

EASTON SCHOOL DISTRICT CONTINUOUS LEARNING PLAN 2020

BACKGROUND:

To slow the spread of the novel coronavirus (COVID-19) in Washington state, Governor Jay Inslee announced on March 13, 2020, that all public and private K–12 school facilities in the state were to close through April 24. On April 6, he extended the directive through the remainder of the school year. Although school facilities are closed to traditional in-person instruction, education must continue.

Guidance from the Office of Superintendent of Public Instruction (OSPI), the Association of Washington School Principals (AWSP), and the Washington Association of School Administrators (WASA), to school districts for their Continuous Learning Plan is grounded in compassion, communication, and common sense. We followed these recommendations and developed the Easton School District Continuous Learning Plan to provide instruction and support to students and their families in a remote learning environment for the remainder of the school year.

Continuous Learning-Defined:

The term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms “online learning” and “remote learning” are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions and are simply used to communicate various ways of providing “continuous learning.”

Initial guidance by OSPI at closure on March 17, 2020:

- Ensure the provision of school meals, including breakfast and lunch, to young people who need them.
 - *Our school leadership team immediately contacted all families and arranged for meals to be delivered twice weekly at four locations within the district. Students receive a full week of breakfasts and lunches in these deliveries twice weekly. Students can be added weekly by leaving a phone message. We started by delivering 490 meals a week. That amount has increased to 700 meals a week as interest expanded and more students signed up.*
- Develop plans to be a childcare provider of last resort in response to the Governor’s call to action.
 - *Our team contacted families and we determined our health care workers were not in need of childcare from our school district.*
- Provide graduating seniors the content they need to meet their graduation requirements and support their post-secondary transition.
 - *Teachers, counselor, and administrator contacted seniors and families to communicate expectations and ensure they were on track for graduation.*

- Offer learning opportunities for students and continued professional learning for educators.
 - *Teachers and leadership team contacted every student and their families to identify any needs, including technology devices, and internet connection. Learning resources links were sent to students and posted on the school website. Teachers engaged students in ongoing lessons with curriculum materials or links to online resources.*
- Continue payroll for all employees as you develop meaningful work and professional development plans.
 - *Teachers and paraprofessionals meet via zoom to discuss communication and learning plans and professional learning needs. Food service and custodial teams managed preparation and delivery of foods and cleaning of the building.*

The goal from March 17th-April 24th was for teachers to personally contact each student and family to check in with them, assess their needs, and to support continued learning in familiar content. Teachers encouraged students to turn in late work for 3rd quarter grading (ending on March 30th). iPads, and any personal items were delivered during food deliveries. Conference week was March 30-April 3rd and all but two students had been contacted and/or had some engagement in learning.

Easton Continuous Learning Plan Goal:

Continue to establish positive relationships with students and families and provide quality instruction and feedback, social and emotional support/connections, and learning opportunities and materials to engage students during continuous learning. A variety of modalities including telephone, email, print materials, online resources, video and social media platforms will be utilized. This aligns with our vision statement, developed by staff, families and community members and adopted by the school board in November, 2018.

Vision Statement: Easton School District will foster an environment where all students are inspired to excel academically, socially and emotionally, through the collaborative efforts of school staff, families, community and student peers.

Easton's Plan follows OSPI's Guiding Principles, as follows:

1. **Keep Students at the Center:** Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:
 - Plan for Student Learning: Build on each student's strengths, interests and needs and use this knowledge to positively impact learning.
 - Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.
 - Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

2. **Design Learning for Equity and Access:** Plan and deliver content in multiple ways, so all students can access learning.
 - Teach Content: Set instructional goals using knowledge of each student and Washington State student learning standards.
 - Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials and phone contact, email, technology-based instruction, or a combination to meet diverse student needs.
 - Engage Families: Families are critical partners. Communicate with families about engagement strategies to support students.
 - Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
 - Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.

3. **Assess Student Learning:** Manage and monitor student learning and plan what's next for learning.
 - Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
 - Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
 - Engage families: Communicate with and seek input from families about assessment results in order to inform next steps.

Easton School teachers worked collaboratively to develop a schedule for instruction and learning for students that followed the OSPI guidance and selected the ZOOM platform for synchronous instruction. Class Dojo, Google Classroom, Study Sync, Khan Academy, Moby Max, EPIC, IXL and other educational resource links were also put into place by various teachers. Asynchronous learning opportunities were established as well, with additional read-aloud links, you tube channels and selected videos embedded into instruction. The following learning schedules were developed and shared with students and families to follow. All teachers offered open-ended availability to their students and families, via email, phone or teacher developed social media page on the Easton School district website.

[Easton Schedule of Classes for Continuous Learning](#)

Attendance:

Teachers will monitor attendance of students in order to improve engagement and provide additional support when needed. Teachers will use data from weekly check-ins and zoom meetings, work submission, participation and other weekly contacts to monitor weekly attendance and make referrals for additional support during the weekly staff meeting. Documentation will be logged into an elementary and secondary level Google Sheets document by student name.

Engagement:

Engagement is defined as a student's involvement and participation in lessons and learning activities. The goal is to minimize the adverse impact of the school closure due to the COVID-19 health crisis on student's academic records. Sample engagement strategies include participation in online class meetings, connecting with teachers by email, phone, or video-conferencing, logging into Google Classroom, Class DoJo, and other learning platforms and/or participating in activities or discussions and/or turning in assignments. Teachers reach out to students and/or parents to engage students and provide supports as needed. Weekly student engagement is documented by teachers in a Google Sheet by the percentage of students participating during the week, either by zoom, phone call, email, work completed, or other examples. [% by week](#).

[Continuous Learning](#)**English Language Learners:**

Students will continue to receive opportunities to support English Language development and instruction that is tailored to their proficiency level. Our para-educators will continue to support students with their current academic work under the direction of the students' teachers. For students struggling to make progress or access learning, direct check-ins with the student and families will occur from our bilingual para-educator.

Title I/LAP:

Title I and LAP staff work in collaboration with teachers to support individual student needs. Additional check-ins with students and families may also occur from para educators and administration, to support student engagement.

Counseling:

Teachers and staff will make referrals to the school counselor or local mental health counseling team if they become aware of a student struggling with social, emotional, or mental health issues. All teachers and administration collaborate weekly in support of student needs. Strategies for increased student engagement and progress are discussed, with interventions for deeper learning and social connections. SEL resources are shared with students and families. Students are also referred to Comprehensive Health for services. The school counselor also provides weekly contact to students on his caseload. We utilize the local crisis line as needed 509 925-4168 and share this number with families, as needed.

Special Education:

Students receiving special services for academic instruction received a modified IEP that reflected their individual learning goals. Their teacher attended each zoom meeting for her students and worked collaboratively with teachers to provide individually designed instruction to meet the students learning goals. In addition, some students continued on their digital learning platform with the teacher monitoring progress and providing instructional and social/emotional supports needed by individual students. Ancillary services were provided by related professionals via tele therapy. IEP meetings were held via video conference with teachers, administration and parents/students.

Grading Procedures:

Following the guidance of the OSPI grading mandate, our goals moving forward have the following purposes:

- Minimize the negative impact of the school closure on students' academic records.
- Monitor and assess students' academic engagement.
- Ensure students receive feedback and support on their academic engagement and progress towards learning standards.

Grades K-6: Students in grades K-6 will be challenged to demonstrate effort and success in learning standards assigned by their teachers. Students will move on to the next grade level unless the parent/guardian has already been working through the retention process with their teacher and principal prior to the date of school closure on March 17th.

- Through the continuous learning model, learning activities will be monitored and feedback will be provided to students. Students in grades K-6 will receive a summary at the end of the school year that reflects their progress in meeting learning standards.

Grades 7-12: The “do no harm” approach to grading will allow every student in grades 7-12 the opportunity to improve their grade from their baseline grade at the time of closure. Grading practices moving forward are based on the guidance and subsequent rule adoption from OSPI, focusing on the following framework:

- Students in grades 7-12 will earn a letter grade no less than the letter grade that was on file at the time of school closure, March 13, 2020. Students will have the opportunity to earn a higher letter grade through engagement and progress via the continual learning model.
- Every student will get an opportunity to improve their grade, with their March 13th status as a baseline, by demonstrating engagement and/or showing progress.
- No student will receive a “pass”, “fail”, or “no credit” grade for any course (see below for exceptions for students with an Individual Education Plan).
- No student will receive an F grade in any class.
- Students will be provided multiple opportunities to engage in continuous learning to maintain or improve their mastery of essential standards.

The final course grade for students in grades 7-12 will be based on the quality of work done prior to school closure and effort towards meeting learning standards in the work after April 13th, when we went to continuous learning. Students will receive a grade of A, B, C, or Incomplete, as follows:

- A: Student is meeting and exceeding content area standards on the work provided at a proficient level.
- B: Student is meeting content area standards on the work provided at a proficient level.
- C: Student is approaching, but not meeting content area standards. Student will need support moving forward.
- I: Student is not meeting or making progress towards content area standards. Team meeting that includes the teacher, administration and parent/guardian is required before an incomplete can be assigned.

In such cases that an “I” is assigned, students will be provided opportunities to re-engage in the learning standards and a learning plan will be created in consultation with the student’s parents via the following options: summer school; courses taken the following year; independent study; competency-based courses; online courses; and/or back-filling the incomplete grade with the letter grade obtained in the next course taken in that subject area. A letter grade of A, B, or C will replace the original “I” grade.

Finally, for every course taken during the closure period, a statewide designator on the high school transcript will signify a COVID-19 designation.

Special Education:

Students receiving special education services who had the accommodation of pass/fail as an option in their IEP before the school closure; will receive a pass grade option, if warranted. Grading is determined on an individual student basis in partnership with the student and parent/guardian and documented in the Continuous Learning Plan or a Prior Written Notice. In some cases, the work provided by the general education teachers with support or modification will serve as the provided learning experiences. The special education teacher will continue to provide support to assist students in making academic progress toward their individualized learning goals.

Communication:

Teachers strive to communicate with every student and family every week. Most have offered extra support, as needed, and many are available at all hours for students and families by email, phone or text. Information is posted on the Easton District webpage www.easton.wednet.edu and information is posted and/or mailed home in English and Spanish. The Easton School District face book page posts celebratory pictures and events and information regularly. Staff meetings are held weekly, via zoom and grade level team meetings are held weekly, as well. Teachers have collaboratively teamed up in support of student’s needs and participate in each other’s zooms when they can, as well as converse by phone and email. Updates are shared with the school board and monthly meetings.

Planning for Fall 2020:

Waiting to see guidance from the Governor, and OSPI for school options but our teams have started brainstorming ideas for health, safety, PPE, class size, lunch, recess, movement around campus and transportation. More to follow, but here is our DRAFT plan for Re-entry from the Health/Safety standpoint:

[DRAFT 2020 Easton Re-entry health plan](#)