



Continuous Learning Plan 2020

The LEA's implemented plan for continuous learning meets the minimum standards for continuous learning as provided in chapter 392-901 WAC

Continuous Learning Plan Requirement	Elementary K-4	Middle 5-8	High 9-12
<p>(1) <i>Opportunity to learn. A local education agency's plan for continuous learning must make available to all enrolled students the opportunity to engage in educational opportunities planned by and under the direction of local education agency staff, as directed by its administration and governing board.</i></p>	<p>In an effort to provide learning opportunities and access for all students, WSD uses several strategies:</p> <ul style="list-style-type: none"> ● Weekly face to face meetings via technology, email or phone conversation with parent and student to address learning progress on the defined learning standards ● Online instructional content via platforms including iReady, Google Classrooms, and APEX ● Learning packets addressing our defined learning standards: <ul style="list-style-type: none"> ○ Students receive these by mail, pick up, email or the district website ● Wifi access is provided in the school parking lots ● Hot spots have been delivered to families ● School issued technology devices have been distributed to families <p>The following statement has been published to Woodland families regarding access and support: Please contact one of the secretaries listed below and we will work to accommodate your needs by putting in a help desk ticket with our technology office. Unfortunately, due to the seriousness of this pandemic, this may take some time to facilitate and supplies are limited. Please note that if another child in your home has a Chromebook, we may not be able to accommodate additional Chromebooks over a 2-1 ratio. However, please don't hesitate to ask.</p> <p>Please note - While Woodland Public Schools does not have the resources to provide internet access to all families who do not have it at home, we are working to provide wifi access in many of our school parking lots where families could utilize it from inside their cars. Please note these wifi locations and remember that they will only work on district sponsored chromebooks/devices:</p> <ul style="list-style-type: none"> ● High School: Exterior access point at the side entrance in the south wing facing the car park ● Middle School: Exterior AP at the District Office entrance pointing towards the cafeteria car park (where the buses line up) ● TEAM: Outside the portable. ● CES: Outside the portables. ● Yale: Outside the front of the building <p>If you do not have internet access at home or the capacity to print items on the expected learning list, please reach out to your homeroom teacher so they can make other arrangements for materials.</p>		

Continuous Learning Plan Requirements	Elementary K-4	Middle 5-8	High 9-12
<p><i>(2) Learning standards. (a) Under the local education agency's plan for continuous learning, administrators, principals, and teachers must determine which Washington state student learning standards, skills, and knowledge are most essential for success in students' next courses, content, grade level or post-secondary pursuit. (b) In accordance with RCW 28A.150.240, teachers must continue to evaluate and communicate student educational growth and progress to families and school administrators on a periodic <u>basis</u> based on the learning standards that are taught in accordance with this subsection. [3] OTS-2271.2</i></p>	<p>To ensure continuity across the three elementary schools learning standards, skills and knowledge essentials necessary to the success of our students in their next grade level were identified.</p> <p>The instructional coaches working alongside grade level teams reviewed the WSD Curriculum Guides to identify the content that was yet to be covered after March 13th. They then worked to prioritize essential learning standards and targeted goals for the remote learning plan.</p> <p>WSD Learning Goal Document outlines by grade level when these essential standards are addressed over the remaining weeks of school.</p> <p>Lessons and activities will be posted weekly in Google Classroom and learning packets will be printed biweekly for families who need them. These packets will also be available on the district website main page listed under "K-4 Expected Learning" tab.</p> <p>Teachers discuss student progress weekly with students and families.</p>	<p>Teachers will work to follow the curriculum by providing content that includes both new learning and review work focusing on the "essentials."</p> <p>Classroom teachers will provide weekly assignments/lessons in their instructional area. Teachers will be posting these assignments each Monday morning by 9am on the district website main page listed under "5-8 Expected Learning" tab.</p> <p>Students who turn in assignments to the teacher will receive feedback. Students unable to complete an assignment or needing additional support should reach out to the teacher and they will receive additional time and support to complete the work.</p>	<p>Teachers will work to follow the curriculum by providing content that includes both new learning and review work focusing on the "essentials."</p> <p>Classroom teachers will provide weekly assignments/lessons in their instructional area. Teachers will be posting these assignments each Monday or Tuesday morning using Google Classroom.</p> <p>We are expecting students to work on the "AM" classes on Monday and Wednesday and their "PM" on Tuesday and Thursday. Friday is for finishing up any unfinished business or school work.</p> <p>Each of our staff have established office hours where they can be reached by email or via Google Meet.</p> <p>Students who turn in assignments to the teacher will receive feedback. Students unable to complete an assignment or needing additional support should reach out to the teacher and they will receive additional time and support to complete the work.</p>

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<p>(3) Record of student engagement. <i>(a) The local education agency's plan for continuous learning must establish a district- or school-based system of collecting information regarding student engagement daily or weekly to determine if students are responding to district- or school-initiated communication and participating in continuous learning. Local education agencies are not required to collect student attendance information for the purpose of reporting student enrollment pursuant to chapter 392-121 WAC.</i> <i>(b) Local education agencies must not file truancy petitions with the juvenile court under RCW 28A.225.030 for any absences occurring on or after March 17, 2020.</i></p>	<p>Communication: Teachers will have weekly conversations with each student.</p> <p>Our communication tools include phone calls, emails, Google Classroom, and ClassDojo.</p> <p>Families may feel free to ask for help and reach out to any of our staff if they need support or have a question about an assignment.</p> <p>We will post weekly materials/lessons on the website.</p> <p>Some teachers will use Google Classroom, Google Meet, ClassDojo or Skyward to communicate directly with families.</p> <p>Monitoring Engagement Weekly:</p> <p>Teachers track and report engagement of each student on a weekly basis using a contact log.</p> <p>This report is reviewed by the building principal.</p>	<p>Communication: Teachers will make weekly phone calls to check in with their homeroom students.</p> <p>Our primary communication tools are phone calls and emails.</p> <p>Families may feel free to ask for help and reach out to any of our staff if they need support or have a question about an assignment.</p> <p>We will post weekly materials/lessons on the website.</p> <p>Some teachers will use Google Classroom, Google Meet, or Skyward to communicate directly with families. Skyward will be used to communicate building-wide messages.</p> <p>Monitoring Engagement Weekly:</p> <p>Teachers track and report engagement of each student on a weekly basis using a contact log.</p> <p>This report is reviewed by the building principal.</p>	<p>Communication: Teachers will be communicating regularly with students via email, phone calls and virtual meetings.</p> <p>Our primary communication tools are phone calls and emails.</p> <p>We also will be calling students and families of students that are “not engaged” in school during the closure.</p> <p>Families may feel free to ask for help and reach out to any of our staff if they need support or have a question about an assignment.</p> <p>Teachers will also be putting weekly grades in the student’s Skyward account. That way parents can track if their child is progressing in their classes.</p> <p>Monitoring Engagement Weekly:</p> <p>We take weekly attendance, regarding student engagement.</p> <p>To track this, we created a new “category” in Skyward and record it there.</p>

Continuous Learning Plan Requirements	Elementary K-4	Middle 5-8	High 9-12
<p><i>(4) Academic grading. When providing continuous learning to students, local education agencies shall award grades for assessment of student learning during school facilities closures after March 17, 2020. In awarding grades, local education agencies must meet the following standards: (a) Local education agencies must continue using grades as a means of communicating student academic progress and determining high school credit in accordance with chapter 392-415 WAC, unless otherwise provided in this section.</i></p>	<p>Parents and students will have the opportunity weekly to discuss their progress with their teacher.</p> <p>Elementary student work is purely for the purpose of helping ensure they are ready for next fall, therefore, we will not be assigning grades for these assignments.</p> <p>Report cards will be distributed at end of year as teachers have strategically addressed learning standards that are most critical, you will see some asterisks “*” next to standards that “have yet to be addressed or assessed.”</p> <p>At this time, due to the state stay-at-home order, this symbol indicates there wasn’t enough time to teach and assess every standard.</p>	<p>Since we ended a few weeks before the third quarter was completed, all students will receive a “Pass” grade for the third and fourth quarter this school year. However, they are expected to stay engaged with the weekly lessons so they don’t fall behind. Official letter grades have been suspended until further notice. We do not want student GPA’s to suffer during this pandemic so middle school transcripts will just show “Pass.”</p> <p>PLEASE NOTE: The exception to the grading guidelines above is students taking Algebra or Geometry for high school credit. We are going to follow the high school grading guidelines and students will receive the grade that they had on March 13th with the opportunity to increase that grade if it is not an A.</p>	<p>Grading will continue for our students. Students need to earn passing grades by the end of the semester (June 12th) in order to receive academic credit.</p> <p>Students will receive either their 3rd quarter grade as designated on 3/13/20 or their final semester grade - whichever is better.</p> <p>Teachers will continue to grade student work during the closure as normal, with the exception of a student who does not turn something in or take an assessment. In that case, students will receive an * (no count) for that assignment/assessment.</p> <p>Students will receive an “incomplete” for their final grade if they were receiving an “F” on March 13th and still have an “F” at the end of the semester.</p> <p>TA’s and CLC grades will be a “P” (pending final confirmation from OSPI that we can still do this because that was the expected grade for these courses).</p> <p>Any student that is currently failing, the teacher will create a plan to get students out of the failing range and share with counselor/admin for that grade level.</p> <p>Students have the flexibility to complete lessons throughout the day and/or when it is convenient for them and their families.</p>

(5) All student groups. *The local education agency plan for continuous learning must identify the local education agency's strategies for providing learning opportunities for all students, including students of color, English language learners, students in foster care, students who are low-income, students who are mobile, students experiencing homelessness, students who are migratory, students with a military parent(s), students receiving Section 504 services, students with disabilities, and students who are highly capable.*

Students on IEP's or served in our ELL program will be contacted by their case managers to work with the family and provided support/accommodations on a regular basis.

Our alternative learning schools, Lewis River Academy and TEAM High School, did not have as many changes to make to institute remote learning. In fact, most of our students in Lewis River Academy are still progressing to 100% completion of their courses and all TEAM High School students have been contacted numerous times per their Written Student Learning Plans.

We have contacted all families of students with Individual Education Plans (IEPs) and students who are English Language Learners multiple times. We have reached out to families to ascertain their interest in "Related Services" such as Physical Therapy, Occupational Therapy, and Speech and Language Therapy. Staff have been meeting with students and families via remote access such as Google Hangouts/Meets for IEP meetings, remote therapy, and remote Specially Designed Instruction (SDI) on an individual basis. Staff and administration have coordinated with families and students individually to make sure they are receiving the supports, modifications, and accommodations each student needs.

Our Family Community Resource Center (FCRC) Coordinator has been communicating with all students experiencing homelessness to ensure they have resources. The FCRC Coordinator continues to provide food and other resources for students and families in need.

Teachers have been coordinating with students and families with 504 plans as well as students who are identified as highly capable. Teachers are differentiating assignments based on individual students, working closely with families to make collaborative decisions. The district nursing staff has made sure all students with Health Care Plans/504s have transferred their medication from school to home as well as make any medical connections with providers.

The LEA implemented continuous learning opportunities for all enrolled students immediately following the statewide closure of school facilities beginning March 17, 2020.

State Guidance:

The COVID-19 pandemic has been very fluid and changing, as has the response and requirements from the OSPI. Since March 17, COVID-19 termination of face-to-face instruction, Woodland Public Schools has provided continuing educational opportunities for students and families. These services began on March 17th.

On April 30, the Office of Superintendent of Public Instruction (OSPI) published a set of [Frequently Asked Questions](#). The answer to Question 3 stated

Q-3: What are the requirements for districts that will not offer 1,027 average instructional hours but will provide 180 school days? These districts will receive their full annual allocation of state apportionment if:

- *The district made available continuous learning opportunities for all enrolled students immediately following the statewide closure of school facilities beginning March 17, 2020;*
- *The district's school board adopts a resolution approving the continuous learning plan by May 29, 2020;*
- *The district's school board supports the request for the instructional hours emergency waiver; and*
- *The district submits a waiver application on a form provided by OSPI. The application will include the information identified in Q-7 below, including a copy of the continuous learning plan approved by the school board and the school district's 180-day school calendar. The plan must demonstrate that continuous student learning commenced after March 17, 2020, and include evidence that students were provided an opportunity to engage in educational activities.*

Woodland's Response to Guidance:

On Friday, March 13, The Governor made his announcement that schools would shift to a distance learning model and that face-to-face instruction must cease no later than March 17. Woodland Schools were closed at the end of the day, March 13.

On Saturday, March 14, the Woodland Public Schools Administrative team met for a day-long planning session, during which we immediately began planning for how we would immediately and effectively begin supporting instruction for students, beginning on Tuesday, March 17.

On Monday, March 16, principals met with teaching staff, and staff spent the day planning and preparing for distance learning. On Monday, March 16, many teachers began outreach to students and learning opportunities, including staff/family contacts, printed learning packets, online learning opportunities, etc., began on Tuesday, March 17.

Over the course of the succeeding weeks learning "ramped up" with the increased distribution of chromebooks, hot spots, and learning packets. Learning opportunities for students have continued since they began on March 17. May 1 was a scheduled snow make-up day on the approved calendar, during which we continued operating in consideration of the March 16 staff planning and preparation day.

On June 12, we will have met the 180 instructional days requirement, but not met the 1027 average instructional hours requirement.