



Table of Contents

Click a category to take you directly to that section.

[PHILOSOPHY](#)

[CONTINUOUS LEARNING DEFINITION](#)

[What is Continuous Learning in USD 345?](#)

[Continuous Learning Priorities](#)

[ACADEMIC SUPPORT](#)

[Learning Frameworks EC-12th](#)

- [Critical Standards](#)

[Student Supports](#)

- [Special Education](#)
- [English Language Learners](#)
- [Title I](#)
- [Career and Technical Education \(CTE\)](#)
- [Graduation](#)
- [Dual Credit](#)
- [Office Hours](#)
- [Online Protocol](#)
- [Technology Help Desk](#)

[DISTRICT ADMINISTRATION](#)

[BUILDING ADMINISTRATION](#)

[TEACHER PROFESSIONAL RESPONSIBILITY](#)

[SOCIAL AND EMOTIONAL SUPPORTS](#)

[FAMILY PARTNERSHIPS AND SUPPORTS](#)

[Communication](#)

[Home Learning Spaces](#)

[Daily Schedules](#)

[Frequently Asked Questions](#)

PHILOSOPHY

The USD 345 Continuous Learning Plan offers the flexibility to balance learning with the district's existing commitments of **relationships**, **rigorous** and **relevant learning**, and a **responsive** and **caring culture**.

Seaman Schools' mission statement states that we will, "Prepare each student for lifelong success through strong and healthy **relationships**, **rigorous** and **relevant learning**, and a **responsive** and **caring culture** that maximizes student talents, aspirations, and community contributions." Our mission statement grounded our work in creating a continuous learning plan promoting our vision of "Learning Without Limits." The terms relationships, rigorous learning, relevant learning, responsiveness, and caring culture drive our philosophy.

Continuous Learning Definition

The Kansas State Department of Education (KSDE) Task Force team adopted the term "Continuous" to describe a flexible learning environment responsive to various experiences of our teachers, students, and families as we finish the 2019-2020 school year. Continuous learning appropriately represents an expectation that despite school building closures, learning will continue.

What is Continuous Learning in USD 345?

The USD 345 Continuous Learning Plan (CLP) was developed and implemented in partnership with teachers, administration, and the board of education, while following the guidance of the Shawnee County Health Department (SCHD), the Center for Disease Control (CDC), and the Kansas Department of Health and Environment. The CLP provide guidance for USD 345 educators to meet the immediate need of supporting learning outside of our normal practices. The CLP focuses on critical learning for students while using materials, resources, and platforms that already are in place. Instructional models may include a blending of non-technology; online tools; and virtual platforms.

Continuous Learning Priorities

1. Family Focus

We believe that relationships between staff and families in this new learning environment is the most important factor for successful continuous learning and we will be committed to delivering service with all of our families in mind.

- We encourage teachers to abide by time guidelines that are outlined in the USD 345 CLP so families are receiving a manageable amount of work for all children in the household.
- As we plan activities, staff will consider that families will be managing learning opportunities for multiple children at potentially multiple levels.
- We know that work schedules will vary by household and our instructional tasks will be designed to accommodate this diversity.
- We need to provide flexibility in when and how instruction is delivered to allow families the opportunity to complete tasks at their own pace and time.
- We will provide options in our delivery mode of instruction, for example both digital learning and paper packets will be made available as needed.
- We understand that many families who will now be the facilitators for learning are non-educators and our professional staff will be prepared to provide the necessary support.
- We know that now is not the time to introduce new learning platforms to students and families. Instructional tasks will focus on the tools and modes of instruction previously used this year in

the classroom.

- Local decisions regarding continuous learning will continue to be made based on community needs.

2. Equity

We must ensure that we meet the needs of all our students and families. As we plan, we must ensure that instruction and curriculum can be accessed by all. We must differentiate support for families and students.

- The Technology Department will provide a technology device to all families that do not already have a personal or school-issued device.
- The Technology Department will provide information regarding community resources that can be accessed to families that do not have internet.
- Staff will provide differentiated family support to meet the diverse needs of each student.
- Decisions must support all populations of students.

3. Consistency

Our students will be learning from home and without consistent interaction with their teachers and peers. Parents and guardians will be our partners in this new learning paradigm. Our plan is to limit variance.

- **Critical standards identified:** All teachers, Early childhood through 12th grade, will adjust standards and skills for the 4th quarter to focus on the most important ones left to be taught.
- **Standardize delivery of instruction:** Elementary staff will use a bulletin template to list the tasks assigned for the week and will look the same for every grade level. Secondary buildings will use Schoology to deliver instruction.
- **Planning:** Teachers will plan at the building level, with critical standards as the priority. All selected standards will be consistent across grades or content areas.
- **Learning Platform:** Schoology is the main platform for delivering instruction and communication in order to maintain the systems already in place.

ACADEMIC SUPPORT

LEARNING FRAMEWORKS EC-12TH

USD 345 Seaman Schools has created four learning frameworks to continue development of academic knowledge and skill outlined in our curriculum maps and program planning guides. These frameworks address our Continuous Learning Priorities: Family Focus, Equity and Consistency.

The Instructional models, within the framework, may include blending of non-technology and virtual platforms. The frameworks linked below include expectations for all participants involved in the continuous learning plan, teachers, parents, students, instructional support staff, school social workers, school counselors and administrators.

- [Early Childhood Continuous Learning](#)
- [Elementary Continuous Learning](#)
- [SMS 7-8 Continuous Learning](#)
- [SHS 9-12 Continuous Learning](#)

TIME ALLOTMENTS FOR LEARNING PER DAY

Grade level band	Minutes of academic instruction
Early Childhood	30 minutes of direct instruction (15 min- teacher-led) (15min- parent-led), 30 minutes of parent-child learning through play
Kdg - 1st	45 minutes with English Language Arts and Math are priorities with all other subject areas providing suggested activities.
2nd - 3rd	60 minutes with English Language Arts and Math are priorities with all other subject areas providing suggested activities.
4th - 5th	90 minutes with English Language Arts and Math are priorities with all other subject areas providing suggested activities.
6th	120 minutes with English Language Arts and Math are priorities with all other subject areas providing suggested activities.
7th - 8th	30-35 minutes per course not to exceed 3 hours in one day. Math, English Language Arts, Science, Social Studies will provide learning through Schoology on Monday, Wednesday, and Friday. Electives will post assignments Tuesday and Thursdays.
9th - 12th	30-35 minutes per course not to exceed 4 hours in one day. We will follow the block schedule (Blue/Red day schedule)

CRITICAL STANDARDS

Staff are instructed to determine critical standards in grade level and content level teams when planning for instruction. Critical standards are those that will support essential learning for students. The continuous learning plan does not allow for coverage of all standards normally taught during the fourth quarter of the school year, so it is important to hone in on the most important skills to be learned.

STUDENT SUPPORTS

Special Education

Individualized Continuous Learning Plans (ICLPs) will be created for all students with Individual Education Plans (IEP's). Parents will be contacted directly by their child's Primary Implementer to review this plan and gain parent input. Parents and students will have support in the areas of their child's needs: academic, behavioral/social emotional, communication, and/or physical/health needs.

English Language Learners

Secondary students who qualify for ESOL (English to Speakers of Other Languages) services and primary families of ESOL students will be contacted directly by their ESOL teacher to ensure proper support is in place to assist their grade level continuous learning plan. Equal access to learning is a priority.

Title I

Logan and Northern Hills are identified as Schoolwide Title I Schools. Students will access learning as

outlined in the USD 345 Continuous Learning Plan and building administrators, classroom teachers and support staff, including the Title I Intervention teachers/aides are available to assist families as needed.

Career and Technical Education (CTE)

Career and Technical Education courses vary in hands-on, project-based skill development. The Kansas State Department of Education has provided resources for CTE teachers. CTE teachers are using iCEV and PHET labs as well as other online resources to provide skill development opportunities.

Graduation

The USD 345 Seaman School Board adopted the state minimum, 21 credits, as the graduation requirement for the senior class of 2020. High School counselors have analyzed graduation progress for all seniors and identified students who need academic advising. Most of our seniors have earned above the 21 credits and are currently enrolled in required courses for graduation. School counselors are calling students to discuss their individual graduation plan.

Dual Credit

Students enrolled in dual credit courses will continue their program under the guidance of the partner postsecondary institution. Seaman teachers are in communication with university professors. Washburn Institute of Technology (Washburn Tech) is using D2L as their learning management system to deliver content. Some programs will require hands on, onsite, experiences. Washburn Tech will determine a plan to provide on-site/hands on components of their curriculum at a later date.

Office Hours

All school personnel are available during regular school hours for general assistance.

- **Preschool Building:** Office hours are scheduled in one hour blocks with Google phone numbers or email addresses for parents to access staff. Hours are 7:00 AM to 7:00 PM (Monday-Friday) with one of the hour blocks dedicated to social emotional needs, questions, or concerns from 2:00 PM - 3:00 PM. The schedule was sent out via email and social media to MELC families and child care providers.
- **Elementary Buildings:** Office hours will occur between 8:30 AM-4:00 PM. During this time, families can call the school and be directed to available staff based on need. Families can also contact their classroom teacher directly at any point via email or a preferred communication method identified by the teacher to arrange a time to address questions.
- **Secondary Buildings:** Parents or students may email staff to request a phone call or electronic meeting time. Secondary buildings designed regular electronic meeting opportunities also termed “office hours”. Staff will be available at predetermined times in various content areas to ensure help availability for students.
 - **Middle School:** Google Hangouts Meet is available for all students and parents to join to ask questions regarding any aspects of Continuous Learning which includes support on daily lessons. This schedule and the Google Hangouts Meet links associated with it will be made public through Schoology. Multiple people will be able to join the link at the same time as this is not a private conference between teachers and students or parents. Core Teachers will be available for one hour in their academic teams on Tuesdays and Thursdays and for one hour by content area on Mondays, Wednesdays, and Fridays. Elective teachers will be available for one hour by content area Monday-Friday. Any patron or student can request a one-on-one meeting at any time via email.

- **High School:** Each department at Seaman High School will provide posted “Office Hours” at the same time on each instructional day throughout continuous learning. Office hours set by each department will be available via a Google Meet link that will be shared with students through Schoology courses. This framework provides consistency and structure for students to have access to a content area teacher throughout the school day as they engage in continuous learning. Office hours are in addition to personalized class communication through Schoology courses. Any patron or student can request a one-on-one meeting at any time via email.

Online Protocol

The Kansas Continuous Learning Task force discourages 1:1 Live Video Conferencing with a student. The task force suggests including two adults or two students for accountability and liability.

Technology Help Desk

If students experience any technical issues with a district-issued device, they should contact the USD 345 Technology Department Help Desk at 785-286-8483, Monday-Friday between 7:00am-4:00pm. If students are experiencing difficulty accessing software or web tools that are included in learning tasks, students should contact their teacher directly for support.

DISTRICT ADMINISTRATION

During continuous learning, district administrators will engage in tasks that support student learning which include but are not limited to:

- Monitor policies and procedures of local health department (CDC, KSDE, SCHD)
- Develop plans responding to contingencies that may arrive, including changes in delivery of instruction
- Identify plans to maintain compliance with State and Federal requirements
- Engage all relevant stakeholders in communication and the development of processes
- Develop and update emergency preparedness

BUILDING ADMINISTRATION

During continuous learning, building administrators will engage in tasks that support student learning which includes but are not limited to:

- Develop plans for responding to contingencies that may arise, including distribution of materials or supplies to students/families
- Develop and monitor systems of communication for parents
- Be an accessible point of contact for all stakeholders
- Respond to staff questions and needs
- Monitor teaching
- Monitoring student learning
- Monitor attendance
- Oversee access to their assigned building and will follow guidance from the Shawnee County Health Department, Center for Disease Control, and Kansas Governor’s executive orders

TEACHER PROFESSIONAL RESPONSIBILITY

To support teachers in developing continuous learning plans, grade level and content area resource repositories are being created.

- Follow the expectations set in the learning frameworks by level
- Identify professional learning needs to support continuous learning for students
- Communicate regularly and via identified modes that best suit families/students
- Plan appropriate lessons focused on critical standards established by grade level or content teams
- Deliver instruction through differentiated modes (technology and/or non-technology)
- Provide feedback to students of learning progress
- Establish communication and supports for families/guardians
- Collect evidence of student learning
- Contribute to district resource repositories
- Continue using district adopted curricular and instructional resources

Professional learning will be provided to staff to support the shift of instruction to continuous learning. Multiple steps are being taken to ensure staff are supported, including but not limited to:

- Staff needs identified through a district needs analysis survey
- Documents are being provided for using the Schoology Learning Management System and additional teacher resource support
- Live professional learning sessions provided by district staff on topics identified through the needs analysis survey
- Building principals and instructional coaches are meeting regularly with staff professional learning communities
- Instructional coaches are providing one-on-one support on an as-needed basis

SOCIAL AND EMOTIONAL SUPPORTS

- All students with Individual Education Plans and their families will have access to regular social and emotional support according to their Individualized Continuous Learning Plan (ICLP).
- School social workers and school counselors will be available to assist with social and emotional needs of students during continuous learning

FAMILY PARTNERSHIPS AND SUPPORTS

COMMUNICATION

Family support was a focus for determining communication plans. Principals are available during regular school hours for general support and additional communication regarding continuous learning will be varied across levels:

- **Early Childhood-** Lessons will be communicated to parents during the day on Friday for the following week.
- **Elementary-** Parents will receive a weekly bulletin from their child's teacher on Friday afternoons. The bulletin will identify learning tasks for the next week. Parents will be receiving communication directly from their child's teacher at the preschool and elementary levels.
- **Secondary-** Teachers will share learning tasks to students via Schoology based on the building schedule. Students and parents may join pre-established office hours or may request personal communication.

(See also the Office Hours section included in the Student Supports section above.)

HOME LEARNING SPACES

Students engaging in continuous learning will benefit by having a defined place in the home for engaging in learning tasks.

DAILY SCHEDULES

It is recommended for students to maintain a regular daily routine while engaging in continuous learning.

TECHNOLOGY SUPPORT

As shared in the Student Support section, families that experience any technical issues with a district-issued device, they should contact the USD 345 Technology Department Help Desk at 785-286-8483, Monday-Friday between 7:00 AM -4:00 PM. For families that experience difficulty accessing software or web tools that are included in learning tasks, they should contact their teacher directly for support.

FREQUENTLY ASKED QUESTIONS

The district is continuing to collect and answer FAQs from parents regarding continuous learning. Parents can [click here](#) to submit questions. We will work to answer and publish all submitted questions. Parents can also view the list of already answered FAQs [at this link](#).

Early Childhood Continuous Learning

TEACHER EXPECTATIONS

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

It is my responsibility to support continuous learning through the modification and/or accommodation of learning tasks assigned by teachers to ensure progress is made on students' individual IEP goals.

TEACHER COMMITMENTS

- I will provide individualized weekly lessons for students using the EC Continuous Learning Template not to exceed 30 minutes per day of direct instruction (15-minute teacher-facilitated, 15-minute parent facilitated) and 30 minutes per day of developmentally appropriate child-based intentional parent-child learning opportunities for play (indoor and outdoor).
- I will communicate lessons to parents on Friday for the following week.
- I will provide paper versions of tasks to families when appropriate/needed.
- I will provide materials and resources as I deem appropriate for my students using platforms such as email, Schoology, zoom, Google, etc. I understand any resource provided online must be optional.
- I will provide families with a zoom link to access daily at 10:00.
- I will provide a “live” zoom CR Success lesson daily at 10:00 and answer any parent questions during this time.
- I will be available to students/parents for a minimum of 60 minutes per day for responding to questions or points of confusion via email, phone, or online format “Office Hours” Those time/formats will be communicated to students and families.
- I will make personal contact with every family at least once per week and document on communication log (Google Form).
- I will provide all families with a PDF of the Kansas Early Learning Standards.
- I will create student tasks working collaboratively with my EC teacher PLC and individualize these tasks based on PLC with special service providers.

- I will contribute tasks/resources to my district grade level repository on an ongoing basis to support continuous learning.
- I will PLC weekly with my classroom team.
- I will collaborate with special education staff to modify/accommodate tasks for students based on their individual IEP/504 needs and to reflect goal lesson recommendations on lesson plans for families.
- I will use adopted district curricular programs (Big Day in PreK, CR Success, Learning Without Tears, Conscious Discipline, Handwriting without Tears) as my primary resources when planning tasks that support high-quality continuous learning.
- I will create tasks to ensure progress with goals when necessary.
- I will complete IEP paperwork and conduct all annual IEP meetings either in person or remotely.

SPECIAL EDUCATION EXPECTATIONS

It is my responsibility to support continuous learning through the modification and/or accommodation of learning tasks assigned by teachers to ensure progress is made on students' individual IEP goals.

ECSE/OT/PT/SLP COMMITMENTS

- I will regularly collaborate with all service providers on my students' IEPs.
- I will create tasks to ensure progress with goals.
- I will complete IEP paperwork and conduct all annual IEP meetings remotely.
- I will communicate with parents regarding task options as needed.
- I will work with the related service providers and parents to create Individual Continuous Learning Plans for all of my students on IEPs.

PARAPROFESSIONALS (SPED/AT-RISK), INSTRUCTIONAL AIDES) COMMITMENTS

- I will communicate with my supervisor regarding tasks that I can help with.

STUDENT EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences during continuous learning.

STUDENT COMMITMENTS

- I will spend a minimum of 1 hour a day on learning tasks.
- I will work with my parents to establish a daily routine or schedule for continuous learning to ensure the successful completion of tasks.
- I will continue to learn and give my best effort on all tasks.
- I will talk to my parents if I am feeling worried or anxious and we will contact my teacher if needed.

PARENT EXPECTATIONS

It is my responsibility to support my child and his/her school staff in continuous learning.

PARENT COMMITMENTS

- I will review the communication from my child's teacher (bulletin) and help my child complete tasks on a daily basis.
- I will support my child in their learning efforts.
- I will review communication from my child's teacher (bulletin) to help him/her complete tasks on a daily basis.
- I will work with my child to establish a daily routine or schedule for continuous learning to ensure the successful completion of tasks.
- I will dedicate 1 hour a day to assisting my child with their learning tasks.
- I will contact my child's teacher if we need help or have questions about tasks.
- If I am in need of social-emotional support for my child, I will contact the appropriate school staff.

ADMINISTRATOR EXPECTATIONS

It is my responsibility to support continuous learning for all staff, students, and families.

ADMINISTRATOR COMMITMENTS

- I will answer communication with staff daily and remind teachers to upload lessons as required.
- I will be available to respond to the teacher, student, and parent communications.
- I will maintain positive connections with my school community by continuing to make positive posts on social media a minimum of once per week.
- I will monitor the communication being sent out to students and families.
- I will support teachers, students, and parents in the completion of tasks.
- I will participate in IEP meetings and provide oversight to ensure effective collaboration and communication in regards to special education services.

COUNSELOR/SOCIAL WORKER EXPECTATIONS

It is my responsibility to support students' social-emotional needs as well as basic family needs.

COUNSELOR/SOCIAL WORKER COMMITMENTS

- I will identify and provide resources to families as needed.
- I will be available to contact/support students and families as needed.
- I will work collaboratively with my district PLC to create SEL resources for families that will be stored in the district repository.
- I will contribute SEL resources to all weekly task bulletins.

- I will make personal contact with every student/family I have had frequent contact with at least once per week and document on communication log (Google Form).
- I will collaborate with special education/classroom teachers to ensure tasks for students to meet their individual IEP/504 needs.

INSTRUCTIONAL COACH EXPECTATIONS

It is my responsibility to support continuous learning for all staff.

INSTRUCTIONAL COACH COMMITMENTS

- I will support teachers in providing lessons/tasks for students.
- I will assist teachers with the use of adopted district curricular programs (Scholastic Big Day, CR Success, Learning Without Tears, Handwriting Without Tears, Second Step) as the primary resource when planning tasks that support high-quality continuous learning.
- I will assist with gathering/creating materials and resources for building grade level PLCs. I understand any resource provided online must be optional.
- I will assist with instructional technology.
- I will be available to my building teachers for responding to questions or points of confusion via email, phone, or online format "Office Hours". These time/formats will be communicated to administration and teachers. (SPED also)
- I will be available for district level office hours (TBD).
- I will meet virtually with my grade level building PLCs once a week.
SPED instructional coach: I will meet with school SPED PLCs every other week
- I will assist in creation of student tasks working collaboratively with my building grade level PLC.
- I will contribute tasks/resources to my district grade level repository on an ongoing basis to support continuous learning.
- I will provide professional learning opportunities aligned with the district's continuous learning plan (TBD)

PROFESSIONAL LEARNING COMMUNITY EXPECTATIONS

It is my responsibility to be an active participant and engage in collaborative practices.

BUILDING TEAM MEMBER COMMITMENTS

- I will collaborate with my colleagues to provide consistent activities and communication to our grade level students and families.
- I will be solution focused.
- I will be engaged and contribute to our discussions.
- I will share resources with my colleagues.

Elementary K-6 Continuous Learning

TEACHER EXPECTATIONS

It is my responsibility to provide learning experiences that support and extend current learning objectives.

TEACHER COMMITMENTS

- I will use the critical standards identified in my grade level team to design my lessons/activities with a primary focus English Language Arts and Mathematics.
- I will provide tasks/lessons for students (Kdg-1st- 45 minutes, 2nd-3rd- 60 minutes, 4th-5th-90 minutes, 6th-120 minutes) per day. Tasks will be distributed every Friday afternoon for the week in order to allow for flexibility for families on when to complete the tasks.
- I will provide paper versions of tasks to families when appropriate.
- I will provide materials and resources as I deem appropriate for my students using platforms such as email, Schoology, Google, etc. I understand any resource provided online must be optional.
- I will be available to students/families from 8:30-4:00 for responding to questions or points of confusion via email, phone, or online format. I will designate at least 60 minutes per day for responding to families. Those time/formats will be communicated to students and families by building and/or classroom teachers.
- I will make personal contact with every student at least once per week and document on log (mode determined by teacher or family need).
- I will provide weekly feedback on student work via email or online format.
- I will document the completion of tasks for each student based on grade level standards.
- I will collect evidence of student learning in a variety of ways.
- I will create student tasks working collaboratively with my building grade level PLC.
- I will contribute tasks/resources to my district grade level repository on an ongoing basis to support continuous learning.
- I will collaborate regularly with special education staff to modify/accommodate tasks for students based on their individual IEP/504 needs as directed by my building administrator.
- I will use adopted district curricular programs (Everyday Math, Freckle, Math Seeds, Wonders, Discovery Ed,

Social Studies) as my primary resource when planning tasks that support high-quality continuous learning.

- I will collaboratively create a weekly task bulletin with my grade level PLC that includes tasks/suggestions for all subject areas including PE/Music/Library/PLTW/SEL.

SPECIAL EDUCATION EXPECTATIONS

It is my responsibility to support continuous learning through the modification and/or accommodation of learning tasks assigned by teachers to ensure progress is made on students' individual IEP goals.

SPED RESOURCE/OT/PT/SLP COMMITMENTS

- I will support my grade level teachers with lesson planning and providing accommodations and modifications when necessary.
- I will be available to students/families from 8:30-4:00 for responding to questions or points of confusion via email, phone, or online format. I will designate 60 minutes per day for responding to families. Those time/formats will be communicated to students and families by building and/or classroom teachers.
- I will create tasks to ensure progress with goals when necessary.
- I will collaborate regularly with my grade level teachers as directed by my building administrator.
- I will complete IEP paperwork and conduct all annual IEP meetings remotely.
- I will communicate with parents regarding task options as needed.
- I will work with the related service providers and parents to create Individual Continuous Learning Plans for all of my students.

PARAPROFESSIONAL (SPED/AT-RISK) AND INSTRUCTIONAL AIDES COMMITMENTS

- I will communicate with my supervisor regarding tasks that I can help with.

SUPPORT SPECIALISTS

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

PE/MUSIC/LIBRARIANS/PLTW/BAND/ORCHESTRA COMMITMENTS

- I will provide materials and resources for the grade level bulletins. I understand any resource provided online must be optional.
- I will provide paper versions of tasks to families when appropriate.
- I will be available to students/families from 8:30-4:00 for responding to questions or points of confusion via email, phone, or online format.
- I will create student tasks working collaboratively with my district PLC.
- I will contribute tasks/resources to my district content repository on an ongoing basis to support continuous learning.

- I will collaborate with special education staff to modify/accommodate tasks for students based on their individual IEP/504 needs.
- I will contribute to all grade level weekly task bulletins with my grade level PLC that includes tasks for all subject areas including PE/Music/Library/PLTW/SEL.
- 6th Grade Band/Orchestra- I will provide a weekly task for students on their grade level bulletin and communicate directly with families via email on an ongoing basis.

STUDENT EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences.

STUDENT COMMITMENTS

- I will review my communication from my teacher (bulletin) and complete tasks on a daily basis.
- I will spend a minimum of the following minutes on learning tasks:
 - K-1st- 45 minutes a day
 - 2nd-3rd 60 minutes a day
 - 4th-5th 90 minutes a day
 - 6th - 120 minutes a day
- I will work with my parents to establish a daily routine or schedule for continuous learning to ensure the successful completion of tasks.
- Either my parents or I will contact my teacher if I need help or have questions about tasks.
- I will submit my completed tasks when I return to school or as arranged by my teacher and parent/guardian.
- I will continue to learn and give my best effort on all tasks.
- If I am feeling worried or anxious, I will talk to my parents or reach out to my teacher for support.

PARENT/GUARDIAN EXPECTATIONS

It is my responsibility to support my child and his/her school staff during continuous learning.

WAYS IN WHICH PARENTS/GUARDIANS CAN SUPPORT THEIR CHILD

- I will support my child in their learning efforts.
- I will review communication from my child's teacher (bulletin) to help him/her complete tasks on a daily basis.
- I will work with my child to establish a daily routine or schedule for continuous learning to ensure the successful completion of tasks.
- I will assist my child with submitting completed tasks when needed.
- I will contact my child's teacher if we need help or have questions about tasks.
- If I am in need of social emotional support for my child, I will contact appropriate school staff.

ADMINISTRATOR EXPECTATIONS

It is my responsibility to support continuous learning for all staff, students, and families.

ADMINISTRATOR COMMITMENTS

- I will answer communication from staff daily and remind teachers to upload lessons as required.
- I will be available to respond to teacher, student, and parent communications.
- I will maintain positive connections with my school community by continuing to make positive posts on social media a minimum of once per week.
- I will support teachers, students, and parents in the completion of tasks.
- I will monitor the implementation of the continuous learning program.
- I will monitor the communication being sent out to students and families.

COUNSELOR/SOCIAL WORKER EXPECTATIONS

It is my responsibility to support student social emotional needs as well as basic family needs.

COUNSELOR/SOCIAL WORKER COMMITMENTS

- I will identify and provide resources to families as needed.
- I will be available to contact/support students and families as needed.
- I will work collaboratively with my district PLC to create SEL resources for families that will be stored in the district repository.
- I will contribute SEL resources to all grade level weekly task bulletins.
- I will make personal contact with every student/family I have had frequent contact with at least once per week and document on log (mode determined by teacher or family need).
- I will collaborate with special education/classroom teachers to ensure tasks for students meet their individual IEP/504 needs.

INSTRUCTIONAL COACH EXPECTATIONS

It is my responsibility to support continuous learning for all staff.

INSTRUCTIONAL COACH COMMITMENTS

- I will support teachers in providing lessons/tasks for students.
- I will assist teachers with the use of adopted district curricular programs (Wonders, Everyday Math, Freckle, Math Seeds, Discovery Ed, Into Social Studies, etc.) as the primary resource when planning tasks that support high-quality continuous learning.
- I will assist with gathering/creating materials and resources for building grade level PLCs.
- I will assist with instructional technology.
- I will be available to my building teachers for responding to questions or points of confusion via email, phone,

or online format "Office Hours". These time/formats will be communicated to administration and teachers. (SPED also)

- I will meet virtually with my grade level building PLCs once a week. SPED instructional coach: I will meet with school SPED PLCs every other week
- I will assist in creation of student tasks working collaboratively with my building grade level PLC.
- I will contribute tasks/resources to my district grade level repository on an ongoing basis to support continuous learning.
- I will make personal contact with every teacher at least once per week and document on log (mode determined by coaches on a Google Doc). (SPED also)

PROFESSIONAL LEARNING COMMUNITY (PLC) EXPECTATIONS

It is my responsibility to be an active participant and engage in collaborative practices.

DISTRICT TEAM MEMBER COMMITMENTS

- We will collaborate with my grade level or content specific PLC across the district in virtual meetings as directed by teaching and learning.
- We will contribute to a district wide resource repository within Schoology to support my district colleagues.
- We will contribute to the tool used to track critical standards within Schoology.

BUILDING TEAM MEMBER COMMITMENTS

- I will meet virtually with my grade level building PLCs once a week to collaboratively create a weekly task bulletin that includes tasks/suggestions for all subject areas including PE/Music/Library/PLTW/SEL.
- I will meet with school SPED PLCs as directed by the Director of Special Education.
- I will collaborate with my colleagues to provide consistent activities and communication to our grade level students and families.
- I will be solution focused.
- I will be engaged and contribute to our discussions.
- I will share resources with my colleagues.

SMS 7-8 Continuous Learning

TEACHER EXPECTATIONS

It is my responsibility to create learning experiences that support the continuation of learning.

TEACHER COMMITMENTS

I will upload lesson expectations to Schoology by 8:30 am each day as per the schedule provided by my building administration.

I will include review material as needed followed by established scope and sequence.

I will design lessons with my grade level content team that are focused on the continuation of the current scope and sequence of learning or quality review of previously taught material

- I will use adopted district curricular programs
- Examples: video, article, podcast, recorded lecture, discussion board, novel read, practice, quick write, etc.
- I will collaborate with my Academic Team, PLC and SPED colleagues during Google Hangout collaboration times as scheduled by building department heads.

I will ensure that lessons are 30-35 minutes, precise, and focused directly on learning target goals. (Not to exceed 3 hours of academic work in one day).

- I will engage in cross curricular lessons as appropriate.
- Avoid assigning multiple projects simultaneously.
- Instructional videos should be limited to 10 minutes

I will provide alternatives to online learning for students who do not have access to the internet.

I will provide accommodations as written in student IEPs and 504 plans.

I will be available to students for Google Meet office hours for 60 minutes during the day for responding to questions or points of confusion. Those times/formats will be publicized to students and will be set by building administration. I will also respond and communicate via email or Schoology Messages.

I will monitor evidence of learning and will follow up with students and parents.

- Any grades that are assigned in Schoology will not be pushed to PowerSchool. If you have synced your Schoology Gradebook to Powerschool, do not sync any activities at this time as we are not reporting scores in PowerSchool.
- No grades will be posted to PowerSchool during distance learning.

- Learning will be tracked in Schoology.

Essential Teachers:

I will have the same expectations as written above, except there should be 2 to 3 lessons posted a week per the schedule provided by my building administration.

PE Teachers:

I will provide activities daily via Schoology that continue to support the current program for all students. I will monitor the activities for students currently enrolled in my courses.

Advisory Teachers:

I will provide activities twice a week for students that focus on Social Emotional Learning. I will check in with my Advisory students on a weekly basis to determine any needs they may have to be successful during the continuation of learning.

SPED Teachers (this includes OT/PT/SLPs):

I will support my team teachers with lesson planning and providing accommodations and modifications when necessary. I will collaborate regularly with the grade level content teachers by joining Google Hangout collaborations. I will upload lesson expectations to Schoology for my own classes. I will complete IEP paperwork and conduct all annual meetings remotely. I will communicate with parents regarding task options as needed. I will work with the related service providers and parents to create Individual Continuous Learning Plans for all of my students.

Paraeducators (SPED, At-Risk, Instructional Aids)

I will communicate with my teacher regarding tasks that I can help with.

STUDENT EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences during continuous learning.

STUDENT COMMITMENTS

I will check Schoology after 8:30 am every morning during the week.

I will check into each of my Schoology courses daily to determine my learning expectations.

I will check my school Gmail and Schoology messages daily to receive and respond to communication.

I will establish daily routines for engaging in the learning experiences, including my learning environment:

- I will identify a space in my home where I can work effectively and successfully.
- I will identify a space in my home where I can participate in live online learning. I will sit at a table with a wall behind me, if possible and follow the school dress code.

I will complete and submit my assignments when they are due.

I will speak with my teachers during their scheduled office hours or via email or Schoology Messages if I cannot meet deadlines or if I require additional support.

I will engage in all learning with academic honesty.

I will comply with the district's Acceptable Use Agreement policies.

- I will practice good digital citizenship.

I will reach out to my peers if I am confused.

PARENT EXPECTATIONS

It is my responsibility to provide support to my child during continuous learning.

WAYS IN WHICH PARENTS/GUARDIANS CAN SUPPORT THEIR CHILD

I will establish routines and expectations for my child's learning.

I will define the physical space for my child to study.

I will monitor communications from my child's teachers.

I will begin and end each day with a check-in.

- I will begin the day by prompting for the day's plan.
- I will end the day by asking what they accomplished.

I will take an active role in helping my child process his/her learning.

I will establish times for quiet and reflection.

I will encourage physical activity and/or exercise, per the physical education program.

I will remain mindful of my child's stress or worry.

I will monitor how much time my child is spending online and on social media.

I will monitor that cellphones do not distract learning time.

ADMINISTRATOR EXPECTATIONS

It is my responsibility to support continuous learning for all staff, students, and families.

ADMINISTRATOR COMMITMENTS

I will monitor office hours for each subject area to ensure students and teachers have adequate opportunities for teaching and learning.

I will answer communication with staff daily and remind teachers to upload lessons to Schoology by 8:30 a.m.

I will be available to respond to teacher, student, or parent communications.

I will monitor communications between teachers and their students.

I will support faculty and students/families shifting to a continuous learning environment.

I will join PLC content meetings weekly.

I will join the office hours of teachers I evaluate.

COUNSELOR/SOCIAL WORKER EXPECTATIONS

It is my responsibility to support student academic, social, and emotional needs.

COUNSELOR COMMITMENTS

I will communicate with students via email and check in on students with concerns.

I will work on gathering resources in support of needs within our student population.

I will serve as a liaison for communication with students/families in crisis.

I will address issues within my 504 caseload. (Process Coordinator)

I will work on special education paperwork.

SOCIAL WORKER COMMITMENTS

I will provide weekly email or bi-weekly phone calls to check-in with students on my caseload.

I will provide community resources for families in need.

LIBRARY/MEDIA SPECIALIST EXPECTATIONS

It is my responsibility to ensure that library media services are delivered and digital resources are accessible and supported as students continue their learning.

LIBRARY/MEDIA SPECIALIST COMMITMENTS

I will check email and communicate with students and teachers who need support with resources and/or their learning.

I will act as tech support for my teachers and find appropriate resources as requested.

I will accomplish high priority work such as instructional planning, reports, meeting preparation, and necessary communications.

I will continue my ongoing work with collection development and library programming.

INSTRUCTIONAL COACH EXPECTATIONS

It is my responsibility to support continuous learning for all staff.

INSTRUCTIONAL COACH COMMITMENTS

I will provide ongoing support and professional learning for staff centered around the continuation of learning.

I will be available to teachers for Google Meet office hours for 60 minutes during the day for responding to questions or points of confusion. Those times/formats will be publicized to teachers and will be set by building administration. I will also respond and communicate via email or Schoology Messages.

I will be available for collaboration with PLCs and SPED colleagues during Google Meet collaboration times as scheduled by building department heads.

PROFESSIONAL LEARNING COMMUNITY (PLC) EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences through continuous learning.

TEAM MEMBERS COMMITMENTS

We will develop our PLC's expectations for critical standards (essential skills, knowledge, and competencies).

We will develop a format for delivering content, instruction, learning tasks, both remotely and paper/pencil as needed.

We will develop a repository of resources that we will use to support the adopted curriculum.

We will create our PLC schedule to meet remotely at a regular agreed upon time.

We will monitor projects with other departments. We may consider cross-curricular projects.

We will integrate components of SEL lessons into our curriculum as they are able to integrate.

ACADEMIC TEAMS

It is our responsibility to monitor student success during continuous learning.

TEAM MEMBERS COMMITMENTS

We will develop a schedule to communicate remotely as an academic team a minimum of 3 days a week.

We will identify structures to support the social emotional needs of our students.

We will identify structures to support academic needs and continuous learning of our students.

We will identify opportunities for cross curricular learning experiences.

SHS 9-12 Continuous Learning

TEACHER EXPECTATIONS

It is my responsibility to create learning experiences that support the continuation of learning.

TEACHER COMMITMENTS

I will upload lesson expectations to Schoology by 8:30 AM following the RED-BLUE schedule.

I will include review material as needed followed by established scope and sequence.

I will design lessons with my grade level content team that are focused on the continuation of the current scope and sequence of learning or quality review of previously taught material

- I will use adopted district curricular programs
- Examples: video, article, podcast, recorded lecture, discussion board, novel read, practice, quick write, etc.
- I will collaborate with my PLC and SPED colleagues during Google Hangout collaboration times as scheduled by building department heads.

I will ensure that lessons are 30-35 minutes, precise, and focused directly on learning target goals. Do not assign projects all at one time. Instruction should be broken into manageable chunks. (Not to exceed 4 hours of academic work in one day)

- I will engage in cross curricular lessons as appropriate.
- Instructional videos should not exceed 10 minutes.
- CEP, AP, and Washburn Tech will follow the guidelines established by those organizations.

I will provide alternatives to online learning for students who do not have access to the internet.

I will provide accommodations as written in student IEPs and 504 plans.

I will be available to students for my determined Google Meet office hours for 60 minutes during the day for responding to questions or points of confusion. Those times/formats will be publicized to students and will be set by building department chairs with guidance by building administration. I will also respond and communicate via email or Schoology Messages.

I will monitor evidence of learning and will follow up with students and parents.

- Any grades that are assigned in Schoology will not be pushed to PowerSchool. If you have synced your Schoology Gradebook to Powerschool, do not sync any activities at this time as we are not reporting scores in PowerSchool.
- No grades will be posted to PowerSchool during continuous learning.

- Learning will be tracked in Schoology.

World Language Teachers:

I will plan experiences to continue oral and auditory learning experiences.

PE Teachers:

I will provide daily activities via Schoology that continue to support the current program for all students.
I will monitor the activities for students currently enrolled in my courses.

SPED Teachers (this includes OT/PT/SLPs):

I will support my team teachers with lesson planning and providing accommodations and modifications when necessary.
I will collaborate regularly with the grade level content teachers by joining Google Hangout collaborations.
I will upload lesson expectations to Schoology for my own classes.
I will complete IEP paperwork and conduct all annual meetings remotely.
I will communicate with parents regarding task options as needed.
I will work with the related service providers and parents to create Individual Continuous Learning Plans for all of my students.

Paraeducators (SPED, At-Risk, Instructional Aids)

I will communicate with my teacher regarding tasks that I can help with.

STUDENT EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences during continuous learning.

STUDENT COMMITMENTS

I will check Schoology after 8:30 am every morning during the week.

I will check into each of my Schoology courses daily to determine my learning expectations.

I will check my school Gmail and Schoology messages daily to receive and respond to communication.

I will establish daily routines for engaging in the learning experiences, including my learning environment:

- I will identify a space in my home where I can work effectively and successfully.
- I will identify a space in my home where I can participate in live online learning. I will sit at a table with a wall behind me, if possible and follow the school dress code.

I will complete and submit my assignments when they are due.

I will reach out to my teacher during their scheduled office hours or via email or Schoology Messages if I cannot meet deadlines or if I require additional support.

I will engage in all learning with academic honesty.

I will comply with the district's Acceptable Use Agreement policies.

- I will practice good digital citizenship.

I will reach out to my peers if I am confused.

CLASS of 2020

- I will complete at least the minimum graduation requirements as established by the state.
- I will review the requirements regarding Kansas Board of Regents, NCAA, Kansas Scholars Program.
 - I will discuss these requirements with my counselor.
 - I will review requirements for SUMMA CUM LAUDE with my counselor.

PARENT EXPECTATIONS

It is my responsibility to provide support to my child during continuous learning.

WAYS IN WHICH PARENTS/GUARDIANS CAN SUPPORT THEIR CHILD

I will establish routines and expectations for my child's learning.

I will define the physical space for my child to study quietly and uninterrupted.

I will monitor communications from my child's teachers.

I will begin and end each day with a check-in.

- I will begin the day by prompting for the day's plan.
- I will end the day by asking what they accomplished.

I will take an active role in helping my child process his/her learning.

I will establish times for quiet and reflection.

I will encourage physical activity and/or exercise, per the physical education program.

I will remain mindful of my child's stress or worry.

I will monitor how much time my child is spending online and on social media.

ADMINISTRATOR EXPECTATIONS

It is my responsibility to support continuous learning for all staff, students, and families.

ADMINISTRATOR COMMITMENTS

I will monitor office hours for each subject area to ensure students and teachers have adequate opportunities for teaching and learning.

I will answer communication with staff daily and remind teachers to upload lessons to Schoology by 8:30 a.m.

I will be available to respond to teacher, student, or parent communications.

I will monitor communications between teachers and their students.

I will support faculty and students/families shifting to a continuous learning environment.

I will join PLC content meetings weekly.

I will join the office hours of teachers I evaluate.

COUNSELOR/SOCIAL WORKER EXPECTATIONS

It is my responsibility to support student academic, social, emotional, and post-secondary needs.

COUNSELOR COMMITMENTS

I will review graduation requirements with each senior.

I will review graduation requirements with NCAA eligibility candidates.

I will provide information regarding summa cum laude to eligible students.

I will provide social emotional lessons as established in our scope and sequence.

I will meet (virtual) or communicate with students who are not meeting academic requirements.

SOCIAL WORKER COMMITMENTS

I will follow-up with my caseload via phone calls.

I will create a repository of resources to provide wraparound services for students and families.

LIBRARY/MEDIA SPECIALIST EXPECTATIONS

It is my responsibility to ensure that library media services are delivered and digital resources are accessible and supported as students continue their learning.

LIBRARY/MEDIA SPECIALIST COMMITMENTS

I will collaborate with colleagues to provide resources to support teaching and learning.

I will be available to support students with resources to support learning.

I will check email and communicate with students and teachers who need support with resources and/or their learning.

I will curate supplemental resources for teachers.

I will accomplish high priority work such as instructional planning, reports, meeting preparation, and necessary communications.

I will continue my ongoing work with collection development and library programming.

INSTRUCTIONAL COACH EXPECTATIONS

It is my responsibility to support continuous learning for all staff.

INSTRUCTIONAL COACH COMMITMENTS

I will provide ongoing, consistent support for instruction.

- I will provide one on one or group coaching support.
- I will provide professional development opportunities to assist teachers in using blended learning models and effective tools to deliver instruction for continuous learning.

I will collaborate with colleagues to provide resources to support teaching for continuous learning.

- I will develop and support development of a repository to host online resources within shared Google Drives.

I will assist departments in creating and using digital tools to effectively communicate with students and parents.

PROFESSIONAL LEARNING COMMUNITY (PLC) EXPECTATIONS

It is my responsibility to be a learner and engage in my learning experiences through continuous learning.

TEAM MEMBERS COMMITMENTS

We will develop our PLC's expectations for critical standards (essential skills, knowledge, and competencies).

We will develop a format for delivering content, instruction, learning tasks, both remotely and paper/pencil as needed.

We will develop a repository of resources that we will use to support the adopted curriculum.

We will create our PLC schedule to meet remotely at a regular agreed upon time.

We will monitor projects with other departments. We may consider cross-curricular projects.

We will integrate components of SEL lessons into our curriculum as they are able to integrate.

SEAMAN FRESHMAN CENTER TEAMS

It is our responsibility to monitor student success during continuous learning.

TEAM MEMBERS COMMITMENTS

We will develop a schedule to communicate as an academic team following the red/blue schedule.

- One meeting a week will be joined by the building principal and counselor.

We will identify structures to support the social emotional needs of our students.

We will identify structures to support academic needs and continuous learning of our students.

We will identify opportunities for cross curricular learning experiences.