

Continuous Learning Plan

March 28, 2020

Date: March 31, 2020

Elementary School Name: Kirtland Elementary School

Directions: With the closure of schools for the remainder of the school year. We must develop a Continuous Learning Plan to give each of our students an opportunity to learn over the next few remaining weeks. Each school and community are unique as well as the needs of our students and families. We would like to give each school a chance to create their own plan that will meet their needs. Focus on less is more, ex; Covering one learning target per week. Please meet with your Leadership Team to devise a Continuous Learning Plan for your school. The plan is due for approval by April 3 to Don Hornbecker. If you have any questions please email him. Thank you

Academic Support

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

We would like to have PD on how staff can deliver instruction such as building videos for their students, if we feel this is a good idea. We may simply provide parent guidelines how to aid their children the learning packets we “deliver” to parents.

How does Google classroom work? Will it support what we need to do? Will and/or how will technology support us?

We may need PD on how to use computer/phone apps such as Class Dojo, Remind, Edmodo, etc.

May need PD on how to “create” a phone number that parents can use during the teacher’s office hours so they can reach them on their personal cell phone. (I know the issue many have with this, but there may be an option)

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

Due to the lack of internet availability and lack of technology usage (laptops, computers, tablets), our only option now if for teachers to contact parents through phone calls, texting, or emails and provide support for their child(ren) instructional needs. By this, teachers are meeting on weekly basis at PLC meetings to discuss various options in how to support their students’ instructional needs. Teachers are communicating with parents on what areas they can focus on for the week in the areas of math, ELA, and writing. Teachers also provide online resources to parents who need additional support for technology. Creating work packets may be the next step on a biweekly basis. Teachers will follow the safety protocols for distribution of work packets to parents. For those families who have access to internet we will continue to provide internet resources and links. Schools will identify the learning platforms that work in their community: Class Dojo, Google Classroom or See Saw for instruction. Teachers will provide consistent content instruction for all students using the online educational platform identified by their school.

Supplemental Packets:

The District Curriculum and Instructional Coaches have developed Packets of worksheets for preschool through 12th grade students that are available. This a way to support continued learning opportunities at home for families who do not have internet access.

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

The District Packets are also available on the Website for access at home for families who do have internet. These are the same Packets that were delivered to families without internet access. Packets can be found through these steps:

- Go to ccsdnm.org
- Click on the Departments tab at top of page
- Click on the Academics link
- Click on Grade Level Packet that is needed

In addition to the District Packets, and to support ongoing learning opportunities at home, there are links to online learning websites for families to access. The links can be found on the District Website through these steps:

- Go to ccsdnm.org
- Click on the Departments tab at top of page
- Click on the Academics link
- Click on ***Links for Families and Educators Online

Meetings for Ongoing Communication:

Elementary Principals:

- Building Leadership and Staff meetings through ZOOM
- Social Media

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

We will provide materials electronically, but parents will need to be responsible for the technology on their end.

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

Classroom teachers and Resource teachers are following IEP goals and accommodations for their students. Classroom teachers are providing work to meet their SPED and SAT student needs. Resource teachers are contacting parents to inform them of the work that is given to their students and accommodations that their child needs. Resource teachers remains in contact with their SPED students' classroom teacher, Occupational Therapist, Speech Therapist, and District Clinical and Non-Clinical Social Workers in providing online services to our SPED students. The 21st Century Program continues despite the corona crisis plaguing our community. The various learning site coordinators are working hard with our program teachers to deliver the homeschool education activities for various enrichment programs. Underpinning the 21st-century activities, we will distribute STEM supplies to each program students, which is a family engagement activity. Supports for identified SSO:

- Weekly ZOOM calls with team to discuss successes and challenges
- Virtual meetings/conference calls are ongoing for students with an individual plan (IEP/REED/EDT) to meet the Federal Guidelines for compliance for students with disabilities.
- Services are provided through virtual/conference/social media platforms
- Work Packets have been developed for Life Skills and students with Autism and are planned to be delivered next week.
- Social Workers and Nurses have been providing Social Emotional support

- Working with Food Services to create a plan to get meals for students who are medically fragile.

How will teacher's check-in with students? How frequently?

Teachers will check-in Weekly. They can check every Monday through e-mail or phone (if a plan is developed to do so safely and amicably)

Please describe your plan to address electives/specials.

We are planning on having the PE and Music teachers provide one 15 minute activity a week to each grade level that the classroom teachers will pass along to the parents.

Specials teachers will be required to check in with students by posting activities on a school's website or Facebook. For instance, the music teacher could post a music BINGO activity that families can play at home. The Art and PE teacher could post activities that involve their respective areas of instruction. Each teacher will be required to post at least one activity per week. Parent Contact Logs will not be required from the Special's Teachers as the Core Teachers/ SPED/ and Heritage Teacher will be contacting families, however, they will be submitting weekly work summaries and reflection on Fridays to the Principal.

Social and Emotional Supports

How will you utilize counselors and social workers?

We will require that our counselor hold office hours where the parents and students can reach out to her. Hours will be at least two days a week. One AM and one PM session minimum.

School Counselor will set up office hours and will be in contact with students on a weekly basis. They will provide support and counseling if necessary. The school counselor will act on any referrals appropriately, from contacting parents to contact agencies in support our students. District Clinical and Non-Clinical Social Workers will continue to contact students and families that they work with. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for.

How will you support students' social-emotional needs?

My goal is to give our students an outlet to talk about their fears, provide a sense of calm, do some mindfulness activities and finally reassure them that their families, health and public school officials are working hard to ensure their safety.

I will keep office hours that will work around whatever plans you may have. I'm flexible. I would like to create a Counselor Check In form for students to access easily whether on our School Web site or otherwise. The form will ask for name, grade level, and include emoji mental health icons to access their state of mind. Those that I am worried about I may take Jay's idea of using the Google app to make a phone call from my personal phone and others I will text using the same app.

I would like to give the students a set of fun daily challenges to help them adjust to this trying time. For example Wellness Wednesday - Thankful Thursday - Mindful Monday - Talented Tuesday etc.

I would also like to send out a message to parents to encourage them as well and give them pointers to help them talk (age appropriately) to their children about this pandemic and why we have prevention guidelines (hygiene, social distancing, schools closures) and guiding them to let their children talk about their fears.

Family & Community Communication

How will you keep families informed about changing circumstances?

We will do our weekly Sunday call out and utilize our school webpage to deliver the message as well to the community.

Family and Community will be informed of any changes, information, or issues through Teacher-Parent contact through:

- District/ School Website = Website is updated by R. Taboada
- Robo-call = The Front Office will send out information to Mesa families with updates (pending the contact is correct)
- School Facebook = The Front Office will update the FB account as needed and as often as needed
- Email = Teachers use email to inform and keep in contact with families
- Phone = Teacher use phones to contact families and keep them updated as needed
- Class Dojo

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

All Teachers, Resource teachers, Special Teachers, and Support Staff will provide support by contacting parents and asking for any additional support they may need for their child(ren). Teachers will be required to keep office hours daily, and document the parent contacts made during these times. Extensive lesson plan supports will be included in packets. Any other additional support will be directed to the School Principal and she/he will seek assistance from the school district to provide the support for the student. Additional support may be counseling referrals, behavior referral, or emotional needs.

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

The school will continue to offer support through the identification of the School Counselor office hours and face-time accessibility for students/families in need. The School Counselor will hold office hours and will be providing resources for students through Google Classroom, School Website, and Facebook. For students who do not have access to the internet, the School Counselor will include any resources in student packets every two (2) weeks. Students will be allowed to check in and schedule appointments through the phone and/or email with the School Counselor. Each school will post resources on our Facebook, Google Website and share on a case by case basis during phone check-ins. This includes the following:

- Optum Emotional Support Help Line at 1-866-342-6892
- Sanvello: <https://www.sanvello.com/>
- Coping with Traumatic Events webinar:
<https://bli.webex.com/bli/lshr.php?RCID=07c1389e47173fe4e370b024cb6b973e> • Get the Best of Stress webinar:

<https://balancinglifissues.webex.com/balancinglifissues/lsr.php?RCID=7655016ead7446c1632116b9aacb6cd8>

- For Crisis or Emergency Care: Call 911

Other

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

The first part of evaluating effectiveness is to monitor the amount of work returned by the families. We also need to monitor how many families gain access to the work teachers provide.

Please include any other relevant information or documents related to your Continuous Learning Plan

One important part that we all need to remember, students are where they are. We will instruct them at the level they are when face to face instruction resumes. Teachers are resilient and flexible. They will catch students up and get them up to speed.

WIDA

WIDA reached out to educators in the WIDA International School Consortium to identify some of the unique opportunities and challenges for multilingual learners in online environments. Some international educators have been teaching online for more than a month; their insights with online tools have been framed around the 2019 WIDA Guiding Principles of Language Development in the link below.

https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online?utm_source=MK-WN032620&utm_medium=wisclist-email&utm_campaign=WIDANews

WIDA eLearning

WIDA's self-paced eLearning may be a useful PD tool at this time for educators to enhance their practice to support English learners. Please find attached the topics of the six on-demand self-paced eWorkshops and below some ways to maximize the eLearning opportunity.

1. Evaluate your school or district's needs and find an offering that meets your goals.
2. Create a PLC or a learning cohort that meets online.
3. Use WIDA PLC resources (below)

WIDA Early Years Online Modules

Online learning modules are self-paced, stand-alone learning experiences. Each of the modules contains one hour of content.

- Perfect for Early Care and Education (ECE) community members who support young multilingual children, ages 2.5–5.5 years.
- Interactive and engaging content that you can put into action immediately
- Go to <https://go.wisc.edu/69c3t6> and click Create new account or enter your login information.
- Available through 6/19/2020.
- Those completing the modules should keep a copy of their certificate in their training notebook for FOCUS verification.
- E-Learning Flyer providing descriptions and how to access to the modules.

More resources for language development can be found on the NMPED's website in the Educators' Toolkit in the link below under General Language Development (page7).

HYPERLINK "https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit_Final.pdf" https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit_Final.pdf