

Zachary Community School District Continuous Learning Plan 2023-2024



Zachary Community School District
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Ben Necaise, SUPERINTENDENT
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Zachary Community School Board Mission Statement

The mission of the Zachary Community School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

Zachary Community School Board Vision Statement

Zachary Community School System is recognized as a model of excellence serving all citizens.

Zachary Community School Board Core Values

Children First
Honesty
Integrity
Teamwork
Strong Moral Foundation
Community and Family Involvement
Accountability
No Political Agendas
Safety
Excellence

The Zachary Community School District has seven schools: Zachary Early Learning Center (PreK), Northwestern Elementary (K), Rollins Place Elementary (1st- 2nd), Zachary Elementary (3rd-4th), Copper Mill Elementary (5th-6th), Northwestern Middle (7th-8th), and Zachary High (9th-12th). The Zachary Community School District follows the grade cluster approach. An extensive Pre-kindergarten program provides our students with a strong foundation. Teachers then build upon this with a rigorous curriculum that challenges students to develop critical thinking skills while providing meaningful opportunities for hands-on exploration.

Executive Summary



The Zachary Community School District recognizes there may be circumstances that require the closure of schools, including events such as weather, disasters, or health emergencies. The Continuous Learning Plan is intended to support schools and inform teachers, students, and parents/guardians of the processes and expectations to be used during any form of closure. There are four focus areas for continuous learning: 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 an 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 can access digital tools to deliver instructions, collect and assess student work, and maintain 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.

While the safety of students and staff is of utmost priority, the Zachary Community School District will provide access to continuous learning while maintaining access to instructional programming during modified operations.

Modified operations are when there is a change in a school or school district's normal operations of business, learning, activities, etc., because of extended closures. The Continuous Plan consists of three types:

- ***Short-Term (1-2 Days):*** A significant portion of the students/staff cannot be on campus for 1-2 days for face-to-face, direct instruction. Continuous learning expectations may be limited or smaller in scope depending on resource availability (e.g., the community is without electricity for two days).
- ***Medium-Term (3-10 Days):*** A significant portion of the students/staff cannot be on campus for 3-10 days for face-to-face, direct instruction.
- ***Long-Term (11+ Days):*** A significant portion of the students/staff are not able to be on campus for more than ten days for face-to-face, direct instruction. Operations should have more consistency and expectations of routines and instruction.

School and System Planning

Emergency Planning Team

Ben Necaise	Superintendent
Jessica Brister	Supervisor of Early Childhood & Elementary Programs (grades PreK-2)
Monte Burke	Supervisor of School & Home Relations
Bianca Coats	Supervisor of Child Nutrition
Jeffery Hand	Supervisor of Technology & Secondary Programs (grades 7-12)
Tamara Johnson	Chief Academic Officer
Tim Jordan	Supervisor of Operations
Karin Lawless	Supervisor of Assessment & Accountability
Gwendolyn Longmire	Director of Data Management & ESSA Programs
Jennifer Marangos	Supervisor of Elementary Programs (grades 3-6)
Aeneid Mason	Director of Student Support Services
John Musso	Business Manager
Yolanda Williams	Director of Human Resources

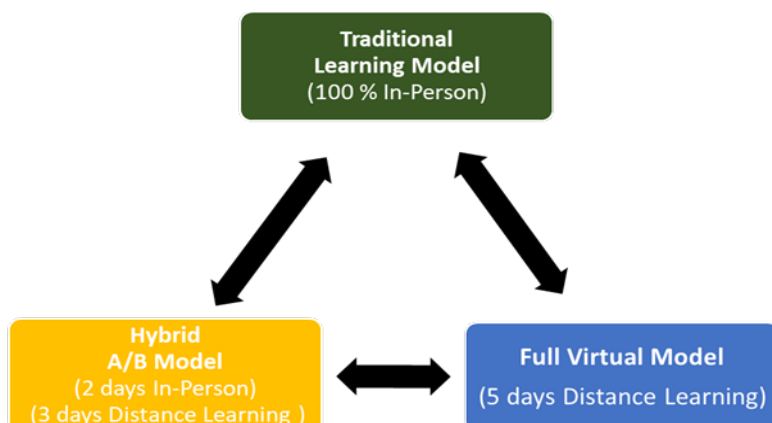
The Zachary Community School District built upon its Strong Start plan by adding in additional details to address the four continuous learning focus areas.

During 2023-2024, the Zachary Community School District will continue to follow its reopening plan as of 2022.

School Closures

In coordination with local law enforcement and local and state government officials, the superintendent will decide on which type of modified operation to activate, depending upon access to power, internet connectivity, and the safety of students and staff members. Once a determination is reached for activating continuous learning, the System will communicate to stakeholders by utilizing the district webpage, school webpages, robocalls, text messaging, district social media pages, and news media outlets. This plan will focus on instructional quality, specifically student and staff expectations, attendance, family communication, engagement, and support.

Learning Models



Traditional Learning Model

- Students will attend school daily for 100% face-to-face instruction with increased safety measures.
- Teachers will integrate technology and blended learning platforms to prepare students for possible closures.
- Students will access core, ancillary and elective courses.
- *If needed, daily schedules will be adjusted to meet safety guidelines*

Hybrid A/B Learning Model

This model will be utilized when a traditional school option is not feasible. Our goal is to have students safely in school buildings as frequently as possible while ensuring the health and well-being of all. This model includes a combination of distance and face-to-face instruction with increased safety measures, allowing for smaller class sizes, social distancing, and limiting the number of students in a group. Instruction will be delivered face-to-face and virtually, using Zachary Community School District's adopted high-quality curriculum, live web conferencing software, and companion digital resources, including videos.

- **Group A (Last Names A-K)**
 - Students will attend school face-to-face on Mondays and Wednesdays.
 - Students will participate in distance learning online on Tuesdays, Thursdays, and Fridays.
- **Group B (Last Names L-Z)**
 - Students will attend school face-to-face on Tuesdays and Thursdays.
 - Students will participate in distance learning online on Mondays, Wednesdays, and Fridays.

Schools may utilize the existing virtual learning platform to connect to their classes on their distance learning days during Hybrid Learning Model. (5th-12th Grade)

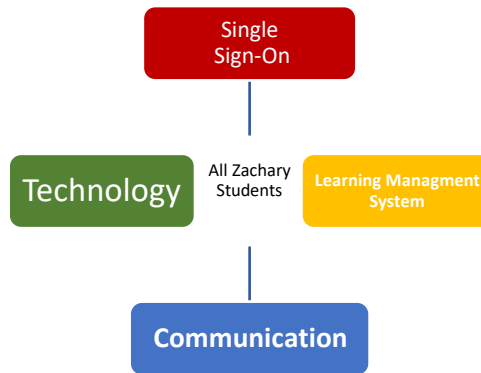
Traditional Schedule (Phase III)	Hybrid in Class Day (Phase II)	Hybrid at Home Day (Phase II)	Distance Learning (Fridays)
Group A & Group B (Monday- Friday)	Group A (Monday & Wednesday) Group B (Tuesday & Thursday)	Group A (Tuesday & Thursday) Group B (Monday & Wednesday)	Group A & B (Friday's)
<ul style="list-style-type: none"> Class Work Homework 	Active and Authentic learning Instruction & Assignments that should be done in a traditional setting (guided by the teacher) <ul style="list-style-type: none"> Instruction Presentation Lecture Guided Practice Activities partially online and partially face-to-face 	Reflective learning, critical thinking, collaborative, and metacognitive skills Assignments that students can do independently, including front-loading (building knowledge), Review, & Reflection <ul style="list-style-type: none"> Pre-Recorded Instructional Videos Independent Practice/assignments Journaling and Reflective Writing Assigned Readings Supplemental digital resources Discussion Forums 	Teachers Live Whole Group/Small Group <ul style="list-style-type: none"> All students follow a regular bell schedule Activities are done using web conferencing tools <ul style="list-style-type: none"> Student at Home Activities Independent Practice, Review, Front Loading

Virtual Learning Model

- **Educators:** Assigned Zachary School District Teachers will teach courses*
- **Curriculum & Instruction:** Use the same High-Quality State Standards Aligned Curriculum used in traditional classrooms.
 - HQ curriculum companion and supplemental digital platforms, video-based presentations, online activities, interactive technology, and simulations
 - Same printed resources provided in traditional classrooms, as applicable. These printed resources will be provided to each student.
- **Web-Conferencing Tool:** Teachers will utilize web-conferencing tools such as Zoom and Microsoft Teams to provide ongoing communication and live instructional sessions. Recorded sessions may be used as applicable.
- **Learning Management Platform:** Use of Moodle Platform/See Saw – easy access to daily lessons.
- **Single Sign-On System:** Use of CLEVER System- Each student will have their personalized digital portals to find everything they need.

** Edgenuity and other approved online resources may be utilized for individual needs or isolated courses.*

Instructional Systems



CLEVER –Schools will provide single Sign-On Log-in Information

- All students and staff will have access to personalized portals with a sign sign-on to all their digital resources in traditional, hybrid, and virtual classrooms. Students selecting the full virtual program will also have access through this portal.

Communication – The district will utilize multiple means of communicating with families.

- Automated text, voice, and email messaging to families, social media posts, dedicated webpage on the district website, school use of Remind and Seesaw
- **Zoom for K-12 Education/Microsoft 365 Teams-** Web-conferencing Tools will be used throughout, allowing our educators to bring their classrooms offsite for learning.
 - Powerful tools allow our educators the opportunity to expand traditional classrooms into our student homes.
 - Communication tools allow for student participation in virtual and hybrid classrooms.
 - Session recording will allow students to learn at times most convenient.

Learning Management System –

- **Moodle 3.8** – We have upgraded and expanded our Learning Management System.
 - Our educators are creating courses where students can access resources in a single digital platform.
 - Parents and students will find lessons and directions on each teacher's Moodle page.
 - You will be guided and linked to high-quality curriculum assignments and supplemental and companion digital platforms.
 - Grades PreK -2 will utilize Seesaw as their learning management system.
 - *Seesaw gives students a place to document their learning, be creative and learn how to use technology. SeeSaw also allows students to communicate easily with classroom teachers.*

Asynchronous Learning: learning that does not occur at the same place or time as the provider. It is specially designed by the teacher, itinerant staff, or provider, and the student will perform the learning tasks without direct teacher supervision but may require adult supervision at home. The staff member monitors progress, provides feedback, and is available for questions or guidance.

Synchronous Learning: learning occurs with real-time interaction with the teacher, paraprofessional, itinerant staff member, or other service providers.

Pacing: Pacing may need to be adjusted to ensure that high-quality instructional materials are taught as intended. The Academic Team will support adapting to ensure students continue on track to complete all grade-level standards.

Physical Learning Materials: The ZCSD will ensure high-quality materials are accessible during virtual/hybrid learning. Educators will send home materials and resources when possible. Schools will also be prepared to conduct drive-through pickup if needed.

Instructional Quality

Zachary Community School District Guiding Academic Principles

- Assess students' academic needs using high-quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school.
- Utilize aligned curricular materials during periods of modified operations.
- Provide continuous instruction in non-core subjects, including CTE courses, during facility closure or modified operations.
- Ensure high school students continue their paths to graduation and successful post-secondary transition.
- Ensure that English Learners have access to curriculum and services delivery, including language support services, during modified operations.
- Ensure all students with disabilities receive instructional and related services and have access to devices that meet their unique needs regardless of modified operations.
- Conduct compensatory education reviews of all students with disabilities and provide compensatory services accordingly.
- Ensure students have access to technology and connectivity.

High-Quality Curriculum

Pre-Kindergarten CURRICULUM

High - Quality Core Curriculum	All Contents	Frog Street
	Handwriting	Handwriting without tears
Companion and Supplemental Digital Platforms	Frog Street Family Learning Fun Packs Frog Street At Home	

Kindergarten CURRICULUM

High-Quality Core Curriculum	English Language Arts	Great Minds Wit & Wisdom Wilson Language Foundations
	Mathematics	Great Minds Eureka Math
	Science	Great Minds Ph.D. Science
	Social Studies	School Curriculum aligned with State Standards
	Handwriting	Wilson Language Foundations
Companion and Supplemental Digital Platforms	Great Minds InSync ZEARN Math A-Z Reading	

1st – 2nd Grade CURRICULUM

High-Quality Core Curriculum	English Language Arts	Great Minds Wit & Wisdom Words Their Way (1 st - 2 nd)
	Mathematics	Great Minds Eureka Math
	Science	School Curriculum- State Standards Great Minds Ph.D. Science
	Social Studies	School Curriculum- State Standards Social Studies Weekly
	Handwriting	Handwriting Without Tears
Companion and Supplemental Digital Platforms	Great Minds InSync ZEARN Math A-Z Reading	

3rd – 4th Grade CURRICULUM

High-Quality Core Curriculum	English Language Arts	Great Minds Wit & Wisdom
	Mathematics	Great Minds Eureka Math
	Science	Great Minds Ph.D. Science
	Social Studies	Grade 3 School Curriculum- State Standards Grade 4- Bayou Bridges
	Handwriting	Handwriting Without Tears
Companion and Supplemental Digital Platforms	Great Minds InSync ZEARN Math	

5th- 6th Grade CURRICULUM

High-Quality Core Curriculum	English Language Arts	Guidebook
	Mathematics	Great Minds Eureka Math
	Science	Great Minds Ph.D. Science (5 th) Open Sci-Ed (6 th)
	Social Studies	Grade 5- Bayou Bridges Grade 6 DBQ Project School Curriculum – State Standards
Companion and Supplemental Digital Platforms	Great Minds InSync ZEARN Math Edgenuity	

7th- 8th Grade CURRICULUM

High-Quality Core Curriculum	English	School Curriculum- State Standards
	Reading	School Curriculum- State Standards
	Mathematics	School Curriculum- State Standards
	Science	Open Sci-Ed
	Social Studies	School Curriculum- State Standards
Companion and Supplemental Digital Platforms	Edgenuity	

9th – 12th Grade CURRICULUM

High-Quality Core Curriculum	English	myPerspective (English I- III) Guidebook (English IV)
	Mathematics	SAVVAS (Algebra I, Geometry & Algebra II) Agile Mind (Intensified Algebra 1) School Curriculum- State Standards
	Science	Inquiry Hub (Biology) School Curriculum- State Standards
	Social Studies	Adopted Textbook and School Curriculum- State Standards
Companion and Supplemental Digital Platforms	Edgenuity Cengage MindTap Smart Music	

Technology



The Zachary Community School District regularly communicates with all families to determine the need of varying ranges, and a very limited number of families have reported a need. We broadcast the internet at each school, our local libraries and retain several hotspots if needed. Additionally, we promote service through vendors with discounted plans for qualifying families. ZCSD maintains an intra-district 1:1 ratio that is ready for deployment if needed. Additionally, we retain many devices aimed solely for checkout when needed for instances beyond a typical school day.

- Schools may issue students their current inventory of mobile devices (including those in carts) at the direction of the Superintendent/Technology Supervisor.
- Schools will maintain an inventory list of device IDs issued to students.
- The Technology Department may reallocate devices as needed for each school.
- All teachers will have access to surface pros or laptops.
- We have all devices covered through a bevy of systematic acceptable use policies ranging from appropriate use guidelines to strict content filtering. All devices used at home will be subjected to the same content filtering implemented when devices are used at school.
- We exhaust every effort to work with families on any need and provide dedicated customer service to aid issues that arise. ZCSB has a dedicated technology network that hosts call-in features, on-site assistance, and remote device access to solve problems and build out needed success opportunities. The Technology Department may enact a hotline through which students and staff can request device assistance when working from home.
- We maintain a replacement cycle that funds devices when they age out of readiness or adaptability based on programmatic need. Our inventory is closely monitored as each device is tagged through our property control repository.
- We have all parties review and sign our handbook that outlines acceptable use and consequences for violations.
- ZCSB remains fiscal steward and braids funding across each area to align program and testing needs to the array of technology afforded to teachers, staff, and students. Monies are watched closely and strictly aligned to promote student outcomes by advancing opportunities that ignite real-world solutions.
- ZCSD offers ongoing technology training at the site and district level through the assistance of instructional support staff and our hands-on technology team that plays a vital role in our spectrum of technology success. Our digital literacy is embedded at each grade level and promotes the ISTE standards that are grade specific and align with the Louisiana Department of Education's technology readiness guidelines.
- ZCSD maintains a learning management system where all lessons and materials are housed. We continue to promote the ability to reach learners using various instructional modalities and offer ongoing assistance and training at each grade level.

- ZCSD utilizes a broad breadth of instructional opportunities, and each facet has ample resource allocation to prepare, familiarize and utilize the given modality to best fit the strategy. Technology being an integral part is utilized daily through teacher devices, student devices, and electronic interface that showcases learning through varying subjects and ability.

Low-Cost Internet:

Cox Cable Company participates in the Connect 2 Compete Program to provide internet service to children in low-income families. The following information is found online. For more information, call 1- 855-222-3252.

[Information on Cox's Connect 2 Compete](#)

AT&T offers low-cost wireline home Internet service to qualifying households. [Click here for details.](#)

Social and Emotional Health



The Zachary Community School District is committed to focusing on social and emotional learning, relationships, and supporting transitions.

- There will be more frequent monitoring of students in the fall to ensure those who may need additional emotional or mental health support receive that support.
- Resources are available to assist students with mental health needs. This can range from direct support from our school counselors, social workers, psychologists, and school nurses to linking your child with community resources if needed.

Attendance



Students are considered to be in attendance during remote or hybrid instruction when attendance is checked and recorded on each school day and at the beginning of each class period in accordance with R.S. 17:232. B.(1) and when at least one of the following is met:

- The student logs into synchronous online instruction at the designated time for the course. (Specific login requirements and instructional expectations for the grade level are determined.)
- Evidence exists that students accessed a planned asynchronous instructional activity. Acceptable evidence of student participation in asynchronous activities will be outlined.

Diverse Learners

The Special Education Department will contact all parents of students with disabilities who have an IEP to discuss the provision of services.

Students with Disabilities

- Goals and objectives will continue to be addressed, and progress monitoring will be documented according to the IEP.
- Once school begins, assessments will be conducted to determine the need for compensatory services.

Related Services

- Related services can include Occupational Therapy, Physical Therapy, Adapted Physical Education, Hearing Impaired, Visual Impairment, Speech, Counseling, and Behavioral Support, as noted on the IEP.
- Goals and objectives will continue to be addressed, and progress monitoring will be documented according to the IEP.
- Teletherapy services can be provided face-to-face or virtual, depending on the student's schedule.
- Once school begins, assessments will be conducted to determine the need for compensatory services.

Gifted

- Goals and objectives will continue to be addressed, and progress monitoring will be documented according to the IEP.
- Services can be provided using the individual school's platform (Moodle, See Saw, Microsoft Teams), whether face-to-face or virtual.

Talented Students

- Services can be provided virtually.
- Goals and objectives will continue to be addressed, and progress monitoring will be documented according to the IEP.

English Language Learners

- Virtual and face-to-face support will be in place to assist students as needed. The ELL staff will provide this support.

504

- Accommodations/modifications noted in the student's IAP will continue to be followed as needed.
- Once school begins, assessments will be conducted to determine the need for compensatory services.

Communications

The Zachary Community School District will utilize multiple means of communicating with families, employees, and community stakeholders, including:

- Automated text, voice, and email messaging to families and employees
- Social media posts
- Dedicated webpage on the district website
- Telephone support lines
- School use of Remind.
- School use of Moodle Learning Management Platform (3rd- 12th) and Seesaw (Prek-2nd)

Stakeholder Roles & Responsibilities

DISTRICT STAFF

- Create, distribute, and support stakeholders in implementing the ZCSD Continuous Learning Plan
- Ensure all students engage daily in high-quality curriculum and instruction in a supportive and effective learning environment.
- Support schools with planning and implementing distance learning lessons.
- Identify and secure needed resources.
- Assist schools with support in providing services designated for individualized students.
- Provide ongoing communication with teachers and staff, parents and students.

DISTRICT ACADEMIC TEAM

- Support all teachers and teams.
- Assist teachers in creating both synchronous and asynchronous learning activities.
- Recommend new methods and techniques for providing feedback to students.
- Support teachers and teams in developing strategies to differentiate instruction.
- Will be expected to be available during regular work hours.
- Check email frequently throughout the day and respond promptly to any communication about Remote Learning expectations/concerns.
- Maintain established office hours to support teachers and staff.

SCHOOL LEADERSHIP TEAM

- Be available to teachers, parents, and students during regular school hours.
- Communicate weekly messages to students/families.
- Conduct weekly scheduled meetings (virtual) with PLCs/teachers.
- Support staff and students/families shifting to a continuous learning environment

TEACHERS

- Will communicate with parents regarding how to engage students in Remote Learning.
- Check in with students/families each day.
- Be expected to be available during regular work hours.
- Online face-to-face communication with students is expected to be scheduled.
- Will check email frequently throughout the day and respond promptly to any communication about Remote Learning expectations/concerns.
- Develop a menu of learning opportunities, exercises, physical activities, projects, and activities for students.

PARAPROFESSIONALS

- Collaborate with co-teachers to design learning experiences that teach the students on your assigned students.
- Provide supplementary learning activities for assigned students in the curriculum or with additional targeted learning needs.
- Communicate regularly with assigned and/or their parents to ensure they succeed with distance learning.
- Monitor students' progress and provide timely feedback.

SCHOOL COUNSELORS

- Will be expected to be available during regular work hours.
- Will check email frequently throughout the day and respond promptly to any communication about continuous learning expectations/concerns.
- Serve as liaison for communication with students/families in crisis.
- Maintain a bank of social-emotional lessons to share with teachers.
- Tailor recommendations to the specific crises
- Host Office Hours at set times for students to access counseling sessions virtually

SCHOOL LIBRARIANS

- Will be expected to be available during regular work hours.
- Will check email frequently throughout the day and respond promptly to any communication about continuous learning expectations/concerns from staff and/or students.
- Collaborate with colleagues to find resources for high-quality learning experiences and research.
- Regularly check with subject and classroom teachers to identify ways to support their learning experiences.
- Be available for teachers and students as needed for support.

TECHNOLOGY SUPPORT TEAM

- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
 - Phone Support Line
 - Email Support
- Be available in person or remotely to provide on-demand tech support help.
- In-person support at the main office by scheduled by appointment.

SCHOOL NURSES

- Be available via phone and/or video to support families.
- Be in consistent communication with the building principal to meet student and family needs.
- Coordinate with District Health Coordinator and Lead Nurses to determine the best ways to support students and families.

SASSY TEAM

- Will be expected to be available during regular work hours.
- Will check email frequently throughout the day and respond promptly to any communication about Continuous Learning expectations/concerns.
- Serve as a liaison for communication with students/families in crisis.

STUDENTS

- 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.
- Complete and submit all assignments on time with integrity and academic honesty.
- Use an assignment calendar to stay on track.
- Follow the student handbook and Rules of Behavior for the course.
- Comply with the Acceptable Use of Technology Agreement for Students in the 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

PARENTS/GUARDIAN

- Establish a daily routine and schedule with students.
- Ensure the student attends online instruction delivery during designated times.
- Monitor student's weekly grades to 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.

Note: All other staff will be available via phone to receive directions during regular work hours.