



**District or Charter School Name**

Westfield Washington School District

## Section One: Delivery of Learning

---

### 1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

eLearning will be utilized to deliver instruction and provide learning opportunities for all students. Google Classroom is the LMS for students k-4 and Canvas is the 5-12 LMS. Additional information about the updates for 2020-2021 school year can be found on the [WWS website](#).

The following supports are specifically in place for English Language Learners:

- support the general education classroom expectations by supporting/ensuring student access to grade level curriculum (implementing student accommodations).
- frequent communication with parents/guardians to ensure access/understanding of elearning requirements.
- monitoring assignment completion with the general education teacher/parents/guardian.
- ensuring student ILPs are being implemented and monitored to match student needs/goals/progress.
- provide other daily prescribed academic/intervention support as needed (Lexia/Grape Seed/-Monon/IXL/other Math/LA building specific interventions).
- assist with ensuring interpretation services are accessible for EL parents/guardians (conf call/district documents/other communication as needed to access student learning)

Expectations for Special Education Resource Teachers K-12 are as follows:

- Support the general education classroom expectations by supporting/ensuring student access to grade level curriculum (implementing student accommodations).

- Frequent communication with parents/guardians to ensure access/understanding of elearning requirements should be priorities.
- Monitoring assignment completion with the general education teacher/parents/guardian.
- Ensuring student IEPs are being implemented and monitored to match student needs/goals/progress

Additionally, protocols and plans are in place to support students who receive special education services from the following: developmental preschool, Mosaics, Life Skills, Cross Cat, FAP, SLP/OT/PT, and school psychs.

**2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.**

As a district which has been engaged in eLearning for almost two years, roles, responsibilities and expectations have been clearly communicated from the beginning, starting with classroom teachers and reinforced at the building levels and by the district. During this unusual time period, we will continue with this cadence to reinforce communication.

eLearning cadence communication includes:

1. Overall virtual learning plans communicated by the district to staff first, then students and families.
2. Specific details communicated to families and students from the school building administrator.
3. Further details communicated to families and students from the classroom teacher.

We utilize visuals, social platforms, Zoom meetings, faqs, monthly e-newsletters, text, email, video messages and phone calls as the channels to communicate and reinforce messages districtwide.

**3. Describe student access to academic instruction, resources, and supports during continuous learning.**

During this continued period of virtual learning, a form was sent to families and followed up by building leaders and teachers to ensure all students had access to devices and broadband. Families who did not have a device and/or broadband access could request a loaner device or Kajeet Wifi Hotspot through the school district. Once the district secured the requested resources, they were delivered to students' homes. We have a process in place for all students/families to have access to a device and the Internet.

A district map is available for teachers and families to see where wifi can be accessed via school parking lots during the interim period of ordering and delivery of devices and broadband, and will continue to be available as needed.

Attendance, assignment and assessment deadlines are flexible to accommodate individual student situations. Administrators and counselors work collaboratively with teachers to identify students who are or have been absent from eLearning activities and have made personal calls and connections to provide support and intervene accordingly.

All teachers are required during contract hours to be available to students and families.

**4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.**

We have a process in place for all students and staff to have access to a device and the Internet.

Google classroom (K-4) and Canvas (5-12) are the district LMS Conferencing tools that are being utilized include, Zoom and Canvas Conferencing

The district purchased the following tech tools to support virtual learning during the 2020-21 school year as a result of teacher feedback in May 2020. The following tools are: Zoom, Screencastify, Kami, and EdPuzzle. All GAFE are also compatible with each LMS and available for teachers and students. Curriculum content integrations are also available as needed for specific grade levels and content areas.

Additionally, individualized assistive technology is utilized for students with special education needs.

A technology help desk is available daily to assist students, families and teachers with any technology needs.

Teachers are accessible and available to students and families through email and video conferencing during contract hours as needed, building and district leaders continue to meet with teachers virtually or in-person through regularly scheduled meetings and individually as needed.

**5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

All teachers are required during contract hours to be available to students and families.

[Hybrid Virtual Learning Parent Information, 7-12](#)

[All Virtual Learning Parent Information, 7-12](#)

[Virtual Learning Parent Information, K-6](#)

- Online participation, assignments, and deadlines may vary by teacher but should be clearly communicated. Teachers should differentiate based on their students and be flexible with deadlines and submissions according to student situations (access to broadband, illness, need for support on an assignment, etc.).
- Not every virtual learning day needs to have a new assignment or task. This is also time for teachers and teacher teams to reach out and make individual connections with students, have small group instruction and/or intervention, and provide guided work time for students.
- Teachers should maintain a level of reasonableness when determining the amount of time and level of rigor for each day of work. We know that we cannot completely replicate

the classroom experience, and students will be engaging in multiple subjects each day.

- A weekly schedule is posted and communicated for teachers, students and families of deadlines for assignments and attendance, as well as learning schedules

Students who have been absent from eLearning activities or have not engaged on a regular and consistent basis receive additional contacts from building administrators and counselors. If needed, intervention plans are put in place to support students.

**6. Describe your method for providing timely and meaningful academic feedback to students.**

Everyone is doing their best during these ever changing circumstances to provide meaningful and quality learning opportunities for students. No matter the efforts, there are so many factors that are currently influencing the learning environment that are out of teachers' control, such as but not limited to:

- Learners access to devices and broadband (quality, sharing devices, access to parental support during eLearning days)
- Access to additional resources that might be needed to support a lesson (books, manipulatives, etc.)
- Learners level of understanding on a given topic/subject and need for extra support
- Learners with ILPs and IEPs/ADA-504s who need additional support and guidance
- Learners whose parents are essential workers
- Learners who have households personally affected by COVID-19
- Various home environments that may or may not be conducive to learning

- Learners own levels of stress and anxiety as a result of the current state of things

Students will earn grades for all of their classes in accordance with WWS and building grading policies and practices.

Assignments and assessments align with essential standards and assessments should reflect students' knowledge and understanding of the essential standard.

- Feedback should be ongoing and frequent.
- Students may show their learning in a variety of ways.
- Student learning may take multiple attempts and is part of the learning process.
- Grades should be recorded in PowerSchool in a timely fashion.

## **Section Two: Achievement and Attendance**

---

### **7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Yes, all high school courses and middle school courses where students are earning high school credit will continue to be credit bearing courses. Students will continue to engage in these courses via Canvas with the support of their classroom teacher. Essential standards will drive the content and students will be assessed and earn letter grades based on ability to demonstrate competency towards the essential standard.

### **8. Describe your attendance policy for continuous learning.**

Due to this unusual time, attendance will be determined by students logging in and engaging in their classwork during virtual learning. It is important to keep in mind students face several factors that influence when and how much time they have to engage on a daily basis (number of people in the household sharing devices and Internet, availability of parent(s), family time and responsibilities, families who may be on the front lines or dealing with the illness itself, etc.). We know there are a lot of factors that impact our students' lives and teachers know their students best. Teachers have flexibility to use professional discretion when making attendance decisions.

### **9. Describe your long-term goals to address skill gaps for the remainder of the school year.**

PLCs will work together to identify a few essential standards/skills that will be the focus for the remainder of the year. Students will have multiple opportunities to demonstrate their learning and growth over time and receive meaningful and timely feedback from teachers throughout the process. Part of virtual learning is not just about assignments and lesson completion, but will also include

opportunities to connect with and support students individually and in small groups for additional academic and SEL support.

At the beginning of the year, formative assessments will be utilized to determine needs and gaps. Staff will utilize information to be responsive when meeting students where they are. Intervention plans will be created for students who require additional support.

## Section Three: Staff Development

---

### 10. Describe your professional development plan for continuous learning.

WWS began eLearning in the 2018-19 school year. While this is a unique experience that has created a much larger virtual learning window, teachers and students have had practice and experience. Additionally, the district has been utilizing an LMS (Google classroom for k-4 and Canvas for 5-12) since the 2017-18 school year. In an effort to continue to support individual teacher needs, a variety of resources and ongoing supports have been provided for teachers. The District's Technology Integration Specialist is available by appointment to support K-12 teachers individually or in small groups. She also created this [Google Site](#) of the most up to date eLearning resources. K-6 Instructional Coaches also provide regular and ongoing support for teachers through newsletters, curated resources, and live, online collaborative opportunities. Professional learning has been frequent and ongoing through the June and July 2020 to provide as needed support for teachers. There is a plan to continue professional learning throughout the 2020-21 school year.

Building leaders are hosting virtual/in-person staff meetings and providing weekly communications, opportunities for collaboration, and resources for teachers. Teachers continue to collaborate virtually or in-person on planning, identifying essential learning, and feedback. Regular district leadership meetings provide an opportunity for building leaders to share feedback from weekly meetings and staff communications, and professionally learning opportunities are tailored to meet teacher needs.

Resources for eLearning are updated regularly.

