

### Instructional Continuity Planning

Many districts have requested additional guidance regarding the feasibility of instructional continuity in the event of an extended school closure. While districts and charters have the option to provide online learning as part of its instructional continuity plan, it is important to note that districts can also provide “low-tech” solutions as well, including workbooks and worksheets. That said, TEA has developed an [instructional continuity resource](#) document to support districts. This [instructional continuity resource](#) document will continue to be updated as more information becomes available. Should a district transition to an online distance model, please ensure the below conditions are considered. These include, but are not limited to:

- Ensuring **all** students in the school or district will have equal access to the learning with the required materials, including technology.
- Ensuring the online learning system can effectively support the district’s different learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is taking place, supports identified on a student’s Individualized Education Program (IEP) must be provided if the district is operating.
- Ensuring the requirements of full-day kindergarten are met.
- Ensuring students can access the assessments associated with dual credit coursework.
- Providing training to staff, students, and parents and guardians on how the system works and what expectations the district has.
- The ability to track the attendance of both students and staff.
- Ensuring the systems in use are secure and will not allow for the release of protected student or staff information.
- The ability to provide school meals.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and availability to all students.

Additionally, LEAs are strongly urged to consider the effects of significant absences on student achievement and establish plans in advance that not only ensure health and safety, but also maintain a continuity of learning.

Consider the following and plan accordingly:

- Are distribution plans in place to ensure student access to resources in the event of sudden absences or school dismissal?

- Are contact information records for students, parents, guardians, and all staff (e- mail addresses, physical addresses, phone numbers, including mobile, etc.) on file, and do teachers have access to that information to check in with absent students regarding academic progress?
- Are policies regarding privacy and sharing of personal information in place and clear to all parties?
- How can schools and districts leverage distance learning resources from other sources, including current vendors, community colleges and universities, and online sources of open content?
- Are policies in place for awarding credit for courses in the event of sustained distance learning (e.g., credit without seat time, etc.)
- Are defined staffing plans in place to support distance learning in the event of small or large student or faculty absences?
- Will staff be permitted to return to school to use school-based equipment and resources?
- Are adequate resources or agreements in place to support copying and distributing learning packets and materials for students to use at home for up to 12 weeks if necessary?