

Continuous Learning Plan for Judy Nelson Elementary School

Date: April 3, 2020

School Name: Judy Nelson Elementary School

(Individual grade level teams have met to formulate their own continuous plans based upon building plan)

Academic Support

Briefly describe the professional development plan for your staff related to continuous learning. What support might you need?

All of our grade level teachers have used a variety of technology platforms for years, so we are able to access a wide variety of online learning tools. Different grade levels have used various online platforms and websites, so we do need to reach a consensus on which platforms and websites to concentrate on. Our school is a kindergarten through sixth grade school, and we have many parents who have children at various grade levels. One of our main goals as we continue instruction through mostly online learning should be to not overwhelm our parents or teachers. The first step toward this goal is limiting the number of ways to communicate with parents and with one another.

Our Leadership Team met on Monday, March 30th to agree on narrowing the number of modes of communication with families and with staff members. We found that we were using 6 different platforms to communicate with parents. In our effort to streamline these communications, we all agree that ClassDojo would be used as the primary form of communication with parents. ClassDojo can be accessed via a computer or a smartphone, so parents can keep in touch with teachers throughout the day very quickly and easily. And although some of our parents have access to neither a computer nor internet, the vast majority have access to at least one smartphone.

We did have teachers who have not used ClassDojo, so an initial professional development opportunity was scheduled for Tuesday, March 31st. Members of our Leadership Team facilitated this training, and we used a Zoom meeting to do so. All teachers have begun using Zoom as the primary means of communication with parents as of Wednesday, April 1st.

The only support we need is access to the laptops that teachers should already have. Through Zoom meetings, our Leadership Team can discuss any questions their teams have regarding our continuous plan. Answers to these questions, as well as outlining our continuous learning plan, will be disseminated through weekly teacher PLC meetings. These meetings will also be facilitated by Zoom technology. As of this time, all grade level teams have used this technology for PLC meetings.

PLC teams will continue to meet on a weekly basis, and our Leadership team will continue to meet every Monday. Through this process and schedule, all professional development needs can be met by our own staff members and district support personnel.

During this time, teachers will log hours worked on a weekly basis. They will also log parent contacts and submit these on a weekly basis as well.

Please describe how you will support continuous learning for students based on the resources and capacity of your community.

To begin with, our teachers have surveyed parents for their ability to access learning via technology. Because the majority of parents do have access to smart phones, we will share learning activities via ClassDojo. Teachers will use technology in their planning, but teachers will be asked to develop a majority of instruction that does not involve the use of technology. For those families without any access to technology, we have developed packets that include work that targets the most essential instructional standards for each grade level. These will be provided for pickup pick-up at designated drop off areas that coincide with food program delivery areas. Information will be communicated by the school's robocall. For families who do not have access to

transportation or who are unable to travel to pick up packets, we will provide a limited number of packets to families via school transportation. Buses are currently delivering meals to various community locations, so we are sending volunteers to facilitate the dispersal of these teacher-made packets. District coaches have also made packets for every grade level. These packets consist of work for all of the essential standards. These packets are all paper copies, so they are mostly for families without access to any technology whatsoever. Families who have been provided work by Judy Nelson Elementary teachers will also have access to these packets. However, packets will be supplemental for these families. Judy Nelson teachers will provide more than enough instruction for any families with access to adequate technology.

Will online learning be used? If so, what tech support will be available for families and teachers?

Judy Nelson Elementary will use online learning. We have completed a survey of parents by contacting each family via telephone. Almost all families have some sort of access to the internet, whether it be through an internet provider or through their cell phone. Because there are some families that do not have internet access, we will include learning that does not require a connection to the internet. However, most of the information will need to be disseminated with technology. As mentioned earlier, our staff will rely on ClassDojo to connect with most parents. Individual teachers will help parents with this process. As a supplement to ClassDojo, we will also use our Facebook page to disseminate information.

Currently, most “tech support” will need to come from staff members. Eventually, we should be able to use hotspots, and possibly technology, provided by the district. However, this plan will need to be carefully thought out if it involves any sort of checking out of technology and usage of school property. Any staff members who volunteer for this duty will need to be provided with adequate PPE. Also, our district technology support personnel are busy answering questions and resolving issues from both staff and community members. For instance, we utilize Accelerated Reader in our building, and with the help of tech support, we are now able to avail parents of this opportunity.

If so, how will you ensure that all students have adequate access to devices and the internet? What support might you need?

Again, it is our hope that we can reach the few families without any access to devices and internet. We will need guidelines from the state and the district as to how much access we will be able to have in order to check these out to families. We should be able to provide a limited number of laptops, but we should also be able to provide internet connectivity. Again, we do not want to embark on such a plan without adequate protective equipment for our staff members. There are also community hotspots within the Kirtland area for families to access with a smart device. A list of hotspots will be posted on our Facebook page.

Please describe additional measures you will take to support students with disabilities, students at-risk, and students served under Title Programs (EL, Migrant, etc.).

Our Special Education teachers will still be required to adequately service their students. Our Exceptional programs office has been training Special Education teachers, via Zoom meetings, to service their students according to our current situation. All IEP meetings will continue to be scheduled and completed in accordance with guidelines. Special Education teachers will be required to attend grade level Zoom meetings so they are kept abreast of the regular education plans.

Teachers will be required to include plans for EL students as they grade level teams plan for home instruction. Our Heritage Language department is also working to provide intervention opportunities for parents, such as limited-time access to Imagine Learning.

How will teachers check-in with students? How frequently?

All teachers will make contact with students and families through ClassDojo. They will be required to post daily and keep a log of the parent contacts they have. All teachers will also be required to phone every student’s parents at least once per week. Teachers are encouraged to help parents with any issues, but they are also encouraged to speak directly to each of their students as much as possible. These calls should be more about addressing students’ social/emotional needs than completing academic work.

Please describe your plan to address electives/specials.

Specials teachers will be required to check in with students much in the way that classroom teachers do. They will post their own activities on ClassDojo for students to engage in while at home. For instance, the music teacher posted a music BINGO activity that families can play at home. The Art and PE teacher will post activities that involve their respective areas of instruction. Each teacher will be required to post at least one activity per week. They may post more, but we also want to make sure parents are not overwhelmed.

All specials teachers will also make contact with students via phone calls. Because we have 565 students, these teachers will each be responsible for contacting the families of 2 grade levels. However, they will only be responsible for making contact with one class of students per week (or roughly 20-25 students). Logs of these phone calls will be kept by each of the specials teachers.

Social and Emotional Supports

How will you utilize counselors and social workers?

Our school is assigned a social worker for a limited role and a limited weekly schedule. This social worker only sees a handful of students, and these students must have an IEP that indicates a need for ongoing visits with a social worker. Our Exceptional Programs staff will make sure district social workers are held accountable with weekly logs of contacts with students, much as they are during normal operations. Furthermore, social workers will be expected to participate in IEP meetings via Zoom, again much as they would during normal school operations.

Judy Nelson has a full-time counselor. One of her duties has always been to provide instruction for our students regarding social-emotional needs. She regularly teaches students about such issues as bullying, how to make friends, and self-esteem. She will be required to post a fun learning activity for families. As with all instructional staff, the counselor will post this learning activity on both ClassDojo and Facebook. By signing up with ClassDojo, she will be available for any parents requesting social-emotional support for their students. The counselor will also use her weekly counseling logs to reach out to students who might be in need of social-emotional support. She will keep a log of all such contacts, and she will keep a log of hours worked from home.

How will you support students' social-emotional needs?

We will do this in a variety of ways, most of which have already been touched upon. All teachers will "check in" with their students on a weekly basis. This includes bilingual, specials and special education teachers. These phone calls are extremely important because they keep students connected with adults who care about their well-being.

The counselor and part-time social worker will also make phone calls and set up Zoom meetings (when possible) to address the social-emotional needs of our most at-risk students.

To keep with the school's PAX initiative the Assistant Principal will gather and post weekly PAX Leaders nominations, as well as, Tootles Shout-outs as part of JNE's recognition of students' outstanding behavior, commitment, and citizenship.

Family & Community Communication

How will you keep families informed about changing circumstances?

There are several ways that we will make frequent contact with families. Our district and building administration both use "robocalls" to disseminate important information to families. These messages will be sent at the beginning of every school week, and at least once thereafter during the rest of the week. Logs of calls, complete with content of phone calls, will be kept by the building principal.

Parents are also given daily information via ClassDojo, the district and building webpages, and our school Facebook page. Administrators will make a video announcement every Friday, and this video will be posted on ClassDojo and Facebook. These videos will be aimed at students and will let them know that our staff are still together and functioning in a different manner in these interesting and unprecedented times.

How will you support families and caregivers as they facilitate learning at home?

Families will be given support in a variety of ways. Families with adequate access to technology will be given access through our online learning platforms. Each teacher will be in contact with all families regardless of whether or not they are communicating through ClassDojo. At this point, about 90% of our families are communicating with teachers through this platform. Some families only have smartphones, so work sent by teachers will not totally rely on availability of technology or internet access.

We do have some families who do not have access to smartphones. Teachers have been attempting to contact these families through phone calls and text and email messages. These are the families that will require packets of work for their children. The first delivery of these packets will begin on Thursday, April 2nd. Additional packets will be made by building teachers and distributed at the school when it is safe to do so, and the district allows us to access the school building and building supplies.

How will you support families and caregivers as they support the social-emotional needs of their children?

Our teachers are available to families to support these needs. Teachers will post videos of themselves in their home to let students know we are all dealing with some of the same issues and we are in this together. The counselor and non-classroom teachers will continue to log all contacts. Again, these contacts are meant to solidify connections with students and to support families and students with social-emotional needs during this uncertain time.

Like all of the rest of this plan, this is an aspect that will continue to evolve during the coming weeks/months. Besides phone calls, teachers are making every effort to connect with their students by using short ClassDojo videos or Zoom meetings and individual "Facetime" calls where they can actually see their students. Teachers will log all attempts to reach students and families.

Other

How will you reflect, monitor, and evaluate the effectiveness of the implementation of this plan and the results?

Our Leadership Team will meet via Zoom every Monday for the rest of the school year. A standing agenda item will be to reflect on the effectiveness of our plan. Reflection on programs/plans has been a big part of our meeting agenda, thanks to our district's history with the Baldrige system of Continuous Improvement, and to our state's implementation of the WebEPSS and the 90-Day Plan.

Parents will be asked for input during "robocalls" on a regular basis, and teachers will survey parents with phone calls and on ClassDojo to determine needs and requests for the remainder of the 2019-2020 instructional school year.