

**Shawnee Mission School District**

**Parent's/Guardian's  
Guide to an  
Opportunity to Engage  
in Continuous Learning**



**March 2020**

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## Opportunity to Engage in Continuous Learning

### Shawnee Mission School District Strategic Plan Objectives

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

### Introduction

The Shawnee Mission School District plan for continuous learning and engagement is intended to provide guidance for continuity of learning during an extended school closure. It is not meant to fundamentally change or replace face-to-face learning experiences (school), long-term. This plan is to be implemented during a window of time in response to extreme circumstances. We will not require that students participate in continuous learning; instead, the district offers students opportunities for engagement and we strongly encourage them to participate.

While there are many obstacles, there are also some unique opportunities.

- This is an opportunity to focus on priority standards.
- This is an opportunity to continue our focus on the district's three objectives in the strategic plan.
- This is an opportunity for learning to be based on student needs in which students self-guide based on feedback.

While these guidelines are a framework, parents should expect much more specific information from the school(s) and teacher(s) that directly serve our students. Shawnee Mission is very fortunate to have amazing building level teams of administrators and teachers that are working diligently behind the scenes to ensure an opportunity to continue learning.

**SMSD will continue to follow the approved calendar for the remainder of the school year.** You can find copies here: [English](#) [Spanish](#)



### Continuous Learning Guidelines

Designing learning experiences will be different at grade levels and content areas. Therefore, the following serves as guidelines for continuous learning and engagement times. Please keep in mind that students will not be required to participate, but they are encouraged to engage with learning material. Teachers will be available to contact by email during normal school hours.

<b>Pre-K – Kindergarten</b>	<b>Grades 1-2</b>	<b>Grades 3-6</b>	<b>Grades 7-12</b>
<p><i>PreK</i> - 20 min. per content area (early literacy and numeracy) per day and intentional time for play.</p> <p><i>Kindergarten</i> - All content areas total no more than one hour per day.</p>	All content areas total no more than 2 hours per day, about 20 minutes per content area (literacy, math, science, and social studies).	All content areas total no more than 2.5 hours per day, about 25 minutes per content area (literacy, math, science, and social studies).	All content areas total no more than 3.5 hours per day, about 30 minutes per class period.



### **Sample School Day**

Shawnee Mission School District recognizes that when school is closed, students will have other pressures on their time besides academic work. The following schedule is intended to offer a guide to parents for a way to structure a day for students. Families will need to create their own schedule based on their specific situation and needs.

#### ***Elementary Example***

<b>Time</b>	<b>Activity</b>	<b>Notes</b>
Before 9:00 AM	Wake up	Eat breakfast, make your bed, prepare for the day
9:00 – 10:00	Morning activity	Physical activities such as a walk or yoga
10:00 – 11:00	Academic time	No electronics. Flash cards, reading, problem solving activities, journaling, study notes
11:00 – 12:00	Creative time	Legos, drawing, music, cooking, etc.
12:00	Lunch	
12:30	Chores	Based on the age and experience of the student
1:00 – 2:30	Quiet time	Reading, puzzles, nap
2:30 – 4:00	Academic time	Electronics OK. iPad games, academic games
4:00 – 5:00	Afternoon activity	More physical activity

5:00	Dinner	
Evening	Family time	

***Secondary Example***

<b>Time</b>	<b>Activity</b>	<b>Notes</b>
Before 9:00 AM	Wake up	Set your alarm if needed
9:00 - 9:30	Morning routine	Eat breakfast, make your bed, prepare for the day
9:30 - 10:30	Morning activity	Physical activities such as a walk, run, or yoga at home
10:30 - 11:30	Academic time -Two content areas (Example: English and Math)	Check google classroom, email, etc to see what opportunities you have from your teachers. OR Determine what lessons you want to engage with at this time.
11:30 - 12:00	Break/Creative time	Talk to a friend, parent or sibling, draw, listen to music, cook, practice your instrument, read a book, etc.
12:00	Lunch	
12:30 - 2:30	Academic time -Two content areas (Example: Science and Social Studies)	Check google classroom, email, etc to see what opportunities you have from your teachers. OR Determine what lessons you want to engage with at this time.
2:30 - 3:00	Chores	Complete chores as determined by your family.
3:00-4:00	Break/Creative time	Talk to a friend, parent or sibling, draw, listen to music, cook, practice your instrument, read a book, etc.
4:00 - 5:00	Afternoon activity	Physical activities such as yoga at home, take the dog for a walk, etc.
5:00	Dinner	
Evening	Family time	



### **Attendance, Grading, and Feedback**

- Attendance will not be required, nor will it be recorded.
- Third quarter grades are due from all teachers on Tuesday, March 24. With the exceptions noted below, these will become the second semester grades.
  - Work assigned prior to March 13, 2020 can still be submitted for grading.
  - Students are encouraged to work individually with teachers to improve Q3 grades where appropriate.
  - With that said, any student's grade may go up, but will not go down.
  - There may be a few exceptions around grading when it comes to College Credit courses and courses needed for seniors to graduate. These will be handled on a case by case situation.
- From this point forward, students may submit work for teacher feedback, but teachers will not record grades for work done during the school closure.
- JCCC has a Concurrent Enrollment/College Now MOU with SMSD where there is agreement to deliver JCCC course content. Beginning March 30, schools will move to online delivery for College Now courses which carry the same course expectations and continue with the same student learning outcomes.



### **Special Education Services**

#### **Services**

- SMSD staff will work to support accommodations/modifications and provide resources to support student access to general education materials.
- Special Education providers will work collaboratively with families to provide resources and materials as well as develop an individual plan to best target the student's IEP goals.

#### **Meeting Requirements**

##### ***Annual IEPs:***

- Holding the annual meeting on or before the due date is required. We will need to hold the meeting either online (ex. Webex) or via phone

### ***Re-Evaluations:***

- Teams will work to complete re-evaluation requirements. Teams may need to utilize existing or previously collected data to determine continued eligibility. Teams may need to consider virtual means to collect more information.
- If the evaluation team was planning to collect additional data but has enough current data to re-establish eligibility, the re-evaluation should be completed within the 60-day timeframe. If the team determines additional data is required that can't be obtained during this time upon re-opening of the school, consent for a new evaluation could be initiated to complete additional assessments.



### **ACT, College Now, Advanced Placement, and International Baccalaureate**

**ACT** has rescheduled its April 4 national test date to June 13 across the U.S. All students registered for the April 4 test date will receive an email from ACT in the next few days informing them of the postponement and instructions for free rescheduling to June 13 or a future national test date. Updates can be found at the ACT [website](#).

### **College Now**

#### **JCCC**

- JCCC is exploring opportunities to move teachers and students to the on-campus version of Canvas, their learning management system, that would allow class to continue online.
- The deadline for dropping classes has been extended to May

#### **Baker University**

- Baker is scheduling a conference call with Johnson County districts for March 31 to discuss our thoughts and create a plan.

The CollegeBoard is offering streamlined **Advanced Placement** exam options that will allow students to test at home. The CollegeBoard is communicating details and updates of these solutions to educators and students regularly.

- Traditional face-to-face exam administrations will not take place.
- The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing details will be available by April 3.
- The CollegeBoard will unlock any relevant free-response questions in AP Classroom for digital use so students can access all practice questions of the

type that will appear on the exam. Students who do not yet have access to AP Classroom should contact their teacher and/or school counselor.

- For each AP subject, there will be 2 different testing dates. Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice.

In addition, the CollegeBoard is developing tools to mitigate the impact of school closures on students in the Advanced Placement Program. All AP students and teachers will be able to draw on the free online resources that were provided to every AP classroom this fall. Additional resources will be made accessible to AP students and teachers through mobile phones and other devices, including free online AP lessons and review sessions. Please refer to this [website](#) for more detailed information on each content area.

From an **International Baccalaureate** email on March 22: “The May 2020 examinations, as scheduled between 30 April and 22 May, for Diploma Programme and Career-related Programme students will no longer be held. Depending on what they registered for, the student will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on student’s coursework and the established assessment expertise, rigor, and quality control already built into the programmes.” They have provided a letter to use with parents, which you can access [here](#). You can find updates at this [website](#).



### Offline Learning Resource Content

The Curriculum & Instruction team developed engagement-focused content and ideas that can be completed by students without a device. These activities are intended to be a starting point for engagement, but they are not requirements.

Grade Level(s)	Content Area(s)	Link
Pre-K	Reading, Early Literacy, Math, Social Emotional, Learning through Play	<a href="#">Pre-K Activities</a>
K	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Kindergarten Activities</a>
1	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 1 Activities</a>
2	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 2 Activities</a>
3	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 3 Activities</a>



4	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 4 Activities</a>
5	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 5 Activities</a>
6	Reading, Writing/Language Arts, Math, Science, Social Studies	<a href="#">Grade 6 Activities</a>
Elementary ELL	<p>Activities for students who need support with pre-reading skills that do not require internet access and have been translated into Spanish</p> <p>Non-Digital Choice Board Activities for Elementary ELL Students</p> <p>Digital Choice Board Activities for Elementary ELL students</p>	<p><a href="#">Reading Activities for ELL Students</a></p> <p><a href="#">Non-Digital Choice Board for Elementary ELL students</a></p> <p><a href="#">Elementary ELL Digital Choice Board</a></p>
Elementary Specials	K-6 Visual Art, Music, Physical Education, and Library	<a href="#">Elementary Specials Activities</a>
Middle School/High School	English Language Arts	<a href="#">Secondary ELA Activities</a>
Middle School/High School	Social Studies	<a href="#">Secondary Social Studies Activities</a>
Middle School/High School	Science	<a href="#">Secondary Science Activities</a>
Middle School	Math	<a href="#">Middle School Math Activities</a>
High School	Math	<a href="#">High School Math Activities</a>
Secondary ELL	<p>Activities for students who need support with pre-reading skills that do not require internet access and have been translated into Spanish</p> <p>Non-Digital Choice Board Activities for Secondary ELL Students</p> <p>Digital Choice Board Activities for Elementary ELL students</p>	<p><a href="#">Reading Activities for ELL Students</a></p> <p><a href="#">Non-Digital Choice Board for Secondary ELL students</a></p> <p><a href="#">Secondary ELL Digital Choice Board</a></p>
Secondary Electives	6-12 Visual Art, Physical	<a href="#">Secondary Specials Activities</a>

	Education, and Library	
Secondary Electives	Performing Arts	<a href="#">Performing Arts Activities</a>
Middle School/High School	World Language	<a href="#">Secondary World Language Activities</a>
K-12	Visual Arts	<a href="#">Visual Arts Choice Boards</a>

## **Social Emotional Learning**

### **Safe Place (a calm down corner, safe spot, & calm down spot):**

1. Create a Safe Place at home for students (and families) to use as needed for self-regulation throughout the day. Safe Place is taught to be an area of the home that anyone can go to when feeling upset. (See use of feeling chart printables) and includes activities and tools for regulation.
2. Choose an area with children at home that they can designate a safe place. Ideally this area is only for the use of the safe place and not other activities.
3. Use large pillows, blankets, forts, etc. For older students, they often prefer a separate space or room if possible to go that is comfortable and quiet. Older students also sometimes like to hide away in a smaller space. Students of all ages like beanbags, curtains, etc.
4. The use of technology devices is not ideal for the Safe Place
5. Create a visual for students using a feeling identification chart or even drawings that they can do with you to indicate their feelings. Can also use photographs of them.
  1. Pre-K through 2nd: Happy, Mad, Sad, Scared
  2. 3rd-12th: Happy, Mad, Sad, Scared, Embarrassed, Frustrated, Disappointed, Worried, Nervous, Anxious, Furious, Calm
6. Create a toolbox with students with items they can choose from to regulate when upset. Items remain in the safe place and are ideally not household toys or daily items for use. Also avoid use of phone or iPad unless students are using one of suggested apps for meditation or breathing (Calm, Headspace, Settle Your Glitter, etc.).
  1. Suggested items that students can use in their safe place tool box: art supplies, paper, squeeze balls, bubbles, stuffed animal, pictures of family members, breathing icons (see free printables below), writing journals, kinetic sand, play-doh, music, pipe cleaners, yoga pose cards, crafts, paints, talking with a friend or trusted adult.
7. When students or family members become upset, encourage them to use designated safe place before attempting to problem solve and learn. Brain research suggests that students can indicate verbally when they are calm and the ideal time before attempting to problem solve is 10 to 20 minutes.

[Parent Resource Site](#) -- created and maintained by social workers for SMSD families.

