

Stanwood Camano School District #401

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INSTRUCTIONAL SERVICES

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

Memorandum

To: The Stanwood-Camano School Board of Directors

Fr: Lloy Schaaf, Ed.D. 

Re: Recommendation for Stanwood-Camano School District Continuous Learning Plan

Date: May 5, 2020

Attached is the Continuous Learning Plan as per recent OSPI guidance for School Days and Instructional Hours Emergency Waivers and District Reporting Requirements.

Recommendation: That the School Board approves the Continuous Learning Plan for the Stanwood-Camano School District.

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Stanwood-Camano School District No. 401
Continuous Learning Plan

“Continuous learning” means establishing and maintaining connections with students and their families to provide learning materials and supports using a variety of modalities (e.g., email, telephone, printed learning materials, or available online platforms) taking into account recommendations provided by the Office of Superintendent of Public Instruction in its published guidance.

Offer educational engagement, planned by staff, as directed by the administration and governing board for all enrolled students.

The majority of students in the Stanwood-Camano School District are engaged in continuous learning through student learning platforms including Google Classroom or SeeSaw. Students who do not have access to the internet (approximately 200 students out of 4,600) or are choosing to participate via hardcopy work are mailed this work once a week. Provisions have been made for return of the hardcopy work at the respective schools to allow teachers to provide feedback to students. To ensure students without connectivity have access to the following week’s learning, all work is mailed on the Friday prior to the week the material is to be covered. This allows the material to reach students who are not participating in learning online by Monday. Staff is also reaching out to make student and home connections through Google Meetings in order to check in with students and families. This is an opportunity for staff to answer questions related to assigned work, and find out how the students and families are doing academically, socially and emotionally.

English Learners (EL) are being taught in the online learning platforms by their classroom teachers with support from EL staff. EL staff participate in Google Meetings with classroom teachers and follow up with EL students to support student learning. For EL students who are not able to access online learning, student learning packets are being sent to student homes via mail in their first language.

Special education students are being provided additional support. Special education teachers and case managers have been reaching out to their students to check in on them and assist them with prepared educational materials. This looks different for all of our special populations, and is highly individualized, as the capacity for learning in this environment can vary greatly from student to student.

Student IEPs and 504 plans are reviewed in order to support special needs, and are followed to the extent possible in the distance learning environment. General education teachers also are reminded of typical accommodations for each student and they are followed to the maximum extent possible.

Student Individualized Educational Plan (IEP) meetings are continuing via Google Meetings when parents are willing to engage.

As we support all of our students we are adhering to the guidance from OSPI regarding the recommended number of minutes students should be engaged in Continuous Learning. Those guidelines are specified below:

Pre K- 20 minutes per day
K-1- 30 minutes per day
2-3- 45 minutes per day
4-5- 60 minutes per day
6-8- 20 minutes per class period per day
9-12- 30 minutes per class period per day

Teachers at every level coordinate with each other in order to support students with additional services, but not to overload or overwhelm them.

At the elementary level students are focusing on Math, Reading and Writing every week. Specialists provide optional social emotional learning and activities through Physical Education, Music, Technology and the Library.

In grades 6-12, students participate in their classes based on a school schedule for 20 minutes per class period with different periods being scheduled on alternating days.

Click on the links to see the various schedules:

[Elementary Schedule and Guidance](#)

[Middle School Schedule and Guidance](#)

[High School Schedule and Guidance](#)

District's school year calendar and weekly schedule of staff and student engagement following March 17, 2020

[Link to Student Calendar here](#)

March 17 - March 20: Students engaged in optional activities available by mail or on the School District's Website including review of reading, mathematics, science, career tech. Staff were engaged in professional development related to Google Meetings in order to establish a collaborative communication system.

March 23 - March 27: Students were provided instructional packets prepared by their respective teachers. All packets were mailed home and made available electronically. Staff continued with professional development to support learning. At this time Technology Staff conducted family connectivity surveys in order to know how to respond to technology needs.

March 30 - April 3: Students were provided instructional packets prepared by their respective teachers. All packets were mailed home and made available electronically. School staff began issuing chromebooks for students needing the devices.

April 6 - April 10: Stanwood-Camano School District Spring Break

April 13 - April 17: Students were provided a second set of instructional packets prepared by students' teachers. Staff continued professional development related to online student learning platforms for Google Classroom and SeeSaw. Staff also collaboratively met to outline Enduring Understandings identifying which learning standards were most essential for students moving from their current grade to their next year's placement.

April 20 - April 24: Students continued work on instructional packets prepared by the students' teachers. Staff continued professional development and development of the Enduring Understandings. Teachers collaborated across the district to be prepared for delivery of online instruction for the following week as well as continued support of the hardcopy packets for students opting not to engage in online learning or students without access. Schools continued to distribute chromebooks. Staff opened up school wi-fi to help with student connectivity.

April 27 - May 1: District staff delivered Continuous Learning through online instruction as well as hardcopy packets. Staff has been engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue. Staff ordered and have delivered hotspots for additional connectivity for families.

May 4 - 8: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue. Staff will engage in reflective surveys in order to make necessary instructional adjustments.

May 11 -15: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

May 18 - 22: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

May 26 - May 29: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

June 1 - June 5: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

June 8 - June 12: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

June 15 - June 19: District staff will deliver Continuous Learning through online instruction as well as hardcopy packets. Staff will be engaged in continued professional development related to student online platforms, use of instructional video, and Shifting Schools work. Shifting Schools supports teachers in how they need to teach differently in the online, Continuous Learning venue.

Process for the district to determine which learning standards are most essential

The district embarked on identifying the Enduring Understandings and most essential learning standards during the week of April 20 through 24. Teaching staff were asked to identify the most important learning standards for the remainder of the school year. At the elementary level this was done as a collaborative process with representation across the district with elementary principals facilitating at each grade level. At the middle level, teachers worked collaboratively in their own schools among content and grade level teachers in order to identify essential standards. At the high school level teachers also worked collaboratively across content and grade levels. All documents are maintained at the district level. Teachers will continue to go back and reevaluate identified standards.

District and school-based system of collecting student engagement information

Staff is required to keep weekly engagement documentation for students. This will be completed through a Google Document. The protocol for following up on students not engaging weekly will require that staff make two attempts to contact students/families. If those attempts, which may be completed by phone and email, are not successful the teaching staff will notify their supervisors and appropriate counseling staff to follow up on the non-engagement. Depending on reasons for non-engagement, school and county resources will be offered to support families through our District Student Support Advocates.

Engagement documentation for elementary and secondary are linked below:

[Elementary Student Engagement Tracking](#)

[Secondary Student Engagement Tracking](#)

Awarding of Academic Grading

The District engaged in developing adjusted grading procedures based on the OSPI guidance from April 21 through April 28 and the new emergency rules, WAC 392-901.

Elementary grading will remain a standards based system with only the essential standards receiving a mark indicating progress toward the standard.

For grades 6-12, the District will continue to clarify the document for parents, students and staff. Grade bands will be readjusted to the following:

- **A = 80-100%**
- **B = 60-79.99%**
- **C = 40-59.99%**

- **Inc = (Incomplete)** Is a rare option and will be given sparingly. Teachers will meet with their supervisor and students' counselor prior to issuing an Incomplete. Students assigned an "incomplete" for a course will be given opportunities to re-engage in the learning standards through various options.

For details of the plan click here for the [SCSD grading Plan, Spring 2020](#).