills taught  
Communicate with and provide timely feedback to students  
Communicate with parents, as necessary,  
Will document support services per week for each student  
Assign duties to Paraprofessionals for assisting students  
Attend Google Team meetings with assigned schools and ESS Department |

| Home-bound /Itinerant Teachers |  
|---|---|
| Contact families via email and/or phone with assistance in Google Classroom home learning opportunities  
Follow student’s school plan for virtual/distance learning  
Attend Google Team meetings with assigned schools and ESS Department  
Participate in PD  
Conduct IEPs when needed  
Will document provided services per week for each student |
<table>
<thead>
<tr>
<th>Role</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Related Support Services Teachers         | ● Compile instructional packets for students who do not have access to technology  
(Speech, Counseling/APE/OT/PT/VI,HI, etc.) | ● Will contact families via email and/or phone with assistance in Google Classroom home learning opportunities  
● Will document support services per week for each student  
● Provide and document weekly direct services to students  
● Attend Google Team meetings with assigned schools and ESS Department  
● Collaborate/conduct/attend virtual IEP meetings with ISS/Teachers  
● Compile instructional packets for students who do not have access to technology |
| Behavior Strategists                      | ● Make weekly contact with all of their counseling and ED students  
● Update and develop behavioral intervention plans when needed  
● Collaborate with teachers to provide support during instructional time  
● Collaborate and attend virtual IEP meetings with ISS/Teachers  
● Provide and document weekly direct services  
● Attend Google Team meetings with assigned schools and ESS Department |
| ESS Paras                                 | ● Duty assigned at discretion of school administrator  
● Complete assigned duties from ESS classroom teachers  
● Attend Google Team meetings and PDs provided by ESS and District |
| Pupil Appraisal Services                  | ● Consult with school staff/parents/students and ESS staff to conduct initial evaluations and reevaluations  
● Continue to monitor 504 Plans at assigned school sites  
● Attend Google Team meetings with assigned schools and ESS Department |
| Students                                  | ● Participate and follow distance learning schedule provided by their schools  
● Complete assignments/projects  
● Participate in virtual IEP meetings when required |
| Parents                                   | ● Provide an environment conducive to learning (access to technology, safe and quiet space during daytime)  
● Communicate with child’s Teacher/Administrator on posted materials, assignments, and individual concerns  
● Participate in virtual IEP and initial evaluation/reevaluation meetings and case staffings |
Español Additional Downloadable Resources

- Brain Pop ELL https://ell.brainpop.com/ Proficiency-based English language learning program appropriate for all ages. Vocabulary • Grammar • Listening • Reading & Writing

- Readingrockets.org Brightly Storytime Flip Along https://www.youtube.com/playlist 12 https://www.ck12.org/teacher/Description: Lessons with reading passages, videos, review questions, and self-graded practice questions. Middle and high school materials are available in Spanish.

- Curriculum Associates ESL: Reading, Math, Grade Band: K-8th 8 https://www.curriculumassociates.com/supporting-students-away-from-school?fbclid=IwAR3thOIFzJSmSB5B-RJLxuQ7AYyY2z5WtJVLaTru-C9F7z4YmlAry5JeYxQ

- Freckle Grade Band: K-12; Link: https://www.freckle.com/Reach all your students at their own level. Freckle uses different instruction across Math, ELA, Social Studies and Science.

- ReadWorks Reading, Grade Band: K-12 https://www.readworks.org/Description: Texts with vocabulary support and audio options.

Downloadable Resources for Students with Significant Disabilities

Instruction Access for Students with Hearing Impairments

- Live binders - Provides children’s stories using sign language https://www.livebinders.com/play/play?id=1662407

- Closed Captioning - Closed captioning is available in most online programs by clicking on the “cc” button. A video demonstrating how to turn on the closed captioning feature can be found by clicking on this link: https://www.youtube.com/watch?v=0BlOApH8z3k

Note: Students with Disabilities who are Deaf or have a Hearing Impairment and follow a state curriculum are to complete the same learning activities as outlined in the East Baton Rouge Parish School System Distance Learning Plan.

Instruction Access for Students with Visual Impairments

- Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading. Visit www.bookshare.org Click on “log in” and sign in using your credentials. Textbooks and literature selections related to classes may be found on this site.

- Learning Ally - Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction. Visit www.learningally.org Enter username and password provided to you. You may search for literature books to read at leisure by searching for books by title or genre. Click the “add to bookshelf” button next to the book to add to your bookshelf. Selected audiobooks are accessed via the “Learning Ally Audiobook App”.

- Refreshable Braille Note-Taking Device ie: “BrailleNote Touch” or “Apex” Students who are currently using BrailleNote Touch for note taking are advised to continue use for completing assignments at home.
Microsoft Magnifier Students who elect to take home a M-DCPS device will utilize the Microsoft Office Platform. The “Magnifier” feature allows the user to make part or all of the screen bigger in order to see words and images better. Directions for using the “Magnifier” feature can be found by clicking on the following link:

Note: Students with Disabilities who have a Visual Impairment and follow a state curriculum are to complete the same learning activities as outlined in the East Baton Rouge Parish School System Distance Learning Plan.

Additional Resources provided by Louisiana Department of Education for Students with Disabilities
https://www.louisianabelieves.com/docs/default-source/covid-19-resources/continuous-education-for-students-with-disabilities---direct-services.pdf?sfvrsn=db0e9b1f_8

Supporting English Learner Students Through Distance Education

Distance Online Platforms: The following Online Platforms support ESL Staff/English Learner students and families in a Distance Education learning:

1. Outlook Email is the communication tool that will be used to contact and communicate with ESL Instructional Staff and families.
2. Google Classroom – the Google classroom tool will be used by educators and students to communicate learning and content as well as track individual student’s progress.
3. ClassDojo - an app that connects teachers, students, and families through communication features and messaging that can be translated into more than 35 languages.
4. Microsoft Teams - is the location for collaboration in Office 365 integrating the people, content, and tools for engagement and effectiveness.

Teaching Tools: ESL Instructional Specialists will use the following presentation and assessment tools to create lessons and support content.

1. NearPod - an interactive slideshow tool designed to engage students and promote collaboration. ESL Instructional Staff can also help students review key learning concepts by watching videos, reviewing notes, or taking their own notes.
2. Edulastic - a digital assessment tool with a focus on tracking assessment data. ESL Instructional Specialists will align standards with the connectors for English Learners.
3. Galileo K-12 - a digital formative assessment will be used to track English Learner student’s usage and progress.

Approved Digital Resources: EL students with access to digital media and internet will use:

1. Imagine Learning - a computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. All EBR EL students can access Imagine Learning through Clever until June 30, 2020.

2. Training and Support for Imagine Learning:
   Language and Literacy 101
   Language and Literacy Portfolio
   Language and Literacy Playlist
   Language and Literacy Offline Resources
## Leadership Team
- Develop ESL plan for distance learning.
- Communicate with ESL staff and parents.
- Support ESL staff and parents during Distance Learning.
- Ensure effective implementation of Distance Learning plan and accountability to student learning.
- Monitor Data and Usage and provide feedback to ESL Staff.
- Provide Digital Learning tools for students and Internet access.

## ESL Instructional Specialists/ESL Teachers
- Collaborate with other ESL Instructional Specialists and ESL paraprofessionals to design Distance Learning experiences for students in accordance with the district plans.
- Develop high-quality student Distance learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.
- Recommend to parents and teachers other online learning platforms students might be able to access at this time (see Resources.)

## ESL Bilingual Staff
- Translate important documents for students and parents.
- Support ESL Instructional Specialists in the development of high-quality student learning experiences in accordance with the district plans.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

## EL Students
- Dedicate learning time every day to Imagine Learning and/or other learning activities assigned by your teacher/ESL Instructional Specialist.
- Check appropriate online platforms for information on courses, assignments, and resources daily.
- Attend, as much as possible, the regular learning time offered by teacher/ESL Instructional Specialist.
- Submit all assignments in accordance with provided timeline and/or due dates.

## Parents:
- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Communicate with ESL staff on some posted materials, assignments, and individual concerns.

## Language Instruction Educational Program (LIEP) in Distance Learning

The LIEP minutes of service that will be provided to all English Learners will be a differentiated English language development (ELD) instruction that includes student contact times (e.g., once or twice per week via TEAMS-or-phone calls) and types of supports in the mainstream method of distance learning (e.g., Imagine Learning; Video clips or slideshows).

Instruction for English learners must continue to be provided to increase English proficiency and give access to the same challenging content and academic standards that all other students are expected to meet.

In the distance and face-to-face learning, only certified interpreters are appropriate for transmitting or discussing personal student information or data. Anyone requesting for translation and interpretation for support and services for schools and families in the East Baton Rouge Parish School System, should fill out the form found at this link: [https://forms.gle/2rRSGM1sRpXZhpNQ9](https://forms.gle/2rRSGM1sRpXZhpNQ9).
<table>
<thead>
<tr>
<th><strong>Goals</strong></th>
<th><strong>Descriptions</strong></th>
<th><strong>Documentation</strong></th>
</tr>
</thead>
</table>
| Identify the Time and Scope of ELD Instruction           | All Level 1 or Emerging students will have 15-20 minutes of Imagine Learning each day. EL services will be carried out through the monitoring of Imagine Learning usage per week.  
ESL Instructional Specialists will hold virtual Microsoft TEAMS meetings once or twice a week to provide oral language development. | Master Schedule  
Daily Work Logs  
Monitoring Data |
| Provide EL Instruction Support in Virtual Classroom      | All EL students will get core instruction from classroom teachers.  
ESL Instructional Specialists will do videos/interactive slideshow to link to the main lessons of the classroom teachers.  
The ESL Instructional Specialist will focus on linking vocabulary support and comprehension skills. | Daily Work Logs  
Monitoring Data  
Teacher Support Videos, handouts  
Lesson Plans |
| Communicate with Multilingual/Multicultural Families     | Certified Bilingual Staff and Parents liaisons will contact families weekly and be available for students to meet online and act as tutors daily.  
Information that will be delivered to families in writing should be in the language that they can understand or in both English and their Home Language.  
Bilingual Staff will be able to support telephone conferences if needed. | ESL Parent Contact Logs  
Translated Documents  
Daily Work Logs |
| Provide EL Accommodation                                 | ESL Specialists will review and adjust the English Learner's Individual Accommodation Plan. The ESL Instructional Specialists will send the suggested accommodations/modifications to teachers to reflect generic accommodations for ELs. | EL Accommodation Checklist                      |
English Learners Online Resources

1. ESL Enrichment Instructional Resources PDF Document
2. Other online resources to support remote English Language Development instruction, including lesson ideas and mobile apps for students and teachers.
   a. Education.com features digital resources, tools, and learning materials which offer differentiated resources that can meet a wide range of educational needs and raise kids' confidence in learning.
   c. Listen and Write is a dictation and cloze creator.
   d. Newsela allows teachers to assign articles related to social studies, science, or English language arts. Texts can be customized to fit the student’s reading level. Teachers can embed additional scaffolds to meet the needs of English learners. Aligned to the Common Core State Standards.
   e. Read A-Z: downloadable, projectable, printable teacher materials, covering all the skills necessary for effective reading instruction.
   f. Read Works allows teachers to assign articles related to social studies, science, or English language arts. Texts can be customized to fit the student’s reading level. Teachers can embed additional scaffolds to meet the needs of English learners.
   g. Scholastic Learn at Home offers day-by-day projects to keep kids reading, thinking, and growing. Every day includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. Just find your grade level and let the learning begin!
   h. Starfall emphasizes exploration, play, and positive reinforcement—encouraging children to become confident and intrinsically motivated. Starfall is an educational alternative to other entertainment choices for children and is especially effective for special education, homeschooling, and English language development (ELD), English Language Learners, and English as a Second Language. It is widely used in schools that serve children with special needs and learning difficulties.
   i. Storynory offers free audio stories. They are a podcast and a website with audio streaming.
   j. USA Learns for Teachers offers video lessons and thousands of activities focusing on English speaking, listening, vocabulary, pronunciation, reading, writing, and grammar. Teachers can register to save their lessons and scores.

3. Multilingual Resources
   a. Biblioteca Virtual Infantil offers e-books in Spanish.
   b. Colorín Colorado offers resources for families that can be used for distance learning with English learners. They also appear to be growing their collection of resources in response to the COVID-19 school closures, so more resources for distance learning may be available in the future.
   c. CommonLit is a collection of reading passages in all literary and nonfiction genres for grades 3–12. Reading passages are available in Spanish.
   d. Duolingo is a free language acquisition tool that is extremely similar to Rosetta Stone.
   e. NASA Ciencias en Español offers solar system exploration (visuals, videos, graphics, simple text) in Spanish.
   f. Newsela en Español offers news in Spanish and includes different reading levels.
   g. Tween Tribune Español is a collection of nonfiction articles and current events in Spanish for kids in grades K–12.

Additional Resources and Guidance from Louisiana Department of Education for English Learners

Supporting ELs During School Closures/Distance Learning