



HIGH SCHOOL PLAN FOR REOPENING SCHOOLS

TABLE OF CONTENTS

I. Secondary 7-12 Learning Options 2020-2021	3
II. Non-Instructional Expectations and Procedures	5
Social Distancing Considerations	5
Planning Guidance for Administrators	5
Communal Spaces (Office, Gym, MPRs, etc.)	5
Cafeteria/Lunch/Breakfast	6
Classroom	7
Drills	8
Attendance	8
Equity & Inclusion Considerations	8
III. Instructional Expectations	10
Core, Tier I Instruction	10
Tier II Instruction	12
Tier III Instruction	12
Electives Instruction	13
Students with Identified Needs	13
Student Assessment & Grading Practices	15
IV. Social Emotional Support/Learning	17
Build Partnerships, deepen understanding, planning for SEL	17
Connect, heal and cultivate SEL competencies and capacities	17
Create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development	18

Use data to deepen relationships and continuously improve support for students, families & staff	18
V. Schedule	20
VI. Communication with Families and Community	24
VII. Appendices	28
Appendix A: Q4 Priority Standard Recovery Planning Worksheet	28
Appendix B: SMSD Weekly Learning Plans Template	29
Appendix C: Specials Guidelines for In-Person Learning	30
Appendix D: SMSD Special Education Considerations for Re-Opening Schools	37
Appendix E: SMSD Attendance Guidelines	55
Appendix F: SMSD Video Expectations	60
Appendix G: Getting Started with Canvas for Parents and Families	64

Introduction:

Based on the Learning Options offered in the Shawnee Mission School District, this document will serve as an implementation guide to support staff, students, and families in the learning process for 2020-2021. The Reopening School Plan guides staff in developing building-wide systems and procedures that are in alignment with recommended health and safety protocols. The intent is to provide clarifying information and guidance related to expectations and implementation with our focus on ensuring personalized learning for student success. It is important to recognize that this guide is a fluid document. Thank you for your patience and support as we work together to support your child.

I. Secondary 7-12 Learning Options 2020-2021

Option 1: In-Person Learning

In this option, students will move fluidly between the three learning environments depending on the guidelines and recommendations from the Centers for Disease Control, the Kansas Department of Health and the Environment, the Johnson County Department of Health and the Environment, and local conditions.

Remote Learning - Students participating in remote learning will receive daily direct instruction from their teacher(s) via WebEx and will utilize the Canvas platform as well as district adopted resources and project based learning opportunities to master priority standards.

Hybrid Learning - Students with last name* (A-L) attend on-site Monday and Tuesday and receive instruction remotely on Wednesday and Thursday. Students with last name* (M-Z) attend on-site Wednesday and Thursday and receive instruction remotely on Monday and Tuesday.

Fridays - Students work remotely.
Some students may work onsite in small groups on Fridays as determined by academic needs.

Students must maintain a remote learning daily log documenting 390 minutes of daily learning activity for days when they are learning from home in this model..

Onsite Learning - All students in attendance daily.

**For consistency, pre-k-12 district wide and to allow all children within a family to follow the same attendance schedule, the student's assigned schedule will be based on the first letter of the last name of the oldest student within the family.*

Option 2: Remote Learning (Online ONLY School)

Students of families selecting "Remote Learning" will be assigned to remote learning teachers and will remain in those classes for the semester.

Highly qualified teachers and an administrator from across the district will serve students in the remote learning model and may not be from the student's current/home school. Students will receive instruction daily from their remote learning teachers while at home.

Student grades, assessment, and attendance count at the students' current home school. Students may receive coursework/instruction through remote learning software. Some elective courses may not be available with this option.

While the student's enrollment at the homeschool will remain intact, Skyward will reflect enrollment in SMSD online school for the semester. **(Students selecting remote learning will remain with this option until the end of the first semester.** Families may opt to transition to Option 1 at the beginning of 2nd Semester.)

II. Non-Instructional Expectations and Procedures

Social Distancing Considerations	On-site	Hybrid	Remote
	<p>Strict adherence to social distancing cannot be guaranteed in this model.</p> <p>We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks.</p>	<p>Strict adherence to social distancing will be possible in this model.</p> <p>We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks.</p>	<p>Strict adherence to social distancing will be possible in this model.</p>
Planning Guidance for Administrators	Best Practice Expectations -- All Scenarios		
	<p>See Beginning of the Year Considerations for Administrators and Staff (Appendix A) (available late July)</p> <p>The school will work with families of students who have high risk conditions on educational planning.</p>		
Communal Spaces (Office, Gym, MPRs, etc.)	On-Site	Hybrid	Remote
	<p>Ensure social distancing of 6ft</p> <ul style="list-style-type: none"> ■ Consider the risk of exposure, crossing of groups, and group size when planning <ul style="list-style-type: none"> ○ No all school assemblies ○ No field trips ○ No class parties ○ Night events/activities virtual until further notice ■ Masks required due to increased levels of exposure ■ Office Area <ul style="list-style-type: none"> ○ Signage outside to require visitors to wear a mask ○ Inside the office there is signage (indicating where to stand or sit while in the office) 	<p>For onsite days: Ensure social distancing of 6ft</p> <ul style="list-style-type: none"> ■ Consider the risk of exposure, crossing of groups, and group size when planning <ul style="list-style-type: none"> ○ No all school assemblies ○ No field trips ○ No class parties ○ Night events/activities virtual until further notice ■ Masks required due to increased levels of exposure ■ Office Area <ul style="list-style-type: none"> ○ Signage outside to require visitors to wear a mask ○ Inside the office there is signage (indicating where to 	<p style="text-align: center; font-size: 2em; opacity: 0.5;">N/A</p>

	<p>and designated areas to ensure guests are social distancing</p> <ul style="list-style-type: none"> ■ Examples - chairs spaced 6 feet apart, markings on floor for waiting in line <ul style="list-style-type: none"> ○ Guests must be provided entry through the secure system <ul style="list-style-type: none"> ■ Office staff log guests in the school office area ■ Limit number of guests upon entry due to space ■ Designate numbered waiting locations outside for visitors while waiting to enter the office ■ When possible, limit members of the visiting group to essential persons only ■ Visitors to building in office area only ■ No volunteers in the school at this time 	<p>stand or sit while in the office) and designated areas to ensure guests are social distancing</p> <ul style="list-style-type: none"> ■ Examples - chairs spaced 6 feet apart, markings on floor for waiting in line <ul style="list-style-type: none"> ○ Guests must be provided entry through the secure system <ul style="list-style-type: none"> ■ Office staff log guests in the school office area ■ Limit number of guests upon entry due to space ■ Designate numbered waiting locations outside for visitors while waiting to enter the office ■ When possible, limit members of the visiting group to essential persons only ■ Visitors to building in office area only ■ No volunteers in the school at this time 	
<p>Cafeteria/Lunch/Breakfast</p>	<p>On-site</p> <ul style="list-style-type: none"> ■ Entrances/Exits identified for students ■ Designate Flow of Traffic ■ Ensure distancing - identify space for 6 feet apart during meal pick-up ■ Utensils/napkins packaged ■ Breakfast 	<p>Hybrid</p> <ul style="list-style-type: none"> ■ Entrances/Exits identified for students ■ Designate Flow of Traffic ■ Ensure distancing - identify space for 6 feet apart during meal pick-up ■ Utensils/napkins packaged ■ Breakfast 	<p>Remote</p> <ul style="list-style-type: none"> ■ Meals will be available upon receiving additional guidance from the USDA and KSDE.

	<ul style="list-style-type: none"> ○ Service based on staggered arrival times ○ Second chance breakfast will not be available ■ Lunch <ul style="list-style-type: none"> ○ Open lunch for seniors with parent permission ○ May need to extend lunch periods five or ten minutes ■ Eating locations: <ul style="list-style-type: none"> ○ Utilize open common areas in each building to allow for social distancing. ○ Cafeteria tables marked off with social distanced seats ○ Students eat outside in assigned locations when weather permitting ■ After School Meals/Snacks provided in schools offering the program based on KSDE/USDA guidance. 	<ul style="list-style-type: none"> ○ Service based on staggered arrival times ○ Second chance breakfast will not be available ■ Lunch <ul style="list-style-type: none"> ○ Open lunch for seniors with parent permission ○ May need to extend lunch periods five or ten minutes ■ Eating locations: <ul style="list-style-type: none"> ○ Utilize open common areas in each building to allow for social distancing. ○ Cafeteria tables marked off with social distanced seats ○ Students eat outside in assigned locations when weather permitting ■ Meals available for students in Hybrid setting based on KSDE/USDA guidance <ul style="list-style-type: none"> ○ Meal fees charged based on eligibility status of student 	
Classroom	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> ■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating/movement and social distancing ■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch and throughout the day ■ Opportunity for students to use personal hand sanitizer 	<ul style="list-style-type: none"> ■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating/movement and social distancing ■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch and throughout the day ■ Opportunity for students to use personal hand sanitizer 	N/A

	<ul style="list-style-type: none"> Students use individual classroom supplies, limited sharing of materials Sanitizing wipe dispensers available in classrooms Institute standardized classroom procedures for sanitizing individual student work areas at the end of class time. 	<ul style="list-style-type: none"> Students use individual classroom supplies, limited sharing of materials Sanitizing wipe dispensers available in classrooms Institute standardized classroom procedures for sanitizing individual student work areas at the end of class time. 	
Drills	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> Staggered drills based on building zones 	<ul style="list-style-type: none"> Staggered drills based on building zones 	N/A
Attendance	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> Monitored by the classroom teacher and entered in Skyward daily Students not in attendance will be required to utilize Canvas and WebEx to engage with their coursework on a daily basis (390 min per day) 	<ul style="list-style-type: none"> In-person attendance recorded in Skyward On remote days, students must log into WebEx during Seminar time for teacher check in and complete attendance/ activity log at the end of the day. (See Appendix E) On Fridays, students are expected to log into Canvas at the beginning of each period, meet with their teachers through WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning. All SMSD Attendance Guidelines found in the Student Handbook 	<ul style="list-style-type: none"> Students are expected to log into Canvas at the beginning of each period, meet with their teachers through WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning. (See Appendix E) All SMSD Attendance Guidelines found in the Student Handbook must be followed. Student engagement in learning required daily Monitor engagement via Canvas (390 min per day)

- must be followed.
(390 min per day).

Equity & Inclusion Considerations

Best Practice Expectations -- All Scenarios

Here are 4 questions to help us filter our work through a lens of Equity & Inclusion (this is a short list, but an important list nonetheless). You may have found or find other questions to help you in this effort as well.

1. Who does this system/process/expectation give an advantage to some students over others?
2. How does this system/process/expectation impact colleagues & students with disabilities?
3. How does this system/process/expectation impact colleagues, students & families who have limited English proficiency?
4. Does this system/process/expectation exclude/oppress colleagues, students or families in our school?



III. Instructional Expectations

Core, Tier I Instruction

Best Practice Expectations -- All Scenarios

- Plan a process to welcome students and reestablish the classroom environment through emphasizing relationships with students and parents and by resetting routines.
- Gradually implement then consistently use formative assessment to determine students' readiness to learn (academic and social-emotional). These should be embedded into 1st quarter.
- Teachers will use curriculum maps and resources published on the district website.
- Plan restorative supports for 4th quarter standards recovery ([Appendix A](#)) to be intentionally embedded during the year and integrated for learning when needed.
- Standards/Learning Targets posted/communicated to students weekly rather than daily (Canvas)
- "Weekly Lesson Overview for Students and Families" ([Appendix B](#)) - one pager to share with parents/students prior to the start of school on Monday to support families in preparation for the week (Schedule to post on Canvas)
- Competency-based learning
 - Focus on priority standards and student outcomes
 - Use proficiency scales where available to guide teaching and learning
 - Share proficiency scales with students and parents
- Professional Learning Communities (PLCs)
 - PLCs focus on skills and competencies
 - PLCs identify priority standards if not yet developed by curriculum teams
 - Develop weekly plans
 - Support system to problem-solve and troubleshoot
 - Learn and Implement Canvas LMS
- Teachers use varied and effective instructional strategies including modeling and checking for understanding.
 - SMSD Instructional Playbook
- Post major dates (due dates, quizzes, tests, projects) to calendar in Learning Management System
- Implement Marzano's best practices in instructional design, including
 - Create the environment for learning
 - Help students develop understanding
 - Help students extend and apply knowledge
- Make cross-curricular connections when appropriate

On-site

Hybrid

Remote

- Provide in-person instruction
- Consider a variety of learning styles in the classroom to provide opportunities for personalized learning

- Provide in-person instruction for new learning with opportunities to practice and apply learning remotely
- On days in which students are working remotely during hybrid mode, teachers will provide learning activities for them (posted on Canvas but not necessarily completed digitally) that will be equivalent to the amount of time that would have been spent in the classroom setting. Because students are not receiving live instruction for most of the class periods on days when they are working from home, the work provided should be engaging and something that students can do with a minimum level of support. Examples of activities that could be assigned for students at home in a hybrid model might include the following:
 - Watch a video
 - Read a text
 - Complete practice activities for skills already taught
 - Work on projects that apply skills students have learned
 - Do activities that extend student learning
 - Engage in other application activities
- Students will be required to complete an activity log on any

- [SMSD Video Expectations](#)
- Engaging in live instruction on a daily basis expected based on bell schedule.
- Consider filming and posting lessons for students who are absent.
- Teachers use a variety of learning styles for remote environments to provide opportunities for personalized learning
 - Break-out rooms for students to collaborate during instructional time
 - Students demonstrate learning in a variety of ways during the virtual meeting times
- Weekly expectations for teachers to meet with students to provide teacher/ student contact time for ELL, SPED, interventionists, aides
- Students will receive daily direct instruction from their teacher(s) via WebEx and will utilize the Canvas platforms as well as district adopted resources and project based learning opportunities to master priority standards.
- Students are expected to log into Canvas at the beginning of each period, meet with their teachers through WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning. ([See Appendix](#))

		day that the student is scheduled to work remotely. The log will be linked in Canvas	<p>E)</p> <ul style="list-style-type: none"> All SMSD Attendance Guidelines found in the Student Handbook must be followed.
--	--	--	--

Tier II Instruction	Best Practice Expectations -- All Scenarios		
----------------------------	--	--	--

- Provide Tier II instruction (additional time and support to learn essential behavior and academic standards through interventions and extensions) in the general classroom
- Integrate differentiation and/or scaffolding into lessons to accommodate for a variety of missing academic and behavioral skills
- Monitor student progress (RTI)
- Determine when reteach is needed (using data from formative assessments)
- Provide small group, targeted instruction for pre teach/reteach
- Use district provided resources where available for support/intervention matched to skills
- Use additional supports from resources during the designated class time
- Group students for breakout sessions, teacher provides additional support
- Provide student choice as much as possible through the use of choice boards and/or instructional practices that increase student agency
- Provide multiple opportunities and modalities for students to demonstrate proficiency.

On-site	Hybrid	Remote
	<ul style="list-style-type: none"> ■ Build in time for small-group instruction while in-person to assess mastery of skills for reteach ■ Consider a flipped virtual presentation for reteaching previously taught skills 	<ul style="list-style-type: none"> ■ Assign online extension activities and/or video lessons for Tier II support

Tier III Instruction	Best Practice Expectations -- All Scenarios		
-----------------------------	--	--	--

- Utilize district-provided intervention programs and services that are specifically matched to the foundational skill

	<ul style="list-style-type: none"> deficit identified in the diagnostic data Review student assessment data to determine the foundational skill deficit Match the appropriate intervention with the foundational skill deficit Provide push-in or pull-out support depending on available staff in the building Monitor student progress (RTI) 		
	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> 1-on-1 Direct Instruction 	<ul style="list-style-type: none"> Provide 1-on-1 direct instruction when in-person; Use grouping to ensure qualified interventionists are meeting with groups of similar needs students when remote 	<ul style="list-style-type: none"> Use grouping to ensure qualified interventionists are meeting with groups of similar needs students
Electives Instruction	Best Practice Expectations -- All Scenarios		
	<ul style="list-style-type: none"> Adhere to all best practice expectations for Core, Tier I Instruction Engage with core area teachers to integrate/support priority standards where possible Manage materials, textbooks, supplies, and machinery specific to content area (Appendix C) Collaborate with PLC/HS Horizontal team to reflect on effective instruction and engagement 		
	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> Adhere to all on site expectations for Core, Tier I Instruction Facilitate community events where possible with performances, showcases, and open house style presentations for families & stakeholders 	<ul style="list-style-type: none"> Adhere to all Hybrid expectations for Core, Tier I Instruction Facilitate in-person or online/virtual events where possible with performances, showcases, and displays Provide materials (kits, DIY solutions, instrument check out, online textbooks, etc) to students who do not have access to materials to be successful 	<ul style="list-style-type: none"> Adhere to all Hybrid expectations for Core, Tier I Instruction Facilitate online or virtual events where possible with performances, showcases and displays Provide materials (kits, DIY solutions, instrument check out, online textbooks, etc) to students who do not have access to materials to be successful

Students with Identified Needs

Best Practice Expectations -- All Scenarios

On-site and Hybrid

Remote

- Identify the most vulnerable students academically and prioritize their needs based on school staff availability as well as written plans created through collaborative teams.
- Provide consistent services for groups of students (as allowed by health recommendations); if assigned staff is absent, refrain from consolidating groups as cross-contamination may occur.
 - Students with more specific needs or disabilities will need to have their specialized instruction covered in the most health conscious way possible. A plan that includes legal parameters will need to be implemented for this situation.
- Consider assigning school staff to specific grade levels for consistency in group contact; 1-2 grade levels (scheduling per weekly, bi-weekly, monthly).
- Small groups may exist via district conferencing platform(s) with students from multiple assigned classrooms (ex: 1a, 1b, Ka, Kc) as well as including students that may be participating at home in remote learning situations.
- Student behavior management and crisis situations:
 - Devise specific plans for students that are not able to access multiple locations within the building as program outlines (hotpass, scheduled breaks, sensory therapies, planned elopement, etc.).
 - Provide training for adults with any modified guidelines distributed through CPI and KSDE ESI due to 6 foot distancing and other health requirements.
- IEP teams will work to deliver services across learning environments, including onsite within general education, onsite within special education, and remote (online).
- Allow for student:adult contact as needed in case-by-case situations (hand-over-hand, sensory provision, etc.), practicing hand washing before and after contact/interaction.
- Buildings will need to individualize plans to utilize their human resources to meet the needs for students.
- Consider the use of an audible sound system as available per building.
- Copies of materials for each student, copy of textbooks for home use, while remote learning occurs.

- The Special Education department will provide updates based on state and federal requirements. Items below need to be addressed (please note this is not a comprehensive list):
 - Establish service provider contact and delivery methods. (Frequency and duration should align with the IEP unless IEP teams determine changes are necessary.
 - On-going collaboration with general education teachers ensuring accommodations and modifications are provided.
 - Provide outline of service delivery plan.
 - Definitions of how related staff supports students and teachers.
 - All services and supports are intended to support the child accessing the general education curriculum with their non-disabled peers to the maximum extent appropriate.
 - Provide a daily/weekly checklist with expectations and links.

Student Assessment & Grading Practices

- Guidance for working with a student who might have a constant runny nose, picks nose/skin, etc.
 - Core academic goals/competencies covered remotely through gen ed and IEP goals covered on-site to increase likelihood of learning/mastery and ability to progress monitor.
 - Academic IEP goals introduced and taught in the learning environment outlined by the IEP team in both remote and on-site learning opportunities.
 - Social and Behavior goals introduced on-site in the learning environment outlined by the IEP team, establish a rubric/feedback method for remote implementation.

 - Consider para expectations and roles for supporting students..
 - See Additional Special Education Re-Opening Considerations in [Appendix D](#)

 - Consider para expectations and roles for supporting students and families.
-
- Participation and Engagement
 - Build relationships
 - Structure time for students to talk
 - Use Informal assessments to gauge participation and engagement such as thumbs up/down, fist to five, circulating the classroom to ensure understanding
 - Communicate with parents/guardians when there is a lack of participation/engagement
 - Effective feedback and grading practices will promote high levels of student participation and engagement.
 - Feedback
 - Establish practice/procedures for providing effective feedback in both online and in-person
 - Timely feedback is provided to students on all assignments, tasks, activities, etc.
 - Does not always need to be a grade, (Example: Use rubrics feature in Canvas to provide feedback after developing the simplest necessary rubric as a PLC or department).
 - Use proficiency scales where available to track student progress
 - Provide weekly communication to students and parents
 - One comprehensive weekly report from Canvas
 - Minimize the number of emails sent to families
 - Parents can select more or fewer communications
 - Grading Practices
 - Focus on competencies and priority standards.
 - Assess more, grade less. It is not necessary to assign and grade work every day.

- Provide multiple opportunities and modalities for students to demonstrate proficiency and growth.
- Use proficiency scales where available to guide teaching and learning and to track student progress when available
- Share proficiency scales with students and parents
- Administer formative assessments regularly to monitor progress toward priority standards
- Administer summative assessments to evaluate proficiency of priority standards



IV. Social Emotional Support/Learning

Build Partnerships, deepen understanding, planning for SEL

Best Practice Expectations -- All Scenarios

- Prior to the start of the school year, identify students, parents, and teachers' concerns about transitioning back to school.
 - This can be done through building-level surveys (Google Forms) phone calls, etc.
- Ensure all staff are familiar with the process of identifying and referring Social and Emotional student and/or family concerns.
 - Communicate with Social Worker, Counselors, etc.
- Ensure Social Workers and Counselors have established protocols in place for contacting and working with Johnson County Mental Health and other outside organizations, resources, etc.
- Ensure all needed documents such as release of information forms are digital, fillable, and translated into Spanish for sharing.
- Continue to use and share the SMSD Parent Resources page.

Connect, heal and cultivate SEL competencies and capacities

Best Practice Expectations -- All Scenarios

- Reconnect
 - Team/community building activities
- Process emotions & experiences through building PD/staff meetings/PLCs
 - Create individual plans for on-going self-care
 - Ensure everyone knows available resources to support mental health issues, trauma, stress, etc.
- Reflect on what they have learned through building PD/staff meetings/PLCs
 - Share with each other learned strengths/weaknesses/fears in ourselves
 - What are new ways of facilitating learning
 - Identify where there might be disengagement and inequity & how we can better partner with parents/students
- Social Workers and Instructional Coaches will collaborate and assist staff on ways to further support students' SEL
 - Use community partners/paras/aides/SITE council to check-in regularly with small groups of families
 - Counselors, social workers, school psych, nurse, to connect with families before schools reopen and on-going during Hybrid learning
- Buildings must implement Professional Development designed to increase teacher knowledge and understanding of Social Emotional Learning and Trauma Informed Care
- Buildings must provide access to SECD Resources, Professional Development and Training for all staff:

- Social and Emotional Learning (SEL) for Educators; Professional Learning & Leading Collaborative (PLLC) @ Friday Institute
- Social Emotional Learning | SMSD
- Buildings should include mental health and wellness into Building Leadership Team (BLT) discussions. Continue to include SEL in building-based discussions.
- Ensure access to mental health and trauma supports for adults.
 - Continue to use and share the SMSD Parent Resources page.
 - Continue to use and share the SMSD Wellness Resources page.

Create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development

Best Practice Expectations -- All Scenarios

Prior to any instruction, establish connections with students.

- Incorporate Kansas Board of Education Social Emotional Standards throughout curriculum
 - Can be delivered through Advisory/TCB times, etc.
- Starting 1st quarter and continuing throughout the year, Building Leadership will work with Link Crew Leaders and/or Student Leadership Teams to develop lessons around SECD specifically for Freshmen
- Instructional Coaches will work with staff and ensure Social Emotional Learning is integrated across the curriculum
 - Building-based Instructional Coaches may already be developing/presenting this information during advisory times.
- Buildings will provide consistent and predictable routine as well as teaching flexibility for when things change.
- Buildings must respond to students from a trauma informed perspective and focus on learning rather than punishment, inclusion rather than exclusion and continue to proactively support the emotional and mental health needs of all students.

Use data to deepen relationships and continuously improve support for students, families & staff

Best Practice Expectations -- All Scenarios

- Prior to instruction, buildings should develop/distribute a survey for students and families to assess needs, concerns, level of comfort, etc.
- Families must be kept informed of resources and have a clear understanding of how to access school and community resources.
 - Continue to use and share the SMSD Parent Resources page.
- Use Panorama Survey data to look at school culture and climate, student wellness and student/teacher relationships.
- Provide students with leadership opportunities and a means to express their concerns, experience, etc.
 - Sources of Strength

- Small-Group Discussions
- Assignments with open-ended questions that allow students to elaborate
- Regularly request and receive feedback from students and develop plans for improvement
- Clubs
- Collect data around students who are disengaged and/or chronically absent (physically or virtually) and develop a plan to address
- Regularly review equity data around disproportionate discipline, attendance, academics, etc. communicate with students and families and develop solutions
- Diversity and Equity | SMSD



V. Schedule

Option 1 - In-Person Learning

On-site (Green)	Hybrid (Yellow)	Remote (Red)
<ul style="list-style-type: none">■ Normal schedule - all students in attendance running through their normal schedule■ All students in attendance daily at their home school or approved transfer school■ Students receive instruction from their teachers in the school building■ Health and safety precautions will be put in place for students in attendance including but not limited to: sanitizer, frequent hand washing, containment of students in home rooms, masks worn by staff and students, etc.	<ul style="list-style-type: none">■ Student completes learning tasks/online platforms on alternate days<ul style="list-style-type: none">○ District-wide PreK-12 allows all children within a family to follow the same attendance schedule, the student's assigned schedule will be based on the first letter of the last name of the oldest enrolled student within the family.■ M/T or W/Th attendance by last name/family consistent PreK-12<ul style="list-style-type: none">○ Students with last name* (A-L) attend on-site Monday and Tuesday and receive instruction remotely on Wednesday and Thursday.○ Students with last name* (M-Z) attend on-site Wednesday and Thursday and receive instruction remotely on Monday and Tuesday.■ Fridays - All students work remotely. Some students may work onsite in small groups on Fridays as determined by academic needs.■ On remote days, students must log into WebEx during Seminar time for teacher check in and complete attendance/activity log at the end of the day. (See Appendix E)■ On Fridays, students are expected to log into Canvas at the beginning of each period, meet with their teachers through	<ul style="list-style-type: none">■ Students receive instruction daily from teachers while at home.■ Additional daily connections with assigned certified building staff will be scheduled.■ Canvas platform will be a critical aspect of the remote learning environment.■ Students will receive daily direct instruction from their teacher(s) via WebEx and will utilize the Canvas platforms as well as district adopted resources and project based learning opportunities to master priority standards.■ Students are expected to log into Canvas at the beginning of each period, meet with their teachers through WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning. (See Appendix E)■ All SMSD Attendance Guidelines found in the Student Handbook must be followed.■ Schedule:

WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning.

- All SMSD Attendance Guidelines found in the [Student Handbook](#) must be followed.

■ **Schedule:**

Monday/Wednesday		
7:40-9:10	90	1st Period
9:15-10:45	90	2nd Period
10:50-12:50	90+30	3rd Period
	Lunch 1	L1: 10:50 - 11:15
	Lunch 2	L2: 11:20 - 11:45
	Lunch 3	L3: 11:50 - 12:15
	Lunch 4	L4: 12:25 - 12:50
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	4th Period

Monday/Wednesday		
7:40-9:10	90	1 st Period
9:15-10:45	90	2 nd Period
10:50-12:20	90	3 rd Period
12:20-12:50	30	Lunch
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	4 th Period

Tuesday/Thursday		
7:40-9:10	90	5 th Period
9:15-10:45	90	6 th Period
10:50-12:50	90	7 th Period
12:20-12:50	30	Lunch
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	Seminar

Tuesday/Thursday		
7:40-9:10	90	5th Period
9:15-10:45	90	6th Period
10:50-12:50	90+30	7th Period
	Lunch 1	L1: 10:50 - 11:15
	Lunch 2	L2: 11:20 - 11:45
	Lunch 3	L3: 11:50 - 12:15
	Lunch 4	L4: 12:25 - 12:50
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	Seminar

Friday Students work remotely		
7:40-8:30	50	1 st Period
8:35-9:25	50	2 nd Period
9:30-10:20	50	3 rd Period
10:25-11:15	50	4 th Period
11:20 - 12:10	50	5 th Period
12:15-12:40	25	Lunch
12:40-12:50	10	Seminar - TCB
12:55-1:45	50	6 th Period
1:50-2:40	50	7 th Period

Friday Students work remotely		
7:40-8:30	50	1 st Period
8:35-9:25	50	2 nd Period
9:30-10:20	50	3 rd Period
10:25-11:15	50	4 th Period
11:20 - 12:10	50	5 th Period
12:15-12:40	25	Lunch
12:40-12:50	10	Seminar - TCB
12:55-1:45	50	6 th Period
1:50-2:40	50	7 th Period

- Students with IEPs - case managers will need to look at minutes on IEP and adjust if needed depending on schedule.
- Resource teachers fill in minutes with reteaching, remediating, etc.

Option 2 - Remote Learning (Online ONLY Program)

Remote Learning (Online ONLY Program)

- Students of families selecting “Remote Learning” will remain enrolled at their homeschool, and Skyward will reflect enrollment in SMSD online school for the semester. (Parents/Families may opt to transition to Option 1 at the beginning of a new semester.)
- Students will be assigned to content-area teachers for each course and will remain in that class for the semester.
- Some elective courses may not be available with this option.
- Students grades, assessments, and attendance will be recorded at the students’ current home school.
- Highly qualified teachers and an administrator from across the district will serve students in the remote learning model and may not be from the student’s current/home school.
- Students will receive instruction daily from their remote learning teachers. ([See SMSD Video Expectations](#))
- Students may receive coursework/instruction through remote learning software.
- Students selecting remote learning will receive daily direct instruction from their teacher(s) via WebEx and will utilize the Canvas platforms as well as district adopted resources and project based learning opportunities to master priority standards.
- Students are expected to log into Canvas at the beginning of each period, meet with their teachers through WebEx at the designated time, and attendance will be taken at the beginning of EACH period the same as it is with in-person learning. ([See Appendix E](#))
- All SMSD Attendance Guidelines found in the [Student Handbook](#) must be followed.

Daily Schedule:

Monday/Wednesday		
7:40-9:10	90	1 st Period
9:15-10:45	90	2 nd Period
10:50-12:20	90	3 rd Period
12:20-12:50	30	Lunch
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	4 th Period

Tuesday/Thursday		
7:40-9:10	90	5 th Period
9:15-10:45	90	6 th Period
10:50-12:50	90	7 th Period
12:20-12:50	30	Lunch
12:55-1:05	10	Seminar - TCB
1:10-2:40	90	Seminar

Friday Students work remotely		
7:40-8:30	50	1 st Period
8:35-9:25	50	2 nd Period
9:30-10:20	50	3 rd Period
10:25-11:15	50	4 th Period
11:20 - 12:10	50	5 th Period
12:15-12:40	25	Lunch
12:40-12:50	10	Seminar - TCB
12:55-1:45	50	6 th Period
1:50-2:40	50	7 th Period

VI. Communication with Families and Community

Date	Teacher Communication	Parent Communication (English and Spanish)
June	<p>Message to all staff to communicate the following (sent from district):</p> <ul style="list-style-type: none"> Committee is currently working on a reopening plan that will be reviewed for feedback and then further reviewed for compatibility with KSDE, CDC/health department recommendations. Canvas is coming. <ul style="list-style-type: none"> Brief description of what it entails Share Intentional PD will be coming Shell lessons developed Survey to gauge teacher return preference 	<p>Message to families to communicate the following (sent from district):</p> <ul style="list-style-type: none"> Committee is currently working on a reopening plan that will be reviewed for feedback and then further reviewed for compatibility with KSDE, CDC/health department recommendations. Keep an eye out for important communication coming the first week of July to share updated information and also to collect information/feedback on some critical planning items. Summer food access reminder

		<ul style="list-style-type: none"> ■ Reminder that school offices are closed and important dates for the academic year to start. ■ Survey to gauge parent/student return preference
<p>Early- Mid July</p>	<p>Communication to be sent to all staff (sent from district) to communicate:</p> <ul style="list-style-type: none"> ■ Update on reopening plan development (share draft plan for feedback if appropriate) <ul style="list-style-type: none"> ○ Include as much information regarding safety measures/protocols to be put into practice as possible. ■ Determine how many teachers, support staff who do not feel comfortable returning to work - does HR need to send this? ■ Canvas - additional information regarding PD, - (Question - who will have access to Canvas - certified and classified) preview or login to the system if ready/possible. 	<p>Message to families (sent by district)</p> <ul style="list-style-type: none"> ■ Share possibilities of how school may look <ul style="list-style-type: none"> ○ On-Site ○ Hybrid ○ Remote Hybrid learning
<p>Late July- Early Aug.</p>	<p>Communication to be sent to all staff (sent from building principal - i.e. back-to-school communication) including:</p> <ul style="list-style-type: none"> ■ Sharing of finalized plans for reopening plan district created <ul style="list-style-type: none"> ○ Ensure that within the plan or in the communication of the plan instructional expectations and expectations as they relate to contractual obligations are expressly included ■ Safety measures/protocols in place ■ Canvas - updates on platform, additional information regarding professional learning and expectations for use. Priority of PD ■ Building PD/District PD - what does this look like (i.e. Instructional Fair - virtual?) ■ Include this information for any new staff members to whom you may be sending separate communication. 	<p>Survey to families</p> <ul style="list-style-type: none"> ■ Sent by building admin -same survey but sent by each school. District develops the general survey ■ Identify who is planning to return to home school or transferring school? - (transient pop. may increase and occur district wide when the "no eviction" law is removed) ■ Identify Internet access - (this may have changed if companies are not offering free any longer) ■ Identify any family hardships/concerns - what obstacles do families have i.e. health, food access, McKinney Vento, etc. <ul style="list-style-type: none"> ○ Reminder or additional mentions of this information in the Title I communications with families during the summer Title programming
<p>TBD</p>		<p>Survey to families</p>

		<ul style="list-style-type: none"> ■ Sent by building admin -same survey but sent by each school. District develops the general survey ■ Share specific format of school option of learning. Have parents identify <ul style="list-style-type: none"> ○ return school, ○ Hybrid, ○ remote only ■ If not returning, identify the reason: ie health, don't feel safe, etc. - If we know why they aren't planning on sending their child, we may be able to accommodate. ■ supplies needed at home if we go virtual
<p>TBD</p>		<p>District Information message:</p> <ul style="list-style-type: none"> ■ Share safety measures/protocols that will be in place. (Consider a district-produced video highlighting items in place - i.e. social distance signage, custodial sanitizing, plexiglass front office, availability of hand sanitizer, arrival/dismissal, any adjustments for lunch processes, etc.) ■ Send email, post on district & school website, social media, PTA
<p>Last week of July (When school offices reopen)</p>		<p>Building admin sends a video out to the community sharing the district plan as we move forward.</p> <p>District provided script for admins for continuity of message</p> <ul style="list-style-type: none"> ■ How will Social Emotional needs be addressed ■ Learning formats this year ■ Health update of the county
<p>Days before school begins in August (Est. August 5)</p>		<p>Video information to families - specific to school</p> <p>Principal intro to communication-District provides a script for principals to personalize but make sure the message is the same. Include school specifics:</p> <ol style="list-style-type: none"> 1. Morning drop off 2. Dismissal 3. Lunches/Breakfasts

		<ul style="list-style-type: none"> 4. School procedures 5. Social distancing <p>Teacher communication</p> <ul style="list-style-type: none"> ■ District provides a script for teachers to personalize but make sure the message is the same. ■ Welcoming, what their classroom instruction will look like, ■ Health information: (Shelby/JCHD) <ul style="list-style-type: none"> ○ Show how to wear a mask, why, care of a mask ○ Proper handwashing ■ Teacher details to personalize the message <p>(Note: The idea is that the principal video information is incorporated as an intro to the teacher video information.)</p>
<p>As a replacement for back to school/ information night 1-2 days before school starts. est.-Aug 10th</p>		<p>School Information message:</p> <ul style="list-style-type: none"> ■ Sent by building admin - District develops the general message ■ Canvas Platform <ul style="list-style-type: none"> ○ Family log in ○ Video tour of the program - district provided ■ Tech Support - what will this look like ■ Skyward - family access, all documents updated ■ Social Emotional needs - inform how this will be supported throughout the year - ongoing <ul style="list-style-type: none"> ○ Ongoing survey to support students and families with the trauma or needs they have
<p>Day before the first day of school.</p>		<p>Resend video of procedures - Sent by building admin</p> <ul style="list-style-type: none"> 1. Morning drop off 2. Dismissal 3. Lunches 4. School procedures
<p>Ongoing</p>	<p>Ongoing training and support for Canvas</p>	<p>Ongoing Training to families on Canvas - new families as they move in. Sent by building admin</p>

		<ul style="list-style-type: none"> ■ Canvas FAQ
		<p>Ongoing health updates and reminders</p> <ul style="list-style-type: none"> ■ Masks ■ Handwashing
Additional Communication Considerations	<p>In June, Student Services Department reaches out to Caring for Kids and other partners (i.e. cable providers) for possible support for student needs (Connect with Terry Geenens):</p> <ul style="list-style-type: none"> ■ Masks for children ■ Supplies for learning at home ■ Hot spot support (either funding for or if your church/organization would support being a location where families could access connectivity). <p>Building administrators also follow up/reach out with/to building partners during summer or upon return to school.</p>	
Key	*District developed or created	* Building principal responsibility

VII. Appendices

Appendix A: Q4 Priority Standard Recovery Planning Worksheet

Q4 Priority Standard Recovery Planning Worksheet

Q4 Priority Standard:		<input type="checkbox"/> Knowledge	<input type="checkbox"/> Performance Skills
		<input type="checkbox"/> Reasoning	<input type="checkbox"/> Product
What standard in my content needs students to know this?		What Quarter/Unit will I embed this in:	
		Instructional days needed:	
Student-friendly learning targets from Q4 Priority Standard <i>It is okay to focus only on the learning targets that are critical prerequisite knowledge for the standards in your content.</i>			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
Instructional Resources I will use to teach this Q4 Priority Standard: (include links to digital resources)			
Assessments - How will you determine if students have mastered the Q4 Priority Standard <i>Pre-Assessments, Checks for Understanding, Formative Assessments (include links to digital resources)</i>			

Appendix B: SMSD Weekly Learning Plans Template

SHAWNEE MISSION SCHOOL DISTRICT



Weekly Learning Plans

Course: _____

Dates: _____

Topic/Subject/Focus for the Week:

Learning objectives:

-

Learning Activities	Online Option	Offline Option
Instruction and Modeling		
Explore and Discuss		
Practice		
Product		
Reflect		

Availability for support/Office Hours:
 Link:
 Password:

Template concept derived from Nebraska Department of Education and Catlin Tucker

Appendix C: Specials Guidelines for In-Person Learning

Visual Art	<p><i>Students</i> Students should have time to wash their hands prior to, during, and following the art class to prevent the spread of the COVID-19 virus.</p> <p><i>Classrooms will have hand sanitizer stations installed as part of good “hand hygiene” procedures.</i></p> <p><i>Students should not eat or drink in the art classroom.</i></p> <p><i>Hand Hygiene</i> Given the large amount of supplies and surfaces that need to be cleaned in the art classroom, SMSD recommends a system of hand hygiene before and after class to prevent transmission of germs.</p> <p><i>While keeping art supplies clean between uses is important, good hand hygiene is more important. The reasoning is that COVID-19 is not spread through the skin, it is transmitted directly or indirectly through the eyes, nose and mouth.</i></p> <p><i>Using consumable, or single-use, art materials is another way to lower the risk of transmission of germs. If using shared supplies, increase hand hygiene and provide additional reminders for students to keep hands away from their mouth, nose and eyes.</i></p> <p><i>Seating</i> Shared tables & Seating should be arranged in accordance with social distancing guidelines.</p> <p><i>Supply Storage</i> Art projects should be stored in the art room, or lockers.</p> <p><i>Examples of Single-Use supplies</i> These can be used one time then kept by the student or thrown away.</p> <ul style="list-style-type: none">● Textiles● Paper● Craft Sticks● Canvas
-------------------	---

	<ul style="list-style-type: none"> ● Cotton swabs ● Chenille Stems ● Single-Use packaged clay and other items. ● Paint ● Yarn ● Clay (Individual use portion) <p><i>Examples of Repeat-Use supplies</i> <i>These items can be used more than once and need to be disinfected between each use.</i></p> <ul style="list-style-type: none"> ● Markers ● Pencils/ Colored Pencils ● Scissors ● Needles ● Knitting and Crochet Tools ● Paintbrushes ● Clay tools ● Photography equipment. <p><i>Transition Time</i> <i>Teachers should build-in time for students to wash their hands.</i> <i>Class start time and end times will need to be strictly adhered to.</i></p>
<p>Music</p>	<ul style="list-style-type: none"> ● <i>Social distancing guidelines should be followed as appropriate at the time. This may mean rearrangement of seating, or even moving the class to a larger space such as an auditorium or multi-purpose room for large ensembles.</i> ● <i>Staggered start or end to class may need to be implemented to get music or instruments to/from lockers.</i> ● <i>Checkout of lockers may need to be altered so that students are spread throughout the room.</i> ● <i>Sharing of instruments is discouraged, but if needed, students sharing instruments should be provided gloves for use while touching the instrument. Separate mouthpieces or bows should be provided to each student.</i> ● <i>Concerts may need to be virtual or limited attendance possibly using a smaller number of performance groups or staggered performances in the same night in order to limit the number of performers and audience.</i>

Physical Education

Feedback from HS PE:

I would agree with all suggestions below and add:

We should return to Our plan a few years back of movement and physical fitness as the main center of PE classes.

Much can be done social distancing wise like that. As well as prepare the kids for life after school.

If you do training units like throwing or kicking then all students need their own ball. Or an extended period with their own ball and then cleaned for the next person. Possibly # balls and assigned to a kid or kids.. Games such as Kickball and Softball may be included but on a limited basis. Clean the ball every out or something like that.

Weight rooms should work on full body movements and operate similarly to Ball training.. (Stay on one bar or area for an extended period of time and clean and go to the next lift or function.)

Nevertheless, More time for cleaning equipment is necessary.

Lockers need to be assigned to keep spacing in the locker room. If possible.

Gyms and Weight rooms or exercise rooms should be fumigated Nightly. Money should be allocated for more equipment as it will be necessary. Possibly class sets that rotate building to building week by week. Obviously cleaned before shipped.

All efforts should be to modify activities to avoid canceling Physical Education.

Students

- *Students should have time to wash their hands prior to and following the PE class to prevent the spread of the COVID-19 virus. Hand sanitizer is not a replacement for hand-washing.*
- *Students should not eat or drink in the gym.*

Keeping PE equipment free from contamination is just as important as hand washing.

- *Therefore, equipment must be cleaned between uses from one student to the next.*
- *For best practices, the CDC details proper cleaning methods [here](#).*
- *Limiting equipment use, to those that are easy to clean is the recommended way to protect students and teachers.*
- *Having a cleaning protocol in your gym, year-round is recommended, and now it is important to*

	<p><i>implement a continuous cleaning and disinfecting strategy. With these steps, we can all do our part to create safe learning spaces for our students.</i></p> <p><i>Considerations for the Physical Education Learning Environment</i></p> <ul style="list-style-type: none"> ● <i>Whenever possible, take the students outside for PE.</i> ● <i>Alternate schedule - minimize numbers of students in gymnasium, require social distancing of 6 Feet</i> ● <i>Plan activities that support social distancing-(Goal: 6 Feet)</i> ● <i>Reduce opportunities for close and/or physical contact.</i> ● <i>Games and sport activities that require close guarding and potential contact with another player should not be included.</i> ● <i>Provide lessons that include no contact activities and no or limited equipment</i> ● <i>Eliminate or limit the use of equipment when possible. Find creative ways for students to practice skills without equipment.</i> ● <i>If using equipment, students should be provided their own equipment for class/prohibit equipment sharing.</i> ● <i>Surfaces and all equipment used must be wiped down between each use to prevent the spread of the COVID-19 virus.</i> ● <i>It will take additional time to clean each item between classes.</i> <p><i>Below are some ways to manage cleaning of equipment:</i></p> <ul style="list-style-type: none"> ● <i>Have two sets of equipment 1.) a clean set and 2.) the set being used. At the end of class collect the used equipment in a bin to be cleaned and pass out the pre-cleaned equipment to the new group of students.</i> <p><i>Transition Time</i></p> <ul style="list-style-type: none"> ● <i>Build-in time for students to wash hands, and to clean and disinfect all surfaces and equipment.</i>
<p>Library</p>	<p><i>Students</i></p> <p><i>Students should have time to wash their hands prior to and following library class to prevent the spread of the COVID-19 virus. Hand sanitizer is not a replacement for hand-washing.</i></p> <p><i>Students should not eat or drink in the library.</i></p> <p><i>Keeping the library free from contamination is just as important as handwashing. Take note of high-traffic areas of the library. Use disinfectant wipes on tables, check-in and check-out stations, and other high-use</i></p>

materials in the library.

Limit library materials use to those essential items that are easy to clean in the recommended way to protect students and ourselves. Having a cleaning protocol in your library, year-round is recommended, and now it is important to implement a continuous cleaning and disinfecting strategy. With these steps, we can all do our part to create safe learning spaces for our students.

Library Learning Environment

Limit the amount of materials that students may touch, this includes limiting access to physical books. This may require students to make book choices prior to library time.

Limit the number of students in the library at one time. Plan activities that support social distancing - reduce opportunities for close and/or physical contact. Find creative ways for students to practice library skills. Surfaces and all materials used should be wiped down between each class to prevent the spread of the COVID-19 virus. It might take additional time to clean each item between classes.

***Use of Makerspace areas is not recommended at this time.*

Transition Time

Teachers should build-in time for students to wash hands, and to clean and disinfect all surfaces and materials.

Proposed Library Protocol

-Buffer time between classes to allow time for librarians to sanitize areas.

- Students and staff will wash hands before and after library class

-Only the librarian will check in and check out books

-Check in process for labeling bins with dates for quarantine books (check in then put in quarantine)

-Utilize the online catalog more to find books and put holds on books instead of browsing shelves

-Librarian will pull books for students; no student browsing of stacks

-Limiting checkout to one book per student (students will need to supplement with more ebook/audiobook options)

-Sanitizing all areas, especially high traffic areas

- If you have more than one entrance into the library, denote an exit and entrance to streamline student traffic

-Organize furniture to accommodate social distancing.

- No interlibrary loans will be processed at this time.

	<p><i>Library-on-a-cart</i></p> <p><i>To lower the risk of exposure through the use of community spaces contaminated community and library materials, another option might be that the librarian travels to regular classrooms and delivers instruction. Students would use their individual devices to place holds on books and search for e-books and databases.</i></p>
<p>School Gardens</p>	<p><i>Safe Gardening Measures</i></p> <ul style="list-style-type: none"> ● <i>Wash hands before and after gardening.</i> ● <i>Hand-sanitizer is not a replacement for hand-washing.</i> ● <i>Report garden activity to principal and custodian.</i> ● <i>Custodians will sanitize spigots, hoses, gates and other surfaces following garden activity.</i> ● <i>Sanitize garden tools following gardening.</i> ● <i>Do not eat or drink in the garden.</i> ● <i>Harvested produce may be sent home with students or donated “as is” to food banks.</i>
<p>Career & Technical Education</p>	<p><i>All CTE Areas:</i></p> <ul style="list-style-type: none"> ● <i>As much as possible, students should work in the same area of the classroom/lab with the same groupings each day.</i> ● <i>Sharing of supplies, tools, and equipment should be minimized.</i> ● <i>Time should be built into classroom routines for all tools, computer stations, work surfaces, etc., to be wiped down by students between users and at the end of each class period. For best practices, the CDC details proper cleaning methods here.</i> <p><i>School-Based Enterprises (school stores, coffee shops, etc.):</i></p> <ul style="list-style-type: none"> ● <i>Students operating school-based enterprises should receive training on CDC Guidelines for Food Retail Workers prior to the opening of the SBE.</i> ● <i>Physical dividers should be in place at any customer service station.</i> ● <i>Individuals waiting for service should follow social distancing guidelines, including signage as reminders.</i> ● <i>Cash transactions are discouraged.</i> <p><i>Work-Based Learning (internships, job shadows, etc.):</i></p> <ul style="list-style-type: none"> ● <i>Staff will review business partner protocols for maintaining a safe environment prior to students participating in work-based learning experiences.</i> ● <i>Opportunities for virtual work-based learning and client projects will be encouraged.</i>

Appendix D: SMSD Special Education Considerations for Re-Opening Schools

SHAWNEE MISSION SCHOOL DISTRICT



SPED Low Incidence RE-OPENING Considerations

	On-site	Hybrid	Remote
Specially Designed Instruction in General Education Setting	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.) <p>Instruction Materials:</p> <ul style="list-style-type: none"> ■ Computerized versions of instructional materials ■ Copies of materials for each student ■ Specials Classrooms - need for additional PPE/sanitizing materials 	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.) <p>Instruction On-site Learner Materials:</p> <ul style="list-style-type: none"> ■ Computerized versions of instructional materials ■ Copies of materials for each student onsite ■ Specials Classrooms - need for additional PPE/sanitizing materials <p>Online Learner Materials:</p> <ul style="list-style-type: none"> ■ Pre-recorded and/or live stream class lessons for online learners. (Specific times with daily links for ease of access). Possible use of paras to record lessons for 	<p>Instruction Materials:</p> <ul style="list-style-type: none"> ■ One format/platform for curriculum -- Canvas implementation ■ Consistent weekly schedule ■ Pre-recorded and/or live stream class lessons for online learners. (Specific times with daily links for ease of access). Possible use of paras to record lessons for student access

	<p>Schedules & Routines</p> <ul style="list-style-type: none"> ■ Schedule of SPED students inclusion into GenEd ■ Same trained team support per student for entire day (to reduce exposure in classrooms of extra personnel) ■ Restroom breaks - scheduled with limited students at one time. ■ Provide extra time for transitions <p>Training/PD</p> <ul style="list-style-type: none"> ■ Staff, student and parent training on Canvas platform 	<p>student access</p> <ul style="list-style-type: none"> ■ Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide <p>Schedules & Routines</p> <ul style="list-style-type: none"> ■ Schedule of SPED students inclusion into GenEd ■ Same trained team support per student for entire day (to reduce exposure in classrooms of extra personnel) ■ Restroom breaks - scheduled with limited students at one time. ■ Provide extra time for transitions ■ Minimize schedule changes for consistency and access for online learners. <p>Training/PD</p> <ul style="list-style-type: none"> ■ Staff, student and parent training on Canvas platform ■ Use of videos/video modeling for system use and lesson completion guide 	<ul style="list-style-type: none"> ■ Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide <p>Schedules & Routines</p> <ul style="list-style-type: none"> ■ Minimize schedule changes for consistency and access for online learners <p>Training/PD</p> <ul style="list-style-type: none"> ■ Staff, student and parent training on Canvas platform ■ Use of videos/video modeling for system use and lesson completion guide
<p>Specially Designed Instruction in Special Education Setting</p>	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ Robust system and schedule for sanitizing materials learning environment. ■ Disposal and appropriate 	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ Robust system and schedule for sanitizing materials learning environment. ■ Disposal and appropriate 	

containers for bowel movements/incontinence materials (diaper genie, closed trash can, etc).

- Environmentally and student friendly cleaners
- Guidance for working with a student who might have a constant runny nose, etc.
- Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.)

Instruction

Materials:

- Individual student materials
- Work boxes/Vocational tasks: modify routine for individual students to have the same materials for a set time (week), sanitize, rotate.
- Printed versions for ULS based on need (i.e., visual impairment)
- Establish sanitation protocol for materials utilized within student homes.

containers for bowel movements/incontent materials (diaper genie, closed trash can, etc).

- Environmentally and student friendly cleaners
- Guidance for working with a student who might have a constant runny nose, etc.
- Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.)

Instruction

On-site LearnerMaterials:

- Individual student materials
- Work boxes/Vocational tasks: modify routine for individual students to have the same materials for a set time (week), sanitize, rotate.
- Printed versions for ULS based on need (i.e., visual impairment)
- Establish sanitation protocol for materials utilized within student homes.

Remote Learner Materials:

- One format/platform for curriculum and one for video conferencing used by all for ease of use to staff/students/home. (Canvas)
- Consistent weekly schedule
- Pre-recorded and/or live stream class lessons for online learners. Possible use of paras to record

Instruction

Materials:

- One format/platform for curriculum -- Canvas implementation
- Consistent weekly schedule
- Pre-recorded and/or live stream class lessons for online learners. Possible use of paras to record lessons for student access
- Video modeling of learning routines and skills
- Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide
- Learning Kits: check out system to distribute, track and rotate instructional materials for home use (i.e., manipulatives, workbook systems, etc.)
- Need for consistent back and forth dialogue with parents

Schedules/Routines

- Schedule for SPED students to join with gen ed students
- Teacher rotation for room changes (instead of students rotating classrooms) for classrooms who rotate/group for lessons
- Positional schedules for students that require repositioning
- Viable transportation for CVI's
- Alternate locations for bathroom breaks or toileting
- Locations of changing tables and restrooms
- Having nursing care come to the classrooms instead of the student leaving the classroom
- Lunch schedule for eating in cafeteria and/or classroom - ensure staff duty free lunch

- lessons for student access
- Video modeling of learning routines and skills
- Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide
- Learning Kits: check out systems to distribute, track and rotate instructional materials for home use (i.e., manipulatives, workbox systems, etc.)
- Establish effective communication plan home to school

On-site Learner Schedules/Routines

- Schedule for SPED students to join with gen ed students
- Teacher rotation for room changes (instead of students rotating classrooms) for classrooms who rotate/group for lessons
- Positional schedules for students that require repositioning
- Viable transportation for CVI's
- Alternate locations for bathroom breaks or toileting
- Locations of changing tables and restrooms
- Having nursing care come to the classrooms instead of the student leaving the classroom
- Lunch schedule for eating in cafeteria and/or classroom -

Schedules & Routines

- Minimize schedule changes for consistency and access for online learners
- Video modeling of learning routines and skills
- Scheduled communication with parents/home
- Daily schedule to include related service providers
- Staggering class times throughout the day, sign up on a google doc for sessions, record live sessions when unavailable to attend live

Other instructional Considerations:

- Paras need devices/training
- Access to printers
- Teacher access to classrooms for lessons
- Ensuring connections with paras and student/family
- Obtain feedback from parent on what is/is not working

	<p>Training/PD</p> <ul style="list-style-type: none"> ■ Training paras to work with each student ■ Sanitizing procedures ■ Diapering, Food preparation and student feeding ■ Staff, student and parent training on Canvas platform <p>Homebound Students</p> <ul style="list-style-type: none"> ■ Establish guidelines for teacher/therapists <p>Community Based Instruction</p> <ul style="list-style-type: none"> ■ Ongoing plans are being developed for services that occur within the community and/or within other agencies. 	<p>ensure staff duty free lunch</p> <ul style="list-style-type: none"> ■ Minimize schedule changes for consistency and access for online learners. <p>On-site Learner Training/PD</p> <ul style="list-style-type: none"> ■ Training paras to work with each student ■ Sanitizing procedures ■ Diapering, Food preparation and student feeding <p>Online Learner Training/PD</p> <ul style="list-style-type: none"> ■ Staff, student and parent training on Canvas platform ■ Parent training/modeling of instructional routines <p>Homebound Students</p> <ul style="list-style-type: none"> ■ Establish guidelines for teacher/therapists <p>Community Based Instruction</p> <ul style="list-style-type: none"> ■ Ongoing plans are being developed for services that occur within the community and/or within other agencies. 	<p>Training/PD</p> <ul style="list-style-type: none"> ■ Staff, student and parent training on Canvas platform ■ Parent training/modeling of instructional routines <p>Homebound Students</p> <ul style="list-style-type: none"> ■ Guidelines for teacher/therapists in the home <p>Homebound Students</p> <ul style="list-style-type: none"> ■ Establish guidelines for teacher/therapists <p>Community Based Instruction</p> <ul style="list-style-type: none"> ■ Ongoing plans are being developed for services that occur within the community and/or within other agencies.
<p>Accommodations</p>	<ul style="list-style-type: none"> ■ Learning areas and materials 	<ul style="list-style-type: none"> ■ Learning areas and materials 	<ul style="list-style-type: none"> ■ Scheduled time slots during the

	<ul style="list-style-type: none"> sanitized more frequently Additional materials and resources needed for individual use Vision impairment -additional materials for individual use 	<ul style="list-style-type: none"> sanitized more frequently Additional materials and resources needed for individual use Vision impairment -additional materials for individual use Daily/Weekly Checklist/Visual of schedule (What to expect each day) Accessibility features of the iPad and Macbook Open and constant communication with teachers to ensure accommodations are being met. Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template 	<ul style="list-style-type: none"> day for related service providers to provide treatment outside of the 'core class' schedule template Provide paper copies, binders of materials to students Visual Schedule for the week to students/parents Daily Checklist with expectations and links Accessibility features of the iPad and Macbook Open and constant communication with teachers to ensure accommodations are being met.
<p>Modifications</p>	<ul style="list-style-type: none"> Modify current instructional routines of shared materials to individual systems Manipulatives and materials for each student 	<p><u>On-site Learners:</u></p> <ul style="list-style-type: none"> Modify current instructional routines of shared materials to individual systems Manipulatives and materials for each student <p><u>Remote Learners:</u></p> <ul style="list-style-type: none"> Access to instruction live or prerecorded Instruction individualized to align with materials/resources currently in the home (check out system rotation schedule) Sending home videos Exchange system to share materials across classroom 	<ul style="list-style-type: none"> Learning kit to include manipulative and materials for each child Check out system for supplies Sending home videos

<p>Electives Instruction</p>	<ul style="list-style-type: none"> ■ Participation in a separate class setting using pre-recorded or live stream ■ Teacher/Paras participating alongside students in lesson <p>Music Therapy/Adaptive PE:</p> <ul style="list-style-type: none"> ■ Additional musical instruments for individual student use ■ Sanitization plan ■ Consider virtual MT with class instruments 	<p><u>On-Site Learners:</u></p> <ul style="list-style-type: none"> ■ Participation in a separate class setting using pre-recorded or live stream ■ Teacher/Paras participating alongside students in lesson <p>Music Therapy/Adaptive PE:</p> <ul style="list-style-type: none"> ■ Additional musical instruments for individual student use ■ Sanitization plan ■ Consider virtual MT with class instruments <p><u>Remote Learners:</u></p> <ul style="list-style-type: none"> ■ Participation using live stream or prerecorded lesson 	<ul style="list-style-type: none"> ■ Live stream or prerecorded lessons
<p>Related Service</p>	<ul style="list-style-type: none"> ■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines (i.e., only group students in same classroom) 	<p><u>On-Site Learners:</u></p> <ul style="list-style-type: none"> ■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines (i.e., only group students in same classroom) ■ Consideration of virtual access to related provider if student is on-site only part-time (due to itinerant provider schedule/travel) <p><u>Remote Learners:</u></p> <ul style="list-style-type: none"> ■ Virtual therapy platform ■ Dropbox or area for material sharing ■ Schedule considerations ■ Group therapy guidelines; addressing confidentiality 	<ul style="list-style-type: none"> ■ Virtual therapy platform ■ Dropbox or area for material sharing ■ Schedule considerations ■ Group therapy guidelines; addressing confidentiality ■ What equipment can be sent home- standers, chairs, walkers, etc (that belong to district)

		<p>Additional Considerations:</p> <ul style="list-style-type: none"> ■ Prioritization and/or modification when traveling to multiple schools and student attends on-site part time/irregularly ■ Schedule to accommodate student grouping 	
<p>Progress Monitoring</p>	<ul style="list-style-type: none"> ■ Frequent communication with parent/home on student progress ■ Data collection in person 	<p><u>On-site Learners:</u></p> <ul style="list-style-type: none"> ■ Frequent communication with parent/home on student progress ■ Data collection in person <p><u>Remote Learners:</u></p> <ul style="list-style-type: none"> ■ Frequent and scheduled communication with parent/home on student progress ■ Data on student response during live stream lessons/participation ■ Provide parents with models/guides to take data on student performance ■ Use canvas for parent-school communication - set of specific questions for parents to answer ■ Parents video students completing tasks ■ System for obtaining observation and evaluation information; especially for those in evaluation process 	<ul style="list-style-type: none"> ■ If/When student is onsite, collect data in person ■ Frequent and scheduled communication with parent/home on student progress ■ Data on student response during live stream lessons/participation ■ Provide parents with models/guides to take data on student performance ■ Use canvas for parent-school communication - set of specific questions for parents to answer ■ Parents video students completing tasks ■ System for obtaining observation and evaluation information; especially for those in evaluation process
<p>Additional Considerations</p>	<ul style="list-style-type: none"> ■ Additional prep time to prepare materials to allow for each student to have their own 	<ul style="list-style-type: none"> ■ Additional prep time to prepare materials to allow for each student to have their own materials 	<ul style="list-style-type: none"> ■ Additional prep time to prepare materials to allow for each student to have their own

- materials
- Establish sanitation protocol and log
- Consideration for additional para support per classroom
- Consider schedule shared plan time for centralized teachers for planning and developing materials
- Additional materials for individual student needs (sensory items, seating, mats, etc.)

- Keep in mind student sleeping patterns and family schedules. Not all will be available to participate in scheduled live sessions and recorded lesson access is needed
- Scheduled opportunities to meet face to face with parents regardless of on-site vs online
- Online students will need another person to help them access and engage in learning
- Will alternate platforms still be in use (Seesaw, Google Classroom, Schoology) and impact on students, families, providers
- District guidelines to schedule both on-site and online therapy services to students
- Consider scheduled shared plan time/PLC for centralized teachers district-wide for planning and developing materials
- Extra communication support for ELL families
- Specific schedule for special ed and related services outside of core/gen ed instruction
- Place for parents/staff/students to ask and answer questions to reduce email
- Document with all certified staff contact information easily accessible to family
- Additional materials for individual student needs (sensory items, seating, mats, etc.)

- materials
- Online students will need another person to help them access and engage in learning
- Keep in mind student sleeping patterns and family schedules. Not all will be available to participate in scheduled live sessions and recorded lesson access is needed
- Scheduled opportunities to meet face to face with parents
- The less work for the parents, the happier they were during school closure services
- Consider scheduled shared plan time/PLC for centralized teachers district-wide for planning and developing materials
- Extra communication support for ELL families.
- Specific schedule for special ed and related services outside of core/gen ed instruction
- Place for parents/staff/students to ask and answer questions to reduce email
- Document with all certified staff contact information easily accessible to family

SHAWNEE MISSION SCHOOL DISTRICT



SPED High Incidence RE-OPENING Considerations

	On-Site	Hybrid	Remote
Specially Designed Instruction in General Education Setting	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival <p>Instruction Materials</p> <ul style="list-style-type: none"> ■ Copies of materials for each student ■ Co-taught classes for support ■ Para support if needed ■ Provide accommodations & modifications as written in the IEP 	<p>PPE & Environment</p> <ul style="list-style-type: none"> ■ Partitions, tables, and/or floor markings for separate work spaces ■ Face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival onsite <p>Instruction Materials</p> <p>On-site Learner Materials</p> <ul style="list-style-type: none"> ■ Computerized versions of instructional materials ■ Copies of materials for each student onsite ■ IEP teams will work to deliver services across learning environments, including onsite within general education, onsite within special education, and remote (online). ■ Different levels of books and 	<p>Instruction Materials</p> <ul style="list-style-type: none"> ■ Daily video instruction/lecture (Specific times with daily links for ease of access) ■ Access to gen ed materials and resources used in class ■ Role of co-teacher - opportunities for collaboration and ensuring accommodations/modifications ■ Consider para expectations and

Schedules & Routines

- Clear Written/Visual expectations Rules/Guidelines (where to walk, mask expectations, ect.) This includes hallways/bathroom/MPR expectations and rules.
- Consistent schedules daily so students know when they are to be in the Gen Ed setting and for how long.
- Make sure the student and case manager have all accounts and

materials to ensure more independent learning

Remote Learner Materials

- Pre-recorded and/or live stream class lessons for online learners. Possible use of paras to record lessons for student access
- Use of videos/video modeling for system use and lesson completion guide
- IEP teams will work to deliver services across learning environments, including onsite within general education, onsite within special education, and remote (online).
- Consider para expectations and roles for supporting students and families
- Different levels of books and materials to ensure more independent learning
- Regular face-to-face instruction to aid in social learning where appropriate
- Parameters for what the school day should look like for students

Schedules & Routines

- Same para/adult support with student for entire day (to reduce exposure in classrooms of extra personnel)
- Restroom breaks - scheduled with limited students at one time
- Minimize schedule changes for

roles for supporting students and families

- Different levels of books and materials to ensure more independent learning
- Regular face-to-face instruction to aid in social learning, when appropriate
- Parameters for what the school day should look like for students

Schedules & Routines

- Minimize schedule changes for consistency and access for online learners

	<p>passwords set up for all programs needed for use in the classroom.</p> <ul style="list-style-type: none"> Restroom breaks - scheduled with limited students at one time Provide extra time for transitions 	<p>consistency and access for online learners</p> <p>Training/PD</p> <ul style="list-style-type: none"> Staff, student, and parent training on Canvas platform Use of videos/ video modeling for system use and lesson completion guide 	<p>Training/PD</p> <ul style="list-style-type: none"> Staff, student, and parent training on Canvas platform Use of videos/video modeling for system use and lesson completion guide
<p>Specially Designed Instruction in Special Education Setting</p>	<p>PPE & Environment</p> <ul style="list-style-type: none"> Partitions, tables, and/or floor markings for separate work spaces System and schedule for sanitizing materials and learning environment Guidance for working with a student who might have a constant runny nose, or picks skin, etc. Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) Procedure for students who do not have a mask upon arrival <p>Instruction Materials</p> <ul style="list-style-type: none"> Small group instruction 	<p>PPE & Environment</p> <ul style="list-style-type: none"> Partitions, tables, and/or floor markings for separate work spaces System and schedule for sanitizing materials and learning environment Guidance for working with a student who might have a constant runny nose, or picks skin, etc. Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) Procedure for students who do not have a mask upon arrival <p>Instruction Materials</p> <p>On-Site Learner Materials</p>	<p>PPE & Environment</p> <p>Instruction Materials</p> <ul style="list-style-type: none"> Daily video instruction/lecture

- 1:1 instruction
- Individual sets of student materials and supplies
- Provide accommodations & modifications as written in the IEP

Schedules & Routines

- Extra time for transitions
- Visuals in the hallways/bathrooms, classrooms, of expectations
- Lunch schedule for eating in cafeteria and/or classroom; ensure staff duty free lunch

Training/PD

- Training paras to work with students
- Sanitizing procedures

- IEP teams will work to deliver services across learning environments, including onsite within general education, onsite within special education, and remote (online).
- Social and Behavioral Goals introduced in learning environment outlined by the IEP team, establish rubric/feedback method for off site implementation

Online Learner Materials

- Use of videos for lessons
- Online small groups for lessons

Schedules & Routines

- Daily/Weekly checklist/schedule (What to expect each day)
- Lunch schedule for eating in cafeteria and/or classroom; ensure staff duty free lunch

Training/PD

- Training paras to work with students
- Sanitizing procedures
- Staff, student, and parent training on Canvas platform

Homebound Students

- Establish guidelines for

- (Specific times with daily links for ease of access)
- Daily video check in with case manager -Prep for day and review of what needs to be done
 - Online Social Groups
 - Use of videos for lessons
 - Online small groups for lessons

Schedules & Routines

- Schedule for the week to students/parents
- Daily/Weekly checklist with expectations and links
- Schedule communication with parents/home

Training/PD

- Staff, student, and parent training on Canvas platform

	<p>Homebound Students</p> <ul style="list-style-type: none"> Establish guidelines for teacher/therapists <p>Community Based Instruction</p> <ul style="list-style-type: none"> Ongoing plans are being developed for services that occur within the community and/or within other agencies. <p>Gifted</p> <ul style="list-style-type: none"> Ongoing plans being developed 	<p>teacher/therapists</p> <p>Community Based Instruction</p> <ul style="list-style-type: none"> Ongoing plans are being developed for services that occur within the community and/or within other agencies. <p>Gifted</p> <ul style="list-style-type: none"> Ongoing plans being developed 	<p>Homebound Students</p> <ul style="list-style-type: none"> Establish guidelines for teacher/therapists <p>Community Based Instruction</p> <ul style="list-style-type: none"> Ongoing plans are being developed for services that occur within the community and/or within other agencies. <p>Gifted</p> <ul style="list-style-type: none"> Ongoing plans being developed
<p>Accommodations</p>	<ul style="list-style-type: none"> Extra time for transitions Visuals in the hallways/bathroom/MPR ect. Of expectations Individual sets of student materials and supplies 	<ul style="list-style-type: none"> Daily/Weekly Checklist/Visual of schedule (What to expect each day) Accessibility features of the iPad and Macbook Open and constant communication with teachers to ensure accommodations are being met. Instruction individualized to align with materials/resources currently in the home 	<ul style="list-style-type: none"> Provide paper copies, binders of materials to students Visual Schedule for the week to students/parents Daily Checklist with expectations and links Small group break out sections Accessibility features of the iPad and Macbook Daily/Weekly Learning Plan Open and constant communication with teachers to ensure accommodations are being met.
<p>Modifications</p>	<ul style="list-style-type: none"> Copy of Textbooks for home Provide academic modifications via Google Classroom, Canvas (?) 	<ul style="list-style-type: none"> Copy of Textbooks for home Provide academic modifications via Google Classroom, Canvas (?) 	<ul style="list-style-type: none"> Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed

	<p>or Schoology pertaining to Gen Ed lessons</p>	<p>or Schoology pertaining to Gen Ed lessons</p> <ul style="list-style-type: none"> ■ Motivation system that could be consistent across on-site and online schooling ■ Instruction individualized to align with materials/resources currently in the home 	<p>lessons</p> <ul style="list-style-type: none"> ■ Copy of Textbooks for home ■ Provide materials and family training on motivation system
Electives Instruction	<ul style="list-style-type: none"> ■ Clear Written/Visual expectations Rules/Guidelines ■ Teacher/paras participating alongside students in lesson 	<ul style="list-style-type: none"> ■ Access to lessons ahead of time in order to accommodate or modify ■ Teacher/paras participating alongside students in lesson 	<ul style="list-style-type: none"> ■ Access to lessons ahead of time in order to accommodate or modify
Related Service	<ul style="list-style-type: none"> ■ Limit group sizes for intervention or direct services to address ■ Video modeling of communication targets *speech and language unless face shields are needed and available. (plexiglass barriers?) ■ Add instruction to train students to use online format and activities. ■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines 	<ul style="list-style-type: none"> ■ Limit group sizes for intervention or direct services to address communication goals. ■ Small intervention groups- provide live intervention via video conference. ■ For students in specific programs, co-teach with the special education teacher in social skills/study skills class. ■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template. ■ Consideration and use of dynamic assessments to determine skills requiring direct intervention vs those that can be more easily supported virtually ■ Video modeling of communication targets unless face shields are needed and available. 	<ul style="list-style-type: none"> ■ Access to youtube or google classroom videos (ie music therapy, adaptive PE). ■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template. ■ Small intervention groups- provide live intervention via video conference. ■ Co-teach with the special education teacher during social skills or study skills live video classes. ■ Create intervention groups across schools particularly for social skills and social language. On-line classes developed for students to provide peer interaction opportunities. ■ Push in by working closely with general education teachers and

		<ul style="list-style-type: none"> Shared platforms with general education teachers. 	<p>joining live class sessions. Provide break out sessions during individual work class time to focus on specific skills. .</p> <ul style="list-style-type: none"> Provide caregiver guidance and training to carry out treatment strategies at home interactive tools (boom cards) developed and shared between providers. Video modeling of skills Shared communication platforms and repository of lessons and activities
<p>Progress Monitoring</p>	<ul style="list-style-type: none"> Progress monitor per IEP guidelines using research based tools. Assessment materials will need to be cleaned and sanitized or individual materials will need to be provided. Clear masks may be provided for SLP assessments, particularly around articulation and phonemic awareness progress monitoring. 	<ul style="list-style-type: none"> Progress monitor per IEP guidelines using research based tools When possible, provide assessments during on-site time to increase the likelihood of accurate assessment. Have parents video their student doing the task. Explore online formats to gather data. 	<ul style="list-style-type: none"> Students receive frequent feedback on assignments they submit, quick turnaround for grading to keep students motivated and engaged Students on camera via Webex during assessment to ensure for accurate results District platform for virtual academic progress monitoring? Parents may need to be trained or at least briefed on what the assessment is going to look like and the goals of the assessment so that they can support their student Canvas Platform: progress monitoring options and parent communications? Have parents video their student doing a task. Explore online formats to gather

			data.
--	--	--	-------

Additional Considerations	<ul style="list-style-type: none"> ■ Develop and implement practices for disinfecting and cleaning of manipulatives, toys, and games. ■ Teach/practice/explain why the new rules are in place. This might have to be daily at first for students who have difficulties with change. Establish sanitation protocols. 	<ul style="list-style-type: none"> ■ Flexible Scheduling ■ Create virtual motivation systems, train caregivers on how/when to deliver rewards, may need to deliver/provide tangible rewards for some students ■ Routines might be different each day and this can be difficult for our students who do not like change. ■ Keep in mind the family schedule. Not all will be available to participate in schedule live sessions and recorded lesson access is needed ■ Will alternate platforms still be in use (Google Classroom, Schoology) and impact on students, families, and providers 	<ul style="list-style-type: none"> ■ Flexible Scheduling (evenings and weekends) for working parents ■ Provide parent guidance and training on clarification of accoms/mods as needed; “parent support group” ■ Teletherapy tools for SLPs ■ Send bi-weekly? Academic progress, attendance and grades to student & Parental Unit ■ Incentives for students who are engaging ■ AAC use with iPad to engage in online platforms ■ Create virtual motivation systems, train caregivers on how/when to deliver rewards, may need to deliver/provide tangible rewards for some students
----------------------------------	---	---	---

Appendix E: SMSD Attendance Expectations

SHAWNEE MISSION SCHOOL DISTRICT



ATTENDANCE EXPECTATIONS 2020-2021

High School

[Option 1 In-person](#) | [Option 1 Hybrid](#) | [Option 1 Remote](#) | [Option 2 Remote](#)

Option 1: In-person / Hybrid / Remote

A) In-person Model- All students in person every day

Day	Hours	All Students
Monday	Regular Schedule	In person- attendance taken in Skyward
Tuesday	Regular Schedule	In person- attendance taken in Skyward
Wednesday	Regular Schedule	In person- attendance taken in Skyward
Thursday	Regular Schedule	In person- attendance taken in Skyward
Friday	Regular Schedule	In person- attendance taken in Skyward

B) Hybrid model- 2 days in person, 2 days at home, Friday's ALL remote

Day	Hours	A-Lamb	Lamc-Z
Monday	1st: 7:40-9:10 2nd: 9:15-10:45	In person- attendance taken in Skyward	Remote- Log into Canvas each hour. Log into WebEx with

	3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40		teacher during Seminar time. Submit attendance/ activity log at the end of the day.
Tuesday	5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40	In person- attendance taken in Skyward	Remote- Log into Canvas each hour. Log into WebEx with teacher during Seminar time. Submit attendance/ activity log at the end of the day.
Wednesday	1st: 7:40-9:10 2nd: 9:15-10:45 3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40	Remote- Log into Canvas each hour. Log into WebEx with teacher during Seminar time. Submit attendance/ activity log at the end of the day.	In person- attendance taken in Skyward
Thursday	5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40	Remote- Log into Canvas each hour. Log into WebEx with teacher during Seminar time. Submit attendance/ activity log at the end of the day.	In person- attendance taken in Skyward
Friday	1st: 7:40-8:30 2nd: 8:35-9:25 3rd: 9:30-10:20 4th: 10:25-11:15 5th: 11:20-12:10 Lunch: 12:15-12:40 Seminar TCB: 12:40-12:50 6th: 12:55-1:45	All students remote- login to WebEx at the beginning of every class period, attendance taken in Skyward.	

	7th: 1:50-2:40	
--	-----------------------	--

C) Remote model- all students learn remotely.

Day	Hours	All Students
Monday	1st: 7:40-9:10 2nd: 9:15-10:45 3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
Tuesday	5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
Wednesday	1st: 7:40-9:10 2nd: 9:15-10:45 3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
Thursday	5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.

Friday	1st: 7:40-8:30 2nd: 8:35-9:25 3rd: 9:30-10:20 4th: 10:25-11:15 5th: 11:20-12:10 Lunch: 12:15-12:40 Seminar TCB: 12:40-12:50 6th: 12:55-1:45 7th: 1:50-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
---------------	---	---

Option 2: Remote Only



Day	Hours	All Students
Monday	1st: 7:40-9:10 2nd: 9:15-10:45 3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
Tuesday	5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.

<p>Wednesday</p>	<p>1st: 7:40-9:10 2nd: 9:15-10:45 3rd: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 4th: 1:10-2:40</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>
<p>Thursday</p>	<p>5th: 7:40-9:10 6th: 9:15-10:45 7th: 10:50-12:50 (Lunch) Seminar TCB: 12:55-1:05 Seminar: 1:10-2:40</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>
<p>Friday</p>	<p>1st: 7:40-8:30 2nd: 8:35-9:25 3rd: 9:30-10:20 4th: 10:25-11:15 5th: 11:20-12:10 Lunch: 12:15-12:40 Seminar TCB: 12:40-12:50 6th: 12:55-1:45 7th: 1:50-2:40</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>

Appendix F: SMSD Video Expectations



Webex Video Expectations

- Webex is the preferred program used for video communication. [SMSD Webex Training Guide](#). *Due to Terms of Service, Zoom cannot be used with any user under the age of 16.*
- It is recommended that teachers access Webex Meetings or Teams through the Canvas LMS when holding meetings with students. ([See training guide for how to do this](#))
- Teachers should deliver instruction for 25-50% of the time, providing appropriate process breaks. Teachers should then have time for guided and independent practice.
- Each teacher should communicate their [student expectations for video conferencing](#) to start the school year. These should also be emailed or sent home.
- An agenda with objectives should be provided to students ahead of time.
- Teachers should communicate when meetings will occur in advance so that students can plan for attendance. The “recurring meeting” feature can be set up in Canvas to support this communication.
- Teachers should have parent/guardian permission before holding 1:1 video conferencing with a student.

- Teachers may record non-confidential video meetings with classes. These recordings can be shared through Canvas only and not posted to Youtube or other streaming services. Teachers should announce they are recording a session to give students or families an opportunity and option to mute and turn off their video to protect privacy.
- Student grades/points should not be based upon eye contact or video participation. Students should not be penalized for not turning on their video.
- To protect student privacy at home, they may be encouraged to use a virtual background with Webex on a mobile device. (Virtual background is not possible at this time on the Macbook). Some students may not be comfortable sharing their living space with their peers or teachers.
- Students may use bitmoji or school photos in place of their video.
- Remember bandwidth and reliable internet will vary by household. Give grace and flexibility. Offer alternative ways for students to participate.
- Use of virtual tools that are vetted by the district to allow for alternative ways for student participation other than audio/video. (See List [HERE](#). If you would like to submit a program/site/app to the app committee, please submit via help ticket).

Read More Here: <https://www.techlearning.com/how-to/how-to-teach-digital-citizenship>



Student Webex Video Expectations

- Webex will be the preferred program used for video communication. [Webex Meetings Student Quick Start PDF](#)
- Do not record, screenshot or download any video conferencing to protect student privacy.
- Select a workspace that is private enough to focus, but where parents can supervise.
- Be punctual to class conferences.
- Be respectful to others in the meeting through video, chat or other communications.
- Participate in the meetings through either audio, video, or interactive tools the teacher uses.
- Mute your microphone when you are not speaking.

If you have technical issues with Webex, please file a help ticket.



Parent Information: Webex Video Expectations

Webex will be the preferred program used for video communication between teachers, students. [Webex FAQ for Parents](#)

Parents/guardians should be aware of what may be heard/seen during the students' use of video conferencing. Students should work in a space that is private enough to concentrate on their lesson, but also where parents can supervise.

Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions in order to protect student privacy.

If you have technical issues with Webex, please file a help ticket with ICT.

Appendix G: Getting Started with Canvas for Parents/Families

[Click to get started on the SMSD website Canvas homepage.](#)



What is Canvas?

Canvas is a learning management system that allows SMSD teachers, parents, and students to access and manage learning in a digital environment. It allows educators to create and present online learning materials and assess student learning, and students to engage in courses and receive feedback about their learning progression.

