

Ojo Amarillo Elementary School (OAES) Continuous Learning Plan

Date: April 2, 2020

Elementary School Name: Ojo Amarillo Elementary School

Ojo Amarillo Elementary School (OAES) is a Public Elementary School nestled in the beautiful Ojo Amarillo community on the northeastern part of the Navajo Nation. Ojo Amarillo is located in a rural setting and there are three Navajo Government Chapter communities where students reside in. A key goal shared by OAES staff is to serve the “whole child”. To this end, we are dedicated to implement a Continuous Learning Plan for the rest of 2019-20 school year with several key supports in place for all learners. We are committed to using a combination of the following structures: Essential Learning packages and technology for academic support; Online Professional Development for teachers to navigate technology use; Multiple communication platforms to reach all stakeholders; and Social-Emotional support for families.

Academic Support

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

OAES professional development plan focuses on training for the following areas:

- Google – Orientation how to set up a webpage - Teacher Adriane Jopek gave an orientation and will provide technical assistance on a one-to-one basis to all OAES Teachers. Ojo Website: <https://sites.google.com/view/ojobobcats/home>
- Online learning tools use – 3 designated Teachers/Principal will provide extra guidance on how to navigate and use tools to 9 Teachers (case by case basis)
- Journeys online – District Instructional Coach Judy is needed to provide a review on features of Journeys online for K-6
- Eureka Math – District Instructional Coach Judy is needed to provide a review on video usage online for K-6
- Imagine Learning – Heritage Teacher Bernadine Begay will need support on how to set up program and manage for student participation.
- Website Reviews – All Teachers and Educational Aides will review websites and make reflection statements on them (including recommendations for student use or not).

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

OAES will provide continuous learning support using a combination of both technology and Essential Learning packages. Here is our set up:

- Telephone Contact Inventory Results:
Inventory on tech devices and internet use at home, gmails, contact updates – Right now, about 70% of our families have current phone numbers and use cell phones, but no internet use – laptops and hotspots needed; 10% of our students have access to laptops/ipads/tablets/computers and limited internet access; 20% of our students do not have any tech devices or internet access – laptops and hotspots needed. Furthermore, only 5 Teachers have workable laptops and the other 23 need laptops to do work from home – Teachers need to be able to check out laptops (and 10 need hotspots).
- Meetings have been structured as the following:
 - ❖ Weekly High Performing Team ZOOM meetings will be done – Grade level leaders will email me 2 meeting dates/times.
 - ❖ Weekly Staff ZOOM meetings will be done each Wednesday @ 9 AM.
 - ❖ Weekly Activity Plans/logs will be required (to be turned in each Friday) documenting all teacher activities and reflection for the week – emailed to Pandora each Friday.
 - ❖ Weekly communication with parents: facebook, emails and calls/texts providing parents with resources.

- ❖ Daily 21st Century meetings will be required and reported to District Coordinator.
- ❖ District Department meetings will be required for School Personnel (e.g. Heritage Teachers, Special Education Teachers) to participate in on a weekly basis as coordinated by District Leadership.
- Essential Learning Packages will be prepared:
 - ❖ Activity packets, consumable workbooks and supplies will be packaged (by student name/grade) for pick up during grab and go meal time upon approval by District:
 - Principal will work with District to schedule a day for Teachers to come in and prepare activity packages for their students, collect their personal items and plan (schedule will be staggered so that we maintain social distancing protocols).
 - Proper PPE will be given to all Teachers/Staff who enter the building (e.g. gloves and hand sanitizers).
**NOTE: All Teachers/Staff will be required to wear their own masks, no exceptions.
 - ❖ A “Drive Thru” set up day will be arranged inviting parents to pick up “essential learning packages” (activity packets, essential learning tools to use, etc.) by grade level.
- OAES Google Website will be implemented starting April 6, 2020: <https://sites.google.com/view/ojobobcats/home>
 - ❖ OAES website has been set up with pages for all teachers (Regular, Special Education, Heritage, Specials, 21st Century) to design, upload learning essentials, learning/enrichment activities, videos, and resources for students and families to use at home.
 - ❖ All teachers are not required to do grading and will only “offer” the activities for enrichment and skill building at home.

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

OAES will provide online learning resources/links in the format of enrichment activities for skills development in English Language Arts, Math, Navajo Language, Physical Education, Music, Technology Education, and Art. Grades will not be required; instead, all OAES Teachers will provide home activities and computer-based programs for families to engage in online. Teachers will share Office Hours with their students and parents to provide technical assistance and learning supports. Families will also be able to call/text/email OAES Teachers for questions and answer sessions on any learning activities. If there are questions that require further support, Teachers will contact District Learning Coaches for answers and resources.

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

OAES will need District and State support to provide laptops and hotspots for priority students first. OAES understands that not all students are good candidates for online learning services. Teachers will work with Parents to determine what is in the best interest for their children’s learning (paper or technology, etc.). In addition, OAES will work with District to coordinate equitable learning opportunities and devices upon availability. Note: Priority students may include 6th Grade Students, Students with disabilities who do not have access to technology devices for Speech Language Tele-therapy service and/or necessary level of services as documented in their Individual Education Plans (IEP’s), English Language (EL) students and at-risk students as identified through the Student Assistant Team (SAT) process and/or weekly check in process. Coordinated processes will include:

- Principal will work with District on a Check Out System for Teachers need laptops and hotspots – District/State will need to purchase hotspots for Teachers to use.
- All students will be provided an Essential Learning package (with learning tools like crayons, pencils, scissors, markers, paper, notebooks, consumable workbooks, activity packets)
- Principal will work with District to set up a Check Out System for all 6th Grade Students who do not have a laptop, to be able to check out one.
- Principal will work with District to set up a Check Out System for all 6th Grade Students who do not have internet access to be able to check out a hotspots
- Special Education (SpEd) Teachers will inventory all students with disabilities on student tech device needs and work with District Support Services on a Check Out System for all students with disabilities who require SLP Tele-therapy services and/or other necessary services as documented in their IEP’s.

- SAT Chair will work with District SAT Coach to identify students in need of laptop and hotspot devices.
- Office Staff will collect email addresses from parents and update PowerSchool.

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

OAES will coordinate with District to ensure that all students with disabilities, students at-risk, and EL students have access to the same or equitable learning opportunities as their peers. OAES SpEd Teachers will coordinate under the direction of District to provide services using virtual conferencing- Zoom/go to meetings, phone/tablet apps, and phone calls.

For Students with disabilities:

- All services need to be documented in this manner:
 - Name of student
 - Contact type: virtual conference/phone/etc.
 - What services were provided?
 - How long?
 - Brief description of services rendered
- All contact needs to be documented in this manner:
 - Name of student
 - Name of Contact/relationship
 - Phone Number
 - Contact type: virtual conference/phone/email/etc.
 - Communication- who and what was discussed
- IEP/REED Meetings set up with family and documented 10-day notice- make sure all participants are available including LEA/regular education teachers/ and ancillary providers
- Contact for meetings:
 - Name of student
 - Name of Contact/relationship
 - Phone number-
 - Communication- who and what was discussed
 - Invitation to meeting can be sent through via text messages/phone apps and must be documented on invitation
 - Invitation could be sent through email/screen shot to the families: guardian/student
- Meeting held via conference call/virtual:
 - All participants participate
 - Draft paperwork should be done prior to meeting to be sensitive to participants limited data amounts
 - Go through IEP or REED-
 - Schedule of services should remain viable to best meet the needs of the students
 - PWN needs to be detailed and clear of what was communicated/ no signatures are required- but you must put how they participated in the PWN/signature page
- IEP/REED submittal
 - After meeting is conducted: finalize and email template to Courtney letting her know it is completed-
 - Checklists and templates will be sent from our department via email
 - Save final draft on your computer and email paperwork with permission from families

For Students in Bilingual programs and EL Student Supports:

The District Multicultural/Bilingual department has posted key resources on the district website. OAES Heritage Navajo Teachers will contact their students' parents informing them of the supplemental resources for Navajo Heritage classes. In addition, other supplementary resources will be utilized for other content areas but with a focus on cultural and linguistic relevance (as incorporated in the resources). These resources do not require internet or any type of xeroxing. The main goal is for our language program is to build a cultural identity. Furthermore, these resources contain the standards from the Navajo Nation and align to the

World Language standards. OAES Heritage Teachers will document their weekly contacts and upload the online resource link to their OAES Google Website page for family access.

For At-Risk Students Identified in SAT:

OAES SAT Chair will work with District SAT Coach to review each SAT case to determine needs. SAT Chair will communicate specific needs with Regular Ed. Teacher to ensure accommodations are incorporated in the online learning opportunities (and upon availability).

21st Century Program:

OAES 21st Century Coordinator will work District Coordinator to make weekly contacts with students and provide enrichment activities for students to do at home. In addition, the OAES Coordinator will upload all activity links to the OAES Google Website for families to access and send reports to District Coordinator for accountability.

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

All OAES Teachers will document Weekly Contact Logs using a variety of communication mediums: by calls/texts/emails/Googledocs/Facebook Messaging/Video Conferencing. Teachers will submit their Weekly Contact Logs to include:

- Name of Student
- Contact Information (phone and email address)
- Indication of contact made or voicemail with follow up date
- Notes of wellness or concerns

Please describe your plan to address electives/specials.

All OAES Specials Teachers will design/upload activity resources and links for enrichment learning opportunities for students on the OAES Google Website (on their page) for families to access. They will also maintain weekly calls to their assigned Students as part of our Bobcat Buddy system (for emotional wellness support). They will submit a Weekly Contact Log, as well, on Fridays.

Social and Emotional Supports

How will you utilize counselors and social workers?

At this time, OAES does not have a School Counselor. We are asking for a Social Worker or Counselor to be shared in providing extra support as follows:

- Weekly calls to SAT students, Social Service students, and other At-Risk students as referred by teachers during this school closure period.
- Arrange for SAT meetings for priority students such as those in process for retention and referral for further testing.

How will you support students' social-emotional needs?

OAES will provide several strategies using our OAES Facebook page, our website, and through emails:

- Principal will post positive messages and strategies on Facebook – For example, “Calming Station idea for home”
- PAX newsletters
- Positive Notes to students and parents using weekly contact mediums
- PAWS to our students (Positive Affirmations With Students)
- Provide Emergency Contact information
- Make referrals for possible abuse or neglect cases to Navajo Nation Social Service
- Bobcat Buddy System – Specials Teachers making weekly calls to their assigned students (as recommended by the Regular Ed. Teacher)

Family & Community Communication

How will you keep families informed about changing circumstances?

All OAES Teachers and Principal will make every effort to communicate to families using:

- Calls (Robo, group, and One-to-One)
- Texts
- Emails
- ClassGoogle
- Facebook
- Video Conferencing
- OAES Google Website: <https://sites.google.com/view/ojobobcats/home>
- Regular Mail (upon availability of funding for stamps)

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

All OAES Teachers and Principal will provide Office Hours to families for learning supports. Parents will offered help on a daily basis.

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

OAES 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/lsr.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
- District Social Worker Referrals

Other

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

Weekly Staff Meetings will include opportunities for reflection, monitor and evaluation of processes for improvement. In addition, all OAES Teachers will do weekly reflections for Principal review.

Please include any other relevant information or documents related to your Continuous Learning Plan (see Weekly Learning Activity Log on next page)

Ojo Teacher Weekly Learning Activities Plan - DUE EACH FRIDAY (FOR NEXT WEEK) **Note: Students Contact log on separate form

Grade Level Prepared by Teachers: For Week of: Subject:	Critical Standards for this week are: <ul style="list-style-type: none"> • ELA: • Math
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Expected Time for students to spend learning each day: (e.g. assignments, video check-ins, projects, etc.): Gr. 1-2 = 45 min.; Gr. 2-3 = 60 min.; Gr. 4-5 = 90 min.; Gr. 6 = 60 min.)

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours (for parents to reach you)					
Grade Level HPT Mtg. (list date/time & topics discussed)					
Planning Prep (list daily time & topics planned)					
Online ELA Learning (list link for online program or title of activity packet & note if you will distribute thru meal time)					
Culminating ELA Activity (list activity assigned to students – hands on)					
Online or hard copy Independent Reading Time (30 min. max)					
Online Math Time (list link for online program or title of activity packet & note if you will distribute thru meal time)					
Culminating ELA Activity (list activity assigned to students – hands on)					
IEP meeting (If you are invited/host an IEP mtg., list student name/date/time)					
IEP meeting: List student name/date/time					

Staff Meeting (list date/time/members participated)					
Weekly Reflection: 3 ideas/learnings from this week; 2 actions you are proud of; 1 insight.					