

USD 290 Continuous Learning Plan



With the closure of schools by Governor Kelly and the recommendations and guidelines from KSDE to provide continuous learning for our students, USD 290 is committed to providing a combination of instructional models through non-technology resources, virtual platforms, and possibly face-to-face for our students to meet their learning needs. Our goals for PreK students are to equip our parents with activities they can do with their children that will continue to develop their Kindergarten readiness skills. Our goals for K-8 students are to maintain learning to this point as well as focus on fourth quarter critical standards for reading and math. Our goals for 9-12 students are to focus on critical standards for students to demonstrate competency in order to receive credit in their courses and understand that students may demonstrate these competencies differently.

In developing the plan for USD 290, we will reference the [Continuous Learning Task Force Guidelines](#) released by KSDE to offer guidance but will develop our plan based on what is best for our students and staff.

Important to Remember:

- Professional integrity is vital to the success of our students. We must demonstrate professionalism and honesty. We must show grace and patience with students, parents, colleagues, administrators and yourself! We are all adjusting to this new learning platform.
- Focus on essential learning for students -- “Less is More”
- Be flexible and ready to adapt when needs arise.
- Be understanding of the pressures that students and parents may be under when establishing a learning plan for your students.
- Emphasize relationships in this new learning environment.
- Encourage use of materials, resources, and platforms that are already in use and with which your students and parents are familiar.
- Practice self-care, personal hygiene, and social distancing.
- Gain building principal approval for any in-person meetings that are not directed through your building plan.
- State and District Assessments will NOT take place: State Assessments, ACT, WorkKeys, ACT Aspire, MAP, Fastbridge, etc.
- Know your students’ capability for digital/online access.
- Be cognizant of IEP and 504 goals and accommodations to the extent they can be applied.



Teacher Expectations

It is my responsibility to provide learning experiences (offline and optional online) that support and extend current learning targets.

Preschool

- Provide a calendar of daily activities to distribute to parents
 - Consider building a schedule similar to the one sample one in <https://sites.google.com/ksde.org/kansascontinuouslearning2020/content-and-grade-level-guidelines>
 - Plan activities for those students who have IEPs based on their current goals
 - Consider suggestions for extended learning
 - Determine a way to share with parents what you would be doing in the classroom and how that could translate to the home setting

Elementary

- Provide a core curriculum/digital packet for each student:
 - Focus on reading/writing, math, and social emotional skills
 - Determine essential standards to focus on while adhering to the continuous learning philosophy of workload expectations (less is more - establish the critical outcomes necessary for the remainder of the year)
 - Plan for packets to be sent home weekly
 - Develop a common assessment for reading and math skills to demonstrate level of understanding for the weekly/bi-weekly skill. These can be short and done digitally or by paper. Open your mind to the possibilities.
- Offer opportunities for social studies, science, PE, music, art, library, makerspace, and technology
 - Specials could be a calendar of events similar to a summer calendar of activities.
 - Social Studies might be Studies Weekly guidance.
 - Science might be access to websites or ideas for experiments.

Secondary

- Provide weekly plans for students per content area and determine how students will gain access: digital, packets to pick up, etc.
 - When making plans, keep in mind the recommended time frames so as not to over plan for your content area.
 - Total of 3 hours in one day for learning ALL contents



- Determine essential standards/competencies to focus on and what is most critical to attain credit for the course while adhering to the continuous learning philosophy of workload expectations (less is more - establish the critical outcomes necessary for the remainder of the year). This may look different between students.
- Be open to the way students demonstrate understanding: discussion boards, reading, writing reflection, handouts, content-based activities, online resources, etc.
- 9-12 Teachers: End of semester final grades should be calculated, reported and transcribed in Skyward. To meet graduation requirements, KSDE requires all students complete at least 21 credits of required and elective coursework.

All Teachers

- Develop a sample schedule of how learning time might be spent, using KSDE recommended guidelines to share with parents: in packet, teacher/school websites, etc:
 - Pre-K: 30 minutes
 - K-1: 45 minutes
 - 2-3: 60 minutes
 - 4-5: 90 minutes
 - 6-12: 30 minutes per teacher (3 hours max in one day)
 - After 15 minutes, strongly recommend students get up and move
 - Electives/Specials - Suggested time frames are part of the total recommended time frames of the continuous learning load for ALL classes.
- Determine how you are communicating with students/parents and communicate your plan with the building principal
 - Provide students support daily through email, videos posted to Google Classroom, phone calls, etc. Decide the best way to provide this support. Support can be feedback on work, setting expectations, offering guidance for learning, etc. Understand that we are losing face to face interactions with the majority of students. We may have to have varied ways to communicate with students.
 - Establish an “office hour” time that you are available to communicate with students/parents if they have questions. Communicate this with your building principal before communicating out to parents. This office time can be digital and from any location.



- Collaborate with SPED, EL, Counselors, and PLC/Content Teams as needed to support students to meet their needs.
- Communicate weekly with your Building Principal.
- Online learning may be part of the plan as determined by teachers per their specific course/content area. There may be “live” sessions as well as pre-recorded or posted content to do at any time during the day.
- Support your building leadership team and administration in any processes that might be necessary for the success in providing for our students.

SPED Teachers

- Support teachers of your students with lesson planning as needed.
- Coordinate with teachers of your students on consistency
- Launch activities for your case-managed students directly related to their IEP goals.
- Work on IEP paperwork.
- Communicate with parents regarding task options and support as needed.
- Reference USD 290 Special Education Guidance - COVID-19 document for further responsibilities.

Counselors and Social Workers

- Elementary - provide a calendar of activities with social emotional skills and a tip sheet for parents for scheduling learning and dealing with the emotions that continual learning and changes of routine might bring.
- Provide information on community resources to families in need.
- Check in with students who are determined to be in need of social emotional support through varied means of communication.
- Collaborate with administration weekly to determine specific needs of students and how best to address them.



Student Expectations

It is my responsibility to be a learner and engage in my learning experiences, reaching out to my instructors for support if needed.

Student

- Establish daily routines for engaging in the learning experiences (ie: 8:00am start - Change out of your pajamas to get your brain ready for learning)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully (ie: possibly not your bed)
- Regularly monitor online platforms to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with USD 290 Acceptable Use Policy, including expectations for online etiquette
- Establish daily routines for physical activity and/or exercise.

Parent Expectations

It is my responsibility to support my child through this alternate learning experience and communicate with teachers as needed.

Parent

- Establish routines and expectations for your student
- Define the physical space for your child's learning work
- Monitor communications from your child's teachers
- Begin and end each day with a "check in" with your child
- Take an active role in helping your children process their learning
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress and worry
- Monitor how much time your child is spending online
- Keep your children social (within social distancing guidelines), but set rules around their social media interactions
- Contact your child's teacher with ANY questions - they will communicate their "office hours" with you.



Professional Learning:
Preparing for Continuous Learning Opportunities

During the week of March 23-27, teachers will be developing details for the USD 290 Continuous Learning Plan specifically for their classrooms while practicing CDC and FCHD guidelines for health and safety. **Communicate with Building Principals for specifics related to individual building scheduling.**

See KSDE Continuous Learning Task Force Guidance document for example.

Location: Individual Buildings in Groups 10 or Smaller

Monday

1. Building Leadership/Guiding Coalition Teams meet with Building Principals as directed
 - a. Share plans for food service - begins today, March 23.
 - b. Review KSDE Continuous Learning Task Force Guidance Document
 - c. Review Staff Expectations
 - d. Expectations if staff do not have daycare or have underlying health concerns
 - e. Plans for developing a Continuous Learning Plan and plans for the rest of the week.
 - f. Determine technology needs or staff that may need support with remote meetings
 - g. Determine how information will be disseminated out to Grade level/Content PLC teams.
2. Grade level/Content PLC teams
 - a. Determine how/where meeting will take place following CDC guidelines
 - b. Follow Teacher Expectations
3. Develop a plan for pick-up of “packets” and drop off of “assignments” if necessary.
4. Develop a Schedule for students to retrieve their items from school. This might be where support staff could help.
5. Refer questions and concerns to the building principal. These will be gathered and addressed.



6. SPED teachers will have a Zoom Meeting with Mr. Robinson which will be scheduled through him.

Technology

All schools have available to them the following tools to facilitate online learning:

- Chromebooks
- Zoom - Live instruction, Parent/Student one-on-ones, Staff Meetings
- Google Hangouts Meet - Live instruction, Parent/Student one-on-ones, Staff Meetings
- Loom - Recorded Instruction
- Screencastify - Recorded Instruction
- Google Classroom - Announcements, Student Communication, Assignments
- BARK for monitoring appropriate internet/email usage

Work with families to develop a plan for digital access.

Public WiFi Map: A map of Ottawa is located on a district resource page to indicate existing public WiFi access points that have been tested in a car from the parking lots. This will allow for students to have drive-in access in order to download materials for working offline at home.

Basics of Individual School Plans

OHS

Instructional Delivery Method: All grades will use existing technology via our Cyclone Connect 1:1 program that provides a Chromebook to each student. However, all teachers will be providing their lessons both in packet form and in digital form as needed. All grades will utilize Google Classroom to track assignments.

Teacher Contact: Regular emails and Google Classroom messages as well as direct phone calls and Zoom video meetings as needed. Principals will continue communication.

OMS

Instructional Delivery Method: All grades will use existing technology via our Whirlwinds 1:1 program that provides a Chromebook to each student. However, all teachers will be providing their lessons both in packet form and in digital form as needed. All grades will utilize Google Classroom to track assignments.

Teacher Contact: Regular emails and Google Classroom messages as well as direct phone calls and Zoom video meetings as needed. Principals will continue regular communication.



Elementary

Instructional Delivery Method:

PreK - Packet, Calendar of Activities, some video one-on-ones

Kdg - Packet based instruction with technology resource options

1st - Packet based instruction, suggested technology resource options

2nd - Packet based instruction with other technology resource options

3rd - Packet based instruction, Google Classroom

4th - Packet based instruction to start, transition to online learning for those that choose to, video lessons, Google Classroom

5th - Packet and Online instruction, Google Classroom

Teacher Contact: Teachers will use the method that their classroom is used to for communication such as: Class Dojo, email, Zoom, Google Hangouts Meet, Bloomz, phone calls