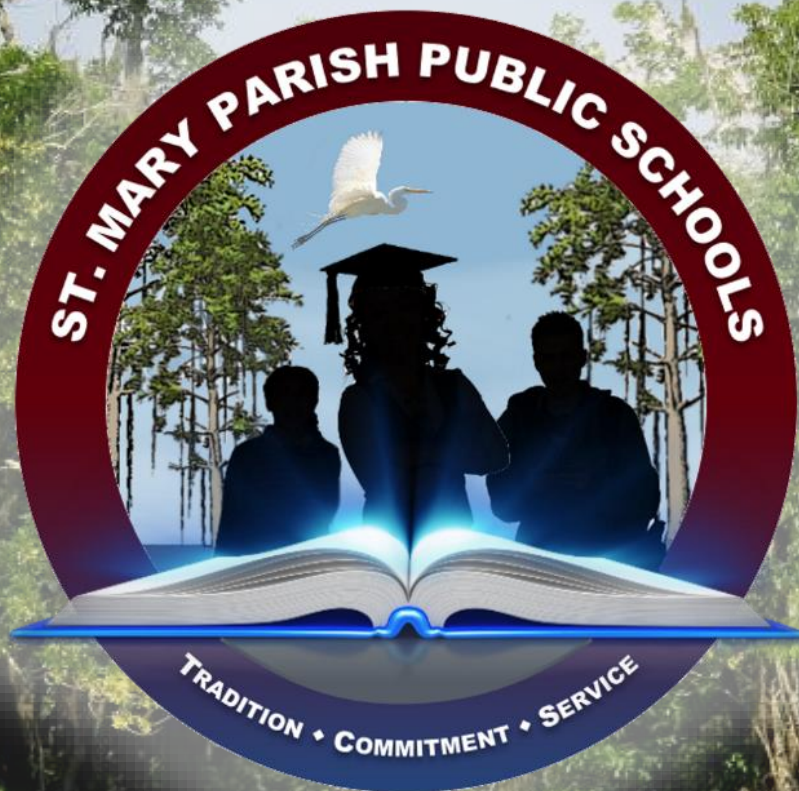


# CONTINUOUS LEARNING PLAN

## 2022-2023

*Formally, Instructional Continuity Plan (ICP)*  
For Emergency Closures of District Schools



**St. Mary Parish School Board**

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Updated August 2022

# St. Mary Parish Schools

SUPERINTENDENT

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## St. Mary Parish Schools Snapshot

St. Mary Parish, located in extreme southeast Louisiana, has an approximate population of 48,000 people. Twenty-one schools and one alternative program provide for the estimated 7,430 students enrolled in St. Mary Parish public schools.

The chart below shows estimated student enrollments for each of the 21 schools.

High Schools (grades 9-12)	Estimated Student Enrollment
Berwick High School	512
Franklin Senior High School	284
Morgan City High School	710
Patterson High School	423
West St. Mary High School	328
Centerville High School (grades PreK-12)	479
Junior High/Middle Schools (grades 6-8)	
Berwick Junior High School	379
B. Edward Boudreaux Middle School	193
Franklin Junior High School	199
Morgan City Junior High School	469
Patterson Junior High School (grades 5-8)	383
Elementary Schools (PreK-5)	
J. S. Aucoin Elementary School	269
Bayou Vista Elementary School	336
Berwick Elementary School	474
W. P. Foster Elementary School	226
LaGrange Elementary School	196
J. B. Maitland Elementary School	226
M. E. Norman Elementary School	308
Raintree Elementary School	362
Wyandotte Elementary School	316
Hattie A. Watts Elementary School (grades PreK-4)	569



## Executive Summary

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The St. Mary Parish School Board recognizes that there may be occasions which require the closure of district schools, including events such as weather and health emergencies. If an emergency occurs, the district will make every effort to ensure that educational opportunities for our students can continue while they are at home. In the past few years, the district has acquired a comprehensive collection of online content and digital resources that can be accessed from locations beyond our traditional school sites. In preparation of potential school closures, St. Mary Parish Schools has attained a 1 student:1 mobile device for all students in kindergarten through twelfth grade. These devices are housed at each school and utilized by students daily. In the event of a closure, all students may bring their mobile devices home to support continuing learning without interruption. The district will also extend internet access to users via school and community hot spots.

The 2022-2023 St. Mary Parish Continuous Learning Plan (CLP) builds upon the foundations set forth in the 2021-2022 St. Mary Parish Instructional Continuity Plan (ICP). The 2021-2022 ICP focused on the following four primary components: *Implementation, Content Delivery, Mobile Devices, and Internet Access*. This updated 2022-2023 CLP will transition from those four components and focus on the following: School and System Planning, Technology, Instructional Quality, and Family Engagement and Support.

- **School and System Planning** offers a detailed emergency plan that includes continuous learning strategies for short-, medium-, and long-term modified operation scenarios.
- **Technology** needs are addressed with emphasis on ensuring all students can access the internet, providing training to staff, students, and family members, and developing district-wide policies and procedures to ensure all technology is in place at the time of an unexpected closure.
- **Instructional Quality** will continue to be held to the highest standards. Teachers, students, and families will have access to digital tools to assist in delivering instructions, collecting and assessing student work, and maintaining open dialog and communication.
- **Family Engagement and Support** will develop opportunities for technology training and create a communication strategy to engage families before, during, and after a school closure scenario.

The district has developed a webpage with information for parents and students about this plan. The website is located at <http://www.stmaryk12.net/learnathome>.

## SCHOOL AND SYSTEM PLANNING

### Emergency Planning Team

The Emergency Planning Team consists of district stakeholders including administrators, supervisors, health and safety, child nutrition, technology, transportation, and instructional personnel. These members were selected based on areas of need identified during past school closures.

Member Name	District Title	CLP Role
Dr. Teresa Bagwell	Superintendent	System Planning and Communication
Dr. Rachael Sanders	Assistant Superintendent	Coordinator of Emergency Plan and Communication
Mr. Ronnie Louis	Supervisor of Student Services	Transportation
Mrs. Kim Fuselier		Transportation
Ms. Dawn Chaisson	Supervisor of Child Nutrition	Nutrition/Meal Delivery
Mrs. Amy Vaccarella	Chief Technology Officer	Technology
Mrs. Kristin Percle	Supervisor of Junior High and High School Instruction	Curriculum
Mrs. Shannon Hoffpauir	Supervisor of Elementary Instruction	Curriculum
Ms. Angela Brinkley	Instructional Specialist (English Language Learners)	Instructional Support
Mrs. Tonia Verrette	Homeless Student Liaison	Instructional Support; Family Support and Engagement
Mrs. Lydia Duval, RN	School Health Services	Health and Wellness; Family Support and Engagement
Officer Oscar West	School Resource Officer	Safety and Security
Mr. Kenneth Holmes	Supervisor of Child Welfare and Attendance	Family Support and Engagement
Ms. Debra McClarity	Director of Federal Programs; Supervisor	Curriculum for SPED Students; Family Support and Engagement
Mr. Lane Boudreaux	Safety and Technology	Secure Networks; School technology services.
Alton Perry	Chief Financial Officer (CPAP	Financial Planning
Brad Wiese	Maintenance Supervisor, Civil Defense Coordinator	Building maintenance; Emergency responses

## Scope and Cadence of Work

As stated, the 2021-2022 *St. Mary Parish Instructional Continuity Plan (ICP)* was used as the foundation for the **2022-2023 Continuous Learning Plan (CLP)**. The ICP was examined by an initial committee consisting of Dr. Bagwell, Superintendent, Dr. Rachael Sanders, Assistant Superintendent, Debra McClarity, Director of Federal Programs, Shannon Hoffpauir, Supervisor of Elementary Instruction, Kristin Percle, Supervisor of Middle and High School Instruction, Amy Vaccarella, Chief Technology Officer, and LeeAnn Hepler, Instructional Technology Facilitator.

Areas of concern were noted: (1) School and System Planning, (2) Technology, (3) Instructional Quality, and (4) Family Engagement and Support.

With guidance from the Louisiana Department of Education's Continuous Learning Toolkit, the ICP was edited to include the four 2022-2023 continuous Learning focus areas. Once the CLP was draft was completed, it was shared with district stakeholders and feedback was collected. Areas of concern were addressed, updated, or clarified.

The 2022-2023 CLP document begins with a summary of the protective measures outlined by the Louisiana Department of Health's "*K-12 Schools and Early Care and Education (ECE) Program Operational Guidance*," July 18, 2022. Excerpts are included below.

### *K-12 Schools and Early Care and Education (ECE) Program Operational Guidance* **Recommendations for All COVID-19 Community Levels**

- Everyone who is eligible for a COVID-19 vaccine, should stay [up-to-date](#) on vaccination.
- Schools and ECE programs should take [additional steps](#) to increase outdoor air intake and improve air filtration.
- Anyone with COVID-19 symptoms, regardless of vaccination status, should be tested for COVID-19.
  - If a rapid antigen test is negative, a symptomatic person should seek confirmatory PCR testing.
    - If confirmatory testing is negative, they can return to school as long as they meet return-to-school requirements (e.g., 24-hours fever-free without the use of fever-reducing medication).
    - If confirmatory testing is positive, the symptomatic person has COVID-19 and should complete at-home isolation.
- Anyone who tests positive by viral test (antigen or PCR) for COVID-19, regardless of vaccination status, should complete [at-home isolation](#).
- Anyone who is identified as a close contact to a COVID-19 case should follow the appropriate [masking/quarantine guidance](#).
- Schools and ECE programs should teach and reinforce proper handwashing to lower the risk of spreading viruses. Hand hygiene should be monitored and reinforced during key times in the day (e.g., before and after eating and after recess).
- Schools and ECE programs should teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases.



- Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be [cleaned and disinfected](#). Additionally, ECE programs should follow recommended procedures for cleaning, sanitizing, and disinfection in their setting such as after diapering, feeding, and exposure to bodily fluids.
- Schools can consider screening testing for high-risk activities such as indoor sports and extracurricular activities.

## **Recommendations for Medium and High COVID-19 Community Levels or During Outbreaks**

### **Masking**

Wearing a well-fitted mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19. Universal indoor mask use is recommended at a high COVID-19 Community Level and when experiencing a [COVID-19 outbreak](#). People at risk for getting very sick with COVID-19 should also wear masks or respirators that provide greater protection, such as N95s or KN95s.

At a medium COVID-19 Community Level, people who are immunocompromised or at risk for getting very sick with COVID-19 should talk to their healthcare provider about the need to wear a mask.

Schools can also choose to implement universal masking at any COVID-19 Community Level. Anyone who chooses to wear a mask should be supported in their decision to do so at any COVID-19 Community Level, including low.

### **[Screening Testing](#)**

Screening testing identifies people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19.

Schools can implement screening testing at any COVID-19 Community Level but should especially be considered at medium and high COVID-19 Community Levels. Schools can maintain a screening testing infrastructure at low COVID-19 Community Levels that may be scaled up during higher levels.

### **Cohorting**

Cohorting is the practice of keeping people together in a small group and having each group stay together throughout the day, while minimizing contact between cohorts. In areas with a high COVID-19 Community Level, this can be used to limit the number of people who come in contact with each other.

In areas with high COVID-19 Community Levels, schools and ECE programs can also discourage crowding indoors to reduce the risk of spreading COVID-19.

### **High-Risk Activities**

Due to increased and forceful exhalation that occurs during physical activity, some sports can put players, coaches, trainers, and others at increased risk for getting and spreading the virus that causes COVID-19. Close contact sports and indoor sports are particularly risky.

Similar risks may exist for other extracurricular activities, such as band, choir, theater, and other school clubs that meet indoors and entail increased exhalation.

Schools and ECE programs may consider temporarily stopping these activities to control a school or program-associated outbreak, or during periods of high COVID-19 Community Level.

## K-12 Schools and Early Care and Education (ECE) COVID-19 Outbreaks and Reporting

K-12 schools should report weekly aggregate case counts and core group outbreaks to the LDH COVID-19 Reporting Portal. If school systems need to be enrolled in the LDH COVID-19 Reporting Portal, please email [SchoolCOVIDreporting@la.gov](mailto:SchoolCOVIDreporting@la.gov).

Early Care and Education (ECE) programs should report outbreaks to their regional epidemiologist.

### Definitions

**Core group outbreak:** At least three (3) student, teacher, or staff cases within a specified core group with symptom onset or positive test result within 14 days of each other, **AND NO likely known exposure to a case outside of the school setting (e.g., household).**

- ☐ **Core group:** A core group includes but is not limited to extracurricular activity, classroom, cohort group, before/after school care, etc.

**School-wide outbreak:** 5% or more students, teachers, and staff with confirmed or suspected COVID-19 over a 14-day period

**Outbreak conclusion:** An outbreak is considered over when there have been 14 days without any new cases.

Use the below tool for each core group where multiple cases have been identified to determine if you have an outbreak(s).

Determining If You Have an Outbreak in a Core Group		
Question	Response	Interpretation
1a. How many cases have been identified in the core group?		<ul style="list-style-type: none"> <li>If 3 or more cases, then continue to question 2.</li> <li><b>If less than 3 cases, then this is not an outbreak.</b></li> </ul>
2. Do cases have a symptom onset or positive test result within 14 days of each other?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> If no, remove the cases that don't meet this criterion from your case count.
3. Do any of the cases have a known exposure to a case outside of the school setting? (Note: if exposure to another case outside of the school setting is unknown, the case should be counted toward the school-associated outbreak)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> If yes, remove the cases with exposure to a case outside of the school setting from your case count.
4. After removing cases that don't meet the criteria in questions 2 and 3 are there still at least 3 cases in the core group?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> <li><b>If yes, then this is a core group outbreak.</b></li> <li>If no, then this is not an outbreak.</li> </ul>

### *Additional Resources Available for Planning*

Released through the Louisiana Department of Education, we also have access to several websites to assist with planning:

- The Readiness and Emergency Management for Schools Technical Assistance Center
- The EOP Assist software and interactive workbook.

## School/System Emergency Plan for Continuous Learning

### Implementation

- ☐ Planning will be divided into **Short-Term** (1-2 days/Emergency), **Medium-Term** (3-10 days/Emergency), and **Long-Term** (11+ days/Emergency). A Hybrid (Optional) is also included.
- ☐ Sample plans will be provided that can be modified to accommodate each school's needs.

### Content Delivery

- ☐ Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools may remain closed.
- ☐ Digital resources will be designated as Core Materials or Supplemental Materials. Core Materials will be used as the main instructional programs for all students in the designated grade levels. Supplemental Materials will be available for enhancement or enrichment activities, conducting research, or recreational reading.

### Mobile Devices

- ☐ District students in grades K-12 may be issued a mobile device for use in the classroom that can be checked out to students for home use.
- ☐ Schools may assign their current inventory of mobile devices, including devices in carts, and new devices for classroom and home use.
- ☐ Administrators may provide teachers with mobile devices to facilitate working from home.
- ☐ Students and parents/legal guardians will sign computer usage agreements as part of the district's back-to-school protocols.

### Internet Access

- ☐ Families are encouraged to supply purchased internet access for student use in homes via an internet service provider.
- ☐ The district may install additional external wireless access points at district school sites and offices.
- ☐ The district may support enhanced internet access at community civic centers and other public buildings near large residential areas.

## Additional Operating Considerations for Communicable Diseases (Best Practices)

Category	Standards
Shared Communal Spaces	<ul style="list-style-type: none"> <li>Limit use of indoor shared spaces, such as cafeterias and gymnasiums, to maximum group sizes, ensure physical distance and face covering use when mandated.</li> </ul>
Healthy Food Preparation and Meal Services	<ul style="list-style-type: none"> <li>Students, teachers, and cafeteria staff will wash hands before and after meals.</li> <li>While eating, provide distancing between students to the maximum extent possible.</li> <li>If possible, classrooms could be used for eating in place.</li> <li>If cafeterias are used, stagger mealtimes for each group, adhere to maximum group size based on physical distancing requirements. Disposable utensils should be used.</li> <li>Mark spaced lines to enter cafeteria and serving lines. Designate entrances and exit flow paths. Ensure single-file lines for food lines and disposal.</li> <li>Use outdoor seating if practical and appropriate.</li> <li>Food and Nutrition staff should clean frequently touched surfaces (countertops, cafeteria and service tables, door handles, carts, and trays at least twice a day, following the cleaning product label and cleaning hands afterwards.</li> <li>Staff should practice proper <a href="#">hand hygiene</a> as an infection control measure. With appropriate hand hygiene, gloves are not necessary for workers who are not involved in food preparation. Wash hands regularly with soap and water for at least 20 seconds. An alcohol-based hand sanitizer containing at least 60 percent alcohol can be used, but not as a substitute for cleaning hands with soap and water.</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>Buses are allowed to operate at 100% capacity. <b>Seating charts should be created and consistently enforced.</b></li> <li>If/when required <b>all passengers on the school bus must wear a facial covering while using transportation, regardless of capacity.</b></li> <li>All passengers should engage in hand hygiene upon entering the bus. Hand sanitizer should not exceed 80 percent alcohol concentration and containers should be securely closed, secured against shifting, and protected from damage.</li> <li>Unloading of buses at school should be staggered to minimize group size as they enter school and to allow adequate and appropriate distancing while entering.</li> <li>High-touch surfaces, including seats and handrails, should be cleaned as per normal. The bus should be <a href="#">cleaned at least once per day</a>.</li> <li>When transporting student with special needs, reserving specific seats for these individuals should be considered. These seats would not be used for other students during the day, and special precautions for disinfecting would be applied.</li> </ul>

Adapted from: Louisiana Department of Education. *Ready to Achieve! 2021-22 School Operational Guidelines*. Updated 2 August 2021.



# TECHNOLOGY

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## Emergency Planning Team

### *Mobile Devices for Students*

St. Mary Parish public schools are currently operating with a 1:1 student to device ratio at each school in grades kindergarten through twelfth grade. Devices are housed at each school.

### *Funding, procurement, and sustainability policies*

Mobile devices for the district have been purchased using ESSER and district funds. When purchasing devices, we received quotes from different vendors and made our selection based on the best price and best supplier. The district is committed to sustaining our 1:1 device initiative by providing stakeholders with rules, policies, and expectations for the implementation of devices in all schools.

### *Inventory control, issuance, and replacement of policies*

Upon arrival at the Central Office Distribution Warehouse, devices are barcoded and scanned into the district's inventory program, Destiny. After imaging each device, laptops are delivered to each school.

Each school has a designated technology teacher, usually the school's librarian, that scans the barcode and digitally assigns each laptop to a specific student. This is very similar to checking books in and out of the library – it utilizes the same program, Destiny.

## Agreement for Student Use of Mobile Devices

Students and parents receive the following information during the first days of school. The document is signed and kept on file at the school site. [A Guide for SMP Schools / Technology and Computers \(stmaryk12.net\)](https://stmaryk12.net)

1. **Term of Use of the Mobile Device.** The student shall be granted use of the mobile device while enrolled in St. Mary Parish Schools, but no later than the end of current school year. SMPS reserves the right to terminate the Agreement at any time and for any reason. The use of the laptop shall be governed by the School Board Policy – Computer and Internet Use for Employees. The mobile device is being issued to the student solely for educational use and any use that is deemed inconsistent with this purpose as determined by school administrators or by SMPS personnel, or that is in violation of School Board policies, State or Federal law will be considered a material breach of this Agreement, requiring that the mobile device be returned immediately to SMPS.
2. **Return of Mobile Device to SMPS.** Student's right to use the mobile device will terminate and Student and Parent must return the mobile device to SMPS upon the occurrence of any of the following events:
  - ☐ Student's use of the mobile device expires at the end of the current school year.
  - ☐ Student ceases to be enrolled in Mary Parish Schools.
  - ☐ SMPS provides Student with notice that the mobile device must be returned.
  - ☐ Student is found to have violated School Board policies, State or Federal law as provided in Section 1 above; or
  - ☐ Student fails to perform any of his/her obligations under this Agreement.

If mobile device is not returned, Student and Parent shall be liable to SMPS immediately upon demand for the payment of the full replacement value of the mobile device.

3. **Loss or Misuse of Data/Information on Devices.** Protection and backup of data on the mobile device is the Parent and Student's sole responsibility. SMPS shall not be liable for loss of data. If a device must be restored due to a malfunction or repair, data stored on the device could be lost. At any time during the term of this Agreement and upon return of the mobile device.
4. **Alterations and Attachments.** Student and Parent may not make any alterations in or add attachments, hardware, or software to the mobile device computer absent express permission from SMPS, which permission is at the sole option of SMPS.
5. **Notification of Loss, Damage, or Malfunctioning.** Student and Parent agree to immediately notify the designate school site personnel upon the occurrence of any loss to, damage to, or malfunctioning of any part of the mobile device for any reason. If device is stolen outside of school premises/grounds parent shall contact the police department and shall file a police report and provide a copy of the police report to designated school site personnel.
6. **Damage or Loss of Mobile Device.** Student and Parent shall be responsible for any loss or damage to the mobile device, from the time the delivery of the mobile device is accepted and until the mobile device is returned SMPS. If the mobile device computer is lost, stolen, destroyed, or damaged where the repair costs exceed the value of mobile device, then the Student and Parent shall be liable to SMPS immediately upon demand for the payment of the full replacement value of the mobile device at the time of loss. If part of the mobile device is damaged but repairable the Student and Parent shall be liable for the expense of repairing that item(s), if not covered by the manufacturer's warranty.
7. **Technology Recovery Fee.** Student and Parent understand and agree that they are bound by and agree to the Technology Recovery Fee schedule detailing repair costs for the different mobile devices and peripherals.
8. **Ownership and Privacy.** The mobile device computer is and shall remain SMPS property. Therefore, Student and Parent shall permit persons designated by SMPS to examine the mobile device computer and its content at any time for any reason, including but not limited to inspection, maintenance, repair, upgrading, and/or software installation. Neither the Student nor the Parent have any right to privacy of any data saved on the mobile device or in any SMPS network. SMPS may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student devices at any time for any reason.
9. **Annual Technology Fee.** To receive a mobile device, Students are required to pay a technology fee. The technology fee covers repair of device malfunction; it does NOT cover repair from neglect or abuse, loss, or damage of the peripherals (i.e., charger, case, keyboard, etc.), or replacement of the device.

### *Technology roles and responsibilities for staff, students, and families*

Each school has a designated technology teacher, usually the librarian, that will assist with minor troubleshooting (i.e., checking chargers, updating software, etc.). All district schools also have access to a team of 7 technology technicians which assist with more intricate technology repairs. Devices in need of maintenance are reported by the school-building technology teacher utilizing a Helpdesk ticketing system.

Students are expected to care for their devices in a way that limits damage. If damage occurs the student may be held financially responsible and may also receive school discipline consequences.

#### *Minor Violation (Class I)*

Technology and computer-related offenses include, but are not limited to:

1. Accessing or facilitating the access of a computer, electronic device, or networked resource without authorization.
2. Computer use inconsistent with educational usage or goals, or any use that violates applicable copyright laws.
3. Modifying and/or distributing student data and/or records (including grades) or Personally Identifiable Information (PII) without authorization.
4. The introduction of viruses, malware, or other illegal/inappropriate software, including unauthorized network monitoring or hacking tools.
5. The act of engaging in surveillance of an individual, including the use of a computer's camera or microphone or unauthorized remote desktop or keystroke logging software.
6. Utilizing a computer, electronic device, or network resource to send threats or engage in illegal activities.
7. These are only a few examples of violations committed through electronic means. School administration will evaluate and determine the appropriate level infraction to the Student Code of Conduct.

#### *Intermediate Violations (Class II)*

Technology and computer-related offenses include, but are not limited to:

1. Using a computer, electronic device, or networked resource to create access, transmit, or distribute material containing profanity, lewd, pornographic, or inappropriate content and involving a minor.
2. The destruction or damage, either virtual or physical, of a computer, electronic device, or networked resource, including any stored data. Examples: Writing on the device, placing stickers on the device, removing keys from the keyboard, cracking device screen, throwing the device or purposely dropping the device
3. The destruction, damage, or interruption, either virtual or physical, of any district information system.
4. These are only a few examples of violations committed through electronic means. School administration will evaluate and determine the appropriate level infraction to the Student Code of Conduct.

For intentional damage or destruction to a device, the student will be responsible for the cost of repair or replacement and be assigned a discipline consequence.

### *Securing Internet Access*

During times when this Instructional Continuity Plan must be implemented, the need for high-speed internet access that allows students to utilize digital content will become an important and immediate concern.

While families are encouraged to contract internet access individually from local internet service providers for use by students in their homes, it is understood that the purchase of these services may be economically unfeasible for some of our families.

The St. Mary Parish School Board will continue to implement strategies that support district students without internet access at home. Below are the district's current options to ensure students have access to online content that will allow them to continue their studies without interruption.

### *Hotspots*

- ❑ In addition to 720 existing internet access points (hotspots) currently located inside district schools and buildings, the district may deploy approximately 70 additional external hotspots that will broadcast from buildings to site parking lots.
- ❑ The district will work with community civic centers and other public buildings near residential areas to enhance free internet access at those locations.
- ❑ In extremely isolated residential areas, it may be necessary to supply mobile (cellular) hot spots that provide limited internet access.

### *Partnerships*

- ❑ The district encourages local service providers to open their networks and provide free or low-cost internet access during emergency situations.



## Distribution of Mobile Devices

### Family Notification

#### *Inform families regarding plans for technology availability*

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- Parents/legal guardians of district students may receive a letter outlining district guidelines for student use of computing devices at home.
- Letter will reference the district's "Agreement for Student Use of Mobile Devices" that outlines protocols and guidelines for accepting a district-issued device. Student and parent/legal guardian signature is required on the agreement.
- Schools may issue mobile devices for student use in the classroom and at home to those students who return the signed agreement.
- Students and parents/legal guardians who receive a mobile device during the school closure are bound by the terms outlined in the "Agreement for Student Use of Mobile Device."

### Distribution of Devices

#### *Redistribute devices to schools as needed*

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- Schools may issue their current inventory of mobile devices (including those in carts) to students who return signed paperwork.
- Schools will maintain an inventory list of device IDs issued to students.
- Students may be issued protective cases that should be used when devices are transported.
- Devices purchased with special funds will be allotted to follow the protocols of those funds.
- The Technology Department may reallocate devices as needed for each school.

### Additional Concerns

#### *Ensure that mobile device use is supported and maintained*

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- Teachers who need a mobile device to work from home should check one out from the school.
- Student devices used at home will be subjected to the same content filtering that is implemented when devices are used at school.
- The Technology Department may enact a hotline through which students and faculty members can request assistance with devices when working from home.
- Protocols for devices needing repairs will be established and posted to district and school websites.



# TRAINING



The district currently has 3 technology facilitators, who provide professional development opportunities throughout the year. Technology trainings are conducted in 3 formats: online via Microsoft Teams, face-to-face at the school site, and face-to-face at the district's Central Office Complex. Each school site also utilizes school-level Technology Lead Teachers to assist reporting technology concerns. All school faculty members, teachers, paraprofessionals, administrators, office staff, etc., are encouraged to attend technology trainings.

Content specific technology trainings are also hosted by the district's content-specific program managers (ELA, science, math, social studies, PE, foreign languages, etc.).

Grades PreK-5 Digital Resources for Core Subject Areas

		Core Materials																									
		Class Notebooks (Teams) (Grades 1-2)	Active Classroom (Clever) (Gr. 4-5)	Zearn (Clever)	IRLA (FSTK)	Eureka Math	CKLA Hub and Packets	Amplify Science	Unique Learning (SWSD only)	LDOE Practice Tests	Kahn Academy	Common Lit (Clever)	ReadWorks	LDOE Knowledge Packets (if available)	Edulastic (Clever)	National Geographic Kids	Math Games	Mystery Science	PBS Kids	Decodable Books Online	K-5 Learning	Starfall	PBS Learning Media	ABCya	Scholastic	World Book Kids /Enciclopedia Estudiantil	Teach Your Monster to Read
PreK-2	Language Arts/Reading	◆			◆		◆												◆	◆	◆	◆	◆	◆	◆	◆	
	Mathematics	◆		◆		◆											◆					◆				◆	
	Science							◆								◆		◆	◆							◆	
	Social Sciences															◆			◆							◆	
	Special Education*								◆																		◆
3-5	Language Arts/Reading <sup>2</sup>				◆		◆			◆		◆	◆	◆	◆											◆	
	Mathematics	◆		◆		◆				◆	◆			◆												◆	
	Science	◆						◆		◆	◆			◆								◆				◆	
	Social Sciences	◆	◆							◆		◆		◆												◆	
	Special Education*							◆																		◆	

\*Special Education utilizes all CORE/Supplemental materials for Resource. Unique Learning utilized for Students w/ Significant Disabilities (SWSD)

Grades 6-12 Digital Resources for Core Subject Areas

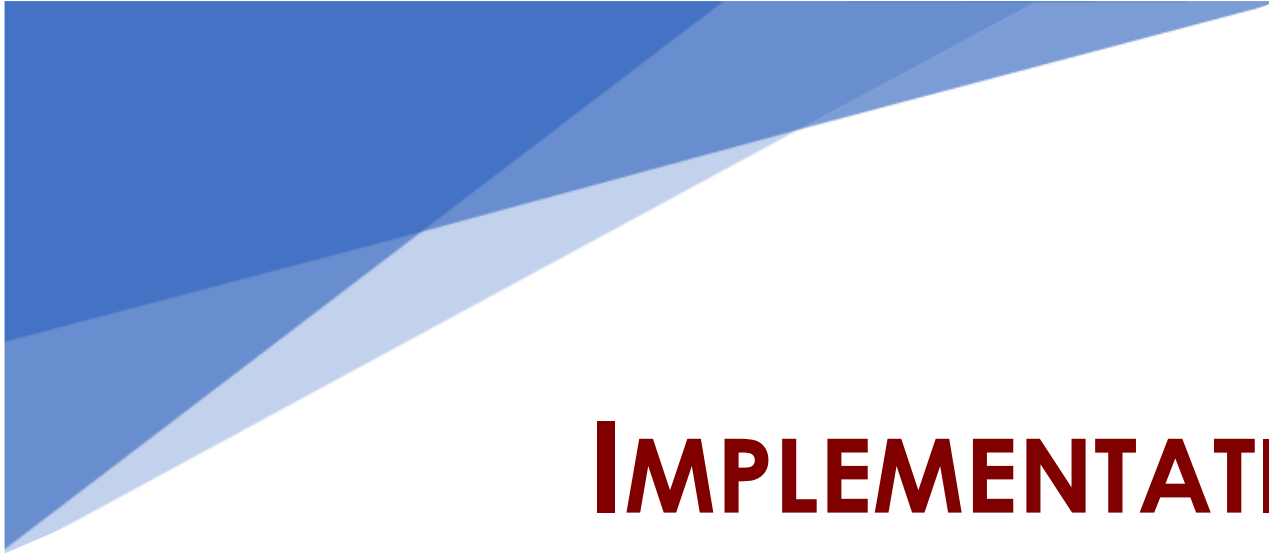
		Core Materials										Supplemental Materials										
		Class Notebooks (Teams)	Active Classroom (Clever) (Gr. 6,7,9-12)	Amplify Science (Gr. 6-8)	IRLA (FSTK)	Inquiry Hub (IHub) (Biology)	Eureka Math (Gr. 6)	Illustrative Math (Gr. 7-10)	MyMathLab (Gr. 11-12)	IQWST Science (Gr. 7-8)	Unique Learning (SWSD only)	LDOE Practice Tests (Gr. 6-8, US History, Biology)	Edgenuity (VLP Students)	Kahn Academy	Common Lit (Clever)	ReadWorks	iCivics (Gr. 7, Civics)	LDOE Knowledge Packets (Gr. 6-10)	iReady (Gr. 9)	PBS Learning Media	Edulastic (Clever) (Gr. 6-10)	World Book Student, Advanced, Timelines
6-8	Language Arts/Reading <sup>2</sup>				◆							◆	◆		◆	◆		◆			◆	◆
	Mathematics	◆					◆	◆				◆	◆	◆							◆	◆
	Science	◆		◆					◆			◆	◆	◆						◆	◆	◆
	Social Sciences	◆	◆									◆	◆	◆	◆	◆	◆				◆	◆
	Special Education*										◆											
9-12	Language Arts/Reading <sup>2</sup>											◆	◆		◆	◆		◆				◆
	Mathematics	◆						◆				◆	◆	◆					◆		◆	◆
	Science	◆				◆						◆	◆	◆						◆	◆	◆
	Social Sciences	◆	◆									◆	◆	◆	◆	◆	◆					◆
	Special Education*										◆											

\*Note: Special Education utilizes all CORE/Supplemental materials for Resource. Unique Learning utilized for Students w/Significant Disabilities (SWSD)



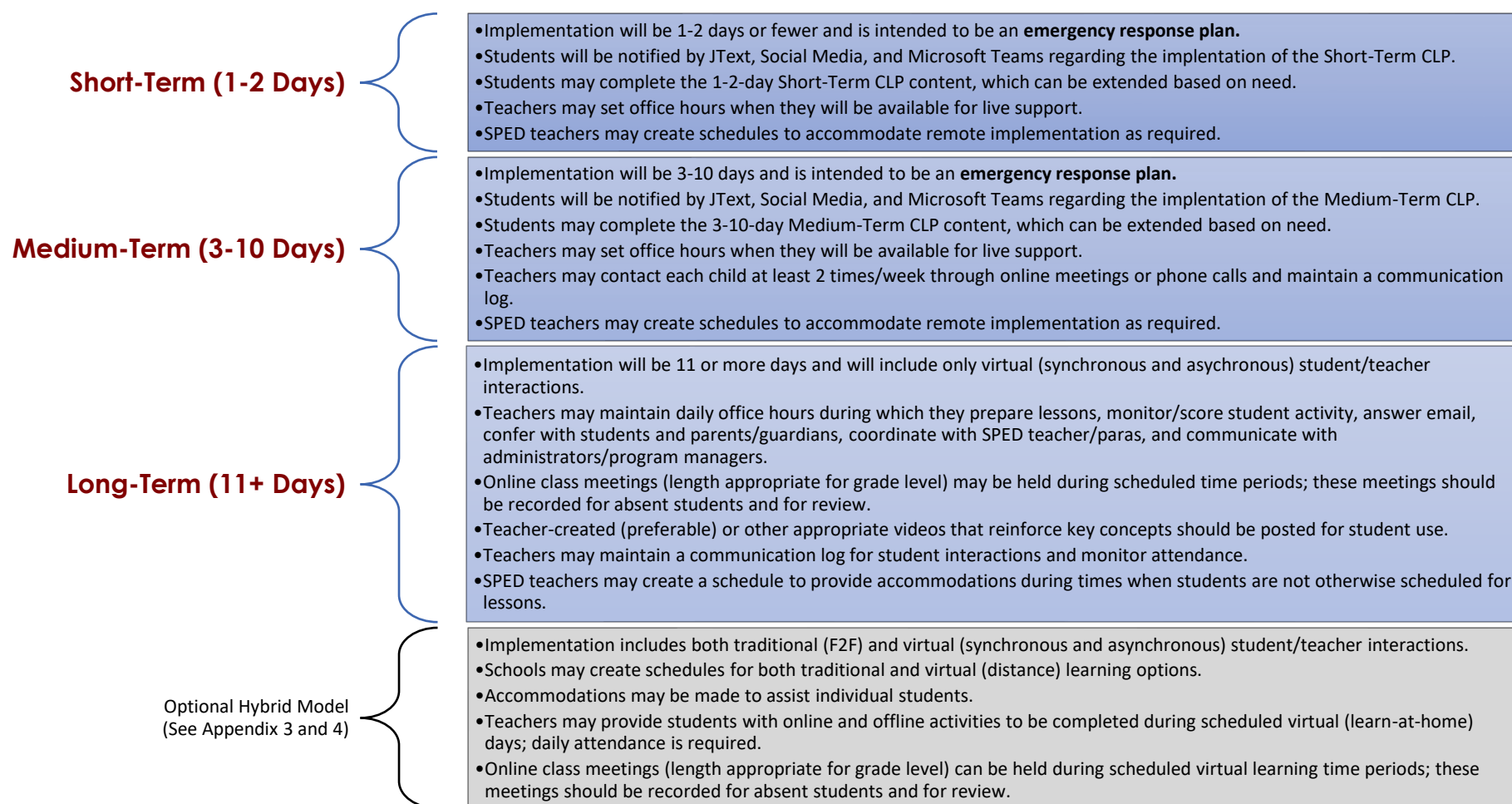
Digital Resources for Electives and Other Programs

		Edgenuity	Middlebury Languages (Blackboard)	District-Created Courses (Blackboard)	District-Created Courses (Teams)	Waterford (Clever)	Rosetta Stone	Typing Club	OPEN (Online Physical Education Network)	District 7 Regional Music Website	The Learning Station (PreK-2)
PreK-5	Art and Music				◆						◆
	Physical Education								◆		
	Social Emotional Learning (SEL)								◆		
	Career and Technical Education							◆			
	Gifted and Talented			◆	◆						
	English Learners					◆					
6-8	Art	◆									
	CTE	◆		◆							
	Music		◆	◆	◆					◆	
	Physical Education	◆							◆		
	Social Emotional Learning (SEL)	◆									
	Career and Technical Education							◆			
	Gifted and Talented			◆	◆						
	English Learners						◆				
9-12	Art										
	Career and Technical Education	◆		◆							
	Music									◆	
	Physical Education	◆							◆		
	Social Emotional Learning (SEL)	◆									
	World Languages	◆	◆								
	Gifted and Talented			◆	◆						
	English Learners						◆				



# **IMPLEMENTATION**

## Overview: Short-Term, Medium-Term, and Long-Term Implementation



## Sample Continuous Learning Plan

GRADE LEVEL	ACTIVITIES AND IMPLEMENTATION
PreK	<ul style="list-style-type: none"> <li><input type="checkbox"/> PreK students may immediately begin working on PBS Kids, Starfall, and ABCya. Links can be found on the district's <a href="#">Learn at Home / Grade PreK (stmaryk12.net)</a>. (Parents/Students   Learn at Home   Resources for Students   Grade PreK)</li> <li><input type="checkbox"/> Students and parents will reference Microsoft Teams for communications with classroom teachers.</li> </ul>
K - 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will immediately begin working in Amplify Reading, ARC Bookshelf, and Zearn (accessed through Clever).</li> <li><input type="checkbox"/> Students will reference Microsoft Teams accounts in all content areas to access additional assigned coursework.</li> </ul>
6-8	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will immediately begin working in ARC Bookshelf and iReady Math lessons (accessed through Clever).</li> <li><input type="checkbox"/> Students will reference Microsoft Teams accounts in all content areas to access assigned coursework.</li> </ul>
9-10	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will work in their MyPath (Edgenuity) assigned coursework.</li> <li><input type="checkbox"/> Students will be assigned to grade-level work groups with designated teacher reviewers.</li> </ul> <p><b>Note:</b> Students in Grades 9 and 10 must complete MyPath diagnostic at the beginning of the school term and be assigned appropriate course work that will be available throughout the year.</p>
11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will work in the assigned ACT Prep or WorkKeys curriculum.</li> <li><input type="checkbox"/> Students will be assigned to grade-level work groups with designated teacher reviewers.</li> </ul> <p><b>Note:</b> Students in Grade 11 should be assigned to ACT Prep (Core 4) or WorkKeys (JS 2.0) modules at the beginning of the year.</p>
12	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students enrolled in online Dual Enrollment (DE) courses will continue the assigned coursework.</li> <li><input type="checkbox"/> Students enrolled in online coursework through the Virtual Learning Program will continue assigned coursework.</li> <li><input type="checkbox"/> Other students will be assigned to an industry-based certification course that will be monitored by designated teachers.</li> </ul>



*Sample Long-Term Schedule: Grade PreK*

<b>Time</b>	<b>Activity</b>
<b>7:50-8:00 AM</b>	Handwashing Time
<b>8:00-8:20 AM</b>	Breakfast Time
<b>8:20- 8:50 AM</b>	Literacy Lesson
<b>8:50-9:20 AM</b>	Outdoor Play/Moving and Learning
<b>9:20-9:30 AM</b>	Bathroom/Handwashing
<b>9:30-10:00 AM</b>	Read Aloud Time with Teacher or Librarian
<b>10:00-10:30 AM</b>	Music and Movement
<b>10:30-11:00 AM</b>	Math Lesson
<b>11:00-11:10 AM</b>	Handwashing Time
<b>11:10 AM-12:00 PM</b>	Lunch time
<b>12:00-12:30 PM</b>	Read Aloud Time with Teacher or Librarian
<b>12:30- 2:00 PM</b>	<ul style="list-style-type: none"> <li>• Small Group Sessions (15 minutes each) for Literacy and/or Math</li> <li>• Indoor center time for others (blocks, art, etc.)</li> </ul>
<b>2:00-3:00 PM</b>	Nap Time

*Sample Long-Term Schedule: Grades K-5 (2-Person Split)*

Times/Days	Monday		Tuesday		Wednesday	Thursday		Friday	
8:00-8:45 AM	ELA A (CKLA)		Math A		Student work time	ELA A (CKLA)		Math A	
9:00-9:45 AM	ELA B (CKLA)		Math B		8-11 AM Committee/ Department Meeting	ELA B (CKLA)		Math B	
10:00-10:45 AM	Science A		Social Studies A			Science A		Social Studies A	
11:00 AM-12:30 PM	Lunch								
12:30-1:15 PM	Science B		Social Studies B		Student work time.	Science B		Social Studies B	
1:30-2:00 PM	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE	12:30-3:00 PM Office Hours: Teachers available to conference with students.	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
2:15-2:45 PM	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE		ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE
2:45-3:00 PM	Office Hours								
Evening Office Hour (Suggested: 6-7 PM)	ELA		Math		Social Studies	Science/Special			

*Sample Long-Term Schedule: Grades K-5 (3-Person Split)*

Times/Days	Monday		Tuesday		Wednesday	Thursday		Friday	
8:00-8:45 AM	ELA A (CKLA)	Science B	Math A	Social Studies B	Student work time	ELA A (CKLA)	Science B	Math A	Social Studies B
9:00-9:45 AM	ELA B (CKLA)	Science C	Math B	Social Studies C	8-11 AM Committee/ Department Meeting	ELA B (CKLA)	Science C	Math B	Social Studies C
10:00-10:45 AM	ELA C (CKLA)	Science A	Math C	Social Studies A		ELA C (CKLA)	Science A	Math C	Social Studies A
11:00 AM-12:30 PM	Lunch								
12:30-1:00 PM	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE	Student work time	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
1:15-1:45 PM	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE	12:30-3:00 PM Office Hours: Teachers available to conference with students.	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE
2:00-2:30PM	ELA IRLA C Intervention	SEL Library PE	Math C Intervention	SEL Library PE		ELA IRLA C Intervention	SEL Library PE	Math C Intervention	SEL Library PE
2:30-3:00 PM	Office Hours								
Evening Office Hour (Suggested: 6-7 PM)	ELA		Math		Social Studies	Science/Special			

*Sample Long-Term Schedule: Grades 6-8*

Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
8:00--9:00 AM	Period 1	Period 5	Student work time  8-11:30 Committee/ Department Meeting	Period 1	Period 5
9:15--10:15 AM	Period 2	Period 6		Period 2	Period 6
10:30-11:30 AM	Period 3	Period 7		Period 3	Period 7
11:30 AM—12:15 PM	Lunch				
12:30—1:30 PM	Period 4	Period 8	Student work time  Office Hours: Teachers available to conference with individual students.	Period 4	Period 8
1:45—3:00 PM	Intervention groups (ELA)	Intervention groups (Math)		Intervention groups (ELA)	Intervention groups (Math)
Evening Office Hour (Suggested: 6-7 PM)	ELA	Math	Social Studies	Science/ Specials	

*Sample Long-Term Schedule: Grades 9-12*

	All Students	All Students	FLEX DAY	All Students	All Students
Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:30	Teacher Prep	Teacher Prep		Teacher Prep	Teacher Prep
8:30 – 9:30 (60 minutes)	Period 1	Period 4	<ul style="list-style-type: none"><li>Students continue working on online assignments in their scheduled courses.</li><li>Job-embedded PD</li><li>Planning and Video Creation</li><li>Team and Department Meetings</li><li>Office Hours for Students</li><li>Absentee and Course Status Reviews with contact</li><li>Home Communication</li><li>Interventions</li><li>Special assistance sessions could occur as needed</li></ul>	Period 1	Period 4
9:40 – 10:40 (60 minutes)	Period 2	Period 5		Period 2	Period 5
10: 50 – 11:50 (60 minutes)	Period 3	Period 6		Period 3	Period 6
11:50 – 12:50	Lunch Break for Students and Faculty/Staff				
12:50 – 1:50 (60 minutes)	Period 7	Review	Office Hours	Period 7	Review
2:00-2:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

# INSTRUCTIONAL QUALITY

## Long-Term Sample Standard Curriculum

### Core Content: Student/Teacher Tasks and Responsibilities

ELEMENTARY (K-2)	
STUDENT	
<b>ELA/Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning.</li> <li><input type="checkbox"/> Attend scheduled small group and read-aloud online sessions.</li> <li><input type="checkbox"/> View CKLA videos and complete practice activities outlined on Weekly Schedule.</li> <li><input type="checkbox"/> Complete all activities listed on Weekly Schedule before the following Monday.</li> </ul> <b>Social Studies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visit National Geographic for Kids website.</li> <li><input type="checkbox"/> Play videos, games, or explore U. S. States as outlined on Weekly Schedule.</li> </ul> <p>* Students may be assigned other assignments by teacher.</p>	
TEACHER	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments.</li> <li><input type="checkbox"/> Conduct whole group Teams Meetings as scheduled based on daily CKLA lesson. Record meeting and post to channel for students not in attendance.</li> <li><input type="checkbox"/> (Grades 1-2 only) Assign CKLA lessons/activities using Class Notebook.</li> <li><input type="checkbox"/> (ELA/Reading only) Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible.</li> <li><input type="checkbox"/> Monitor daily student activity and provide written or oral feedback.</li> <li><input type="checkbox"/> Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support.</li> </ul> <p>* Teachers may choose to direct their students to complete other course</p>	

ELEMENTARY (3-5)	
STUDENT	
<b>ELA, Math, Social Studies, and Science</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning.</li> <li><input type="checkbox"/> Complete ELA, Math, Social Studies, and Science daily activities as outlined on Weekly Schedule.</li> <li><input type="checkbox"/> Complete all activities listed on Weekly Schedule before the following Monday.</li> </ul> <p>* Students may be assigned other assignments by teacher.</p>	
TEACHER	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments.</li> <li><input type="checkbox"/> Prepare/release instructional content and assessments in Class Notebooks, Active Classroom (Social Studies, Gr. 4-5), Amplify Science, or other application as appropriate.</li> <li><input type="checkbox"/> Conduct whole group Teams Meetings as scheduled based on Guidebook lessons. Record meeting and post to channel for students not in attendance.</li> <li><input type="checkbox"/> Conduct small group Teams Meetings as needed to support student learning.</li> <li><input type="checkbox"/> (ELA only) Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible.</li> <li><input type="checkbox"/> Monitor daily student activity, score student work, and record grades.</li> <li><input type="checkbox"/> Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support.</li> </ul>	



specific assignments.

## MIDDLE SCHOOL (6-8)

### STUDENT

#### ELA, Math, Social Studies, and Science

- ☐ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning.
- ☐ Complete ELA, Math, and Social Studies daily activities.
- ☐ Complete all activities listed on Weekly Schedule before the following Monday.

\* Students may be assigned other assignments by teacher.

### TEACHER

- ☐ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments.
- ☐ Prepare/release instructional content and assessments in Class Notebooks, Active Classroom (Social Studies, Gr. 6-7), Edgenuity, or other application as appropriate.
- ☐ Conduct whole group Team Meetings as scheduled based on Guidebook lessons. Record meeting and post to channel for students not in attendance.
- ☐ Monitor daily student activity, score student work, and record grades.
- ☐ Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible.
- ☐ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support.

\* Teachers may elect to direct their students to complete other course specific assignments.

\* Teachers may choose to direct their students to complete other course specific assignments.

## HIGH SCHOOL (9-12)

### STUDENT

#### ELA, Math, Social Studies, and Science

- ☐ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning.
- ☐ Complete ELA daily activities.
- ☐ Complete all activities listed on Weekly Schedule before the following Monday.

\* Students may be assigned other assignments by teacher.

### TEACHER

- ☐ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments.
- ☐ Prepare/release instructional content and assessments in Class Notebooks (U.S. History), Active Classroom, Edgenuity, iHub (Biology), or other application as appropriate.
- ☐ Conduct whole group Team Meetings as scheduled based on Guidebook lessons or instructional content. Record meeting and post to channel for students not in attendance.
- ☐ Monitor daily student activity, score student work, and record grades.
- ☐ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support.

\* Teachers may elect to direct their students to complete other course specific assignments.

English Learners (EL) Supplemental Curriculum for Language: Student/Teacher Tasks and Responsibilities (Samples)

ELEMENTARY (K-5)	
STUDENT	
<b>Reading, Mathematics, and Science</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Clever and select <i>Waterford</i>.</li> <li><input type="checkbox"/> Complete 20 minutes of instruction in reading and mathematics per school day (80 minutes = weekly total)</li> </ul>	
<p>* Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.</p>	
TEACHER	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Clever and select <i>Waterford</i>.</li> <li><input type="checkbox"/> Review data dashboard to monitor daily student usage and check for required scores (Daily Review Report).</li> <li><input type="checkbox"/> Work with students/student groups through Teams (preferred) as needed after data analysis.</li> <li><input type="checkbox"/> Meet online or through phone calls with every student at least once a week.</li> </ul>	
<p>* Teachers may elect to direct their students to complete other course specific assignments.</p>	

SECONDARY (6-12)	
STUDENT	
<b>Reading and ELA</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Rosetta Stone website.</li> <li><input type="checkbox"/> Complete 20 minutes of lessons per school day (60 minutes = weekly total)</li> </ul>	
<p>* Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.</p>	
TEACHER	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Rosetta Stone website.</li> <li><input type="checkbox"/> Monitor usage time and lessons mastered.</li> <li><input type="checkbox"/> Work with individual students through Teams Meetings (preferred). Document date, time, and discussion/lesson.</li> <li><input type="checkbox"/> Meet online or through phone calls with every student at least once a week.</li> </ul>	
<p>* Teachers may elect to direct their students to complete other course specific assignments.</p>	

Special Education Supplemental Curriculum for Content Areas: Student/Teacher Tasks and Responsibilities (Samples)

Early Childhood/ELEMENTARY (Prek-5)
STUDENT
<p><b>Small Group/Individualized Instruction:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning.</li> <li><input type="checkbox"/> Complete tasks/activities assigned by special education teacher.</li> </ul> <p>* Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.</p>
TEACHER
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that all students have an individualized contingency plan on file. Review plan and update as needed to meet individual student needs during extended school closure. <i>(See Appendix 6.)</i></li> <li><input type="checkbox"/> Login to Teams to post Weekly Small Group/Individualized TEAM meetings/sessions. Post schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities.</li> <li><input type="checkbox"/> Conduct small group/individualized Teams Meetings utilizing materials from IRLA, Unique Learning, Zearn, Read Works, Frog Street, etc. to fit the needs of the student(s). Record meetings and post to channel for students not in attendance and as a future reference for students as needed.</li> <li><input type="checkbox"/> Document student attendance on Attendance Form provided by OSE.</li> <li><input type="checkbox"/> Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log.</li> <li><input type="checkbox"/> Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc.</li> </ul> <p>Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings and/or who need additional support.</p> <p>* Teachers may elect to direct their students to complete other course specific assignments.</p>

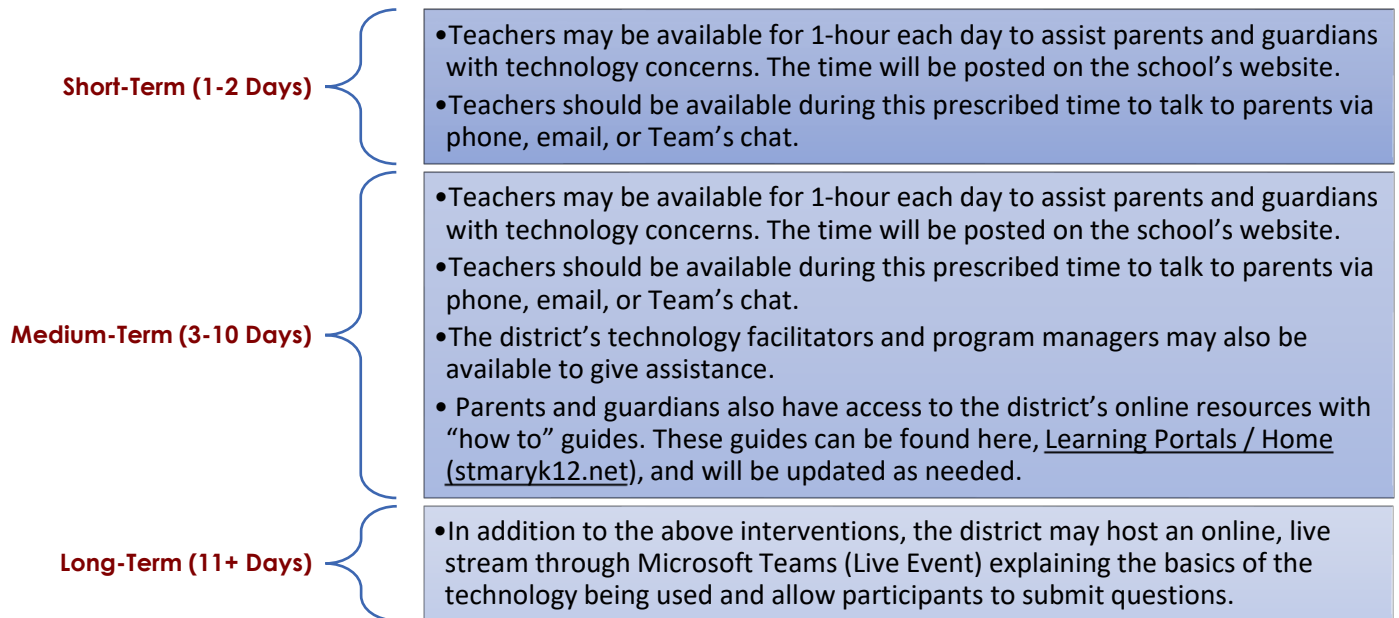
SECONDARY (6-12)
STUDENT
<p><b>Small Group/Individualized Instruction:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning.</li> <li><input type="checkbox"/> Complete tasks/activities assigned by special education teacher.</li> </ul> <p>* Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.</p>
TEACHER
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that all students have an individualized contingency plan on file. Review plan and update as needed to meet individual student needs during extended school closure. <i>(See Appendix 6.)</i></li> <li><input type="checkbox"/> Login to Teams to post Weekly Small Group/Individualized TEAM meetings/sessions. Post schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities.</li> <li><input type="checkbox"/> Conduct small group/individualized Teams Meetings utilizing materials from IRLA, Unique Learning, Edgenuity, Common Lit, etc. to fit the needs of the student(s). Record meetings and post to channel for students not in attendance and as a future reference for students as needed.</li> <li><input type="checkbox"/> Document student attendance on Attendance Form provided by OSE.</li> <li><input type="checkbox"/> Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log.</li> <li><input type="checkbox"/> Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc.</li> <li><input type="checkbox"/> Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings and/or who need added support.</li> </ul> <p>* Teachers may elect to direct their students to complete other course specific assignments.</p>

# FAMILY ENGAGEMENT AND SUPPORT

## Partnership Development

The following supports may be put in place during school closures.

### Technology Training for Families



### Mentorships

Mentorship programs may only be initiated after 11 or more days of school closure.

- **Long Term (11+ days):** Each school will identify an on-campus staff member or members to act as a technology mentor for students. *Schools can utilize their technology lead teacher, librarian, curriculum facilitator, assistant principal, etc.* These mentors will provide support to students through biweekly check-ins. See [appendix 7](#) for additional information on mentorships.

### Communication Strategy

Schools will continue to use their current school-to-home communication tools. Some examples of tools currently used: Microsoft Teams, school websites, JCampus/JText/JCall, Class Dojo, social media posts, etc. More traditional forms of communication (i.e., calls home, post cards, emails, etc.) will also be encouraged.

Resources

Family-Student Compacts

School compacts are created each year and required for all Title I schools. See appendix 8 for an example of the tri-fold brochure.

In addition, each school's student handbook addresses the possibility of virtual instruction and lists expectations for students (see example below). Digital versions of the handbook are available on each school website and contain clauses in case schools return to virtual instruction.

Example

- The School Board may find it necessary to employ virtual instruction when a school is closed due to inclement weather, disasters, pandemics, and other emergencies. If virtual instruction is implemented, the same codes of student conduct and attendance would apply. Regular attendance would be required. Conduct that is unacceptable and which would lead to disciplinary actions in the regular classroom would be unacceptable in the virtual classroom as well. Students engaging in virtual instruction from a home or remote location should ensure that the views from their cameras are free of objects, writing, pictures, or other displays which, if possessed on school buses, in the classroom, or on school property, would subject the student to disciplinary action.

Parent Portal

All stakeholders will continue to utilize the Student Progress Center (JCampus) as the primary parent portal.



# APPENDICES



## Appendix 1: Archived Sample Virtual Learning Options

### *St. Mary Parish Virtual Learning Program*

As St. Mary Parish prepares to reopen schools, families may be offered a choice between onsite learning and virtual (distance) learning for their children. The district's Virtual Learning Program has provided distance learning for full-time and part-time students in grades 6-12 since 2012.

The goal of the district's Virtual Learning Program is to provide suitable online instruction to students in grades 6-12 whose families request it. In a virtual learning environment, students do not attend classes on the school site. Teaching, activities, and assessments are completed online using a variety of digital resources. Instructional methods are largely asynchronous and delivered through pre-recorded video lessons, extensive reading, and assignments submitted for instructor feedback.

The following expectations have been established for families electing to enroll students in the Virtual Learning Program due to COVID-19 concerns:

- Students are expected to engage with instructors or complete assignments during regular school hours on each school day.
- Daily attendance will be recorded, and students will be graded in the same way as students attending face-to-face classes.
- A computer device (preferably Windows 10) with a webcam is necessary for virtual learning. Families must arrange for daily internet access during school hours. A headset with microphone is highly recommended.
- Daily assistance and monitoring from a parent or adult guardian (the *home facilitator*) will be required. The degree of assistance and monitoring needed will be dependent upon the grade level and maturity of the child, with younger children requiring more intensive assistance.
- Students will be required to attend school for mandated state testing and must wear a school uniform.
- Students in grades 6-12 may elect to return to onsite learning at the end of a 9-weeks (report card) period.

Students enrolled in the Virtual Learning Program are still members of their assigned schools and may participate in activities that are offered by the school.

### *Student Programming Determinations*

As outlined in Bulletin 741, Chapter 4, student placement determinations in a distance or in-person education program should be made in consultation with the parent or custodian. Student placement determinations should take into consideration a student's unique academic, social, emotional, familial, and medical needs of a student, as identified by the student's parent or custodian.

Updated 07/2021 - Archived

## Appendix 2: Archived Sample Individualized Contingency Plan (Special Education)

SCHOOL SYSTEM	St. Mary Parish
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In this section, add considerations that are specific to the student's needs and context during the extended school closure period. This should be **new or additional information**, not a repetition of the student's IEP.

IEP CONSIDERATIONS DURING CONTINUOUS LEARNING	
PRESENT LEVELS OF PERFORMANCE	<input type="checkbox"/> Same as current IEP (no description below) <input type="checkbox"/> Additional information (add description below)
<i>[Enter any additional considerations specific to how the student's disability impacts his/her participation in continuous learning, if applicable.]</i>	
ACCESSIBILITY + ACCOMMODATIONS	<input type="checkbox"/> Same as current IEP (no description below) <input type="checkbox"/> Additional information (add description below)
<i>[Enter any additional accessibility or accommodations considerations specific to continuous learning. These should be based on the student's Present Level of Performance and should assist the student in successfully accessing and participating in continuous learning.]</i>	
OTHER CONSIDERATIONS	<input type="checkbox"/> N/A (no description below) <input type="checkbox"/> Additional information (add description below)
<i>[Enter any other considerations specific to how the IEP will be implemented in continuous learning, if applicable.]</i>	

This Special Education Emergency Contingency Plan will be to document the temporary special education services that are feasible and safe to provide to an individual student while the local education agency (LEA) is closed but continuing to provide instruction. Information recorded in this document may come from the student's individualized education program (IEP), this form is **not intended to serve as, or to replace, the most recent IEP**.

☐ Before completing the Contingency Plan, I reviewed the student's IEP, consulted with parents, and additional IEP team members.

STUDENT INFORMATION													
STUDENT NAME / UNIQUE ID													
Date of IEP													
Grade													
PARENT/GUARDIAN NAME													
PARENT PREFERRED CONTACT INFORMATION (Phone number / email address)													
TECHNOLOGY ACCESS AT HOME (Check all that apply)	<input type="checkbox"/> Device Access (computer, tablet) <input type="checkbox"/> Internet Access <input type="checkbox"/> Internet hotspot / mobile device available <input type="checkbox"/> Phone Access <input type="checkbox"/> No Technology Access <input type="checkbox"/> Other _____												
STUDENT'S CONTINUOUS LEARNING PLATFORM (May check more than one. Some students may have different platforms based on the service.)	<input type="checkbox"/> Virtual Platform (e.g. TEAMS Meeting, Blackboard, etc.) <input type="checkbox"/> Telephone Support <input type="checkbox"/> Curriculum-based paper resources/packets <input type="checkbox"/> Video/audio recordings or other digital formats for learning activities, instruction, or therapies <input type="checkbox"/> Web-based curriculum or learning activities/computer programs <input type="checkbox"/> Other _____												
Materials/Programs that will be utilized <i>*Note that additional materials may be used to address individual student needs</i>	<table border="0"> <tr> <td><input type="checkbox"/> Zearn</td> <td><input type="checkbox"/> IRLA</td> <td><input type="checkbox"/> PBS</td> </tr> <tr> <td><input type="checkbox"/> Unique Learning</td> <td><input type="checkbox"/> Eureka Math</td> <td><input type="checkbox"/> Kahn Academy</td> </tr> <tr> <td><input type="checkbox"/> Common Lit</td> <td><input type="checkbox"/> CKLA</td> <td><input type="checkbox"/> Edgenuity</td> </tr> <tr> <td><input type="checkbox"/> Read Works</td> <td><input type="checkbox"/> Amplify Science</td> <td><input type="checkbox"/> Starfall</td> </tr> </table>	<input type="checkbox"/> Zearn	<input type="checkbox"/> IRLA	<input type="checkbox"/> PBS	<input type="checkbox"/> Unique Learning	<input type="checkbox"/> Eureka Math	<input type="checkbox"/> Kahn Academy	<input type="checkbox"/> Common Lit	<input type="checkbox"/> CKLA	<input type="checkbox"/> Edgenuity	<input type="checkbox"/> Read Works	<input type="checkbox"/> Amplify Science	<input type="checkbox"/> Starfall
<input type="checkbox"/> Zearn	<input type="checkbox"/> IRLA	<input type="checkbox"/> PBS											
<input type="checkbox"/> Unique Learning	<input type="checkbox"/> Eureka Math	<input type="checkbox"/> Kahn Academy											
<input type="checkbox"/> Common Lit	<input type="checkbox"/> CKLA	<input type="checkbox"/> Edgenuity											
<input type="checkbox"/> Read Works	<input type="checkbox"/> Amplify Science	<input type="checkbox"/> Starfall											
EFFECTIVE DATES (Review every two weeks and revise as needed during school closure.)													

In this section, document a student's typical weekly schedule during the extended school closure. This section should help special education teachers, general education teachers, direct services providers, and parents/guardians coordinate and understand service delivery.

STUDENT WEEKLY SCHEDULE							
Time	Service	Personnel Name	Mon.	Tues.	Wed.	Thurs.	Fri.

This section documents whether parent/guardian consent was obtained and who created the document.

Did the student's parent/guardian and the school system agree that this document serves as an amendment to the student's IEP under 34 CFR §300.324?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If yes</b> , how/when did the student's parent/guardian agree that this document will serve as an amendment to the student's IEP under 34 CFR §300.324? <i>[Date/Method of Contact/Brief Summary of Contact]</i>	Date: Method of Contact: Summary:
Participants for plan development (participant signatures required - if phone conference document date/time/participants) <i>[Student, Teacher, Parent/Guardian, School Administrator/District Representative/Direct Service Provider/Others?]</i> <b>Note: parent must be participant/be consulted</b> <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div>	

☐ A copy of this Contingency Plan was provided to the parent(s), guardian(s), and/or eligible student by:

☐ US mail

Date:

☐ Other \_\_\_\_\_

Date:

Adapted from Texas' Special Education [Emergency Contingency Plan](#), Massachusetts' [Student Remote Learning Plan](#), and California's [Special Education Distance Learning](#).

In this section, add the special education and related services that will be provided to the student during the extended school closure. Due to the extended school closure and the student's unique circumstance and needs, services may be modified from what is provided in the student's current IEP. This information should clearly communicate the services the student will receive.

SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED TO THE STUDENT					
Focus on IEP Goal #	Type of Service	Personnel Type	Frequency (per week)	Method (small group, 1:1, direct)	Location (Virtual Platform, Phone)

Adapted from Texas' Special Education [Emergency Contingency Plan](#), Massachusetts' [Student Remote Learning Plan](#), and California's [Special Education Distance Learning](#).

### Appendix 3: Archived Sample Hybrid Schedule: Grades 6-8 (COVID-19)

***Note: If circumstances require the district to return to Phased guidance, this schedule may be implemented.***

	Group A	Group B	FLEX DAY
Times/Days	Monday/Thursday	Tuesday/Friday	Wednesday
<b>7:30</b>	Tardy Bell	Tardy Bell	<ul style="list-style-type: none"> <li>• Students work on online coursework</li> <li>• Job-embedded PD</li> <li>• Planning and Video Creation</li> <li>• Team and Department Meetings</li> <li>• Home Communication</li> <li>• Interventions</li> <li>• Special assistance sessions could occur as needed.</li> <li>• Office Hours</li> </ul>
<b>7:30-8:35</b>	Homeroom/ 1 <sup>st</sup> period	Homeroom/ 1 <sup>st</sup> period	
<b>8:35-8:38</b>	Travel	Travel	
<b>8:38-9:40</b>	2 <sup>nd</sup> period	2 <sup>nd</sup> period	
<b>9:40-9:43</b>	Travel	Travel	
<b>9:43-10:45</b>	3 <sup>rd</sup> period	3 <sup>rd</sup> period	
<b>10:45-10:48</b>	Travel (7 <sup>th</sup> & 8 <sup>th</sup> grade)	Travel (7 <sup>th</sup> & 8 <sup>th</sup> grade)	
<b>10:48-11:50</b>	4 <sup>th</sup> period (7 <sup>th</sup> & 8 <sup>th</sup> graders)	4 <sup>th</sup> period (7 <sup>th</sup> & 8 <sup>th</sup> graders)	
<b>10:45-11:05</b>	1 <sup>st</sup> Lunch (6 <sup>th</sup> grade)	1 <sup>st</sup> Lunch (6 <sup>th</sup> grade)	
<b>11:05-11:08</b>	Travel (6 <sup>th</sup> Grade)	Travel (6 <sup>th</sup> Grade)	
<b>11:08-12:10</b>	4 <sup>th</sup> Period (6 <sup>th</sup> Grade)	4 <sup>th</sup> Period (6 <sup>th</sup> Grade)	
<b>11:50-12:10</b>	2 <sup>nd</sup> Lunch (7 <sup>th</sup> and 8 <sup>th</sup> Grades)	2 <sup>nd</sup> Lunch (7 <sup>th</sup> and 8 <sup>th</sup> Grades)	
<b>12:10-12:14</b>	Travel	Travel	
<b>12:14-1:16</b>	5 <sup>th</sup> Period	5 <sup>th</sup> Period	
<b>1:16-1:19</b>	Travel	Travel	
<b>1:19-2:21</b>	6 <sup>th</sup> Period	6 <sup>th</sup> Period	
<b>2:21-2:24</b>	Travel	Travel	
<b>2:24-2:30</b>	Homeroom (Staggered Release)	Homeroom (Staggered Release)	




## Appendix 4: Archived Sample Hybrid Schedule: Grades 9-12 (COVID-19)

***Note: If circumstances require the district to return to Phased guidance, this schedule may be implemented.***


	Group A	Group B	FLEX DAY	Group A	Group B
Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 – 7:37	Homeroom	Homeroom	<ul style="list-style-type: none"><li>• Students work on online coursework</li><li>• Job-embedded PD</li><li>• Planning and Video Creation</li><li>• Team/Department Meetings</li><li>• Office Hours for Students</li><li>• Absentee and Course Status Reviews with possible contact</li><li>• Home Communication</li><li>• Interventions</li></ul>	Homeroom	Homeroom
7:40 – 9:12 (92 minutes)	Period 1 *	Period 1		Period 1	Period 1
9:17 – 10:49 (92 minutes)	Period 2 *	Period 2		Period 2	Period 2
10:54 – 12:26 (92 minutes)	Period 3 *	Period 3		Period 3	Period 3
12:26 – 12:55	Lunch				
12:58 – 2:30 (92 minutes)	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	<ul style="list-style-type: none"><li>• Special assistance sessions will occur as needed.</li></ul>	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.

\*Periods 1, 2, and 3 will be the courses currently assigned on the student's schedule. All teachers are assigned classes during these periods.

\*\*Period 4 is a flex period scheduled to meet specific student needs. Teachers will split the Period 4 time for monitoring (45 min. monitoring + 45 minutes planning time.)



## COVID-19 IN LOUISIANA SCHOOLS GUIDE FOR SCHOOL REPORTING



In collaboration with the Louisiana Department of Education, the Louisiana Department of Health is implementing a statewide reporting system for all school-associated cases of COVID-19. This system is intended to record COVID-related illness in schools and to give schools a platform to document case information, assisting in their ability to mitigate potential for school spread.

The guidance below is intended for schools and explains how to register and use this system.

### SCHOOL REGISTRATION SUMMARY

- 1 School administrators will receive an email with a link to **COVID-19 School Reporting**; this link is specific to your school. If you are unsure who your school administrator is, please email [schoolcovidreporting@la.gov](mailto:schoolcovidreporting@la.gov).
- 2 Click the **COVID-19 School Reporting** link to access the registration survey for your school. You will have the chance to set a password which will be used for all reporting in your school and must be retained to use the system.
- 3 You will receive the **COVID-19 School Reporting** link every Friday and will have until noon the following Tuesday to enter data. If you are not receiving these weekly emails, please contact [schoolcovidreporting@la.gov](mailto:schoolcovidreporting@la.gov) for assistance.

### WHAT SHOULD BE ENTERED INTO THIS SYSTEM?

- Weekly aggregate student cases and weekly aggregate teacher/staff cases.
- The number of core group outbreaks identified over the last week.
- Additional information about each core group outbreak, if available.

# 1. COVID-19 Reporting Email

Be on the lookout for an email arriving to the school administrator inbox. If you have not received this, please check your junk folder.

The sender will be: schoolcovidreporting@la.gov


**This link is specific to your school; please do not share this link with other schools.**

When you click on this link, you will first be directed to a registration survey.



## 2. Registration Survey

- **IMPORTANT:** Retain your password to access weekly reporting for your school
- When all required variables have been entered, press submit to complete registration

<b>Number of students enrolled</b> <small>* must provide value</small>	<input type="text"/> <small>Please enter an approximate number for the students enrolled at your facility.</small>
<b>Number of staff members</b> <small>* must provide value</small>	<input type="text"/> <small>Please enter the approximate number of staff members employed at this facility; this includes teachers, aids, janitorial staff, cafeteria workers, volunteers, etc.</small>
<b>First Day of 2022-2023 School Year</b>	<input type="text"/>  Today M-D-Y
<b>Set a school password</b> <b>IMPORTANT: Retain this password to access reporting for your school!</b>	<input type="password"/> <small>18 characters remaining *Will be visible to LDH Staff*</small>
<input type="button" value="Submit"/>	

### 3. The Weekly Report Survey

- Each Friday, you will receive an email with a link to that week's report.
  - The survey will be open until noon the following Tuesday.
- You will need to log in to the survey using the password you created in your registration survey.
  - Note: All efforts should be made to retain the unique password that was established. If, however, assistance is needed with credentials, please contact [schoolCOVIDreporting@ldh.gov](mailto:schoolCOVIDreporting@ldh.gov)
- You are asked to report the number of student cases and number of teacher/staff cases identified at your school during that week.

#### Weekly Case and Outbreak Report

Please complete the weekly survey below and submit by Monday at 5:00 PM.

School Name

"Auto-filled"

Weekly Case Counts

Please report total number of COVID-19 cases reported to the school over the last week (Saturday - Friday). If no cases were reported this week, please enter 0. If you missed a week, please enter all cases reported to the school since the last survey was completed.

Number of student cases:

\* must provide value

Number of teacher/staff cases:

\* must provide value

Outbreaks

Core group outbreak: At least three (3) student, teacher, or staff cases within a specified core group with symptom onset or positive test result within 14 days of each other, **AND NO** likely known exposure to a case outside of the school setting (e.g., household).

Were any core group outbreaks identified this week?

☐ Yes
 ☐ No

reset

Submit

Save & Return Later

### 3. The Weekly Report Survey Continued

- You are also asked to report if you've identified any core group outbreaks during that week.
- If you're reporting core group outbreaks, and the data is available, you will complete additional data entry for up to 5 outbreaks.
- At the end of the survey, there is a space for you to leave any additional comments.
- To save your report, press submit.
- You will be redirected to a page that allows you to download a PDF of your survey response, if desired.

Outbreaks

Core group outbreak: At least three (3) student, teacher, or staff cases within a specified core group with symptom onset or positive test result within 14 days of each other, **AND NO** likely known exposure to a case outside of the school setting (e.g., household).

Were any core group outbreaks identified this week?

☒ Yes
 ☐ No

reset

How many core group outbreaks were identified this week?

☐ 1
 ☒ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ >5

reset

If the data is available, please provide additional information about each core group outbreak. If you've identified >5 outbreaks during this week, please provide details for the outbreaks with the most cases.

Core Group Outbreak #1

Name of core group 1:

Name of class, extracurricular event, bus number, event, etc.

Total number of students/teachers/staff in core group 1:

Number of COVID-19 cases in core group 1:

Core Group Outbreak #2

Name of core group 2:

Name of class, extracurricular event, bus number, event, etc.

Optional

Additional Comments:

Expand

Submit

Save & Return Later



07/18/2022

## **Isolation & Quarantine for K-12 Schools, K-12 Sports & Early Childhood Education**

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination among all eligible individuals can help schools protect students and staff, as well as their families.

Layered COVID-19 prevention strategies remain critical to protect people, including students and staff, who are not up-to-date or not eligible for COVID-19 vaccines, especially in areas of substantial or high transmission levels.

The following public health recommendations include options that allow for alternatives to the standard quarantine guidance. These options are intended to provide additional support for in-person learning for K-12 students and continued attendance for early childhood students as safely as possible.

### **Isolation for Individuals with Confirmed or Suspected COVID-19 (this guidance has NOT changed)**

Individuals with confirmed or suspected COVID-19 infection should not return to school until the following "end of self-isolation criteria" are met. Day 0 is the day symptoms began or, if asymptomatic, the day the person took a test that had a positive result. Day 1 is the day after symptoms began, or if a person does not have symptoms, the day after the person tested positive (use the date the test sample was collected).

- Stay home for 5 days.
- If symptoms are resolving after 5 days, you can return to school.
  - If you continue to have a fever or your other symptoms have not improved after 5 days, you should stay in isolation until you are fever-free for at least 24 hours without the use of fever-reducing medication and your other symptoms have improved.
- Continue to wear a mask around others for 5 additional days (i.e., through Day 10).
  - If school cannot ensure masking for 5 additional days, then the individual should isolate for a full 10 days.
  - Student athletes participating in contact sports should not return to athletic events for the full 10 days.

### **Identifying Close Contacts to a Confirmed or Suspected COVID-19 Case**

Contact tracing should be conducted for each case's infectious period, starting 48 hours before a person develops COVID-19 symptoms (or 48 hours before positive test, if asymptomatic).

Close contact is defined as:

- Being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hr period OR having direct physical contact with an infected person

**Exception:** If BOTH the case and the contact were engaged in consistent and correct use of a well-fitting face mask AND were 3 or more feet from each other, then the contact is NOT considered a close contact. They should continue to mask while indoors until at least Day 10 post-exposure.

### Quarantine Guidance for K-12 Schools (3 options)

The last day an individual has close contact with a case is Day 0 of quarantine. Day 1 begins the day after their last close contact.

Below are three quarantine options, intended to provide additional support for in-person learning for K-12 students and continued attendance as safely as possible.

#### 1. CDC Quarantine Guidance for K-12 Schools (Safest Protocol)

Below is the current CDC quarantine guidance.

	Quarantine Guidance
If you were exposed to COVID-19 and are <a href="#">up-to-date</a> on COVID-19 vaccinations	<ul style="list-style-type: none"> <li>You do not need to stay home unless you develop symptoms</li> <li>Wear a mask around others for 10 days.</li> <li>Watch for symptoms until 10 days after you last has close contact with someone with COVID-19.</li> <li>If you develop symptoms, isolate immediately and get tested. Continue to stay home until you know the results.</li> <li>Test on Day 5, if possible*. If your test result is positive, see isolation guidance above.</li> </ul>
If you were exposed to COVID-19 and are NOT <a href="#">up-to-date</a> on COVID-19 vaccinations	<ul style="list-style-type: none"> <li>Stay home/quarantine for 5 days. After that, return to school but continue to wear a mask around others for 5 additional days (i.e., through Day 10).</li> <li>Watch for symptoms until 10 days after you last has close contact with someone with COVID-19.</li> <li>If you develop symptoms, isolate immediately and get tested. Continue to stay home until you know the results.</li> <li>Test on Day 5, if possible*. If your test result is positive, see isolation guidance above.</li> </ul>
If you were exposed to COVID-19 and tested positive with an antigen or PCR test for COVID-19 in the previous 90 days	<ul style="list-style-type: none"> <li>You do not need to stay home unless you develop symptoms</li> <li>Watch for symptoms until 10 days after you last has close contact with someone with COVID-19.</li> <li>If you develop symptoms, isolate immediately and get tested. Continue to stay home until you know the results.</li> <li>Wear a mask around others for 10 days.</li> </ul>
<p><i>* Limited availability of diagnostic tests may make it difficult for an asymptomatic individual to find testing. Testing on Day 5 post-exposure is recommended, but is not required for return to school.</i></p>	



## 2. Test to Stay Option for Individuals Who are Not Up-to-Date with Vaccination

Schools may follow CDC's quarantine guidance above (safest option) or may implement a test to stay strategy for students and staff who are not up-to-date with vaccination so they may remain in school. In this option, students and staff do not need to quarantine at home if:

- They remain asymptomatic AND
- They mask through Day 10 following their last point of close contact with a positive case AND
- They test negative for COVID-19 twice during Days 0 - 5 following their last close contact. Tests should be administered on non-consecutive days (e.g., specimen collection on Day 2 and Day 4). If a student tests positive, see isolation guidance above.

## 3. Universal Masking Option

Masks and respirators are [effective at reducing transmission of SARS-CoV-2](#), the virus that causes COVID-19. Some masks and respirators offer higher levels of protection than others, and some may be harder to tolerate or wear consistently than others. It is most important to wear a well-fitted mask or respirator correctly that is comfortable for you and that provides good protection.

Schools that require universal masking for all students and staff, regardless of vaccination status, may choose to utilize the following guidance:

- Individuals in a school that is practicing universal masking indoors do NOT need to quarantine after a close contact, including unmasked exposures (e.g., during lunch or PE), if they do not have symptoms.
  - Students who develop any symptoms consistent with COVID-19 should immediately isolate and seek testing. If they test positive, see isolation guidance above.

### Individuals Who Cannot Mask in the K-12 Setting

Most people, including those with disabilities, can tolerate and safely wear a mask. However, there are certain people with disabilities who, because of their disability, cannot wear a mask or cannot safely wear a mask. This includes:

- A person with a disability, who, for reasons related to the disability, would be physically unable to remove a mask without assistance if breathing becomes obstructed. Examples might include a person with impaired motor skills, quadriplegia, or limb restrictions.
- A person with an intellectual, developmental, cognitive, or psychiatric disability that affects the person's ability to understand the need to remove a mask if breathing becomes obstructed.

Reasonable accommodation should be made for students who are unable to wear a mask so that they may remain in school after a COVID-19 exposure. Staff who work closely with these students should be [up-to-date on vaccination](#) and wear a mask. Prevention strategies in these situations should be evaluated on a case-by-case basis with your Regional Epidemiologist and Medical Director.



### Quarantine Guidance for K-12 Sports

#### Contact vs. Non-Contact Sports

- Contact sports are sports in which some level of contact between participants is expected. Contact sports include, but are not limited to, football, basketball, soccer, wrestling, softball, baseball, volleyball, and cheer.
- Non-contact sports are sports in which contact with another individual is not expected. Non-contact sports include, but are not limited to, swimming, golf, bowling, bass fishing, and gymnastics.

Due to the high rates of transmission that have been observed among K-12 sports teams, in order for student athletes to continue to participate in contact sports where masking cannot be guaranteed, additional precautions should be taken to prevent the spread of COVID-19.

The safest option for preventing additional COVID-19 transmission is for student athletes in contact sports to abstain from participation in athletic events for 10 days following close contact with a COVID-19 case. However, a test-to-stay strategy can be utilized to allow continuity of participation in sports where distancing and masking cannot be maintained.

Student athletes who are up-to-date with COVID-19 vaccination, or who have tested positive with an antigen or PCR test for COVID-19 in the previous 90 days, can continue to practice and compete in contact sports following close contact with a COVID-19 case if:

- They remain asymptomatic AND
- They test negative for COVID-19 on screening tests administered twice during Days 0-5 and twice during Days 6-10 following the last close contact. Tests should be administered on non-consecutive days (e.g., specimen collection on Day 2, 4, 7, and 10).

Student athletes who are NOT up-to-date with COVID-19 vaccination should refrain from participation for 5 days and can return to practice or compete in close contact sports on Day 6 following close contact if:

- They remain asymptomatic AND
- They test negative for COVID-19 on screening tests administered twice during Days 6-10 following the last close contact. Tests should be administered on non-consecutive days (e.g., Day 7 and 10).

### Quarantine Guidance for Early Childhood Education Settings

Early childhood education centers may utilize the CDC outlined quarantine guidance for staff and any children over the age of 2 who are able to wear a mask correctly and consistently. For those children who are unable to mask or wear a mask correctly and consistently through an entire day, early childhood education centers should utilize one of the below quarantine options.

Safest Option (current CDC guidance): All close contacts quarantine at home for 10 days. Should a close contact test positive, see [isolation guidance](#).

Safer Option: Close contacts quarantine at home for 5 days. If they remain asymptomatic, they can return to the childcare center on Day 6 with a negative COVID-19 test administered no earlier than Day 5. A second COVID-19 test should be administered between Days 7 – 10.

Acceptable Option: Close contacts do not need to quarantine if they remain asymptomatic and have negative COVID-19 tests administered four (4) times over 10 days. Two (2) tests should be administered during Days 0 - 5 following last close contact and two (2) tests should be administered during Days 6 - 10. Tests should be administered on non-consecutive days (e.g., specimen collection on Day 2, 4, 7, and 10).

#### Document Updates:

Date	Pg	Update
07/18/2022	2	Updated CDC quarantine guidance with "up-to-date" language.
07/18/2022	4	Updated close contact sports recommendation with "up-to-date" language.

## Appendix 7: Mentorships

Excerpts from the LDOE Continuous Learning Toolkit

### *MENTORSHIPS*

During continuous learning, mentors are able to promote continued student growth. Mentors serve as a thought partner for students during the continuous learning process and on their academic journey. Empowering students to become autonomous learners and agents of their own change is the goal of a mentor. They express understanding of students' aspirations and fears, and support their success by acting as an advocate for students' best interests.

Research<sup>1</sup> confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth, development, social, and economic opportunity.

### *TYPES OF MENTORING*

Traditional mentoring is a one-on-one relationship, sometimes called a Big/Little relationship, in which one mentor is matched with one child based on common interests. The pair meets regularly (usually once a week) over the course of a year or more. The relationship tends to be close and requires a serious commitment on both sides.

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<sup>1</sup> Technical Assistance Packet #1: "The ABC's of School-based Mentoring" [Linda Jucovy, The National Mentoring Center]

Other types of mentoring include:

**Group Mentoring:** One adult volunteer builds relationships with a number of young people. Meetings can take place with a focus on a particular project or an ongoing activity.

**Team Mentoring:** A group of two or more adults work together as a team to mentor a group of youths. This system often focuses on team building, leadership development, and community service.

**Family Mentoring:** Low-income families face enormous obstacles in getting basics like food and shelter. The stress can severely disrupt family life and lead to homelessness. These families can be matched with mentors.

Whether mentoring through an organization or filling the role with a familiar child, here are some guidelines to follow:

- Be Consistent
- Keep an open mind
- Be firm, but friendly
- Partner with the parent
- Offer a different perspective

To start a mentoring program, school systems should:

#### *START WITH INTENTION*

Start your program with an intentionality of involving families as you recruit mentors and youth. Before your program even starts, think critically about how you will engage families.

#### *BUILD A STRONG ORIENTATION PROCESS*

Many mentoring programs have found success in holding an orientation session for youth and parents. This is a great time to set expectations for participation and explain why it is important for the youth to have consistent attendance to get the most out of the mentoring relationship. This is also a time to ease concerns—some parents worry they have done something wrong if their child wants or needs a mentor. Explain that we all need mentors—some youth naturally find mentors and some find them through planned mentoring programs. Supporting their child in the program is a sign of great parenting.

#### *SET CLEAR EXPECTATIONS*

Families need complete information to make sure the program is the right fit for them and their child and to fully engage in the program. Explain the program goals, expectations and required paperwork. Offer to answer any questions at the beginning of the mentoring experience or throughout the program.

#### *STAY CONNECTED*

If you are not successful in getting parents to an orientation session, make an effort to call them. Throughout the mentoring program, stay connected with families. There are multiple ways to stay connected through social media, phone, text, email or one-on-one meetings.

Some examples of best practices identified in research are individualized goal setting, developing relationships built on trust, and developing self-awareness and fostering passions.

## Appendix 8: Sample Student Compact (Title I School)



### What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- \* Link to goals of the school improvement plan
- \* Focus on student learning skills
- \* Describe how teachers will help students develop those skills using high-quality instruction
- \* Share strategies parents can use at home
- \* Explain how teachers and parents will communicate about student progress
- \* Describe opportunities for parents to volunteer, observe, and participate in the classroom

### Jointly Developed

The parents, students and staff of Aucoin Elementary School developed this School-Parent Compact for Achievement. Teachers suggested strategies for student success, parents added requested 'help' strategies for home, and students contributed their needs. Meetings are held each year to review the Compact and make changes based on student needs.



### Building Partnerships Strengthening Home-School Connections!

◊ *For the 2022-2023 school year, we are working to provide in-person parent workshops and family events. In the event that health restrictions are in place, we will do our best to plan family events such as: Literacy and Math Workshops, Parent Testing Night, Family Ties Workshops, etc., in a virtual format.*

*If you would like to volunteer or observe have any questions or concerns, please contact: Principal Shantell Toups at [stoups@stmaryk12.net](mailto:stoups@stmaryk12.net) or (985) 631-2464.*

### Communication about Student Learning

Aucoin Elementary is committed to keeping parents informed about student progress. Parents can expect:

- Daily/weekly homework and test folders
- Phone calls and/or JCalls/JTEXTs
- Feedback from Class Dojo
- Parent/Teacher Conferences
- Current grades in SMP Student Progress
- Monthly calendar of events
- Updates on the school website (<https://www.stmaryk12.net/jsae>)
- Facebook (Mighty Lions-Aucoin)

### Do you have questions about your child's progress?

Contact your child's teacher at (985) 631-2464 or email (check the school's website)

## J. S. Aucoin Elementary School



739 Julia Street  
Morgan City, LA 70380

Phone: (985) 631-2464  
Fax: (985) 631-1008  
E-mail: [stoups@stmaryk12.net](mailto:stoups@stmaryk12.net)

**2022-2023  
School-Parent Compact for  
Achievement**



#### Aucoin Elementary Goals:

- All students will reach high standards, attaining proficiency or better in reading/language arts.
- All students will reach high standards, attaining proficiency or better in math.
- Our school will achieve a cumulative daily attendance rate of 96%.

#### JSA prides itself on developing students with good character by following the 4 B's:

Be Positive

Be Prepared

Be Respectful

Be Safe and Orderly

#### In our JSA Classrooms...

- Provide quality instruction using Core (Tier I) Programs.
- Use a "word wall" and vocabulary journals to incorporate new words in daily learning. Make words available to families each week to build vocabulary.
- Plan family literacy and math workshops to share classroom strategies with families.
- Provide educational opportunities for parents to support their child's learning.
- Test papers will be sent home weekly (Tuesdays) for parent review.

Teacher Signature: \_\_\_\_\_

#### At Home...

JS Aucoin parent representatives joined staff to develop ideas about how families can support students' success in reading and math. Some of our key at-home activities include:

- Make sure my child is on time and attends school daily.
- Use the daily/weekly folder to discuss my child's learning progress, and support my child's learning at home by helping with homework and having conversations about what my child is learning in school.
- Read with my child every day and talk about how the story connects with things that he or she has experienced. Complete all other homework daily.
- Attend the literacy and math workshops to practice new ways to support my child's learning.
- Support the school and the teacher in maintaining a positive learning experience for my child.

Parent Signature: \_\_\_\_\_

#### Virtual Learning (if applicable)

##### School

- Provide daily lessons via MS Teams
- Maintain open lines of communication through email and Dojo for parents and students.
- Provide a technology device if needed.

##### Parents

- Provide a quiet learning environment, free from distractions.
- Actively monitor student online learning.
- Provide necessary materials for student success.



##### Students

- Stay attentive and actively participate (free of distractions)
- Be prepared with all learning materials before the lesson begins, including a charged device.
- Use technology device appropriately and ensure device is protected and well taken care of. Use device only for school assignments.

*Parents Make the Difference!*



#### Aucoin Students...

Aucoin student representatives shared ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- Attend school **every day**.
- Stay attentive and actively participate in class each day.
- Share my daily/weekly folder with my parent and discuss my school day.
- **Read every day** and complete all homework.
- Follow the 4 B's for exhibiting good character. (Be Positive, Be Prepared, Be Respectful, Be Safe & Orderly)

Student Signature: \_\_\_\_\_