

Issaquah School District #411 Continuous Learning Plan

Phase I: Emergency Educational Learning Resources (EELRs)

The Issaquah School District immediately entered into discussions with our Teachers Association IEA and other bargaining groups related to our initial efforts to keep our students intellectually engaged as public schools are being forced to close in March with the idea that they would reopen on April 24, 2020. In the early days of the closure we implemented our EELRs plan.

The following Emergency Education Learning Resources (EELRs) will be provided to students to maintain learning in topics and subjects covered prior to the closure of Issaquah schools. These include education learning resources that support families in areas of academic, social-emotional, and/or physical health to keep students engaged and to maintain learning with the goal to reduce a regression in student learning during the closure.

- Teachers will select resources relevant to their assignment and post the links on their web presence or through email.
- Teachers will communicate by email with all families regularly and at least weekly, ensuring families know when updates are available.
- Teachers will be available to consult with parents and students on the activities they are working on at home during the closure.
- Teachers will not accept student work for a grade or score.
- Opportunities will be given to high school students who were missing work for credit assigned before the school closure, in accordance with each teacher's late work policy.
- As we receive guidance from the Office of the Superintendent of Public Instruction (OSPI) regarding graduating seniors we will communicate that information as soon as we have it.

Additionally, counselors, and other certificated support staff will post Emergency Education Learning Resources to support families. This may include links to social emotional learning websites, newsletters about social-emotional learning, a list of specific kindness tasks, and/or resources for parents about supporting children in difficult times, movement activities, music activities, reading, or book resources, etc.

Phase II: Remote Teaching At Home Learning

To guide new learning, we will identify the most essential skills, concepts, and content for each subject area so students will be prepared to continue to the next grade or course. Teachers will include the identified essential new learning in their instruction, reinforce habits that support continued learning, and assess student learning. At the secondary level, instruction of essential new learning will allow students to earn credit for courses.

The plan described below will provide instruction for students to make progress in their learning using our district curriculum. Our plans moving forward include support for student learning in the likelihood that the current closure is extended, potentially through the remainder

of the school year. Our plans were developed using guidance from the Office of the Superintendent of Public Instruction (OSPI), from the State Board of Education, in collaboration with the Issaquah Education Association (IEA), and in consultation with regional public school districts.

The timing and actions in the plan are intended to ensure, to the greatest extent possible, that our teachers and other certificated staff are equipped to provide meaningful learning experiences for students. This information is not exhaustive, and we will likely need to adjust as the COVID-19 situation develops, as we receive new guidance, and as we learn from our experience. While the plans for at-home learning have been developed through the end of the year, we are also planning for the event that students return to school.

Remote Teaching and At Home Learning Plan for ISD Students

March 30 – April 12: Continuing Emergency Education Learning Resources (EELRs) and Initial Planning for Essential New Learnings

Teachers will continue to provide Emergency Education Learning Resources (EELRs) that focus on supplemental, enrichment and reinforcement resources. Staff will initiate planning for the transition to remote teaching of Essential New Learnings, including the following:

- Identifying and expanding the tools and resources that will form the learning platform for remote teaching and learning at-home, including the following:
 - Office 365 Suite, including MS Teams, and Google Classroom at Gibson Ek HS
 - Zoom and MS Teams meetings for videoconferencing
 - Seesaw: for remote teaching and learning K-8
 - Actively Learn and Flip Grid: for lessons that can be used for remote teaching and learning
 - Clever for K-5 and Class Link for Middle and High Schools that allow students access to multiple interactive learning tools specific to subjects and classes
 - Resources found on the [ISD At Home Learning](#) digital resources webpage
- Identify the essential new learnings for the remainder of the school year to inform instruction, feedback, assessment, grading and ensure equitable outcomes during remote teaching and learning.
- Providing professional development and technical support for staff learning the tools and resources for remote learning and teaching.
- Planning for learning supports for students with individual education plans (IEPs), for English language learners and students receiving interventions (Title/LAP/Reading Club).
- Continue distribution of laptops and hotspots
- Creating a Helpline for families using ISD laptops and hotspots.
- Counselors and Graduation Specialists continue to review the progress of seniors and develop plans for supporting students who need assistance to meet graduation requirements.

Planning and Preparation for ISD Remote Teaching and At Home Learning

- Teachers will communicate with families about new learning expectations to start the week of April 20 after spring break.
- Teachers will continue to work in their teams, participate in professional learning, and plan and prepare content for the following week that is connected to Issaquah School District approved curriculum and that can be delivered remotely.

April 20 – Until End of Closure: Implementation of ISD Remote Teaching and At Home Learning

- Teachers will provide direct student engagement on the Essential New Learnings.
- Target times for teacher-directed student engagement in the Essential New Learnings follow. (Note, the guidelines below are not meant to limit supplemental independent learning activities and do not include elementary specialist time, such as Music, PE, and Library.)
 - Grade K-1: 45 minutes
 - Grade 2-3: 60 minutes
 - Grade 4-5: 90 minutes
 - Grade 6-12 180 minutes for all classes
- Examples of teacher-directed engagement may include:
 - Activities that allow students to access the learning as their circumstances allow, such as
 - Pre-recorded instruction
 - Interactive software
 - Interactive presentations with student response
 - Live streaming
- Regular office hours will be offered by staff members.
- Teachers will be encouraged to work with grade level, content area, and school teams to coordinate work sent to students. ISD support staff will continue to offer support and resources.
- Teachers will be providing feedback, assessing, and/or grading students on assigned work.
- Report cards will be provided at the end of the year.
- Teachers will continue to use email and their websites to communicate with parents about the learning activities, expectations, and assignments.
- Special Education and English Language Learner (ELL) teachers will communicate their expectations to their students/families and collaborate with classroom teachers.

Continuation and Monitoring of ISD Remote Teaching and At Home Learning

Our current plans are to continue with the work started in the week of April 20. At the same time, we recognize that we may need to adjust based on what we learn as we move to this new form of remote teaching and learning at home. For example, it may be necessary to adjust daily

learning targets, use different district digital tools, or respond to new/updated state or federal guidance.

We also know that, given the challenges and variability in environments, our students may not learn at the same rate as they would have under normal circumstances. We will continue to do our best to address these challenges as we learn together in this very new environment. School and district administrators, with feedback from teachers, will monitor the Essential New Learnings in case learning expectations need to be adjusted.

In addition, ISD will begin planning for the 2020-21 school year including:

- Ensuring courses next year align with the Essential New Learnings for this year.
- Completing course selection and class placement
- Hiring staff and all other typical pre-planning activities
- Preparing a new plan for continuity of learning in the case of future emergency school closures, including the selection of a more comprehensive learning management system

Assessing and Grading of Student Assignments and Classes

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High School Credits, Grading, and Graduation

We also want to provide you an update on how we hope to proceed with grading and credits in the 2019—2020 school year. First, we are absolutely committed to helping our seniors graduate on time. To this end, we will continue to monitor the guidance from the Governor, OSPI and the State Board of Education through the spring. Please note: guidance could change, and we will adjust accordingly if it does.

Our primary goal is to assist all students (including middle school students taking high school credit classes) in earning credits toward graduation.

Grading Rules from OSPI

OSPI [released guidance](#) and rules for Washington State high schools to follow regarding grading for the current semester given our closure through June. The key points are:

- Do no harm.
- Every student will get an opportunity to improve their grade with their March 17 status as a baseline.
- No student will receive a “pass,” “fail,” or “no credit” grade for any course.
- Teachers will assign grades or assign an “incomplete” for students who cannot engage in an equitable way.
- Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken.
- Students assigned an “incomplete” for a course will be given opportunities to reengage in the learning standards based on local school district decisions in consultation with the student/parents/guardians.
- All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

ISD Application of OSPI Guidelines

Teachers have begun to assess essential new learning on Monday, April 20. They are now giving feedback and assigning new grades. This term students will earn letter grades as outlined in the syllabus by their teacher. It is important to note that in alignment with OSPI’s new guidance, students will not earn grades lower than the grade they had at the closure of school (mid-term 3 and trimester 2 for middle schools). All students will have the opportunity to earn a higher grade by engaging meaningfully with their coursework. No students will earn an F grade, but will earn a letter grade (A, B, C or D) or an incomplete.

For example:

- Student 1 had a B at the closure in Biology and that student works very hard through the closure and through the teacher’s assessment of the student’s performance of the essential new learnings, the student receives a B or higher.
- Or Student 2 had a B+ at the closure, but, despite engaging with the teacher and the content, struggled with some of the new content and remote essential new learning. That student will still have a B+ at the end of the term.
- Or Student 3 had a C at the closure and could not engage with the coursework at all. The teacher has no way to assess the essential learning with nothing turned in. This student will earn an Incomplete and work with his or her counselor to engage in one of our credit recovery options (like summer school, an online course offering, or another credit recovery option appropriate for that student).
- Or Student 4 had an F at the closure and could not engage with the coursework. This student will earn an Incomplete and work with his or her counselor to engage in one of our credit recovery options (as noted in the example above).

- Student 5 had P/F grading in his or her IEP. That student will remain eligible to earn a P or incomplete grade.

Of course, we all want our students to be learning so, no matter what his or her grade was at the closure, we sincerely hope that they will connect with their classroom communities and continue to build skills that are meaningful now and in their future coursework and endeavors. We have been impressed by our teachers' commitment to learning new tools and methods and rising to this challenge, but also recognize the challenges this remote learning presents for everyone. We hope that teachers' commitment and innovation is inspiring great student growth and helping students stay intellectually engaged as well as socially connected to their peers and teachers.

Seniors

The ISD has already applied for the authority to waive core graduation requirements for seniors who might be eligible to receive one. Our administrators and counseling staff will be monitoring our seniors closely and reaching out about this as needed. In the meantime, it is incumbent upon us as a district to make a good faith effort to allow those students to earn credits. All of the same grading rules outlined by OSPI and summarized above apply to them as well AND we will exercise the authority to waive credits as needed and as appropriate to ensure all those on track to graduate at the time of the closure can graduate this year.

Moving Forward

Issaquah School District teachers have and will continue to collaborate and connect digitally to implement the essential new learnings and to turn those into engaging learning opportunities offered remotely. They have worked across grade-level teams, subject area teams and departments to consider the alignment of coursework so that our students will be well served from level to level and grade to grade. They will also monitor our students' engagement through the end of the school year.