
**USD 232 Continuous Learning Plan
Secondary Grade Levels
2019-2020, Fourth Quarter**

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

The distance-teaching and learning environment will never replicate the amazing things that happen in our classrooms, but there are certainly opportunities for innovation. You and your team are encouraged to review the curriculum that may be covered during this time using identified Essential Skills and Standards, which are the focus of the Continuous Learning Plan.

Throughout this process, please remember to extend grace and patience, both for your students and yourselves. These are very challenging times and we want to make sure we remember everyone is feeling varying amounts of stress. Meeting social and emotional needs is a necessity.

We realize the difficulty that we face as a school district, but have faith in the strength and expertise of our teachers.

USD 232 Vision - Continuous Learning

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

Essential Standards

For the remainder of the school year, teachers should focus on teaching essential skills/standards in their content areas.

At the secondary level, essential skills/standards meet the following criteria:

- Readiness for the Next Level of Learning – prerequisite concepts and skills students need to enter a new grade level or course of study
- Endurance – last beyond one grade or course; concepts needed in life
- Leverage – crossover application within the content area and to other content areas

Preparation for the Continuous Learning Process

Starting on March 25th, the district will designate five days for you to learn, plan, and prepare for the new learning environment. The Teaching and Learning Department and your building administrators are here to help and answer questions.

Also, in order to further assist you with this process, our District Instructional Specialist, Rachel Mikel, will be reaching out to you via email with tools and resources that can be used with students.

Communication

Communication with parents is key. Email is the primary mode of parent communication, and in keeping with standard best-practices, email response should occur within one business day. Keep in mind that each family will be supporting students in different ways. We ask that you 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 primary platforms of communication with students will be email and Canvas. If you have instructional design questions related to Canvas, please contact Rachel Mikel, our District Instructional Specialist for Secondary Schools.

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.

When participating in Zoom meetings, please remember professional responsibilities. These responsibilities include, but are not limited to:

- School-appropriate apparel
- Mindfulness of the physical environment in which you are working (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.

Also, the Acceptable Use Policy remains in effect for staff and students.

[Staff AUP](#)

[Student AUP- English](#)

[Student AUP-Spanish](#)

KSDE- Time Guidelines for Student Learning

Middle and High School

Daily Learning Time: 3 total hours a day is recommended for student work. At the middle level, this is equivalent to approximately 30 minutes per class. At the high school level, this is equivalent to approximately 45 minutes per class. Please note that these recommendations may not include the amount of time needed for College Now or Advanced Placement courses.

Daily learning time can include:

- Project-Based Learning
- Reading and reflection
- Writing
- Recorded lectures
- Handouts or packet work
- Discussion boards
- Online resources
- Content-based activities

“Live” Virtual Lessons

If you would like to connect with your students through a “live” virtual lecture, small group instruction or virtual office hours, please use Zoom. Make sure that you communicate, in advance, when you will be conducting the virtual meeting. Please record the activity using Zoom’s record feature in case a student has a scheduling conflict with that time frame. Once the recording is made, it should be saved and made accessible for later viewing. Recording each Zoom session also provides for your protection in case there are any questions about the meeting. Rachel Mikel will be sharing more information about this process.

It is strongly recommended that virtual lecture, small group instruction or virtual office hour models be used instead of one-to-one virtual meetings, with some exceptions, like the potential need for Special Education teachers to deliver individualized services. Also, please ensure that Zoom meeting links are only shared with relevant student participants (through Canvas, for example), and not posted on social media or public websites.

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.

Social-Emotional Learning

- Counselors may include 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.

- Lee Hanson and Abby Huggins will be working with Social Workers to determine how to provide students services through a virtual format.

General Expectation for Secondary School Students

What are expectations for student work completion?

- Students will monitor Canvas on a daily basis.
- Students will “turn-in” assignments in electronic format via Canvas and/or email.
- Students who do not have internet will be provided hard copies of course lessons, if needed. A pick-up time for these materials must be arranged between the teacher, parent and building administrator.
- 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.
- Families and students are encouraged to contact teachers to get assistance and support on assignments, if needed. Teachers should respond to email in one business day.
- Advanced Placement Courses: For more details related to changes to the AP Testing process and schedule, please visit the following website:
<https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update> .
Beginning in early April, free online videos developed by AP teachers from across the nation will be made available.
- College Now Courses: As of right now, JCCC and Baker University are expecting school districts to carry the same course expectations and continue with the same student learning outcomes as before. If course content requires modification, please contact Dr. Ceresa Schaffer.
- CTE Updates: Dr. Swartz will be reaching out to CTE teachers to determine next steps in instruction and resource acquisitions.
- ELL Services: Dr. Kelly will reach out to ELL staff to determine how we can continue to provide services to our students.

What if a student requires differentiation?

- All teachers are expected to provide differentiation as needed.
- Teachers are encouraged to provide opportunities for reteaching, enrichment, and resources.
- If a student was in the MTSS Tier system prior to spring break, they should be taught accordingly.

What about students on 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.

