



# **Kansas City, Kansas Public Schools 2020 Continuous Learning Plan**

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## Goal of Continuous Learning

The goal of Continuous Learning in KCKPS is to ensure the district continues to provide instruction beyond the classroom so that students stay connected and on track with their learning.

## Continuous Learning in KCKPS

Implementation of Continuous Learning will begin the week of April 6th -10th in KCKPS. KCKPS's approach to continuous learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot merely be replicated through continuous learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this CLP provides guidelines and insights about how KCKPS faculty can leverage digital and experiential learning in ways that bring the curriculum to life.

KCKPS deliberately uses the term continuous learning rather than technology-specific labels such as "virtual learning," "e-learning," or "online classes." This choice reflects our conviction that quality learning can occur continuously without solely relying on computers or being in a physical building. Rather than being tied to an electronic device for their education, KCKPS's goal is for students to read, communicate, and engage in authentic learning experiences while continuing to be physically active. Accordingly, KCKPS's shift to continuous learning begins with the consideration of how we can intentionally align ongoing learning experiences with our Mission and Vision.

Aligning this CLP to KCKPS's Mission and Vision permits teachers to think differently about the opportunities and possibilities that may result from the challenging circumstances associated with any school closure. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- What are the essential understandings and skills I can help my students develop at this time?, and How can I help my students construct their understandings of the content?
- What are the authentic learning opportunities that have resulted from this emergency or crisis?, and Where might my students' curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- How will I assess student learning in meaningful ways?

At the core of KCKPS's approach to continuous learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways. \*\*Adapted from ASIJ's Distance Learning Plan\*\*

## Communication with Staff and Families

### KCKPS communication with parents, students, and faculty/staff in the event of an extended school closure

KCKPS will continue to use the same channels it employs for routine day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency. They contain auditing tools that will allow KCKPS to ensure that all students and parents are receiving vital communications. The table below describes these systems:

Channel	Audience	Description & Access
Text Messages	Teachers, Staff, Parents	Text messages will be used for all major communications and announcements.
Email	Principals, Teachers, staff, parents, students	Email will be used for all major communications and announcements, including those from the district leadership and principals. Teachers will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	4th-12th Grade Students	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers..
Seesaw	Early Childhood - 3, however, all grades have access	Seesaw gives students a place to document their learning, be creative and learn how to use technology. SeeSaw also allows students and teachers to easily communicate with classroom teachers.
Infinite Campus	Principals, Teachers, staff, parents, students	Infinite Campus will be utilized to keep track of grades and make announcements.
KCKPS Website	General Public	KCKPS will maintain general information at <a href="http://www.kckps.org">http://www.kckps.org</a>

Families should expect more specific information from the school(s) and teacher(s) that directly serve their students. Building level teams of teachers and administrators are working behind the scenes to ensure each of our students has an opportunity to continue learning.

**KCKPS will continue to follow the approved calendar for the remainder of the 2019-20 school year. For more information about the district calendar <https://kckps.org/calendars/>**

\*\*\*content added on 4-8-2020\*\*\*

Due to the ever changing circumstances with COVID-19, this Continuous Learning Plan will be updated frequently.  
Updated documents will be posted on Tuesday of each week.

Updated 4-14-2020

\*\*\*Implementation of the USD500 2020 Continuous Learning Plan will begin the week of April 6th -10th. The District will prepare and mail to each students' household the KCKPS 2020 Continuous Learning Plan which will include information on how students and families can access the various learning options included in the plan, as well as other pertinent information such as grading policies that will be used. Additionally, important contact information on how to access meals, technology support, and health services will also be included. As possible, information will be translated into those student languages which represent the largest proportion of the overall student population.

Additionally, the District plans to conduct a survey of students and families in order for them to provide feedback on necessary adjustments needed to increase the effectiveness of teaching and learning in the USD500 2020 Continuous Learning Plan. The survey will be offered online, as well as mailed to each students' household. Options for completing the survey online or returning to the school through other more traditional methods will be available. As possible, surveys will be translated into those student languages which represent the largest proportion of the overall student population. \*\*\*content added on 3-31-2020

# Technology that Will Support the KCKPS Continuous Learning Plan

## Technology available for students during the closure

All students will be issued a device to take home to engage in continuous learning during the closure. Families who did not pick up a device the week of March 30th, 2020, and still would like to receive one will need to contact the Call Center at 913-627-2455 so that an appointment can be made with the school. \*\*\*content added on 4-8-2020\*\*\*

## Wireless Internet Access

Due to the limited number of hotspots available to the District, hotspots are reserved for seniors who need to complete classes for graduation and do not have wifi. Local internet providers such as Spectrum and Google Fiber are offering free access to one of their services. \*\*\*content added on 4-8-2020\*\*\*

The KCKPS Technology Information Services (TIS) team is working to obtain wireless internet hotspots for families to checkout during the closure.

## Difficulties or Problems with the Device

You can contact the technology helpline for students and parents by dialing 913-627-3320 between the hours of 8:00 am - 5:00 pm.

You can also receive assistance by emailing [studentsupport@kckps.org](mailto:studentsupport@kckps.org). \*\*\*content added on 4-8-2020\*\*\*

## Software teachers will be using to deliver continuous learning

Teachers will be utilizing one of the listed websites to deliver continuous learning to students.

Website	Description
SeeSaw	Seesaw gives students a place to document their learning, be creative and learn how to use technology. SeeSaw also allows students and teachers to easily communicate with classroom teachers.
Google Classroom (Google Apps for Education)	Google GSuite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will continue to be the platform used by most teachers.
<b>Additional Technology Tools</b>	Some tasks may include other online platforms (e.g. Freckle, BrainPop, Khan Academy, CommonLit, Newsela, Flipgrid, etc). <b><i>If a parent would like to opt the student out of using an online program, please contact the classroom teacher.</i></b>

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Updated 4-14-2020

Teachers will be utilizing one of the above websites to deliver continuous learning to students.  
You will receive information on how to access the parent side of these websites from teachers.

## How will my child be able to participate in the continuous learning activities if we don't have a computer or internet access?

\*\*\*Learning packets will be distributed for Early Childhood through Eighth Grade the week of April 6<sup>th</sup> for families who do not have reliable internet access. Contact your school principal if you would like more information on how to make arrangements to receive a packet to use at home.

\*\*\*content added on 4-8-2020

## How is this district ensuring the safety of students during online learning? \*\*\*content added on 4-14-20\*\*\*

Student safety is our number one priority in KCKPS. Therefore, we have put the following processes and procedures in place to protect our students during online learning:

- Utilize [KSDE Recommended EdTech Tools](#)
  - Teachers will turn **ON** moderator features on EdTech platforms so they can preview student-generated content (photos, videos, texts) **before** students post their work
  - Teachers will turn **OFF** private chat features on EdTech platforms so students cannot have private dialogues **without** teacher monitoring
- Teachers will remind students that the [Student Code of Conduct](#) still applies during online learning
- Teachers will plan for classroom management and discipline issues that might arise when holding Zoom sessions with students
  - [KSDE Guidance on Zoom](#)
- If teachers have any recording that includes students' identities (e.g., Zoom meeting, student-generated videos, etc.),
  - Teachers will preview before you post it
  - Teachers will post only to our district approved platforms of Google Classroom or Seesaw
  - Teachers will not post video recordings or photos of your Zoom classes on any social media platform (Facebook, Twitter, Instagram, YouTube, etc.)
  - If it is not appropriate for the classroom, it is not suitable for virtual learning.

## **Roles and Responsibilities During Continuous Learning (School & District Leadership)**

**\*\*Adapted from ASIJ's Distance Learning Plan\*\***

### **District Leadership Team**

- Create, distribute, and support stakeholders with implementing KCKPS's Continuous Learning Plan (CLP)
- Establish clear channels of communications between faculty, staff, families, and students  
Support faculty and students/families shifting to a continuous learning environment
- Help teachers implement the CLP and ensure high-quality learning experience for all students
- See what professional development opportunities are available by clicking here:
  - [Professional Development Opportunities](#)

### **School Leadership Team**

- Be available to teachers, parents, and students during regular school hours
- Communicate weekly messages to students/families
- Conduct weekly scheduled meetings (virtual) with PLCs/teachers
- Support staff and students/families shifting to a continuous learning environment
- See expanded guidance for principals by clicking here:
  - [School Leadership Guidelines](#)

### **Curriculum & Instruction Team (including Instructional Coaches)**

- Support all teachers and teams with the implementation of the KCKPS CLP
- Assist teachers with creating activities and/or choice boards
- Recommend new methods and techniques for providing feedback to students
- Support teachers and teams in developing strategies to differentiate instruction
- See expanded guidance for instructional coaches by clicking here:
  - [Instructional Coach Guidelines](#)



### **Subject or Classroom Teachers**

- Collaborate with other members of your team or department to design learning experiences for your students
- Communicate frequently with your students and, as needed, with their parents
- Provide timely feedback to support your students' learning
- Provide guidance and support for students to aid in monitoring and supporting student wellbeing
- Use virtual platforms (Google Hangout) to conduct advisory check-ins with students in their cohorts
- See expanded guidance for teachers by clicking here:
  - [Early Childhood Guidelines](#)
  - [Elementary School Guidelines](#)
  - [Middle School Guidelines](#)
  - [High School Guidelines](#)
  - [Fine Arts and Physical Education](#)

### **Special Education Teachers and Paraprofessionals**

- Communicate regularly with the subject or classroom teachers
- Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers
- Help subject or classroom teacher differentiate lessons and activities for the students on your caseload
- Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning
- Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
- See expanded guidance for special education teachers and paraprofessionals here:
  - [Special Education Teachers and Paraprofessionals](#)

### **ESL Teachers and Aides**

- Collaborate with co-teachers to design learning experiences that teach the students on your caseload. Secondary teachers collaborate with other ESL teachers on your course load.
- Provide supplementary learning activities for EL students, either in the curriculum or with additional targeted learning needs
- Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning
- Monitor the progress of students on your caseload/course load and provide timely feedback
- See expanded guidance for ESL teachers and aides here:
  - [ESL Teachers and Aides](#)

### **Title I Teachers and Aides**

- If serving as a regular classroom teacher (for class size reduction purposes), follow all Continuous Learning Plan guidelines for regular education classroom teachers for your grade or course level.
- If serving as a supplemental teacher to support regular classroom teachers
  - Collaborate with grade or course level classroom teachers to design learning experiences that differentiate for students who are at-risk of not mastering critical content.
  - Provide supplementary learning activities for students in targeted academic groups that meets the needs of small groups or individual students, in order to add an additional layer of instruction on to the regular classroom instruction
  - Communicate regularly with students and parents in the grade or course level classrooms you support to ensure students have success with distance learning
  - Monitor the progress of students in the grade or course level classrooms you support and provide timely feedback
- See expanded guidance for Title I teachers and aides here:
  - [Title I Teachers and Aides](#)

### **School Counselors**

- Serve as liaison for communication with students/families in crisis
- Maintain bank of social-emotional lessons
- Tailor recommendations to the specific crises: Does the time of year affect the planning?; Do the events of the crisis require any special handling?; and What are talking points for teachers or advisors?
- Host Office Hours at set times for students to access counseling sessions virtually
- Students, parents, and guardians encouraged to schedule these meetings as needed
- See expanded guidance for School Counselors
  - [School Counselors](#)

### **Diploma+ Personnel**

- Host Office Hours at set times for students to call in and access support virtually
- Encourage students, parents, and guardians to schedule these meetings as needed
- See expanded guidance for Diploma+ Personnel
  - [Diploma+ Personnel](#)

### **School Librarians**

- Ensure all students have online access to ebooks via Hoopla or other online services.
- Collaborate with colleagues to find resources for high-quality learning experiences and research
- Regularly check in with subject and classroom teachers to identify ways to support their design of learning experiences
- Maintain and update online library site for obtaining resources
- Be available for teachers and students as needed for support
- See expanded guidance for School Librarians:

- [School Librarians](#)

### **K-12 Specials/Electives Teachers**

- **Physical Education** – Develop a bank of learning opportunities, exercises, and physical activities for students, and share these with classroom teachers and families
- **Art** – Staying mindful of the resources and tools families may not have in their home, develop a bank of learning opportunities, projects, and activities for students, and share these with classroom teachers and families
- **Music** – Staying mindful of the instruments or resources families may not have in their home, develop a bank of learning opportunities, projects, and activities for students, and share these with classroom teachers and families
- **Theatre** – Develop a bank of learning opportunities and activities of expression and share these with classroom teachers and families
- **Technology** - develop a bank of learning opportunities students could do to engage them in computer programming or other technology-related learning.
- **World Languages:** Stay mindful of the resources families may not have in their home, develop a bank of learning opportunities, projects, and activities for students, and share these with classroom teachers and families.
- Collaborate with classroom teachers on how to integrate music, art, physical education or other electives into classroom projects and experiences.
- See expanded guidance for K-12 Specials/Electives Teachers:
  - [K-12 Specials/Electives Teachers](#)

### **Technology Support Team (Technology Information Services)**

- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed
- Be available in person or remotely to provide on-demand tech support help
- Audit usage to identify students or parents who may be unavailable or out of reach
- See expanded guidance for Tech Support Team:
  - [Technology Support Team](#)

### **School Nurses**

- Be available via phone and/or video to support families
- Be in consistent communication with building principal to meet student and family needs
- Coordinate with District Health Coordinator and Lead Nurses to determine best ways to support students and families
- See expanded guidance for School Nurses:
  - [School Nurses](#)

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Updated 4-14-2020

### **School Social Workers**

- Crisis Management Planning
- Support families by identifying resources and connect them to resources to meet their basic needs
- Case Management
- Continue to call students and families.
- See expanded guidance for School Social Workers
  - [School Social Workers](#)

### **Parents as Teachers**

- Check in with enrolled families to see if they need to be connected to community resources. Listen to their fears and provide some calming words and encouragement.
- Assess with families what technology they have available to them for virtual home visits.
- Schedule Interactive Video Conferencing or Telecommunication Home Visits with families.
- See expanded guidance for Parents as Teachers:
  - [Parents as Teachers](#)

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## Student Roles & Responsibilities

\*\*Adapted from ASIJ's Distance Learning Plan\*\*

- Watch the introduction to KCKPS Continuous Learning [video](#)
- Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Classroom, SeeSaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your KCKPS peers in their learning
- Comply with KCKPS's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at KCKPS as different needs arise (see below)
- [Student Technology Usage Expectations](#)

For Questions About...	Contact...
A course, assignment, or resource	The relevant teacher
A technology-related problem or issue	Help Desk for Students (913) 627-3320 studentsupport@kckps.org
A personal, academic or social-emotional concern	Your assigned counselor
Other issues that may or may not be related to continuous learning	Your school Principal or Assistant Principal

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## Parent/Guardian Roles & Responsibilities

\*\*Adapted from ASIJ's Distance Learning Plan\*\*

- Watch the KCKPS Continuous Learning [video](#)
- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions
- [Student Technology Usage Expectations](#)

For Questions About...	Contact...
A course, assignment, or resource	The teacher
A technology-related problem or issue	Help Desk for Students (913) 627-3320 studentsupport@kckps.org
A personal, academic or social-emotional concern	Your assigned counselor
Other issues that may or may not be related to continuous learning	Your school Principal or Assistant Principal

## Early Childhood Learning Guidelines

- The primary tools for communication between teachers and families will be Seesaw and email.
- Continuous learning for Early Childhood students will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English or the family's home language.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
- The Early Childhood team will provide parents with:
  - recommended activities and experiences targeted at certain skills;
  - art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skills; and
  - suggested enhancements to daily experiences to support holistic development.

## Early Childhood

The Continuous Learning Plan in Preschool will include a list of home learning activities, engagements or invitations parents can facilitate for their children.

**Learning Experience:** At the beginning of each week, Teachers will post a video to welcome their students and parents to the upcoming continuous learning experience and will briefly explain the choice board for the week. Preschool students and their families will participate in literacy, math and optional activities from Art, Music, PE and/or Library each day.

**Learning Timeframe:** Students are encouraged to engage in Continuous Learning in the designed and described to take place within approximately thirty minutes, with the understanding that activities that take place throughout the day are extensions of this thirty minutes (e.g., reading aloud, pretend play, investigations, writing, drawing). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

**Learning Specifics:** This purpose of this document is to provide an overview of the experience. More specific details will be shared by Principals and District Leadership.

### Early Childhood

Daily Learning Time: 30 minutes of direct instruction

Daily Learning time can include:

- 5-minute increments
- hands-on activities between instruction
  - imaginative play
  - creative arts

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- music and movement
- outdoor exploration
- Exercise
- fine/gross motor activities

#### Sample Schedule

- 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. teachers can provide ideas that overlap with familiar school routines)
- 5 minutes: Story Time (video from the teacher or read to by caregiver)
- 5 minutes: Brain Break (music and movement ideas provided by teacher)
- 5 minutes: Introduce new content (video from the teacher or instructed by the caregiver)
- 10 minutes: Hands On activity related to content or story (activities provided by teacher)

#### Extra Suggestions for Extending Learning

- 30-60 minutes of outdoor play
- 10-20 minutes of reading with family (books of their choice)
- 90+ minutes of imaginative play

Links to Resources &  
Ideas

[Early Childhood Continuous Learning Resources](#)



## Elementary School Learning Guidelines

- The primary tools for communication between teachers and families will be Seesaw, newsletters via email, and/or Google Classroom (grades 4 & 5).
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-5.

### Elementary School:

Kindergarten to Second Grade							
<p>The Continuous Learning plan in Kindergarten to Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.</p> <p><b>Learning Experience:</b> At the beginning of each week, Homeroom Teachers will post a video on Seesaw to welcome and to explain the choice board for the week. Kindergarten to Second Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. Reflex, iXL, Freckle, BrainPop, Khan Academy). If another online platform is required, teachers will share specific instructions for parents to access the platform.</p> <p><b>Learning Timeframe:</b> The described learning is designed to take approximately one hour per day. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing and play to extend and enhance your child's learning.</p> <p><b>Learning Specifics:</b> This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by Principals and District Leadership weekly.</p> <p style="text-align: center;"><b>Suggested Learning Timeframes</b>                      Encourage learning to happen in 10-15 min increments</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">20-25 minutes</td> <td>Reading/Writing (Science/Social Studies connections as appropriate)</td> </tr> <tr> <td>20-25 minutes</td> <td>Mathematics</td> </tr> <tr> <td>20-25 minutes</td> <td>Science/Social Studies related experiences and/or integrated projects</td> </tr> </table>		20-25 minutes	Reading/Writing (Science/Social Studies connections as appropriate)	20-25 minutes	Mathematics	20-25 minutes	Science/Social Studies related experiences and/or integrated projects
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20-25 minutes	Mathematics						
20-25 minutes	Science/Social Studies related experiences and/or integrated projects						
Third to Fifth Grade							
<p>The Continuous Learning Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.</p>							

**Learning Experience:** At the beginning of each week, Homeroom Teachers will post a video on Seesaw to welcome their students and parents and to briefly explain the learning approach and focus for the week. Third to Fifth Grade students will participate in reading, writing, math, and optional activities from Art, Music, PE and/or Library each day. Students will have the opportunity to integrate content areas in meaningful ways. A variety of tasks will be included, and some may include other online platforms (e.g. Freckle, BrainPop, Khan Academy). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform.

**Learning Timeframe:** Students are encouraged to engage in Continuous Learning in the designed and described ways for approximately 1 - 1 1/2 hours per day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

**Learning Specifics:** The purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by Principals and District Leadership weekly

### Suggested Learning Timeframes

Encourage learning to happen in 10-15 min increments

20-30 minutes	Reading & Writing (Science/Social Studies connections as appropriate)
20-30 minutes	Mathematics
20-30 minutes	Science/Social Studies related experiences and/or integrated projects

### All Elementary Students

Limitless	<p>Being immersed into a good book is something we always value and is something we encourage you and your child engage in frequently over the next few weeks.</p> <ul style="list-style-type: none"> <li>Reading aloud and independent reading: reading times are K: 10 mins, 1st: 10 mins, 2nd: 15 mins 3rd: 20 mins 4th: 20 mins 5th: 20 mins</li> </ul> <p>Below are a list of resources to help keep your child's mind engaged these next few weeks, yet feel free to go beyond this list. (COMING SOON)</p> <ul style="list-style-type: none"> <li>Playing a game that requires strategy and taking on something as simple as a Tic-Tac-Toe and turning it into a graph of frequency/probability is one idea that could spawn other ideas.</li> <li>Independent learning time: <a href="#">Design Thinking</a>, <a href="#">Passion Projects</a></li> </ul> <p>Art, Music, PE - let your child do as much of these as they would like! More ideas from our specialist teachers will be shared and updated.</p>
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Updated 4-14-2020

Links to Resources & Ideas	<a href="#">Grades K - 2 Continuous Learning Resources</a> <a href="#">Grades 3 – 5 Continuous Learning Resources</a>
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## Middle School Learning Guidelines

- The primary tools for communication between teachers and families will be SeeSaw, Google Classroom and/or email.
- Teachers will either link materials linked in Google Classroom or share materials directly to each student's Google Drive.
- Continuous learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials including ebooks and audiobooks via Hoopla.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

## Middle School: Approximate Time Frames for Learning & Resources

All MS Students (Grades 6, 7 & 8)

### Overview

The Continuous Learning Plan for Middle School will include home learning engagements and/or activities that students can complete independently either online or offline.

**Learning Experience:** At the beginning of each week, Teachers will post a video on Seesaw and/or Google Classroom to welcome their students and parents and to briefly explain the learning approach and focus for the week. Middle School students will participate in reading, writing, math, science, social studies and elective classes.

A variety of tasks will be included, and some may include other online platforms (e.g. Freckle, Khan Academy, CommonLit, Newsela, Flipgrid, etc). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform.

**Learning Timeframe:** Students are encouraged to engage in Continuous Learning in the designed and described ways for approximately three hours/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

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Updated 4-14-2020

<p><b>Learning Specifics:</b> The purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by Teachers, Principals and District Leadership weekly.</p>	
3 total hours per day for all classes	ELA, Math, Science, Social Studies, Electives
Limitless Flex Learning	<ul style="list-style-type: none"> <li>● Independent &amp; self-directed</li> <li>● Read for pleasure</li> <li>● Be active</li> <li>● Explore personal interests/passions</li> <li>● If safe...           <ul style="list-style-type: none"> <li>○ Explore local sights</li> <li>○ Seek out social interaction</li> </ul> </li> </ul>
Links to Resources & Ideas	<a href="#">Middle School Students (Grades 6-8) Educational Resources – Kansas City, Kansas Public Schools</a>

## High School Learning Guidelines

- The primary tools for communication between teachers and families will be Infinite Campus, Google Classroom, and email.
- Teachers will either link materials linked in Google Classroom or share materials directly to each student's Google Drive.
- Continuous learning for our adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the high school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
- Resources vary by class and lesson, but will include links to videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via Newsela and our databases, reading materials including ebooks and audiobooks via Hoopla.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

## High School: Approximate Time Frames for Learning & Resources

### Overview

The Continuous Learning Plan for High School will include home learning engagements and/or activities that students can complete independently either online or offline.

**Learning Experience:** At the beginning of each week, teachers will post a video and/or message on Google Classroom to welcome their students and parents and to briefly explain the learning approach and focus for the week. High School students will participate in reading, writing, math, science, social studies and elective classes.

A variety of tasks will be included, and some may include other online platforms (e.g. Freckle, Khan Academy, CommonLit, Newsela, Flipgrid, etc). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform.

**Learning Timeframe:** Students are encouraged to engage in Continuous Learning in the designed and described ways for approximately three hours/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept

responsibility and take on challenges with increasing independence.	
<b>Learning Specifics:</b> The purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by Teachers, Principals and District Leadership weekly.	
<b>Approximate Time per Class (4 classes per day)</b>	<b>Grade Level</b>
3 total hours per day for all classes	Grade 9
3 total hours per day for all classes	Grade 10
3 total hours per day for all classes	Grade 11
3 total hours per day for all classes	Grade 12
Limitless Flex Learning	<ul style="list-style-type: none"> <li>● Independent &amp; self-directed</li> <li>● Read for pleasure</li> <li>● Be active</li> <li>● Explore personal interests/passions</li> <li>● If safe...                             <ul style="list-style-type: none"> <li>○ Explore local sights</li> <li>○ Seek out social interaction</li> </ul> </li> </ul>
Links to Resources & Ideas	<a href="#">High School Students (Grades 9-12) Educational Resources</a>

## Credit Recovery for Seniors

The USD500 Board of Education approved the motion at the March 31st, 2020 Board of Education meeting to waive the current graduation requirement of 25 credits to 21 credits for Seniors graduating in the 2019-20 SY. For information on the specific credit requirements, please visit <http://tinyurl.com/Kansas21> or contact your school counselor. Seniors who need options for credit recovery will utilize Edgenuity. Edgenuity will enable students to work towards recovering credit for failed classes.

**For more information regarding High School students, please go to *COVID-19-Related Frequently Asked Questions* on our website at <http://kckps.org>. \*\*\*content updated on 4-8-2020\*\*\***

## Diploma+ College and Career Readiness Information

### College and Career Readiness - ACT, Advanced Placement (AP), International Baccalaureate (IB)

ACT has canceled all state contract spring testing. This cancellation means no make-up dates are available in April. KSDE is currently working with ACT to allow make-up tests next fall for all juniors who were not able to take the test on February 25th. WorkKeys make-up test information is not yet available. At this time, ACT is still planning to offer national testing in June and July. KSDE does not reimburse schools for students taking the test on national testing dates.

Students taking Advanced Placement (AP) courses have been given the option to take the AP end-of-course exam at home. Contact your school's AP Coordinator for more details. (School contact information, Appendix A.)

Seniors who are in the International Baccalaureate (IB) Program will be awarded graduation through the current assessment grades accumulated thus far this year. The end-of-course IB exams will not be held nor calculated into the final decision for IB graduation. Contact your school's IB Coordinator for more details. (School contact information, Appendix A.)

All students and families can reach out to their campus-based Diploma + staff at any time for support and information regarding college admissions, scholarships, and assistance completing the FAFSA.

Lead College and Career Coordinators	College Advisors
EDWARD.FRANCO@kckps.org (FL Schlagle HS)	Erin.Davis@kckps.org (FL Schlagle HS)
ELIZABETH.BURNS@kckps.org (Sumner Academy)	Jasmine.Antunez@kckps.org (JC Harmon HS)
LILA.STONE@kckps.org (JC Harmon HS)	Megan.Stone@kckps.org (Sumner Academy)
Kristin.Dunlap@kckps.org (Washington HS)	Chris.Hullaby@kckps.org (Washington HS)
Kelley.James@kckps.org (Wyandotte HS)	Breanna.Brandenburgh@kckps.org (Wyandotte HS)
	Jonathan.ruizcervantes@m.kckps.org (Wyandotte HS)

\*\*\*content updated on 4-8-2020\*\*\*



Due to the ever changing circumstances with COVID-19, this Continuous Learning Plan will be updated frequently.  
Updated documents will be posted on Tuesday of each week.

Updated 4-14-2020

## **Grading and Participation Feedback**

Work completed during this mandated statewide school closure shall not negatively impact a student's grades or otherwise impact a student's academic standing.

**Early Childhood-8th Grade:** Grades will not be taken for the remainder of the year. 3rd quarter grades will be the final grades students receive. Elementary students participating in online learning will receive online feedback about their progress on submitted work. Middle school students who have earned an F for the 3rd quarter will be able to pass the class by sufficiently completing either make-up assignments or showing growth to the level of achievement in the 4th quarter. EC-8th grade learning packets will not be turned in for grading. Teachers should check-in regularly with students who are completing packets to ensure they receive necessary support when they struggle.

**9th-12th Grade:** 3rd quarter grades will be the final grades students receive for the year. However, students who have earned an F for the 3rd quarter will be able to pass the class by sufficiently completing either make-up assignments or showing growth to the level of achievement in the 4th quarter. Seniors who are short on credits to graduate will need to contact their school to determine how they can earn the necessary credits. KCKCC will continue with its current grading policy as it applies to our students. KCKCC instructors and KCKPS College and Career Facilitators have contacted students enrolled in dual credit, and all students are enrolled in the online versions of the courses through KCKCC. If you have questions regarding your classes at KCKCC, please contact 913-302-4647. \*\*\*content updated on 4-8-2020\*\*\*

## Nutritional Services Information

### Breakfast and Lunch Availability

Breakfast and lunch will continue to be available through curbside pick-up for any child between the ages of 1 to 18. Breakfast will include a breakfast bar, juice and milk. Lunch will include items such as deli sandwiches, fruit cups, veggies and milk.

Currently, breakfast and lunch meals are available for pick-up between the hours of 11:00 am to 2:00 pm at the following six locations:

- Arrowhead Middle School- 1715 N. 82nd Street
- Wyandotte High School- 2501 Minnesota Avenue
- Schlagle High School – 2214 N. 59th Street
- JC Harmon High School – 2400 Steele Road
- Rosedale Middle School – 3600 Springfield Street
- Banneker Elementary School – 2026 N. 4th Street

[Download the Meal Location Maps here.](#)

For updates on curbside pick-up locations and times, please go to *COVID-19-Related Frequently Asked Questions* on our website at <http://kckps.org>

### Pre-Orders Needed for Curbside Meal Pick-up WITHOUT Child

Families can pick up meals with students. In order to take part in this service, you will need to call 913-279-2191 and notify a KCKPS representative of the time and location you plan to pick up your meal. Adults are asked to place their orders at least the day before pick-up. Additional information will be asked during that call. **If you do not call ahead, sites will still be open to KCKPS students 18 and younger. Adults will need to have their children present if they do not call ahead.**

### How are families able to get a meal who do not have transportation?

- We are always reviewing alternative options to provide our students easier access to receive meals. However, due to the local and state orders listed below, we are limited on our options to disseminate food.
  - Stay-at-Home order in effect until Thursday, April 23, 2020
  - No public gatherings of more than 10 people
  - Social distancing protocol
    - **Due to the orders listed above, we are not allowed to deliver meals.**

### Why hasn't KCKPS considered a bus stop delivery service to students?

- Due to the size of our school district and the participating number of students and families gathering at each stop we could potentially violate the local Stay-at-Home order which prevents large gatherings of more than 10 people.

### Why can't we allow groups to pick-up meals for students who don't have transportation or live too far to walk to a meal pick up location?

- Due to regulations by the U.S. Department of Agriculture (USDA), meals can only be distributed to a child between the ages of 1 to 18. Every child receiving the meal must be present at the time of distribution.

## **Social-Emotional Learning Information**

KCKPS understands that the recent changes to this school year can feel overwhelming, stressful, and socially disconnected. The KCKPS Behavior Health Team developed the [www.SELKCK.com](http://www.SELKCK.com) website to share activities and social media events that will help all of our teachers, parents, and students feel more connected and supported during this time. If you are in need of social, behavior, or mental health support during this time, please use this [link](#), and a member of our Behavior Health Team will contact you directly.

### **What is Social-Emotional Learning?**

Social-emotional learning is the process through which students learn to understand and manage their thoughts, mindsets and emotions. As students grow their social-emotional skills, they become better at self-managing, working with others and setting and achieving goals.

### **Why is it Important?**

In order for students to become college and career ready, students must demonstrate well-developed social-emotional skills. In order to support this growth, KCKPS utilizes the Kansas Social-Emotional Character Development standards to help students build core principles, make responsible decisions, self-manage and to successfully work with others.

### **Who will be available to support my child's Social-Emotional needs?**

Along with your child's teacher, School Counselors and School Social Workers will be available to support your child's social-emotional well-being.

- **School Counselors**
  - Serve as liaison for communication with students/families in crisis
  - Maintain bank of social-emotional lessons
  - Tailor recommendations to the specific crises: Does the time of year affect the planning?; Do the events of the crisis require any special handling?; and What are talking points for teachers or advisors?
  - Host Office Hours at set times for students to access counseling sessions virtually
  - Students, parents, and guardians encouraged to schedule these meetings as needed
- **School Social Workers**
  - Crisis Management Planning
  - Support families by identifying resources and connect them to resources to meet their basic needs
  - Case Management
  - Continue to call students and families.