West Carroll Parish School Board

Continuous Learning Plan (CLP)

2023-2024

West Carroll Parish School Board (WCPSB)
Dr. Christy Boyte, Superintendent

Schools	Principals
Oak Grove High School	John Robert Warner
Oak Grove Elementary School	Emily Bradley
Forest High School	Lisa Smith

<u>Central Office – Instructional staff</u>

Sarah Beth Kovac	Director of Curriculum, Instruction, and Operations
Larry Boyte	Supervisor of Transportation, Maintenance, and School Safety
Emily Bradley	Administrator of Oak Grove Elementary
John Robert Warner	Administrator of Oak Grove High School
Lisa Smith	Administrator of Forest High School
	Food Service Supervisor
	School Nurse from each site
	Social Worker from each site
	1 Teacher from each site
	3 Students from each site
	3 Parents from each site

Purpose

The WCPSB will guide our stakeholders to meet the immediate need of supporting learning outside of normal practices. The safety of students and staff is of utmost priority. We will provide access to continuous learning to limit unfinished learning while maintaining access to instructional programming during modified operations. The WCPSB is committed to providing guidance and support to prepare for continuous learning. This guide is intended to support our schools to implement a continuous learning plan (CLP) for when school closures may occur that require modified operations on a medium and long-term basis due to weather, disasters, or other emergency events.

The implementation of the WCPSB's CLP plan may vary within the district based upon whether or not certain schools remain open or closed.

Framework

A comprehensive approach to continuous learning includes four key focus areas:
- school and system planning
- technology
- instructional quality
- family engagement and support.

Definitions

Modified Operations: A change in the normal operations of business, learning, activities, etc. of a school or school district because of extended closures due to weather, disasters, emergency events, etc.

Short-term modified operations: A significant portion of the students/staff are not able to be on campus for 1-2 days for face-to face, direct instruction. The CLP will not be implemented. Adjustments to the school calendar will be made.

Medium-term modified operations: A significant portion of the students/staff are not able to be on campus for 3-10 days for face-to face, direct instruction. CLP may be implemented.

Long-Term Modified Operations: A significant portion of the students/staff are not able to be on campus for more than 10 days for face-to face, direct instruction. Operations should have more consistency and expectations of routines and instruction. CLP will be implemented.

Synchronous Learning: students are required to log in and participate in class at a specific time each week.

Asynchronous Learning: students learn on their own schedule, within a certain timeframe.

Attendance

The WCPSB will follow its current normal/daily attendance procedure during implementation of the CLP. Students are expected to attend school and participate once an emergency is declared and the CLP is enacted. Teachers will contact their students and ensure they are capable of participating. Once contact is made, all students will be expected to participate in asynchronous and synchronous learning opportunities offered. In a synchronous setting, students' daily attendance will be monitored by their teacher through student log-ins and participation. In an asynchronous setting, evidence of participation will be collected by the teacher and the teacher will document accordingly. Student effort will be considered when the teacher is documenting the daily attendance. Parents will receive a notification from the school on the 3rd unexcused absence. The school attendance personnel will contact parents/ guardians to try to remedy the student's lack of participation in the continuous learning opportunity. After the 5th unexcused absence, the school will refer to Child Welfare and Attendance (CWA) supervisor. CWA will contact the parents/guardians and either remedy the situation, excuse the days, or refer to the DA's office as truant. In the event the student becomes displaced for an extended length of time, it is highly recommended that the student enroll in a traditional school in their current location as research shows that students perform at a higher level in that setting.

Cases may be assessed individually to address extenuating circumstances.

Key Terms, Abbreviations, and Information

- Individualized Educational Plan (IEP)
- Individual Accommodation Plan (IAP)
- Act 504 (504) students follow an IAP.
- Special Education (SPED) students follow an IEP.
- English Learners (EL) follow an EL Accommodations Checklist.
- Free Appropriate Public Education (FAPE)
- Individuals with Disabilities Act (IDEA)
- Act 504 (504) students follow an IAP.
- Every Student Succeeds Act (ESSA)
- Individual Academic Improvement Plan (IAIP)
- English Language Proficiency (ELP)

Diverse Learners

Question: How will all services for SPED, 504, and EL continue?

- WCPSB is required to provide FAPE to diverse learners during modified operations to the furthest extent possible.
- Sped, 504, and EL Coordinators will connect with their respective teachers to assist with development of a plan to deliver services as required by IDEA, Act 504, and ESSA. This will include related services.
- The Pupil Appraisal Coordinator will contact school psychologists and social workers to offer parents referrals to agencies if warranted.

Once Normal Operations Resume:

Due to modified operations, compensatory services (see below) will be offered to address skills lost due to district or school closure. These services will address the impact the closure had on progress towards the goals of the IEP, IAP, and EL Accommodations Checklist. This will not replace the most recent official IEP or IAP, or agreed upon by the student's IEP or IAP team. The standards in the EL Accommodations Checklist will remain the same, also.

- Respective teams will determine whether the student was denied educational benefit because of a disruption in educational services.
- The parent and school may agree not to hold an IAP or IEP meeting and instead develop a Closure Compensatory Services Plan.
- This plan will provide 504 and special education related services to a student with a disability who has qualified for compensatory services. Each student will have Closure Compensatory Plan that will outline 504, special education and/or related services that will be provided to the student due to the impact of extended school building closures and the student's unique circumstance and needs.

Compensatory services are required to remedy any educational or other deficits that result from the student with a disability not receiving the evaluations or services to which they were entitled.

Instructional Plan

What is your instructional approach? Does it vary by grade level, content, and or length of modified operations?

- The WCPSB short term response will work toward modifying the school calendar to make- up missed instructional minutes and preserve the existing instructional approach at each campus and grade level. Students will be provided access to online material for high quality curriculum such as Google Classroom, Zearn, Savvas, etc. Internet access points and devices would be provided.
- The WCPSB medium-term response will work toward modifying the school calendar to make-up missed instructional minutes and preserve the existing instructional approach

at each campus and grade level. Students will be provided access to online material for high quality curriculum such as Google Classroom, Zearn, Savvas, etc. Internet access points and devices would be provided.

- The WCPSB long-term response will work toward modifying the school calendar to make- up missed instructional minutes and preserve the existing instructional approach at each campus and grade level. Next, the following instructional settings will be considered as appropriate by grade band and campus: in-person platooning, virtual asynchronous instruction, virtual synchronous instruction, and distance learning packets. If a school site is damaged beyond what is quickly repairable, students and staff would be moved to a facility that is not currently in use but is kept operational for such an event. Virtual learning with internet access points and devices will be provided as needed.

How, and in what scenarios, will you use synchronous and asynchronous instruction?

- The PPSB short term response will not make use of these options.
- The PPSB medium-term response will not make use of these options.
- The PPSB long-term response will consider these options as appropriate by grade band and by campus as internet service permits across our geographic region.

How will pacing be adjusted in short-, medium-, and long-term modified operations?

- The WCPSB short term response will permit classroom teachers to adjust the district pacing calendar to meet the needs of the time missed.
- The WCPSB medium-term response will adjust pacing by means of the district instructional pacing calendar. School-specific adjustments will be made according to the number of days impacted.
- The WCPSB long-term response will adjust pacing by means of the district instructional pacing calendar after consultation (as needed) with curriculum vendors and the LDOE Office of Teaching and Learning staff. School-specific adjustments will be made according to the number of days impacted.

How are you ensuring the use of high-quality instructional materials?

High quality instructional materials are used daily in all WCPSB classrooms and will continue to be used during continuous learning through the Google Classroom Platform as well as the websites that house the high quality curriculum digital materials. These digital materials are integrated into instruction in the classroom daily and will continue through the Google Classroom platform during continuous learning.
Physical materials needed for learning will be packed and labeled by teachers and staff and parents will be contacted to pick up materials as needed during continuous learning periods.

- The WCPSB short term response will ensure high-quality instructional materials are available and in use as students and staff return to campus.

- The WCPSB medium-term response will ensure high-quality instructional materials are available and in use as students and staff return to campus. Ordering of replacement items will be initiated by the district as needed.

- The WCPSB long-term response will ensure high-quality instructional materials are available and in use as students and staff return to campus. Ordering of replacement items will be initiated by the district as needed. Directions to access virtual high-quality materials (if used) will be communicated to students and staff at affected sites. Support in accessing virtual high-quality materials (if used) will be made available. Distance learning packets (if used) will be from high-quality curriculum materials.

What digital tools are essential for continuous learning to be successful?

- The WCPSB short term response will not make use of any digital tools.
- The WCPSB medium-term response will not make use of any digital tools.
- The WCPSB long-term response will require student and staff devices, chargers, and internet hotspots should a virtual learning option be available (as internet service permits across our geographic region).

How will physical learning materials be distributed when necessary?

- The WCPSB short term response will not require distribution of physical learning materials.
- The WCPSB medium-term response will not require distribution of physical learning materials.
- The WCPSB long-term response may require the distribution of distance learning packets, basic school supplies, and calculators if internet service is not permissible across our geographic region. Basic school supplies may also be distributed in the event that virtual learning options are used. Pick-up locations will be coordinated at the district-level and communicated to stakeholders through JPAMS, School Info App, and Facebook platforms.

What support will be in place for all learners?

- The WCPSB short term response will ensure teachers intervene for lost learning via enrichment, tutoring, and/or extended school calendars.
- The WCPSB medium-term response will utilize a reopening survey for impacted communities specific to well-being, housing, transportation, technology, and other needs. Teachers will intervene for lost learning via enrichment, tutoring, and/or extended school calendars.
- The WCPSB long-term response will utilize a reopening survey for all learners specific to well-being, housing, transportation, technology, and other needs. Teachers will intervene for lost learning via enrichment, tutoring, and/or extended school calendars. Individual learning needs will be maintained by WCPSB staff according to the plans in place for students (IEP, IAP, ELP, IAIP, etc.).

What is your communications plan to maintain connections with students?

- The WCPSB short term response will communicate with all stakeholders via classroom- specific communication platforms, school-wide communication systems, parent/guardian and student email, local news channels, and social media.
- The WCPSB medium-term response will communicate with all stakeholders via district- wide communication systems, patent/guardian and student email, local news channels, and social media. Dates, times, and contact information will be shared for parents/guardians to speak with principals about individual circumstances.
- The WCPSB long-term response will communicate with all stakeholders via district-wide communication systems, parent/guardian and student email, local news channels, and social media. Dates, times, and contact information will be shared for parents/guardians to speak with principals about individual circumstances. If virtual or distance learning is used, communication with students will take place routinely and as befitting of the circumstance.

Family Engagement and Support

- Schools hold several parent meeting/events throughout the school year, such as Meet and Greet, Back to School Night/Open House, Math/STEM Night, Parent Conferences, Read/Literacy Night, LEAP Night, Coffee with Parents, etc.
- The district and schools send out communications (phone calls and emails) through the JPAMS automated system.
- Schools will send home compacts that spell out the partnership between home and school.
- Many of the schools send out weekly information through folders with the students each week on the same day, i.e. Tuesdays.
- Technology needs surveys will be sent out yearly.
- Communications are sent home in student's/parent's home language.
- The CLP will be placed on the district's website.
- If continuous learning is needed, the district website will house all pertinent information. Automated calls and emails will also be sent out to keep parents informed.
- If continuous learning is needed, parents will be invited to their students' Google Classrooms.
- If continuous learning is needed, links and information on technology/technology training (Google Classroom, Google Shortcuts, etc.) will be placed on the district's webpage. Some of the trainings may include step by step videos and/or documents on how to use/access JCampus, Google Classroom, and/or Google Meet.
- Parents will be able to use the parent portal in JCampus, Google Classroom, and Google Meet to communicate with the teachers and/or administration about grades, classroom procedures, assignments, concerns, etc.

Technology

How many students do not have access to the Internet and/or a device?

- All students in WCPSB have access to 1 to 1 device plus several spares at each location.
- Internet is an issue in more rural areas of our district however internet hotspots are available as needed.

What resources are available to proactively increase or improve connectivity for families in your community?

- WCPSB has WIFI setup outside the school campuses, local churches and libraries for device access. All of PPSB devices can connect to these outside WIFI connections.
- WCPSB distributes all materials provided to us from Federal, State and Local government in regards to discount and/or free Internet services where available.
- WCPSB provides hotspots or data enabled devices to student without Internet if Internet or cellular data signals are available.

What policies and/ or procedures exist related to types of technology devices provided to students and maintaining a 1:1 student to device ratio?

- All students are provided a Chrome based device such as a Chromebook or Chrome tablet unless they participate in a high school level CTE course that requires Windows or a program that can only be installed on a Windows device. Then these students are distributed a Windows laptop. There is not an associated policy but it is an established procedure.

What are the inventory control, issuance, and replacement policies?
West Carroll Parish Schools use the Google management platform to monitor and inventory student devices. Additional security is provided through Securly and a third level of security is provided by an enhanced district firewall. Chromebooks expire after 5 years and cannot be updated. Upon expiration a notice is sent to the google manager and the device is replaced.

What are the defined technology roles and responsibilities for staff, students, and families? (not defined at PPSB, in the works to be written)

- Staff- Assist students with the use of a device in classroom to prepare them for possible use at home. Login to device, login to applications, and instruction on use of applications. In the event that virtual learning is necessary, staff will monitor check in, check out, and usage.

Administrators will receive notifications if students look up information that they are not supposed to access.

- Students- To check their Google Classroom daily for assignments and to reach out to teachers via Classroom or email for assistance. Treat device with care. Be a responsible digital citizen.
- Families- Assist students with device and to care for the device for return. Monitor student usage while in student possession at home.

What is the plan to offer technical support to families and educators?

- PD is offered to educators along with previously posted videos.
- When in school student and families have the teacher for any technical support which can be passed on to technology if needed. When at home use is activated students and families, during regular business hours, have access to the same helpdesk number as staff for technical support.
- Tech support staff includes one tech specialist on each school campus, 2 district level technicians and one district level supervisor that are available for Tech Support.

How will the system manage technology funding, sustainability, and procurement?

- Because Chromebooks last approximately 5 years there is a rotation which allows for the purchase of approximately 1/5 of the district student count per year.

What professional development is offered to teachers on using technology in continuous learning settings? What digital literacy trainings are offered?

- Most teachers in the district have earned the level one Google Certification, additional PD is offered through administration at each school site.
- See also Family Engagement and Support

What guidance will be given to teachers to prepare for using technology in continuous learning settings?

- Administration and leadership teams in each school setting will prepare teachers to use technology in continuous learning settings. Teachers regularly use Google Classroom and use the messenger section of the school info app and messaging JPAM app in order to stay up to date on what is needed in a continuous learning environment.

How often are students, teachers, and families exposed to the technology required for continuous learning?

- Students, teachers, and families are exposed to the technology required for continuous learning daily. This ensures that if an emergency arises and this plan is implemented the students, teachers and families will be prepared to continue student learning at home.

West Carroll Parish School Board
Continuous Learning School-Parent Compact

Our students come first! In all our planning, we strive to make decisions based on what is best for our students. We promote access, opportunity, and choice. While we believe that in-person learning is ideal, we know that there may come a time when that is not possible; during those times, we will transition to an on-line learning option. We commit to excellence, innovation, and continuous improvement. We will keep families up to date with expert guidance and adjust when necessary.

SCHOOL EXPECTATIONS
West Carroll Parish Schools will:
- provide the district's high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Louisiana's student academic achievement standards.
- provide all services designated in each student's Individualized Education Program (IEP) or 504 Plan. This includes, 1) regularly measuring the student's progress in the general curriculum and in any individual goal areas, and 2) offering intervention(s) when the student does not demonstrate proficiency.
- provide ongoing communication with parents and students during open house and
- conduct parent-teacher conferences.

PARENT/GUARDIAN EXPECTATIONS
Parents/guardians will:
- establish a daily routine and schedule with students.
- ensure the student attends online instruction delivery during designated times.
- monitor student's weekly grades in Infinite Campus.
- ensure access to resources and materials.
- participate in office hours when needed.
- communicate with teachers and administrators when needed.
- maintain a positive and supportive role.
- encourage physical activity daily.
- ensure your student has appropriate and sufficient reading materials.

STUDENT EXPECTATIONS
Students will:
- attend instruction and all scheduled meetings with their teacher.
- establish daily routines and timelines to participate and engage in the learning activities.
- stay on the pace set by the teacher and notify the teacher of any learning difficulties.
- complete and submit all assignments on time with integrity and academic honesty.
- follow the district's Code of Conduct (student handbook) and Rules of Behavior for the course.
- comply with WCPSB's Acceptable Use of Technology Agreement for Students (student handbook).
- monitor email and online platforms daily to check for announcements and feedback from teachers.
- contact the teacher(s) when needing additional support or clarification.
- read every day.
- do some sort of physical activity every day.

Please sign and return to the school office.

Parent Signature		Date	
Student Signature		Date	