

**Gibbon Public Schools  
Continuation of Learning Plan**



**How do you plan to serve students?**

Gibbon Public Schools have dedicated time and resources in professional learning communities and professional development with Marzano Research and Jan Hoegh to create a systemic process to identify priority standards, unpack those standards, identify the level of performance expected for proficiency work, and create assessments. This occurs at each grade level and in each content area. The school district will rely on this effort to plan for instruction in an alternate learning environment.

The school calendar and days in session will be honored during this process. Families are asked to refer to the school calendar for days where school is not in session. Examples include but are not limited to: Easter Break, early-outs, and teacher professional development days.

**Instruction**

The Instructional Day

Our families work different schedules and different shifts at a variety of industrial settings in our area (Gibbon Pack). With this in mind, our education family is not expected to work the traditional school day but we have asked that they devise a schedule that creates flexibility allowing staff the opportunity to interact with parents, support parents, and provide instruction to students.

Teaching and Learning

Gibbon Public Schools functions as a professional learning community. Grade-level and content area collaborative teams frequently review their priority standards and determine those standards students must “know and be able to do” preparing them for graduation or the student’s next level of learning (i.e., moving from 3rd grade to 4th grade).

Teachers will identify the priority standards deemed most essential while learning continues in an alternate learning environment, will communicate those standards to their students, and will specify the level of performance expected for proficient work. The body of evidence required to exhibit proficiency will be determined by the individual teacher. Teachers will continue to work with their content area colleagues to reinforce the work with the standards.

Instructional Delivery

Students will have both off-line and online learning activities. Instruction will take place through a variety of mediums including instructional packets, Zoom, Schoology, E-mail, videos, Google, YouTube and other modes of delivery identified by individual teachers and collaborative teams. A typical lesson will be communicated by using Zoom, Schoology, or Emails. Students should expect to be able to reach their teachers using (at the minimum) one of these methods during the school day.

Tutorials and enrichment is planned and delivered by individual teachers. Examples include one-on-one sessions via Zoom and small group instruction on FaceTime.

## Communication to Parents and Students

The following forms of communication are used to consistently share information with students and parents including: Schoology, Zoom, Email, Remind, ClassDoJo, Buff Alerts, and on the Gibbon Public Schools website. There are three staff members available and on-call to help facilitate dialogue with non-English speaking families.

Teachers were asked to reach out to all their students prior to the completion of the first week in an alternate learning environment. In some cases, this may have stretched into the second week due to difficulties reaching parents. Teachers, Grades 7-12, have been also asked to reach out to the students that have enrolled in their 7th period advisory to help facilitate any needs; educational, emotional, or otherwise.

### District's Communication Plan

The initial message: The CoronaVirus Pandemic has forced the school district to indefinitely close its doors. Despite this reality, education for all our students will continue to occur through an alternate learning environment. Gibbon Public Schools wishes to ensure our students, parents and patrons have timely and relevant information on a consistent basis throughout this situation. Please review the following information to learn more about the manner in which the school district plans to communicate with our community.

Informing the community: A consistent flow of information is provided in English and translated into Spanish for the citizens of Gibbon. Information is shared via email with the city's largest employer (Gibbon Pack) and the local daycare (Little Buffs Adventure Center), posted in convenient stores, and at City Hall.

### Office Hours

The office will continue to perform daily operational tasks; however, this will occur in a non-traditional way.

On Monday, Wednesday, and Friday, the office will be open from 7:30 a.m. to 4:00. Although we will not allow individuals inside the building, we will have secretarial and administrative staff available to take phone calls, answer emails, and respond to requests.

On Tuesday and Thursday, our staff will work from home and will be able to respond to emails. Please do not hesitate to use email to contact one of us.

Please leave a message if you are unable to connect with any individual.

Here is the contact information –

Dr. Vern Fisher	Superintendent	<a href="mailto:vern.fisher@gibbonpublic.org">vern.fisher@gibbonpublic.org</a>
Tina Godfrey	Elementary Principal	<a href="mailto:tina.godfrey@gibbonpublic.org">tina.godfrey@gibbonpublic.org</a>
Troy Lurz	High School Principal	<a href="mailto:troy.lurz@gibbonpublic.org">troy.lurz@gibbonpublic.org</a>
Jeff Montgomery	Asst. Principal/AD	<a href="mailto:jeff.montgomery@gibbonpublic.org">jeff.montgomery@gibbonpublic.org</a>
Keri Waddle	Counselor	<a href="mailto:keri.waddle@gibbonpublic.org">keri.waddle@gibbonpublic.org</a>
Cindy Nickel	Secretary, Elementary	<a href="mailto:cindy.nickel@gibbonpublic.org">cindy.nickel@gibbonpublic.org</a>
Veronica Trevino	Secretary, Secondary	<a href="mailto:veronica.trevino@gibbonpublic.org">veronica.trevino@gibbonpublic.org</a>
Carlia Brundage	Business Manager	<a href="mailto:carlia.brundage@gibbonpublic.org">carlia.brundage@gibbonpublic.org</a>

Brenda Avina	Translator	<a href="mailto:brenda.avina@gibbonpublic.org">brenda.avina@gibbonpublic.org</a>
Ed Uden	Technology	<a href="mailto:ed.uden@gibbonpublic.org">ed.uden@gibbonpublic.org</a>
Deanna Stall	Technology	<a href="mailto:deanna.stall@gibbonpublic.org">deanna.stall@gibbonpublic.org</a>

### Office Phones

Elementary (308) 468 – 6546

Secondary (308) 468 – 5721

### Special Education Department

Cheryl Escritt	Early Childhood Special Educator	<a href="mailto:cheryl.escritt@gibbonpublic.org">cheryl.escritt@gibbonpublic.org</a>
Melanie Zezulak	K-6 Special Education	<a href="mailto:melanie.zezulak@gibbonpublic.org">melanie.zezulak@gibbonpublic.org</a>
Chelsey Jacobitz	7-12 Special Education Teacher	<a href="mailto:chelsey.jacobitz@gibbonpublic.org">chelsey.jacobitz@gibbonpublic.org</a>
Steph Yockey	K-6 Special Education Teacher	<a href="mailto:stephanie.yockey@gibbonpublic.org">stephanie.yockey@gibbonpublic.org</a>
Chris Denton	School Psychologist	<a href="mailto:cdenton@esu10.org">cdenton@esu10.org</a>
Connie Meyer	Speech/Language Pathologist	<a href="mailto:cmeyer@esu10.org">cmeyer@esu10.org</a>
Mariah Filipi	Speech/Language Pathologist	<a href="mailto:mfilipi@esu10.org">mfilipi@esu10.org</a>
Kiley Wall	Occupational Therapist	<a href="mailto:kwall@esu10.org">kwall@esu10.org</a>
Katy Shelton	Physical Therapist	<a href="mailto:kshelton@esu10.org">kshelton@esu10.org</a>
Barb Gentrup	Special Education Coordinator	<a href="mailto:barb.gentrup@gibbonpublic.org">barb.gentrup@gibbonpublic.org</a>

### Social Media

Social Media offers an opportunity to frequently monitor different sites to learn more information about activities taking place in an alternate learning environment. The District’s website will be updated each Thursday by 1:00 p.m.

Dr. Fisher’s Twitter Account – @fisher\_vern  
 District’s Twitter Account - @gpsbuffs  
 Gibbon Boosters Facebook Page  
 Gibbon Elementary School Facebook Page  
 Gibbon Public Schools Facebook Page  
 District’s Website Address - <http://gibbonpublic.org/>

## **Grading**

Board Policy 611.05 outlines the superintendent’s role in the development and implementation of guidelines for grading practices. Understanding the traditional school setting ended abruptly, and school quickly transitioned to an alternate learning environment, students were unable to attend to certain tasks or prepare for new learning experiences. The superintendent worked in collaboration with classroom teachers to discuss and identify the manner in which grading will occur in an alternative learning environment. This grading policy reflects education’s current reality.

Focus: According to board policy, “grades should reflect the level of student achievement in the knowledge and skills specified by grade level or course objectives.” For Gibbon Public Schools, the knowledge and skills are identified through “priority standards” and the level of performance students must achieve is articulated through proficiency scales.

Teachers identify the priority standards deemed most essential while learning continues in an alternate learning environment, will communicate those standards to their students, and will specify the level of performance expected for proficient work. The body of evidence required to exhibit proficiency will be determined by the individual teacher.

#### Student work that is missing prior to transition to an alternate learning environment.

Each classroom teacher will work with individual students who are missing or have yet to complete assigned work prior to moving to an alternate learning environment.

The classroom teacher will determine the product to be generated by the student, and describe the amount of information (body of evidence) required for the student to show proficiency on a priority standard.

The manner in which work is submitted by the student will be defined by the teacher. This may be through pictures taken and sent through email or Schoology, showing work on Zoom, or other methods determined by the classroom teacher.

A final grade will be determined based on the student's level of performance.

#### After transitioning to an alternate learning environment.

Core Classes. Teachers will determine the priority standard, the level of performance, the delivery of instruction, and the products to be generated by students.

Once work is completed and submitted by the student, the classroom teacher will assign a grade based on the level of performance defined by the teacher, and supported by the body of evidence confirming the level of proficiency.

Junior High Quarter Classes and Non-Core Classes (Robotics, Band, Choir, etc.) Educational practices will reflect those in core classes. Grades will be issued on a Pass/Fail basis.

### **Meeting the Socio-Emotional Needs of Students and Teachers**

The school district participated in a "Miss Seeing You" parade. The Gibbon Volunteer Fire Department, Buffalo County Sheriff's Department and our education family recently participated in a "Miss Seeing You" parade. We toured our entire community, practiced social distance, and let our families know we were thinking of them in this difficult time.

#### K-12 School Counselor

- on a weekly basis is holding an elementary and high school zoom meeting that provides a positive mindset activity.
- has created a "Check-in with Mrs. Waddle" google form that checks-in with students K-12. This was emailed, posted on Schoology, on our website and is also located on Mrs. Waddle's elementary and high school webpages.
- has created two web pages, one for high school and one for the elementary that has links to mental health resources and information on the COVID-19 virus so they are able to understand it in an age appropriate language.

- collaborating with teachers when they see a need from students they are working with and then reaching out to the students.

#### Technology Integration Specialist:

- Holds a weekly “Coffee EDU with GPS” giving teachers the opportunity to share their concerns, ask questions and allow for open conversation to touch base. As important, laughter, smiling, and sharing stories is a part of this dialogue.

#### Superintendent

- Delivers weekly emails containing current information and affirming the effort, performance of our education family.
- Provides voluntary, weekly, “Touch in with Vern” Zoom sessions for all staff. These sessions focus on providing current and accurate information, clarify information, share stories, laugh and spend some time with members of our education family.

#### Principals

- Holds weekly staff meetings via Zoom to check in on their staff.
- The Elementary Principal holds a daily Morning Message on Facebook Live to keep the routine consistent with what our students are used to. The routine includes recognizing those with birthdays, recognizing students who have received Bucket Slips for being a Bucket Filler, Fun Facts centered around the National Day holidays for the week, and keeping the monthly school theme and Mission Monday alive! April is Poetry month, so a poem will be read daily and students were encouraged to send in a poem of theirs or a favorite to be read during the announcements. Routine and connectedness is KEY!
- The first week the elementary held a Virtual Spirit Week and students had a theme for every day. They were encouraged to send pictures of themselves participating in the activities and those pictures were posted on the Gibbon Elementary Facebook page.

### **Planning - Focus on Continuous Improvement**

Gibbon Public Schools recognizes that this move into an alternate learning environment has created some anxiety and requires new skills on behalf of parents, students, teachers, and the entire community. To constantly monitor and assess our effectiveness in serving students, the following plan is in place to facilitate communication and planning efforts:

The Special Education PLC meets each week to focus on students with special needs. Representing a PK-12 perspective, the SPED PLC reviews student progress on priority standards, collaborates with regular education teachers on best practice, problem-solves with their peers to address gaps, and monitors student IEPs.

Gibbon Public Schools Special Education teachers and related service providers meet, via phone or video conference, with the parents of all special education students to discuss how services for their students would continue during this time of school closure. As a result of the conversations with parents, Special Education teachers meet individually and in groups, via zoom, to provide direct instruction, support daily assignments, and implement appropriate interventions

for students with special needs. This direct contact is occurring in line with the student's IEP and provides special education students opportunities to continue to make progress toward their IEP goals, as well as, progress toward proficiency on general education learning standards.

The ELL PLC collaborates regularly to focus upon individual student needs. In our duo of ELL teachers, one of the teachers is bi-lingual so she is able to touch base with her secondary level students easily. The K-5 teacher is working closely with interpreters to make personal contacts with parents offering support to them as parents, as well as to the student. Classwork is being supported and modified as the classroom teacher and the ELL teacher sees fit. Instructions for parents are being translated into simple directions which are clear and concise. Both teachers are available and are keeping the "helpline" open.

The Title 1 Reading Teacher is meeting 4 days a week with grades Kindergarten, 1st, 2nd and 3rd grades. These Zoom meetings are one-hour long. She is concentrating on reading a story and working on comprehension skills. She practices phonemic awareness skills, grammar and types of speech. The regular classroom teachers attend these meetings as do the specialists, such as resource and ELL. Originally these Zoom sessions were an attempt to touch base with students who had a reading plan for Nebraska Reads and she has personally invited these students, but she has also opened it up for all students to attend the Zoom meeting and participate in the lesson for the day. Not only is she addressing educational skills, but the students love this time for connecting with each other. This is good for their emotional health. Thus far, these Reading Zoom Room sessions have been really well attended!

The School Improvement Team meets at 2:00 p.m. each Monday to share observations, identify successes and obstacles, collaborate on next steps, and help deliver support for students and members of our education family. The focus of discussion centers around the delivery of instruction, assessing student work, and identifying appropriate professional development. Representatives of the team include classroom teachers, administration, technology integrationist, and our media specialist.

Students are asked to participate in discussions and planning with members of the school improvement team. Students were invited at the conclusion of the second week in an alternate setting. Student voices and thoughts will be added to discussions on success stories, identifying potential gaps in areas including communication and technology, and helping generate plans of action to address problem-areas.

The District Team meets each Wednesday at 9:00 a.m. to discuss the continuance of district operations, technology, and communication. This group focuses on communication with the public, translation, technology infrastructure, and the day-to-day tasks associated with operating a school district. The composition of this group includes technicians, administration, secretarial staff, the coordinator for buildings and grounds/transportation/custodial staff.

Continuation of Learning Team. A group of individuals representing ELL, SPED, administration, classroom teachers, technology integrationist, and the K-12 school counselor meet each Wednesday at 10:00 a.m. to focus on the needs of students with special needs. This group focuses on communication, coordination of effort between regular education and teachers working with special needs, instructional support, monitoring IEPs, and creating plans of action to address potential gaps in learning.

District PLCs. Grade-level and content area collaborative teams will continue to meet twice per month to revisit priority standards, collaborate on proficiency scales, and discuss appropriate

assessments. In addition, collaborative teams will spend time discussing what is occurring inside an alternate learning environment, problem-solving to address areas of concern, and celebrate their accomplishments. Meeting may be in person or through Zoom. Their primary focus is on learning.

### **Technology**

Gibbon Public Schools are using a variety of technology tools to deliver materials and assess student learning. Schoology is our district's learning management tool. Grades 2 -12 are using this tool for instruction and for assessments, formative and summative. The PK-1 is using Facebook pages to communicate their instruction to parents and students. Additionally, elementary teachers are also using Remind and ClassDoJo as a way to communicate with students and parents. Teachers have also, excitedly, embraced Zoom as a tool for meeting with their students often either through class meetings or for office hours.

Teacher professional development with technology tools has been provided throughout the school year and materials have been kept in a course in Schoology for teachers to refer throughout the year. Our first week of elearning, the staff was given additional technology training and support.

Gibbon Public Schools will continue to provide training and support in the Schoology course as well as Zoom meetings. We have established "CoffeeEDU for GPS," a regular meeting time in Zoom, for teachers to come together for collaboration and support with technology and elearning instruction.

The Technology Integration Specialist is always available to help with trouble-shooting, questions and support.