



Dale R. Fair
Babson Park Elementary

CONTINUITY PLAN 2020

Please keep in mind that this document may be altered
as information is obtained from the Florida Department of Education.

Dale R. Fair Babson Park Elementary has made every effort to provide continuous instruction for every enrolled student. We utilized online instruction, paper-based materials and other resources for our PreK – 5th Grade students.

TEACHER RESPONSIBILITIES

Distance learning started and ended with the instructional staff. The teachers provided the lessons and materials to the students and were expected to:

- Create digital and/or paper-based lessons that adhere to their grade level standards and subject(s) taught.
- Submit weekly lessons using Google Classroom, Schoology, or Facebook.
- Continue to monitor students' performance using assignments.
- Deliver lessons via videos or precisely written instructions with ample examples.
- Grade and record assignments using FOCUS.
- Keep track of attendance using paper-based rosters.
- Submit weekly attendance data to administration.
- Communicate with parents via email, Remind, text, Schoology, or Facebook.
- Be available for students and parents between 7:15 am and 3 pm, Monday through Friday.
- Submit upcoming weekly lessons in Planbook Edu.
- Inform administration about any concerns regarding students' performances or attendance.
- Attend all faculty and staff meetings virtually.
- Adhere to the Code of Ethics for teachers.

SCHOOL RESPONSIBILITIES

Announcements were made to parents through Messenger, Remind, Facebook, and the school website. In addition, the school callout system was used periodically.

Facebook and the school website contained additional up to date information and pertinent links for parents.

Link to website: www.basonparkelementary.com

Link to Facebook page: <https://www.facebook.com/Dale-R-Fair-Babson-Park-Elementary-School-104040502979520/>

In addition, the school:

- Surveyed parents to determine how many devices and Internet services were needed.
- Contacted families to offer social/emotional support.
- Contacted families to offer food distribution information and meet needs of the school families they were aware of.
- Provided Internet accessible devices on a prioritized need basis and availability of devices.
- Notified parents of dates and times devices/packets could be picked up.

STUDENT RESPONSIBILITIES

Internet access was required in order to complete online assignments. The students were reminded that the Internet should be used in a responsible, safe and legal manner. Even during distance learning, every Dale R. Fair Babson Park Elementary student was required to abide by the policies set forth in the school Code of Conduct. While engaged in distance learning, the student:

- Was responsible for good appropriate behavior on the Internet and virtual classroom.
- Agreed to refrain from using obscene, profane, or disrespectful language.
- Only sent course related emails to online classmates using school email address.
- Kept his/her password protected.
- Was focused and engaged when completing any assignments.
- Was expected to dedicate the appropriate amount of time to complete the assignments.

- Participated and completed his/her own work according to the teacher's instructions.
- Agreed to complete all assignments to receive a passing grade for the course.
- Attended scheduled meetings using Google Classroom, Zoom or phone calls.

Continuous communication between the student and the teacher was key for successful online instructions. Each week, the teacher outlined the weekly minimum work requirements. Therefore, it was imperative that the student and teacher were in regular contact. The following procedures were implemented:

- The student had seven (7) days to complete and submit the required assignments for the week. If the student did not submit them within the given time period, the student and parent received a notification from the teacher.
- The notification required the student to contact the teacher immediately to discuss plans to complete the missed assignments.
- If the student did not respond, the teacher contacted the parent. Contact was made with teachers or parents through Phone Text, Email, Google Hangout / Google Meet, Remind, and/or phone call.

PARENT/GUARDIAN RESPONSIBILITIES

The parents/guardians played a vital role in distance learning during the school closure as they were at home with the student. Adequate daily supervision and support by a responsible adult was the key to every student's successful completion of the online assignments. When supporting their child during distance learning, the parents:

- Supervised all instruction and monitored the student's pacing and completion of assignments.
- Motivated the student to learn.
- Established a schedule and an environment conducive to online learning.
- Communicated with the teacher(s) on a regular basis to ensure that their student was on track.
- Contacted the teacher when the student was sick and unable to complete assignments.

NON-INSTRUCTIONAL PERSONNEL RESPONSIBILITIES

Administration assigned responsibilities as needed for non-instructional personnel. When working remotely, non-instructional staff was expected to respond to all emails and attend all virtual staff meetings. Their immediate supervisor assigned tasks.

SOCIAL WORKER RESPONSIBILITIES/PROVIDING STUDENT AND FAMILY SUPPORT

The unexpected and prolonged school closure was stressful for some students. Fear and anxiety about the unknown tended to overwhelm and cause strong emotions in adults and children as everyone reacted differently. Dale R. Fair Babson Park Elementary recognized the need of mental health counseling for students during these trying times. Our school Social Worker attended all staff virtual meetings. After touching base with the staff in these meetings, the Social Worker also checked in on the specific students that the teachers/staff noted as struggling, both academically or emotionally. She did this at least once a week.

DIGITAL INSTRUCTIONAL MATERIALS FOR CORE SUBJECT AREAS

Dale R. Fair Babson Park Elementary utilized the following digital instructional materials for standards-based core subject areas:

	Platforms for Organizing Content	Math	ELA	SS	Science
K	Kindergarten Facebook Page, ZOOM	ZOOM Lessons, BrainPOP, Acaletics and Go Math! (paper copies)	ZOOM Lessons, Journal Writing, Facebook Lessons, BrainPOP, and SPARK	Unit Videos on Facebook	Unit Videos on Facebook
1st Grade	1st Grade Facebook Page, ZOOM	ZOOM Lessons, Facebook Lessons, BrainPOP, Go Math-ThinkCentral Online, Go Math! (paper copies)	ZOOM Lessons, Facebook Lessons, Journal Writing, ReadWorks, and SPARK	BrainPOP, Scholastic News (paper copies)	BrainPOP, Scholastic News (paper copies)

2nd Grade	2nd Grade Homeroom Facebook Pages, ZOOM, Schoology	ZOOM Lessons, Rocket Math-Schoology, EXTRA Math, Acaletics, Go Math (videos on FB), Go Math-ThinkCentral Online, Go Math! (paper copies) BrainPOP	ZOOM Lessons, Readworks, EPIC, RAH Logs, Journal Writing, AR	BrainPOP, Scholastic News Videos and Paper Copies	BrainPOP, Scholastic News Videos and Paper Copies
3rd Grade	Schoology, ZOOM	ZOOM Lessons, Extra Math- Math Facts, Go Math!-ThinkCentral Online, Acaletics	ZOOM Lessons, Culyer Reading Strategies Lesson-Schoology, Reading/Writing Log, AR	ZOOM Lessons, Scholastic News Lessons posted in Schoology	ZOOM Lessons with Teacher Made Science Lessons posted in Schoology
4th Grade	4th Grade Facebook Page, ZOOM, Schoology	ZOOM Lessons, Rocket Math-Schoology, Acaletics, Go Math-ThinkCentral Online, USA Test Prep	ZOOM Lessons, Readworks, USA Test Prep, Journal Writing, AR	ZOOM Lessons, Social Studies Weekly Lessons posted on Schoology and Facebook	ZOOM Lessons, USA Test Prep, Science Journal, Weekly Lessons posted on Schoology and Facebook
5th Grade	ZOOM, Google Classroom, Google Slides, YouTube Channel	ZOOM Lessons, Khan Academy, Go Math-ThinkCentral Online, USA Test Prep	ZOOM Lessons, Readworks, EPIC, Literature/Writing Response Log, USA Test Prep, AR, Novel Studies using Culyer Reading Strategies on Google Classroom, Quizlet, Flocabulary, Read Aloud Videos	ZOOM Lessons, Scholastic News Lessons Online	Science Bootcamp, Generation Genius, Science Video Lessons posted in Google Classroom

Virtual lessons were also taught by our Special Area teachers using each individual grade levels' platform.

ESE/SECTION 504 PLAN/ ELL STUDENTS

Every student had access to the same instructional materials, regardless of his/her academic abilities and/or English language proficiency. We strived to provide students with disabilities or a student with a Section 504 plan with special and related services in accordance with their IEP or Section 504 plan. We communicated with parents of any student with disabilities/504 plan to determine if we were meeting their goals and/or accommodations.

SOCIAL AND EMOTIONAL SUPPORT

Social and emotional health is the child's developing capacity to form secure relationships, experience and regulate emotions and, explore and learn. Social Emotional learning has shown to improve academic performance in students while providing them with learning experiences to manage their emotions and apply it to real life situations. For Elementary aged children, learning to identify emotions and how to manage them is a key to success in and outside the classroom. Now more than ever, our students have experienced a pandemic which comes with isolation from friends, teachers, family, and other social activities that mean so much to them. Providing them social emotional health and learning will ensure their futures are set up for success.

Our Social Worker was expected to do the following:

- Contacted social work kids weekly (including high risk).
- Participated in all staff and grade level meetings.
- Participated in many classroom Zoom meetings.
- Assisted in providing technology to needy students (helped with disbursement and drop off).
- Assisted teachers in reaching students and families who were struggling with completing work or could not be contacted.
- Provided social skill worksheets, techniques, and activities.
- Provided assistance with any DCF calls or cases at the school (contacting case managers, etc.)

EXPECTATIONS OF ALL STAKEHOLDERS INVOLVED

Distance learning can only be successful when all stakeholders involved are active partners and communicate on a regular basis, via phone, text, email, Google Classroom, Schoology, Facebook, or Remind.

Updates were provided to the parents on student progress weekly through text, email and/or online platform. Phone calls were also made as appropriate.

The school communicated with parents to ensure everyone was receiving support for their needs and to continually assess the need for improvements. Announcements were given through the school web-site, Facebook page, as well as through school call outs. Assessments/surveys garnering parent feedback included the questions listed below.

1. What grade is your student in? (all grades were listed)
2. How was your experience with online learning? (rate 1-3)
 - 1 - Not Good
 - 2 - Ok
 - 3 - Good
3. What was the main platform your child used?
 - Facebook
 - Google Classroom
 - Schoology
4. I feel the platform was well organized.
 - Agree
 - Disagree
5. My child and I understood the expectations of what was to be completed weekly/daily.
 - Agree
 - Disagree
6. I feel my child's teacher answered me in an appropriate amount of time.
 - Yes
 - No
7. Please leave a suggestion you feel would benefit all students working on a digital platform.
 - Comment box provided.