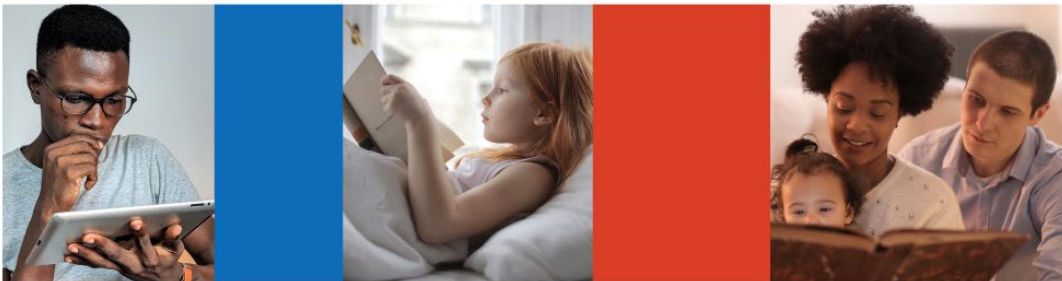


Instructional Continuity Planning Guide

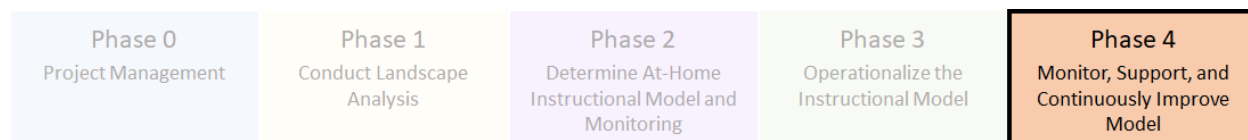
4.4 Support Ongoing Operations



The information included in this guidance is provided as a resource only.
This information is intended to assist in the delivery of educational resources in this time of public crisis.

Phase 4: Provide Monitoring and Support

Planning Category 4.4: Support Ongoing Operations



Planning Category Activities

1. **Develop a process** for stakeholders to submit questions or feedback.
2. **Create a district response team** to address questions and concerns.
3. **Provide ongoing operational support** to stakeholders.
4. **Create additional trainings/communications** to enhance at-home model operations.

Planning Guidance

Supporting stakeholders on an ongoing basis means identifying needs as they come up and continuing to adjust and improve. Guides and templates for parents, teachers, and students help create the foundation for interaction. However, continued communication is essential to find out what is working and what is not.

1. **Develop a process** for stakeholders to submit questions or feedback.
 - Establish a formal feedback collection survey and a regular collection cycle (see planning category 4.5).
 - Create a master district email address or other single channel through which anyone can submit informal questions and feedback (similar to disasterinfo@tea.texas.gov).
 - Ensure students have access to food service and other necessities.
 - Ensure students and teachers are engaged in teaching and learning.
2. **Create a district response team** to address questions and concerns.
 - Create a dedicated team to review the daily feedback collected and categorize questions or improvements based on the expertise required to address. For example, decide if questions should go to the instructional design team or the IT team.
 - Curate the questions or feedback into a shorter list by summarizing or removing duplicates.
 - Create a regular review cycle or meeting to send curated feedback to district experts.
3. **Provide ongoing operational support** to stakeholders.
 - Have district experts craft operational improvements or responses to questions. Share those responses and plans back with the district response team and internal stakeholders.
 - Decide on necessary timelines and resources to make operational improvements in light of other priorities.

- Note that too many new and exciting ideas or changes will be overwhelming for those expected to implement them. District leaders should curate approaches or explicitly assign curators to roll out changes in a less overwhelming way.
4. **Create additional trainings/communications** to enhance at-home model operations.
- Proactively communicate changes or improvements (see planning category 3.3) to external stakeholders.
 - Ensure training is available to support implementation of the changes or improvements. Create standalone templates, guides, or videos to support this.

Suggested Staff Support

- **District:** centralized district response team, district executive leadership, subject matter experts, and communications staff
- **All staff:** can be involved in creating continuous improvement based on feedback
- **Dedicated district response team:** collects questions/feedback and curates information for district experts on various teams; can serve as a central hub for information collection and distribution to help ensure a coordinated response across district teams
- **Other district leaders:** ensure that changes or improvements are curated and rolled out in a coordinated way across stakeholders

TEA Resources

- Attendance Policy Considerations
- Virtual Discipline and Dress Code
- ***Coming Soon*** Legal Implications in a Virtual Environment

Additional Resources

Federal Student Aid Handbook excerpt on documenting attendance when students are enrolled in distance education courses:

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education program include:

- *Student submission of an academic assignment*
- *Student submission of an exam*
- *Documented student participation in an interactive tutorial or computer-assisted instruction*
- *A posting by the student showing the student's participation in an online study group that is assigned by the institution*
- *A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters*

An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

District-Created Examples

- Connections Academy Attendance Guide: article provides recommendations on how to take attendance in a remote learning environment
- First Line Schools Operational Guidance: list of core values in an online environment
- STRIVE Prep Remote Learning Plan: discusses design principles, learning expectations, and culture expectations; includes information about student discipline expectations in an online environment
- Success Academy Remote Learning Plan: provides an overview of operations principles, daily schedules, and guidance for remote learning
- Virtual SC Student Code of Conduct: created by state-sponsored online program in South Carolina that provides remote education; outlines staff and student conduct expectations during remote learning

Find links to all [Phase 4 resources](#) on the TEA Instructional Continuity Framework website.