

**USD 409 Resources and Guidance aligned to the**  
**CONTINUOUS LEARNING TASK FORCE GUIDANCE**  
**Essential Questions for Teachers**

*This document is a fluid document. Based on the needs of all--staff, students, families--as well as the ever-changing environment regarding COVID-19, please remain flexible, professional, kind, and compassionate as we navigate through the next few months.*

**1. What is the philosophy of USD 409 and KSDE regarding continuous learning?**

The [KSDE Continuous Learning Framework](#), document and [website](#) provide a tremendous amount of support regarding the KSDE philosophy, sample schedules, resources, etc. We will be closely following their guidance making slight adjustments to meet the unique needs of our schools. Utilize the portions of the website that are relevant to you by clicking on the top right hand drop down menu. USD 409 will continue to curate and share resources to assist teachers in navigating this new type of instruction and student learning.

**USD 409 Continuous Learning Philosophy:**

- There is good in all of us. Show kindness and grace to each other at all times.
- USD 409 believes learning is an everyday everywhere activity where many people share their expertise to support all learners.
- To meet our goal of all students can and will learn, teamwork is important.
  - Administration, teachers, staff, families and learners all take responsibility in meeting the learning needs of our school community.
  - Continuous learning should be presented in a variety of ways with learning being focused, engaging, and relevant.
  - Teachers are the masters of their content and should lead the design of educational opportunities and communicate through a variety of methods with both students and families regularly.
  - It is through these direct communications the foundation of strong relationships are built and learning flourishes.
  - To support teachers' efforts, in delivering these diverse learning experiences, administration and staff must provide support and resources to teachers, parents, and all learners no matter their needs.

**2. What technology/apps/student learning platform do we need to utilize?**

USD 409 is strongly encouraging grade levels/bands to choose one platform for communication and just a limited number of apps to get started for parents, students, and teacher use. The following applications have been identified as ones that are already in use in our district that would we like to utilize for this communication. **(It is NOT an expectation that all teachers use all of these platforms)**

**General Communication, distribution and collection of student work: Seesaw, Google**

Classroom, Showbie (only if you are already using this platform)

Video conferencing, PD, & Synchronous student learning: Zoom or Google Meet

<http://coronavirus.greenbush.org/support/home> (Tutorials and videos from Greenbush)

Grade Level	Maximum Daily Times for Learning of Critical Standards (Includes all subjects)	Supported Learning Platforms (additional apps/platforms may be recommended)
PK	30 Minutes	Seesaw/Learning Packets
K-1	45 Minutes	Seesaw/Learning Packets
2-3	60 Minutes	Seesaw/Google Classroom/Learning Packets
4-5	90 Minutes	Google Classroom/Learning Packets
6-8	3 Hours (30 minutes/subject)	Seesaw/Google Classroom/Learning Packets
9-12	3 Hours (30 minutes per subject)	Google Classroom/Showbie*/ Learning Packets

**3. How are students held accountable for learning and what is expected time for students to spend learning each day?**

Having weekly assignments, projects, video or audio check-ins are all ways to assess learning. Once again, focus is on the critical standards needed for your content area. **(As grade level/content teams we will identify the critical standards for our district.)** Keep in mind that many families have limited data and internet. Be creative in thinking about how students can demonstrate understanding of essential standards. We will show grace to all students and families as they are dealing with a wide variety of stressors in addition to learning at home. Some students will be more productive in this learning environment than others. Consider ways you can tap into student passions as you are designing your lessons aligned to the critical standards which will make learning engaging for all students.

**USD 409 will be following these guidelines for MAXIMUM student commitment each day.**

**Pre-K through 5th grade will focus primarily on ELA and Math with Social Studies and**

Science integrated into those content areas. It is recommended that Social Studies and Science are utilized as OPTIONAL enrichment activities. K-5 Specials, Counselors, etc. - I'm thinking once per week activities, optional zooms or choice boards for students would be appropriate. (Send through the teacher so that students/families aren't having to join or keep up with multiple SeeSaw/Google Classroom accounts.)

6th - 12th focus on core classes. and HS graduation requirements. As a building you will be creating a schedule for distribution of assignments, office hours, etc. Be flexible!

The guidelines above are meant for any delivery model -- packets, on-line, hybrid, etc. Communication between the content areas in grades 6-12th will be very important. Let's not overload ourselves or our students!

Teachers may find that they have to scale back and adjust after their first week with going online.

We plan to gather feedback from staff, students and families after the next few weeks to adjust as needed. *Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.*

Use the KSDE Guidance Website for a variety of resources.

<https://sites.google.com/ksde.org/kansascontinuouslearning2020/home>

#### 4. How am I communicating with students and parents?

The majority of communication to students and parents will be in the form of your online platform (Seesaw, Google Classroom, Showbie). You may also use video conferencing (Zoom or Google Meet), texting (Remind), email and/ or phone conversations as options. Having parents and students manage multiple communication platforms from multiple teachers is cumbersome. Streamline communication and share the platforms. **SeeSaw and Google Classroom are two that our district is highly recommending but if you've utilized something else like Showbie then continue with that.**

Choose one main form of communication to start. Be consistent with students and families. Establish a schedule for distribution of assignments, collection, virtual "office hours", etc. When are you available to provide assistance to individual students and or parents? When and how is it best for parents and students to contact you for help?

As a building you will create a schedule that will be flexible as we develop our routines and reflect on the feedback we receive from students, families and staff.

**CL Meeting Record** - The district has created a communication log to document parent/student communication. You can find the meeting record in you CL school folders. Since you won't be having face-to-face contact with students daily it is important to document interactions for future review and to ensure that communication is ongoing especially with struggling students.

We will be providing documentation, training and guidelines for utilizing the platforms mentioned above that are the district recommended. Those resources will be shared with you as soon as we have them

curated.

## 5. What are my expectations for standards?

We will be focusing on the critical standards for each content area using our content standards and curriculum documents. ***Content teams and grade levels will be meeting virtually to identify the 4-5 standards/learning outcomes that will be the focus for the rest of the year.*** Remember to keep in mind the time guidelines mentioned earlier and consider we will have 8 weeks remaining based on our 2019-2020 calendar.

**Critical standards template** - Each content/grade level team will be working on a document like this to identify the critical standards. Feel free to adjust this document to meet the needs of your content area and/or grade level. If you made a copy of the form, please share with your building principal and Jacque when you get started.

## 6. What if my students don't have devices or the internet?

Internet access will be an issue for some of our families. Please refer to the survey that we sent to parents for more details regarding the level of internet access for your class. (Admin will be sharing this with you.) If you have students that did not take the survey you will need to ask them the questions via a phone conversation. We will communicate with parents regarding the availability of internet hot spots to support our families without internet access. Donna is working on this.

At this time we are working on getting K-5 devices home with students. As a staff you will be provided professional learning on how to best utilize devices for online learning that is age appropriate. We will follow the local health department guidelines for distribution.

District IT staff are working on options for helping with this issue but it is important that we provide options to our students with the understanding that internet access may not be possible or very limited. Technology and non-technology options should be included in information that is distributed to students. We recommend providing more time than usual to complete assignments as technology may need to be shared with others in the home or accessed by driving to a parking lot for internet access when home internet isn't available.

We highly recommend giving students **voice and choice** to demonstrate their learning. Consider service work for a neighbor and writing a reflection on their experience vs. writing an essay reflection on a poem. Give options for the students without the internet. If we are able, we will distribute packets to students weekly or bi-weekly for students without internet access.

## 7. How do I collect student work and have students demonstrate student learning?

Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. Some of our suggested platforms for collecting student work are: SeeSaw and Google Classroom. Be flexible in how you have students demonstrate understanding of the critical standards. Consider using email, phone conversations, Nearpod, Flipgrid and other familiar platforms.

We are asking teachers to be flexible with how work is collected and grades/feedback are given. We do not know what the future holds and this may be a challenge. Learning and assessment of student learning should look different and we must remain flexible. The safety of our staff, students, and their families is a priority as we consider any option that involves transferring work physically back and forth.

## 8. What will my daily schedule look like?

Obviously our daily schedules have been altered. It is not the expectation that teachers come into the building or participate in Zoom meetings all day every day from 7:30 am - 3:30 pm, but it is the expectation that teachers would be available to support students by responding to questions, planning for instruction, participating in video conferencing with students or professional learning, providing feedback, etc. As a district we realize that some teachers also have other obligations such as assisting family members or taking care of children that may cause interruptions during those hours and that is perfectly fine. We are fortunate to work in a profession where we will continue to have work to do and to be paid when some people are losing their jobs and income. The work may look different, but we are obligated to do our part to make the best of this difficult situation.

Teachers and buildings will establish schedules for parent and student communication. It is expected that you will have instructional hours, office hours and times established for meetings with teams and staff. See the table below for clarification.

Instructional Hours	2-3 Hours/Day
Tasks: Presenting to Students, Recording Lessons, Contacting Students, Planning Lessons, Feedback/Grading, Individualized Professional Learning	
Office Hours	4 Hours/Week (one hour increments -spread out over the week with morning, afternoon, and evening times to accommodate working parents)
Tasks: video conferences, telephone support for students and families to provide assistance and answer questions; answer emails, 24 hour email response time is expected.	

Please communicate expectations clearly to your class and families regarding what communication will look like for you.

Meetings	1 Hour 2-3 times a week
Types: Teams, Staff, BLT, Professional Learning	

Optional professional learning will be offered by the district that you can join. It will focus on technology and continuous learning.

As we navigate through the next several weeks and become more familiar with our new “normal” this will be a great time for you to learn about something you’ve been interested in and haven’t had the time to explore. Professional learning opportunities and meetings will be held in person or virtually at a later date as necessary and appropriate during normal school hours.

## 9. What should planning look like for me?

Once again, focus on the critical standards needed for your content area. Utilize the [KSDE Continuous Learning Framework](#), document and [website](#) to help you get started with ideas. We are not sending students busy work or expecting you to cover everything you would cover for the last 8 weeks of a

“normal” school year. Our goal is to provide students with relevant learning experiences that will allow them to build upon their passions. Our goal is not to cover content but to provide learning opportunities that will spark student curiosity. Consider providing students with voice and choice, work with other content areas to integrate your standards or provide students with project based learning opportunities.

As you are planning keep in mind that many families have limited data and internet. You will be expected to provide both online and offline learning opportunities for students. Be creative in thinking about how students can demonstrate an understanding of essential standards. Try to plan as far in advance as possible with the flexibility to pivot and adjust as needed. Packets for students to pick up could include daily plans but we would like them to cover two weeks worth of plans to reduce the hassle of distribution.

Work together and share resources with your grade level or content team. Content that is shared to students such as videos, tutorials, etc. does not have to be original content. Remember many hands make light work! Additionally, be mindful of each other and understand that some teachers are going to feel more comfortable with this change and we all have varying levels of stress. Be supportive of each other and lend a hand if you are able.

We have made a lesson template for the elementary and shared an excellent example with the secondary. We will continue to add resources for you to help us better meet continuous learning challenges we encounter. The district strongly recommends providing students with required and optional activities (enrichment and review) as you plan. Remember to include technology and non-technology items depending on internet and device availability.