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**USD 232 Continuous Learning Plan  
Elementary, Grades K-5  
2019-2020, Fourth Quarter**

All students in USD 232 will transition to remote learning beginning April 1, 2020.

We will utilize online learning, and provide hard copy resources to support students without internet access and/or devices during this unprecedented time. While we realize remote learning cannot fully substitute the quality of a face-to-face classroom, we are prepared to provide students with essential, unique opportunities to continue their education while school buildings are closed.

Expectation for students vary depending on their grade level. Specific expectations for elementary students, recommended by the Kansas Department of Education Continuous Learning Task Force, are listed in this protocol document.

This document provides elementary-specific information related to the Continuous Learning process and protocol implemented in the fourth quarter of the 2019-2020 school year. This communication provides clarity regarding planning, communication, and staff responsibilities and expectations.

Distance-instruction learning environments will never replicate the amazing things in USD 232 classrooms, but there are certainly opportunities for innovation. Staff are encouraged to review curriculum covered during this time using identified essential standards, which are the focus of the Continuous Learning process.

Please remember to extend grace and patience, for students, colleagues, and yourselves. Everyone feels varying amounts of stress. Meeting social and emotional needs is a necessity. We have ultimate respect for the strength, professionalism, and expertise of our teachers and support staff.

***USD 232 Vision- Continuous Learning***

“Maximize each student’s potential, through inspiration and discovery.” Students will be connected to their teachers and engage in meaningful learning experiences that focus on essential learning standards.

***Essential Standards***

Teachers and support staff will continue focus on essential standards and skills in content areas.

At the elementary level, essential standards to be addressed in fourth quarter, in core content areas, are identified and communicated to teachers. The district will post essential standards for the core content, as well as Specials and SEL choice boards and resources, on the district website.

Parents and students must be able to access all materials, apps, and communication (excluding district email) through Canvas. All staff with a district website presence are required to also have Canvas access.

### ***Preparation for the Continuous Learning Process***

March 25-31, 2020, USD 232 designates five school-calendar days for certified staff to learn, plan, and prepare for the remote learning environment. The Teaching and Learning Department and building administrators are available to support and answer questions. In order to further assist you with this process, Nichole Gurwell, District Instructional Specialist for Elementary, will email tools and resources that can be utilized with students.

Student learning begins April 1 and ends May 21, 2020.

### ***Communication***

Communication with parents is key. Email is the primary form of communication, and as with standard best-practice, email response should occur within one business day. Keep in mind that each family will be supporting their students in different ways. Please be flexible in the time and methods of communication. It is important to empathize, and know parents may have elevated anxiety about remote learning. Please help them understand our goal is to provide students robust opportunities, while also balancing awareness not to overwhelm.

The Acceptable Use Policy remains in effect for staff and students. When participating in Zoom meetings, please remember professional responsibilities.

[Staff AUP](#)

[Student AUP- English](#)

[Student AUP-Spanish](#)

These responsibilities include, but are not limited to:

- School-appropriate dress
- Mindfulness of physical environment (pictures, items, decor, etc.)
- Mindfulness of background noise (pets, music, conversations, etc.)
- Professional conversation and instructional vocabulary
- Providing students advanced notice of scheduled Zoom meetings

The primary platforms of communication are email and [Canvas](#) .

If you have instructional design questions related to Canvas, please contact either Nichole Gurwell, District Instructional Specialist for Elementary.

### ***Technology Support***

- Technical support for Canvas can be reached by calling 1 (833) 444-2084.
- Technical support for K12itc can be reached by calling (816) 382-4840.

### ***District Framework***

The USD 232 District Continuous Learning Team (Elementary): Create a remote-learning, elementary district-framework, from which, teachers will create, extend, and instruct.

In an effort to utilize expert voices of experience in the USD 232 Continuous Learning Plan for grades K-5, the following people provided direct district input in the identification of essential standards and correlated lessons:

- Reading- Jeri Powers, Reading Specialist
- Math- Jaimee Berry, Math Specialist
- Science- Suzanne Cox, Teacher
- Social Studies- Denise Reinoehl, School Improvement Specialist
- Social-Emotional Learning- Laine Graham, Counselor
- Specials- Megan Clark- Specials Teacher

Objectives:

1. Identify 7 essential standards, in grades K-5 (excluding SEL and Specials)
  - a. Essential standards are not limited to fourth quarter pacing guides. They are standards students should be able to independently demonstrate skills, understanding, and application in by the end of the school year.
  - b. Standards are identified; not sub-standards. The goal is to be very general. In guidance documents, KSDE emphasizes the importance of “less is more” and “keep it simple”.
  - c. All essential standards will be posted to the district website by March 31st.
2. Identify 7 lessons, per grade level, that meet the identified essential standards
  - a. Lessons are intended for core instructional use, and provide:
    - i. instruction
    - ii. opportunity for practice
    - iii. opportunity to apply learning, and
    - iv. opportunity to demonstrate understanding
  - b. SEL has resource links only (no essential standards), by grade bands (K-2, 3-5)
  - c. Specials will have one choice board, per special, for the entire quarter (no essential standards), by grade bands (K-2, 3-5), as some activities are longer in length than others.
  - d. Specials: art, music, physical education, library, and technology

District lesson plans will be posted internally for staff availability.

What are the identified essential standards to be used for remote learning?

[Essential Standards- Elementary- Remote Learning: Reading, Math, Social Studies, Science](#)

District framework *does not* take autonomy from teachers.

- District framework provides consistency in distance learning for all students, in all grades, in all subjects. It provides all teachers, in all buildings and grades, with peace of mind that students received equitable essential standard and skill instruction in during fourth quarter.
- Teachers will provide additional content and lessons, as on-site building teams determine appropriate, in partnership with their principals.
- Teachers will supplement, as they see appropriate, within professional discretion... Seesaw, videos, live-lessons in Zoom, saved Zoom lessons that are posted, etc.
- Teachers may find that they have to scale back and adjust after their first week. Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

### ***Social-Emotional Learning***

- Teachers will not instruct SEL lessons.
- Counseling standards are divided into grade bands K-2 and 3-5. Resources and choice boards are provided in the same format.
- Second Step is the primary SEL material when referencing appropriate vocabulary.
- Counselors may include weekly wellness activities to help with the unprecedented social shift due to social distancing.
- It is acceptable for SEL to alter focus from Academic and Career standards, instead focusing on social and emotional standards through family activities, relationship-building, connecting with others, and reducing anxiety (coping skills, grounding techniques, etc.). This benefits family structures in a less stressful format than traditional lessons.

### ***General Expectation for Elementary School Student***

What are expectations for student work completion?

- Students in Grades K-2
  - Weekly checklists will be sent to families electronically for students to complete by Friday, or teacher-communicated deadline.
- Students in Grades 3-5
  - Weekly checklists and will be used to distribute student work with a Friday completion goal, or teacher-communicated deadline.
- Students will “turn-in” (i.e. complete) ONE assignment per core subject each week in electronic format.
- Teachers will not take daily attendance.
- Teachers will evaluate student participation, work completion, and progress.
- The concept of “homework” is no longer applicable with continuous learning. Everything students do with distance learning is home-work. It will not be assigned as “homework”.
- Families and students are encouraged to contact teachers to get assistance and support on assignments, if needed. Teachers have a one business-day window for response to email.
- Students who do not have internet and/or device access will be provided hard copies of district lessons. Copies will be made at and distributed by district office staff.

What if a student requires differentiation?

- ALL teachers are expected to provide differentiation as needed.
  - Example: A 3<sup>rd</sup> grade student known to need 1<sup>st</sup> grade reading instruction should receive it, and not be expected to simply complete all grade level material.
- Teachers are encouraged to provide opportunities for reteach, enrichment, and resources.
- If a student was in the MTSS Tier system prior to spring break, they should be taught accordingly.

What about students with IEPs or 504s?

- Special Education and accommodation plans continue to be followed. Lee Hanson, Director of Special Services, will work with her team to provide directives to resource teachers and para-educators, regarding their collaborative work with general education teachers.

### ***Virtual Instruction***

If you would like to connect with your students through a virtual lecture or small group instruction, please arrange these opportunities, using Zoom, and follow your building’s traditional master schedule.

For example, a fifth-grade teacher who would like to connect virtually, via Zoom, with a math class, would do so at the time that the class is normally scheduled. This is done in order to avoid conflict with multiple “live” activities occurring at the same time. Please know, you are not expected to be actively teaching through Zoom, and there are other instructional methods, such as recording a video lecture, that can be utilized.

### ***Utilize the District Instructional Specialist***

Nichole Gurwell, District Instructional Specialist for Elementary, is every teacher’s dream, and the staff go-to when teachers need support with technology, instruction, or a combination of the two. This is the perfect learning situation where she is at her best to shine! Do not fail to utilize her skillset through this adventure.

### ***KSDE- Time Guidelines for Student Learning, By Grade***

Daily learning time can include:

- Project-based learning
- Reading
- Math
- Social Studies
- Science
- Online work
- Handouts or other learning activities
- Specials choice board work
- Social-Emotional Learning

#### Grades K-1

Daily Learning Time: 5-10-minute time spans, total of 45 minutes

#### Grades 2-3

Daily Learning Time: 10-15-minute time spans, total of 60 minutes

#### Grades 4-5

Daily Learning Time: 20-minute time spans, total of 90 minutes

#### Specials

(Art, Music, PE, Library, Technology)

Time allotted for special/electives are set in grade-level bands of K-2 and 3-5. Suggested time frames for specials should be considered part of the total continuous learning for all classes. Consideration should be given for the fraction of the school day this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily movement.

#### ***Grades***

Third quarter grades will be posted by March 27, 2020.

Expectation for fourth quarter grade requirements, documentation, and recording is still being determined. That communication will be sent to principals as soon as it is available.

