



**District or Charter School Name**

Washington Township Schools

**Section One:** Delivery of Learning

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

We will deliver virtual learning on a weekly basis consisting of lessons and assignments provided to students primarily from our eLearning platform of Canvas until our school board determines it safe to reopen in-person in some capacity. Teachers have daily assigned office hours and schedules to follow. Devices have been distributed to families in need. Students with IEPs, ILPs, and Section 504s are receiving service support and accommodations. Teachers have reached out to families to schedule and discuss support for their children, including preschool students with IEPs.

- 2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.**
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We created communications that speak to virtual learning guidance and expectations for students, families and staff. Teachers are communicating daily with students and families through Canvas or their preferred communication systems. All schools will contact each family, and they will make outreach efforts to ensure the families understand expectations and have the support and resources they need. We also have a published school calendar that is posted to our website. It is amendable at any time per board determination. Our communications also include information emailed to both families and staff as well as school messenger phone calls. We will continue to also have staff meetings, professional learning community meetings, central discussion with our teachers' association, as well as school board meetings.

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

Student access includes lessons on Canvas, Zoom meetings, access to different educational platforms students are familiar with (Lexia, Myon, Dreambox, IXL, Read 180, Math 180, Lexia Power Up, BrainPop ELL etc). Students have access to online texts that teachers provide them as well.

Interventions are being provided for students who need additional academic supports via zoom if possible.

Teachers have also utilized district translators and other platforms (Talking Points, Remind, etc.) to communicate to parents and students in their home language.

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

All families were given the opportunity to pick up devices. All assignments are pushed out through the eLearning links previously set up on Canvas.

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

All schools are keeping daily attendance and it is being tracked at both the school and district level.

We send out regular school and district communications using social media, skylert, school messengers, as well as other media platforms.

Middle school teachers are conducting virtual advisory lessons

weekly, and high school teachers are conducting a similar virtual meeting with one of their classes working through affective challenges for that identified group of students.

Administrators send weekly messages to families as well.

The district ENL family liaison team interprets/translates information in multiple languages, so our families receive updated information.

Special education teachers will continue to conduct Annual Case Reviews for students as we reopen the start of this school year.

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

Teachers are giving timely feedback to students based on academic participation and completion.

Students will receive grades as they would if we were in-person. Elementary teachers will give feedback and updates to standards. Special education teachers will continue to progress monitor students' IEP goals.



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

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

Yes it provides this avenue as virtual learning grading expectations are similar to tradition, in-person learning.

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

All schools are keeping spreadsheets to track family communication and responsivity. If teachers are not seeing engagement or participation from students, then teachers, instructional assistants, counselors, or social workers are reaching out to determine what the barriers may be for work completion.

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

The curriculum team put together pacing guides with critical standards that need to be addressed weekly. This has been shared with the teachers as well as resources they can use to share with students and families.

The curriculum department revised our first semester curriculum maps and pacing guides to address areas where gaps will likely exist among students.

## Section Three: Staff Development

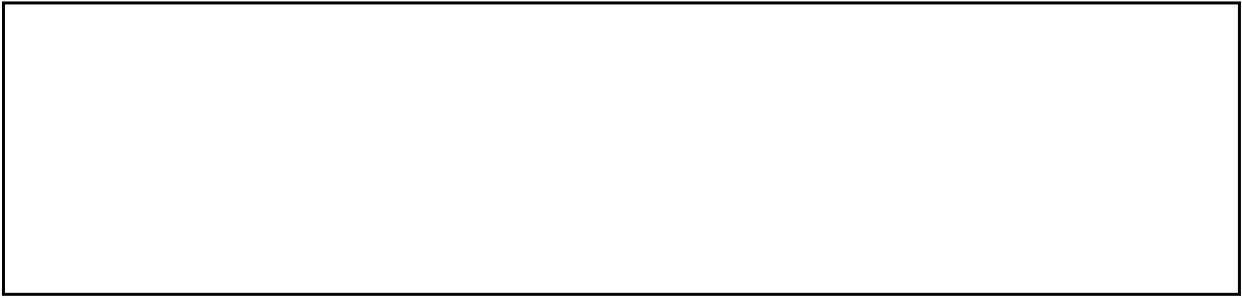
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### 10. Describe your professional development plan for continuous learning.

The district coaches are still meeting with building level coaches. Building level coaches are meeting with teams weekly at the elementary level. The elementary administrators are meeting twice a week to receive updated information and give input into future decisions regarding curriculum and operations.

At the secondary level, district coaches spent the first two weeks working on revising pacing guides, creating paper packets for students who do not have Internet connectivity (approximately 5%), and identifying and developing areas of focus for professional development to begin during the third week through Google Hangout and Zoom meetings. Coaches are providing weekly virtual professional development on Mondays and Fridays. Some of this is mandatory based on the needs of that content area and others are available to teachers who are just interested in expanding their tool box.

District level administrators view the weekly DOE webinar to receive information that will impact different divisions and have met daily through Zoom meetings since March 13 to put processes in place to support students, families, teachers, and building level administrators.



**Once you have completed this document, please complete this [Jotform](#) to share some additional data points and submit your Continuous Learning Plan link.**

**Submission is required by April 17.**