



LOUISIANA VIRTUAL INSTRUCTION GUIDE FOR PARENTS

Many families and students across Louisiana will be engaging with virtual learning for the first time during the 2020-2021 school year. System and school leaders have spent months planning for this new learning experience. Educators are focused on creating a safe, positive experience for students as they engage in virtual learning. Another priority is ensuring these virtual lessons continue to deliver the same high-quality instruction families expect from traditional, face-to-face learning. The Louisiana Department of Education is supporting systems and schools in this planning through its [Strong Start 2020](#) initiative. We're working with educators to set clear expectations and offer helpful resources to families. Families can use this virtual guide to gain a better understanding of what virtual education may look like and how they can best support their child. This guide focuses on virtual instruction, which is delivered through online teaching and learning. If you have any questions, please contact your child's teacher or a school administrator.



WHAT WILL VIRTUAL LEARNING LOOK LIKE FOR MY CHILD?

- Students will have daily interactive and engaging virtual learning [activities](#) that reinforce grade-level content and prioritize social and emotional needs.
- Students will engage in the same amount of learning activities as in a typical school day, and attendance will be taken daily.
- Students may experience both teacher-led and self-paced instruction. This may include a variety of computer-based, paper-based, and hands-on learning activities.
- Students will have regular opportunities to engage with school staff, teachers, and peers.

HOW WILL MY CHILD ACCESS VIRTUAL LEARNING?

- **Students will access learning activities through their teacher's Google Classroom, Google Meets, and/or through paper packets distributed by the district.**
- As with in-person learning, students will continue to use high-quality instructional materials that support accessibility and high expectations.
- Additional equipment and/or assistive technology will be provided to students, as appropriate, to ensure all students, including English learners and students with disabilities, can access virtual instruction.
- Systems and/or schools will support students and families on understanding privacy policies, and how to use virtual platforms, tools, and materials.

HOW WILL MY CHILD'S PROGRESS BE MONITORED?

- Teachers will set clear and rigorous expectations for student work and communicate how understanding will be measured through assignments and assessments.
- Families and students will receive assessment results and regular progress updates throughout the school year.
- Students may receive support, as needed, related to both student well-being and academic progress, as they would during in-person instruction.
- Student progress towards learning targets identified in an individualized education program (IEP), individual accommodation plan (IAP), individual learning plan, and English learner plan will continue to be monitored and shared with families and students as during in-person learning.

HOW WILL MY CHILD BE SUPPORTED?

- Families and students will have opportunities to ask questions and receive timely responses from their teacher, principal, and counselor.
- Students and families will receive specific feedback on student work and progress at least weekly.
- Diverse learners, including students with disabilities and English learners, will receive the same level of support and services, to the greatest extent possible, aligned to their IEP, IAP, or EL plan as they would during in-person instruction. While students will receive the same level of support, the specific supports may be adapted to fit the virtual learning environment.
- Students may work with their counselors to update individual graduation plans (IGPs) to ensure all students are on-track to graduate on time.

HOW CAN I SUPPORT MY CHILD DURING VIRTUAL LEARNING?

- **Create a daily routine**, so your child always knows when it will be time to focus on learning.
- **Designate a quiet space** that can be his or her at-home desk.
- **Identify a learning coach(es) who will support your child in engaging with schoolwork**, especially for children in pre-kindergarten through grade 5 and children with disabilities.
- **Have your child set goals prior to engaging in learning.** For example, ask them, “What do you plan to work on today? What will you do if you get stuck? How can I support you?”
- **Once your child is done working for the day, ask them to reflect.** For example, ask them, “What did you learn today? What did you accomplish today? What did you find challenging today?”
- **Provide your child with frequent encouragement and reminders as needed.**
- During breaks and evening hours, **encourage activities that do not involve screens.**
- **Be patient and flexible with yourself and your child.** Focus on ensuring that your child remains academically engaged, connected to his or her school community, and emotionally supported.