Continuous Learning Plan

2023-2024

Formally, Instructional Continuity Plan (ICP)

For Emergency Closures of District Schools

St. Mary Parish School Board

474 Highway 317 ● Centerville, Louisiana 70522 ● 337-836-9661

Updated June 2023

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 7,770 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	517
Franklin Senior High School	285
Morgan City High School	700
Patterson High School	442
West St. Mary High School	314
Centerville High School (grades PreK-12)	464
Junior High/Middle Schools (grades 6-8)	
Berwick Junior High School	337
B. Edward Boudreaux Middle School	188
Franklin Junior High School	194
Morgan City Junior High School	458
Patterson Junior High School (grades 5-8)	376
Elementary Schools (PreK-5)	
J. S. Aucoin Elementary School	295
Bayou Vista Elementary School	373
Berwick Elementary School	486
W. P. Foster Elementary School	241
LaGrange Elementary School	202
J. B. Maitland Elementary School	204
M. E. Norman Elementary School	366
Raintree Elementary School	369
Wyandotte Elementary School	350
Hattie A. Watts Elementary School (grades PreK-4)	629

Executive Summary

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 2023-2024 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 2023-2024 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. Buffy Fegenbush	Superintendent	System Planning and Communication
Dr. Rachael Sanders	Assistant Superintendent	Coordinator of Emergency Plan and Communication
Mr. Ronnie Louis	Supervisor of Student Services	Transportation and Related Student Services
Mrs. Kim Fuselier	Account Clerk II	Transportation
Ms. Dawn Chaisson	Supervisor of Child Nutrition	Nutrition/Meal Delivery
Mrs. Amy Vaccarella	Chief Technology Officer	Technology
Mrs. Kristin Percle	Supervisor of Secondary 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
Mrs. Kristina Estay	Human Resources Director	Staff Support and Engagement
Mr. Kenneth Holmes	Supervisor of Child Welfare and Attendance	Family Support and Engagement
Ms. Debra McClarity	Director of Federal Programs	Curriculum for SPED Students; Family Support and Engagement
Mr. Lane Boudreaux	Safety and Technology	Secure Networks; School technology services.
Mr. Alton Perry	Chief Financial Officer	Financial Planning
Mr. Brad Wiese	Maintenance Supervisor, Civil Defense Coordinator	Building maintenance; Emergency responses

SCOPE AND CADENCE OF WORK

As stated, the *2021-2022 and 2022-2023 St. Mary Parish Instructional Continuity Plans (ICP)* were used as the foundation for the **2023-2024 Continuous Learning Plan (CLP)**. The ICP was examined by an initial committee consisting of Dr. Fegenbush, Superintendent, Dr. Rachael Sanders, Assistant Superintendent, Kristina Estay, Human Resources Director, Debra McClarity, Director of Federal Programs, Shannon Hoffpauir, Supervisor of Elementary Instruction, Kristin Percle, Supervisor of Secondary Instruction, Amy Vaccarella, Chief Technology Officer, and Noelle Lowrimore, Instructional Specialist.

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 same process was conducted for the 2023-2024 plan.

The 2023-2024 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

- K-12_ECE_COVID-19OperationalGuidance.pdf (la.gov)
- 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.
    - o 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 provider 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.

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

LOUISIANA DEPARTMENT OF HEALTH

07/18/2022

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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?		• If 3 or more cases, then continue to question 2. • **If less than 3 cases, then this is not an outbreak.**
2. Do cases have a symptom onset or positive test result within 14 days of each other?	☐ Yes ☐ No	• If no, remove the cases that don't meet this criteria 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)	☐ Yes ☐ No	• 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?	☐ Yes ☐ No	• **If yes, then this is a core group outbreak.** • If no, then this is not an outbreak.

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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. ☐ Student expectations for instructional engagement and participation will be articulated.
Mobile Devices	☐ District students in grades K-12 will be issued a mobile device for use at home. ☐ Administrators will 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 will provide resources for discounted internet access if needed. ☐ 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	• Limit use of indoor shared spaces, such as cafeterias and gymnasiums, to maximum group sizes, ensure physical distance and face covering use when mandated.
Healthy Food Preparation and Meal Services	• Students, teachers, and cafeteria staff will practice frequent hand washing. • While eating, provide distancing between students to the maximum extent possible. • If possible, classrooms could be used for eating in place. • If cafeterias are used, stagger mealtimes for each group, adhere to maximum group size based on physical distancing requirements. Disposable utensils should be used. • Mark spaced lines to enter cafeteria and serving lines. Designate entrances and exit flow paths. Ensure single-file lines for food lines and disposal. • Use outdoor seating if practical and appropriate. • 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. • Staff should practice proper hand hygiene 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.
Transportation	• Buses are allowed to operate at 100% capacity. **Seating charts should be created and consistently enforced.** • If/when required **all passengers on the school bus must wear a facial covering while using transportation, regardless of capacity**. • 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. • 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. • High-touch surfaces, including seats and handrails, should be cleaned as per normal. The bus should be cleaned at least once per day. • 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.

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

TECHNOLOGY

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, Incident IQ. 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, Incident IQ.

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)

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 Damage Fee.** Student and Parent understand and agree that they are bound by and agree to the Technology Damage 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.

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.

Wifi Access

☐ The district has a total of 831 access points in schools to provide Wi-Fi access. The Wi-Fi can be accessed in geographical areas of the school. These sites will be posted on the school website during an emergency situation.

Partnerships

☐ The district will provide resources related to local service providers and other state and federal guidance for providing free, low-cost internet access during emergency situations.

Distribution of Mobile Devices

Family Notification
Inform families regarding plans for technology availability

- 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

- 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

- 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
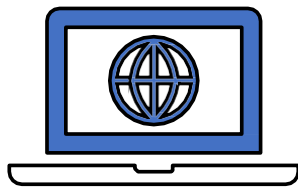
The district currently has 2 technology facilitators, who provide professional development opportunities throughout the year. Technology trainings are conducted in 3 formats: online via Microsoft Teams, face-to-face at the school site, and face-to-face at the district's Central Office Complex. Each school site also utilizes school-level Technology Leaders 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

Grade	Subject	Class Notebooks (Teams) (Grades 1-2)	Active Classroom (Clever) (Gr. 4-5)	Zearn (Clever)	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 Estudientil	Teach Your Monster to Read
		Core Materials																								
PreK-2	Language Arts/Reading	♦		♦		♦												♦	♦	♦	♦	♦	♦	♦	♦	
PreK-2	Mathematics	♦		♦	♦											♦						♦			♦	
PreK-2	Science						♦								♦		♦	♦							♦	
PreK-2	Social Sciences														♦			♦							♦	
PreK-2	Special Education*							♦																		♦
3-5	Language Arts/Reading[2]			♦		♦			♦		♦	♦	♦	♦											♦	
3-5	Mathematics	♦		♦	♦				♦	♦				♦											♦	
3-5	Science	♦					♦		♦	♦				♦								♦			♦	
3-5	Social Sciences	♦	♦						♦		♦	♦		♦											♦	
3-5	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

Grade	Subject	Core Materials — Class Notebooks (Teams)	Active Classroom (Clever) (Gr. 6,7,9-12)	Amplify Science (Gr. 6-8)	LDOE Recommended Strategies	Inquiry Hub (IHub) (Biology)	Eureka Math (Gr. 6)	Illustrative Math (Gr. 7-8)	envision (Gr. 9-12)	IQWST Science (Gr. 7-8)	Unique Learning (SWSD only)	Supplemental — LDOE Practice Tests (Gr. 6-8, US History, Biology)	Edgenuity	Kahn Academy	Common Lit (Clever)	ReadWorks	iCivics (Gr. 7, Civics)	LDOE Knowledge Packets (Gr. 6-10)	iReady and Ready Classroom (Gr. 9)	PBS Learning Media	Edulastic (Clever) (Gr. 6-10)	World Book Student, Advanced, Timelines
6-8	Language Arts/Reading[2]				♦							♦	♦		♦	♦		♦			♦	♦
6-8	Mathematics	♦					♦	♦	♦			♦	♦	♦							♦	♦
6-8	Science	♦		♦						♦		♦	♦	♦						♦	♦	♦
6-8	Social Sciences	♦	♦									♦	♦	♦	♦	♦	♦				♦	♦
6-8	Special Education*										♦											
9-12	Language Arts/Reading[2]											♦	♦		♦	♦		♦				♦
9-12	Mathematics	♦							♦			♦	♦	♦					♦		♦	♦
9-12	Science	♦				♦						♦	♦	♦						♦	♦	♦
9-12	Social Sciences	♦	♦									♦	♦	♦	♦	♦	♦					♦
9-12	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

Grade	Program	Edgenuity	LDOE Recommended Interventions	District-Created Courses	District-Created Courses	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				♦						♦
PreK-5	Physical Education								♦		
PreK-5	Social Emotional Learning (SEL)								♦		
PreK-5	Career and Technical Education							♦			
PreK-5	Gifted and Talented			♦	♦						
PreK-5	English Learners					♦					
6-8	Art	♦									
6-8	CTE	♦		♦							
6-8	Music		♦	♦	♦					♦	
6-8	Physical Education	♦							♦		
6-8	Social Emotional Learning (SEL)	♦									
6-8	Career and Technical Education							♦			
6-8	Gifted and Talented			♦	♦						
6-8	English Learners						♦				
9-12	Art										
9-12	Career and Technical Education	♦		♦							
9-12	Music									♦	
9-12	Physical Education	♦							♦		
9-12	Social Emotional Learning (SEL)	♦									
9-12	World Languages	♦	♦								
9-12	Gifted and Talented			♦	♦						
9-12	English Learners						♦				

IMPLEMENTATION

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

Short-Term (1-2 Days)

- Implementation will be 1-2 days or fewer and is intended to be an **emergency response plan.**
- Students will be notified by JText, Social Media, and Microsoft Teams regarding the implentation of the Short-Term CLP.
- Students may complete the 1-2-day Short-Term CLP content, which can be extended based on need.
- Teachers may set office hours when they will be available for live support.
- SPED teachers may create schedules to accommodate remote implementation as required.

Medium-Term (3-10 Days)

- Implementation will be 3-10 days and is intended to be an **emergency response plan.**
- Students will be notified by JText, Social Media, and Microsoft Teams regarding the implentation of the Medium-Term CLP.
- Students may complete the 3-10-day Medium-Term CLP content, which can be extended based on need.
- Teachers may set office hours when they will be available for live support.
- Teachers may contact each child at least 2 times/week through online meetings or phone calls and maintain a communication log.
- SPED teachers may create schedules to accommodate remote implementation as required.

Long-Term (11+ Days)

- Implementation will be 11 or more days and will include only virtual (synchronous and asychronous) student/teacher interactions.
- Teachers may maintain daily office hours during which they prepare lessons, monitor/score student activity, answer email, confer with students and parents/guardians, coordinate with SPED teacher/paras, and communicate with administrators/program managers.
- Online class meetings (length appropriate for grade level) may be held during scheduled time periods; these meetings should be recorded for absent students and for review.
- Teacher-created (preferable) or other appropriate videos that reinforce key concepts should be posted for student use.
- Teachers may maintain a communication log for student interactions and monitor attendance.
- SPED teachers may create a schedule to provide accommodations during times when students are not otherwise scheduled for lessons.

Optional Hybrid Model

- Implementation includes both traditional (F2F) and virtual (synchronous and asynchronous) student/teacher interactions.
- Schools may create schedules for both traditional and virtual (distance) learning options.
- Accommodations may be made to assist individual students.
- Teachers may provide students with online and offline activities to be completed during scheduled virtual (learn-at-home) days; daily attendance is required.
- Online class meetings (length appropriate for grade level) can be held during scheduled virtual learning time periods; these meetings should be recorded for absent students and for review.

GRADE LEVEL	ACTIVITIES AND IMPLEMENTATION
PreK	❑ PreK students may immediately begin working on PBS Kids, Starfall, and ABCya. Links can be found on the district's Learn at Home / Grade PreK (stmaryk12.net). (Parents/Students | Learn at Home | Resources for Students | Grade PreK) ❑ Students and parents will reference Microsoft Teams for communications with classroom teachers.
K - 5	❑ Students will immediately begin working in Amplify Reading, and Zearn (accessed through Clever). ❑ Students will reference Microsoft Teams accounts in all content areas to access additional assigned coursework.
6-8	❑ Students will immediately begin working in math and English lessons (accessed through Clever). ❑ Students will reference Microsoft Teams accounts in all content areas to access assigned coursework.
9-10	❑ Students will work in their MyPath (Edgenuity) assigned coursework. ❑ Students will be assigned to grade-level work groups with designated teacher reviewers. *Note: 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.*
11	❑ Students will work in the assigned ACT Prep or WorkKeys curriculum. ❑ Students will be assigned to grade-level work groups with designated teacher reviewers. *Note: Students in Grade 11 should be assigned to ACT Prep (Core 4) or WorkKeys (JS 2.0) modules at the beginning of the year.*
12	❑ Students enrolled in online Dual Enrollment (DE) courses will continue the assigned coursework. ❑ Students enrolled in online coursework through the Virtual Learning Program will continue assigned coursework. ❑ Other students will be assigned to an industry-based certification course that will be monitored by designated teachers.

*Note: The district reserves the right to update materials depending upon the district's state curriculum implementation.

Sample Long-Term Schedule: Grade PreK

Time	Activity
7:50-8:00 AM	Handwashing Time
8:00-8:20 AM	Breakfast Time
8:20- 8:50 AM	Literacy Lesson
8:50-9:20 AM	Outdoor Play/Moving and Learning
9:20-9:30 AM	Bathroom/Handwashing
9:30-10:00 AM	Read Aloud Time with Teacher or Librarian
10:00-10:30 AM	Music and Movement
10:30-11:00 AM	Math Lesson
11:00-11:10 AM	Handwashing Time
11:10 AM-12:00 PM	Lunch time
12:00-12:30 PM	Read Aloud Time with Teacher or Librarian
12:30- 2:00 PM	• Small Group Sessions (15 minutes each) for Literacy and/or Math • Indoor center time for others (blocks, art, etc.)
2:00-3:00 PM	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-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-A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
2:15-2:45 PM	ELA-B Intervention	SEL Library PE	Math B Intervention	SEL Library PE		ELA—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 A Intervention	SEL Library PE	Math A Intervention	SEL Library PE	Student work time	ELA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
1:15-1:45 PM	ELA 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 B Intervention	SEL Library PE	Math B Intervention	SEL Library PE
2:00-2:30PM	ELA C Intervention	SEL Library PE	Math C Intervention	SEL Library PE		ELA 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

Times/Days	All Students Monday (A)	All Students Tuesday (B)	FLEX DAY Wednesday	All Students Thursday (A)	All Students Friday (B)
7:30 – 8:30	Teacher Prep	Teacher Prep		Teacher Prep	Teacher Prep
8:30 – 9:30 (60 minutes)	Period 1	Period 1	• Students continue working on online assignments in their scheduled courses. • Job-embedded PD • Planning and Video Creation • Team and Department Meetings • Office Hours for Students • Absentee and Course Status Reviews with contact • Home Communication • Interventions • Special assistance sessions could occur as needed	Period 1	Period 1
9:40 – 10:40 (60 minutes)	Period 2	Period 2		Period 2	Period 2
10: 50 – 11:50 (60 minutes)	Period 3	Period 3		Period 3	Period 3
11:50 – 12:50	Lunch Break for Students and Faculty/Staff				
12:50 – 1:50 (60 minutes)	Period 4	Period 4	Office Hours	Period 4	Period 4
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

LEMENTARY (K-2)	ELEMENTARY (3-5)
STUDENT	**STUDENT**
ELA/Reading ❑ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning. ❑ Attend scheduled small group and read-aloud online sessions. ❑ View CKLA videos and complete practice activities outlined on Weekly Schedule. ❑ Complete all activities listed on Weekly Schedule before the following Monday. **Social Studies** ❑ Visit National Geographic for Kids website. ❑ Play videos, games, or explore U. S. States as outlined on Weekly Schedule. * Students may be assigned other assignments by teacher.	**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, Social Studies, and Science daily activities as outlined on Weekly Schedule. ❑ Complete all activities listed on Weekly Schedule before the following Monday. * Students may be assigned other assignments by teacher.
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. ❑ Conduct whole group Teams Meetings as scheduled based on daily CKLA lesson. Record meeting and post to channel for students not in attendance. ❑ (Grades 1-2 only) Assign CKLA lessons/activities using Class Notebook. ❑ (ELA/Reading only) Conduct small group Teams Meetings as scheduled using CKLA ARG and mClass lessons. Maintain schedule if possible. ❑ Monitor daily student activity and provide written or oral feedback. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support. * Teachers may choose to direct their students to complete other course specific assignments.	❑ 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. 4-5), Amplify Science, or other application as appropriate. ❑ Conduct whole group Teams Meetings as scheduled based on Guidebook lessons. Record meeting and post to channel for students not in attendance. ❑ Conduct small group Teams Meetings as needed to support student learning. ❑ (ELA only) Conduct small group Teams Meetings as scheduled CKLA ARG and mClass lessons. Maintain schedule if possible. ❑ 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 choose to direct their students to complete other course specific assignments.

MIDDLE SCHOOL (6-8)	HIGH SCHOOL (9-12)
STUDENT	**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.	**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	**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 Amplify 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 based on appropriate applications. Maintain 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.	❑ 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 myPerspectives 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. ❑ Students enrolled in dual enrollment courses will follow university guidelines. * 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)	SECONDARY (6-12)
STUDENT	**STUDENT**
Reading, Mathematics, and Science ❑ Log into Clever and select *Waterford* and other designated content. ❑ Complete 20 minutes of instruction in reading and mathematics per school day (80 minutes = weekly total) * Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.	**Reading and ELA** ❑ Log into Rosetta Stone website. ❑ Complete 20 minutes of lessons per school day (60 minutes = weekly total) * Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.
TEACHER	**TEACHER**
❑ Log into Clever and select *Waterford* and other designated content. ❑ Review data dashboard to monitor daily student usage and check for required scores (Daily Review Report). ❑ Work with students/student groups through Teams (preferred) as needed after data analysis. ❑ Meet online or through phone calls with every student at least once a week. * Teachers may elect to direct their students to complete other course specific assignments.	❑ Log into Rosetta Stone website. ❑ Monitor usage time and lessons mastered. ❑ Work with individual students through Teams Meetings (preferred). Document date, time, and discussion/lesson. ❑ Meet online or through phone calls with every student at least once a week. * Teachers may elect to direct their students to complete other course specific assignments.

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

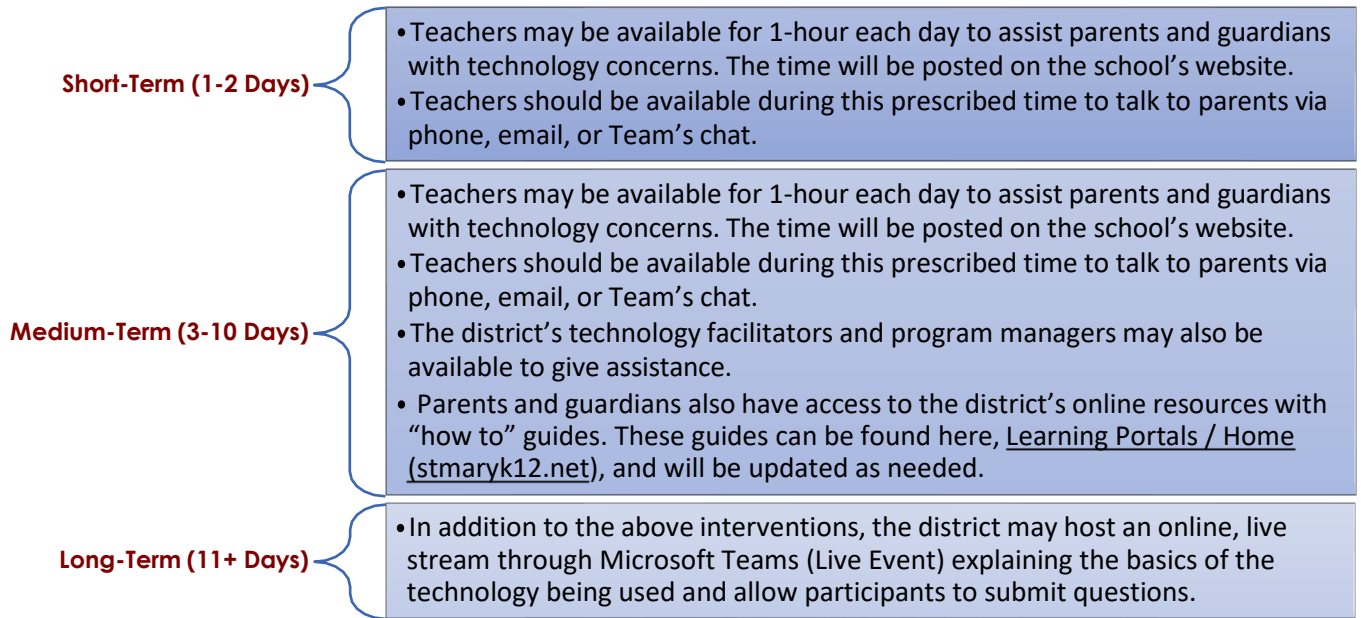| Early Childhood/ELEMENTARY (Prek-5)	SECONDARY (6-12)
STUDENT	**STUDENT**
Small Group/Individualized Instruction: ❑ Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning. ❑ Complete tasks/activities assigned by special education teacher. * Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.	**Small Group/Individualized Instruction:** ❑ Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning. ❑ Complete tasks/activities assigned by special education teacher. * Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.
TEACHER	**TEACHER**
❑ 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. ❑ 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. ❑ Conduct small group/individualized Teams Meetings utilizing materials from designated content, 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. ❑ Document student attendance on Attendance Form provided by OSE. ❑ Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log. ❑ Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc. Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings and/or who need additional support. * Teachers may elect to direct their students to complete other course specific assignments.	❑ 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. ❑ 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. ❑ Conduct small group/individualized Teams Meetings utilizing materials from designated content, 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. ❑ Document student attendance on Attendance Form provided by OSE. ❑ Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log. ❑ Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings and/or who need added support. * Teachers may elect to direct their students to complete other course specific assignments.

Family Engagement And Support

Partnership Development

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

Technology Training for Families

Short-Term (1-2 Days)	• Teachers may be available for 1-hour each day to assist parents and guardians with technology concerns. The time will be posted on the school's website. • Teachers should be available during this prescribed time to talk to parents via phone, email, or Team's chat.
Medium-Term (3-10 Days)	• Teachers may be available for 1-hour each day to assist parents and guardians with technology concerns. The time will be posted on the school's website. • Teachers should be available during this prescribed time to talk to parents via phone, email, or Team's chat. • The district's technology facilitators and program managers may also be available to give assistance. • Parents and guardians also have access to the district's online resources with "how to" guides. These guides can be found here, Learning Portals / Home (stmaryk12.net), and will be updated as needed.
Long-Term (11+ Days)	• In addition to the above interventions, the district may host an online, live stream through Microsoft Teams (Live Event) explaining the basics of the technology being used and allow participants to submit questions.

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.

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.

Additional Archived Document Resources

2021-2022 Instructional Continuity Plan (Archived)

2022-2023 Continuous Learning Plan (Archived)