



GOAL: To develop and implement a continuous learning plan to address extended school closure to students of RPSB schools.

Richland Parish Continuous Learning Plan

- Administrators hold weekly virtual school (i.e., Google Meet, Zoom, etc.) leadership team and/or faculty meetings
- To support high tech continuous learning Chromebooks to students at all school sites. One Chromebook per family per school site minimum. Checkout documentation should include RPSB tags and/or serial numbers.
- Administration produce **weekly** newsletter/letter from principal for parents, send messages via Jcall/Jtext and/or school FB videos **EVERY Thursday (i.e., department will be granting principals access to edit and update school webpages)**.
- To support low tech continuous learning paper packets with parent answer keys are available **weekly** at all school sites. Weekly distribution can be synced up with Monday school lunch distribution.
- Administrators work with **regular education and enrichment** teachers to establish schedules ensuring that no overlap will be made by teachers for at minimum of twice weekly virtual office hours opportunities. Office hours will be held at all schools.
 - 1 weekly office hours dedicated for teacher to proactively communicate with families
 - 1 weekly office hours where teachers are available to answer questions and provide feedback
- Administrators work with **special education teachers in collaboration with their IEP Facilitator to establish schedules for continuing IEP services. Additionally, once regular education schedules are established, administrators will work with special educators to determine time they will join those office hours.**
 - Continue to work to obtain consent for services from families and document in the provided Google Form.
 - 1 weekly check in, documented using the provided Google Form for proactive communication with families and service delivery when applicable.
 - Join a minimum of one regular education office hours, based on determined schedule and student and family needs.
- Core Leadership team (i.e., principal, assistant principal, instructional coaches, and assigned supervisors) monitor the following **weekly**.
 - Virtual office hours (log in and join each teacher at least once per week)
 - Google Classrooms (if applicable)
 - Websites

***All minimum expectation documentations should be kept up-to-date weekly and included in school leaders site visit binder Components 3b and 3c.*

Grade Band	Content Focus	Tools	Expectations of Teachers
K-2	ELA Math	CKLA Eureka Squared Zearn School Website Google Voice	<ul style="list-style-type: none"> • Assign digital and hard copy work weekly with instructions on how to access • Attempt and document parent communication via google voice weekly with each family in your class to share weekly assignments and school newsletter highlights. • Be available to answer questions and provide feedback to families weekly
3-5	ELA Math Science Social Studies	CKLA Eureka Squared Zearn Amplify Science Louisiana Scope and Sequence 4 th & 5 th Bayou Bridges Google Classroom Google Voice Google Meet	<ul style="list-style-type: none"> • Assign digital work (i.e., google classroom) and provide hard copy options with parent answer keys weekly with instructions on how to access • Attempt and document parent communication via google voice weekly with each family in your class to share weekly assignments and school newsletter highlights. • Provide weekly virtual whole class collaboration opportunity and communicate these opportunities to special education teachers. • Be available to answer questions and provide feedback to families weekly
6-8	ELA Math Science Social Studies	CKLA Eureka Squared Amplify Science Louisiana Scope and Sequence Google Classroom Google Voice Google Meet	<ul style="list-style-type: none"> • Assign digital work (i.e., google classroom) and hard copy options weekly with instructions on how to access • Attempt and document parent communication via google voice weekly with each family in your class to share weekly assignments and school newsletter highlights. • Provide weekly virtual whole class collaboration opportunity

			<p>and communicate these opportunities to special education teachers.</p>
9-12	<p>ELA Math Science Social Studies</p>	<p>Houghton Mifflin Harcourt Agile Mind Louisiana Scope and Sequence Google Classroom Google Voice Google Meet</p>	<ul style="list-style-type: none"> • Assign digital work (i.e., google classroom) and hard copy options weekly with instructions on how to access if applicable • Attempt and document parent communication via google voice weekly with each family in your class to share weekly assignments and school newsletter highlights. • Provide weekly whole class collaboration opportunities and communicate these opportunities to special education teachers. • Be available to answer questions and provide feedback to families weekly
SPED	<p>IEP Goals Regular Education Support</p>	<p>See grade level curricula Google Classroom Google Voice Google Meet</p>	<ul style="list-style-type: none"> • Join regular ed teacher's office hours (at least one per week, starting May 4) • Schedule weekly check ins with all students and document via provided Google Form • Join weekly regular education whole class collaboration opportunities (at least one per week, starting May 4, prioritizing inclusion classes.) • SLPs, COTAs, BI, APE schedule weekly (BI) or biweekly (SLP, COTA, APE) check-ins, based on caseload, with SPED students to offer virtual services, via Zoom, Google Hangout, or phone call.