

# SHAWNEE MISSION SCHOOL DISTRICT



## MIDDLE SCHOOL PLAN FOR REOPENING SCHOOLS

### TABLE OF CONTENTS

<b>I. Middle School Learning Options 2020-2021</b>	<b>3</b>
<b>II. Non-Instructional Expectations and Procedures</b>	<b>4</b>
Social Distancing Considerations	4
Arrival	4
Dismissal	5
Transitions	5
Restrooms	6
Cafeteria/Lunch/Breakfast	6
Classroom	7
Drills	8
Attendance	8
Remote Help Desk	9
Equity & Inclusion Considerations	9
<b>III. Instructional Expectations</b>	<b>10</b>
Core, Tier I Instruction	10
Tier II Instruction	11
Tier III Instruction	12
Electives Instruction	12
Students with Identified Needs	13
Student Assessment	14
<b>IV. Social Emotional Support/Learning</b>	<b>14</b>
Build Partnerships, deepen understanding, planning for SEL	15
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	17
Use data to deepen relationships and continuously improve support for students, families & staff	18
<b>V. Schedule</b>	<b>19</b>
<b>VI. Communication with Families and Community</b>	<b>23</b>
<b>VI. Appendices</b>	<b>29</b>
Appendix A: Q4 Priority Standard Recovery Planning Worksheet	29
Appendix B: Specials Guidelines for In-Person Learning	30
Appendix C: SMSD Special Education Considerations for Re-Opening Schools	34
Appendix D: SMSD Attendance Expectations	53
Appendix E: SMSD Video Expectations	59
Appendix F: Getting Started with Canvas for Parents and Families	63

## 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. Middle School Learning Options 2020-2021

## Option 1: In-Person Learning

**If you choose 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 Program)

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 selecting remote learning will remain with this option until the end of the first semester.**

## II. Non-Instructional Expectations and Procedures

<b>Social Distancing Considerations</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<p>Strict adherence to social distancing cannot be guaranteed in this model.</p> <p>Masks required of all students, staff, and visitors. We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks, temperature checks, and hand sanitation.</p>	<p>Strict adherence to social distancing will be possible in this model.</p> <p>Masks required of all students, staff, and visitors. We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks, temperature checks, and hand sanitation.</p>	<p>Strict adherence to social distancing will be possible in this model.</p>
<b>Arrival</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ Contract time is 8:05 for staff members...doors open at 8:20 instead of 8:05</li> <li>■ All Entrances/Exits open and identified for students which to enter</li> <li>■ Release students from busses one bus at a time.</li> <li>■ Kids to locker and then straight to first classroom</li> <li>■ Classified staff flex to cover/supervise when teachers have meetings</li> <li>■ Staggered Schedule for car/vehicle arrivals:               <ul style="list-style-type: none"> <li>○ A-F arrive at 8:20</li> <li>○ K-P arrive at 8:30</li> </ul> </li> </ul>	<p>For onsite days:</p> <ul style="list-style-type: none"> <li>■ Contract time is 8:05 for staff members...doors open at 8:20 instead of 8:05</li> <li>■ All Entrances/Exits open and identified for students which to enter</li> <li>■ Release students from busses one bus at at time.</li> <li>■ Kids to locker and then straight to first classroom</li> <li>■ Classified staff flex to cover/supervise when teachers have meetings</li> <li>■ Staggered Schedule for car/vehicle arrivals (can be modified for any of the Hybrid</li> </ul>	<p>N/A</p>

	<ul style="list-style-type: none"> <li>○ Q-Z arrive at 8:40</li> <li>■ Busses empty as they arrive in coordination with building administration</li> <li>■ Signage and/or other delineation regarding where to stand if waiting outside building</li> <li>■ Principals have the authority to deviate from these guidelines in the event of adverse conditions.</li> </ul>	<p>options above);</p> <ul style="list-style-type: none"> <li>○ Ex. MW Classes <ul style="list-style-type: none"> <li>■ A-D arrive at 8:20</li> <li>■ E-H arrive at 8:30</li> <li>■ I-L arrive at 8:40</li> </ul> </li> <li>○ Ex. T/TR <ul style="list-style-type: none"> <li>■ M-O arrive at 8:20</li> <li>■ P-R arrive at 8:30</li> <li>■ S-Z arrive at 8:40</li> </ul> </li> <li>■ Busses empty as they arrive in coordination with building administration</li> <li>■ Signage and/or other delineation regarding where to stand if waiting outside building</li> </ul>	
<b>Dismissal</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ Stagger dismissal</li> <li>■ Bus students to bussing area <ul style="list-style-type: none"> <li>○ A-J dismiss at 3:40</li> <li>○ K-P dismiss at 3:45</li> <li>○ Q-Z dismiss at 3:50</li> </ul> </li> <li>■ Separate car loop and bus area, if possible</li> <li>■ Parent early pick-up - same process as normal</li> </ul>	<ul style="list-style-type: none"> <li>■ Stagger dismissal</li> <li>■ Bus students to bussing area <ul style="list-style-type: none"> <li>○ A-D or M-O dismiss at 3:40</li> <li>○ E-H or P-R dismiss at 3:45</li> <li>○ I-L or S-Z dismiss at 3:50</li> </ul> </li> <li>■ Separate car loop and bus area, if possible</li> <li>■ Parent early pick-up - same process as normal</li> </ul>	N/A
<b>Transitions</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ One-way hallways/stairwells where possible</li> <li>■ Designate Flow of Traffic (arrows on wall/floor)</li> <li>■ Monitor hallways for social distancing</li> </ul>	<ul style="list-style-type: none"> <li>■ One-way hallways/stairwells where possible</li> <li>■ Designate Flow of Traffic (arrows on wall/floor)</li> <li>■ Monitor hallways for social distancing</li> </ul>	N/A

	<ul style="list-style-type: none"> <li>■ Student wear masks in hallways</li> <li>■ Allot for more time/medical needs of individual students <ul style="list-style-type: none"> <li>○ Immuno-compromised students dismiss early</li> <li>○ Perhaps begin with student that have IHPs (individualized health plans)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Student wear masks in hallways</li> <li>■ Allot for more time/medical needs of individual students <ul style="list-style-type: none"> <li>○ Immuno-compromised students dismiss early</li> <li>○ Perhaps begin with student that have IHPs (individualized health plans)</li> </ul> </li> </ul>	
<b>Restrooms</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ Teachers will need to be flexible with restroom passes</li> <li>■ Limit number in a restroom at a time based on size and social distancing</li> <li>■ Signage indicating how many students can be in that particular bathroom at the same time</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers will need to be flexible with restroom passes</li> <li>■ Limit number in a restroom at a time based on size and social distancing</li> <li>■ Signage indicating how many students can be in that particular bathroom at the same time</li> </ul>	N/A
<b>Cafeteria/Lunch/Breakfast</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ Reduce capacity of lunchroom to designated levels</li> <li>■ Enforce social distancing</li> <li>■ Identify and supervise alternate areas for overflow</li> <li>■ Designate Flow of Traffic with arrows, floor dots, and signs</li> <li>■ Must wear mask through line</li> <li>■ Lunch will be “grab and go” style with limited choices</li> <li>■ At this time, parents do not have the opportunity to join their child for lunch on-site.</li> </ul>	<ul style="list-style-type: none"> <li>■ Reduce capacity of lunchroom to designated levels</li> <li>■ Enforce social distancing</li> <li>■ Identify and supervise alternate areas for overflow</li> <li>■ Designate Flow of Traffic with arrows, floor dots, and signs</li> <li>■ Must wear mask through line</li> <li>■ At this time, parents do not have the opportunity to join their child for lunch on-site.</li> <li>■ Meals available for students in Hybrid setting based on KSDE/USDA guidance</li> </ul>	<ul style="list-style-type: none"> <li>■ Meals will be available upon receiving additional guidance from the USDA and KSDE.</li> <li>■ Consider a 1 hour lunch break (mid-day) <ul style="list-style-type: none"> <li>○ Allows for travel/pick-up if need be</li> <li>○ Encourage movement/physical activity</li> <li>○ Allows students and staff to rest eyes</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Meal fees charged based on eligibility status of student.</li> </ul>	
<b>Classroom</b>	<b>On-site</b> <ul style="list-style-type: none"> <li>■ Calculate 6-feet of social distancing space in classrooms to account for room to move around, teaching space, cabinets, etc. For a typical classroom of 800 square feet, that amounts to a maximum of 16 people in the classroom.</li> <li>■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating/movement and social distancing</li> <li>■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch and throughout the day.</li> <li>■ Opportunity for students to use personal hand sanitizer</li> <li>■ Students use individual classroom supplies</li> <li>■ Desks will be cleaned at the beginning of each class period.</li> </ul>	<b>Hybrid</b> <ul style="list-style-type: none"> <li>■ Calculate 6-feet of social distancing space in classrooms to account for room to move around, teaching space, cabinets, etc. For a typical classroom of 800 square feet, that amounts to a maximum of 16 people in the classroom.</li> <li>■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating/movement and social distancing</li> <li>■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch, after recess, throughout the day.</li> <li>■ Opportunity for students to use personal hand sanitizer (safety?)</li> <li>■ Students use individual classroom supplies</li> <li>■ Desks will be cleaned at the beginning of each class period.</li> </ul>	<b>Remote</b> <ul style="list-style-type: none"> <li>■ Staff choice onsite or at home classroom instruction</li> <li>■ All live classrooms/streams preferred, but at least twice per week per course/section</li> <li>■ Attendance required and recorded</li> <li>■ All lessons, assignments, calendars, and grades available on Canvas</li> </ul>
<b>Drills</b>	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>

	<ul style="list-style-type: none"> <li>Drills may be done by individual classrooms rather than schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>Drills will be done by individual classrooms rather than schoolwide</li> </ul>	N/A
<b>Attendance</b>	<b>On-site</b> <ul style="list-style-type: none"> <li>Attendance is required and monitored by the classroom teacher</li> <li>Entered in Skyward daily</li> </ul>	<b>Hybrid</b> <ul style="list-style-type: none"> <li>Attendance is required and monitored by the classroom teacher</li> <li>Entered in Skyward daily</li> <li>On remote days, students must log into WebEx during Mascot time for teacher check in and complete <b>attendance/ activity log</b> at the end of the day. (<a href="#">See Appendix D</a>)</li> <li>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.</li> <li>All SMSD Attendance Guidelines found in the <a href="#">Student Handbook</a> must be followed.</li> <li>(390 min per day).</li> </ul>	<b>Remote</b> <ul style="list-style-type: none"> <li>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. (<a href="#">See Appendix D</a>)</li> <li>All SMSD Attendance Guidelines found in the <a href="#">Student Handbook</a> must be followed.</li> <li>Student engagement in learning required daily</li> <li>Monitor engagement via Canvas (390 min per day)</li> </ul>
<b>Remote Help Desk</b>	<b>On-site</b>	<b>Hybrid and/or Remote</b>	



N/A

- Create a remote student focused helpdesk. Students fill out a quick form with what they need help with (e.g. 7th grade math), and a pool of teachers are available to hop on a Webex call to help answer that 5-15 min question. If they need additional help they can schedule a longer visit.
- Paras, primary teachers, elective teachers can all participate in the remote student focused helpdesk (based on areas they are proficient in). They can self rate on their expertise (a seventh grade teacher might know geometry enough to teach it, but most should be able to help with basic math - especially if they know what is being taught at each grade, each week, and have access to teaching instructions, etc).
- Students can opt for “next available instructor”, or setup / schedule time with their favorites or their home room teacher. Gives them a chance to meet potential future teachers, connect with old favorites, and get timely help.
- Teachers not “on” for instruction are on Help Desk duty.

**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 establishing routines
- Administer formative assessment to determine students' readiness to learn
- Plan and instruct from district-approved and/or provided resources for consistency and ease of in-person instruction and remote content
- Post Priority Standards and Learning Targets for all students in classroom and on Learning Management System
- Teach competency-based lessons
  - Focus on Priority 1 and Priority 2 standards
  - Use proficiency scales to guide teaching and learning when available
  - Share proficiency scales with students and parents
  - PLCs focus on skills and competencies
- Administer Formative and Summative assessments throughout learning units
- Use varied instructional strategies, including modeling and checking for understanding, in both on-site and remote instruction
- Plan restorative supports for 4th quarter standards recovery ([Appendix A](#)) to be intentionally embedded during the year and integration for in-person learning
- Use the Learning Management System as an organizational tool providing opportunities for technology and non-technology learning activities
- 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

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

#### Hybrid

- Provide in-person instruction for new learning with opportunities to practice and apply learning remotely

#### Remote

- [SMSD Video Expectations](#)
- Engaging in live instruction on a daily basis expected based on bell schedule.

learning

- 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 day that the student is scheduled to work remotely. The log will be linked in Canvas.
- 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 D](#))

			<ul style="list-style-type: none"> <li>■ All SMSD Attendance Guidelines found in the <a href="#">Student Handbook</a> must be followed.</li> <li>■ Deliver live instruction via Webex for 25-50% of a class period.</li> </ul>
<b>Tier II Instruction</b>	<b>Best Practice Expectations -- All Scenarios</b>		
	<ul style="list-style-type: none"> <li>■ Provide Tier II instruction (additional time and support to learn essential behavior and academic standards through interventions and extensions) in the general classroom</li> <li>■ Integrate differentiation and/or scaffolding into lessons to accommodate for a variety of missing academic and behavioral skills</li> <li>■ Monitor student progress (RTI)</li> <li>■ Use district provided resources for support/intervention matched to skills where available</li> <li>■ Provide small group, targeted instruction for pre teach/reteach</li> <li>■ Allow for multiple ways to demonstrate learning of priority standards</li> </ul>		
	<b>On-site</b>	<b>Hybrid</b>	<b>Remote</b>
	<ul style="list-style-type: none"> <li>■ Build in time for small-group instruction while in-person to assess mastery of skills for reteach</li> <li>■ Consider a flipped remote presentation for reteaching previously taught skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Assign remote extension activities and/or video lessons for Tier II support</li> </ul>	
<b>Tier III Instruction</b>	<b>Best Practice Expectations -- All Scenarios</b>		
	<ul style="list-style-type: none"> <li>■ Utilize district-provided intervention programs and services that are specifically matched to the foundational skill deficit identified in the diagnostic data</li> <li>■ Review student assessment data to determine the foundational skill deficit</li> <li>■ Match the appropriate intervention with the foundational skill deficit</li> <li>■ Provide push-in or pull-out support depending on available staff in the building</li> <li>■ Monitor student progress (RTI)</li> </ul>		

	On-site	Hybrid	Remote
	<ul style="list-style-type: none"> <li>1-on-1 Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use grouping to ensure qualified interventionists are meeting with groups of similar needs students</li> </ul>
<b>Electives Instruction</b>	<b>Best Practice Expectations -- All Scenarios</b>		
	<ul style="list-style-type: none"> <li>Adhere to all best practice expectations for Core, Tier I Instruction</li> <li>Engage with core area teachers to integrate/support priority standards where possible</li> <li>Manage materials, textbooks, supplies, and machinery specific to content area (<a href="#">Appendix B</a>)</li> <li>Collaborate with PLC/MS Horizontal team to reflect on effective instruction and engagement</li> </ul>		
	<b>On-site</b> <ul style="list-style-type: none"> <li>Adhere to all on-site expectations for Core, Tier I Instruction</li> <li>Facilitate community events where possible with performances, showcases, and open house style presentations for families &amp; stakeholders</li> </ul>	<b>Hybrid</b> <ul style="list-style-type: none"> <li>Adhere to all Hybrid expectations for Core, Tier I Instruction</li> <li>Facilitate in-person or remote events where possible with performances, showcases, and displays</li> <li>Provide materials (kits, DIY solutions, instrument check out, remote textbooks, etc) to students who do not have access to materials to be successful</li> </ul>	<b>Remote</b> <ul style="list-style-type: none"> <li>Adhere to all Hybrid expectations for Core, Tier I Instruction</li> <li>Facilitate remote events where possible with performances, showcases and displays</li> <li>Provide materials (kits, DIY solutions, instrument check out, remote textbooks, etc) to students who do not have access to materials to be successful</li> </ul>
<b>Students with Identified Needs</b>	<b>Best Practice Expectations -- All Scenarios</b>		
	<b>On-site and Hybrid</b>		<b>Remote</b>
	<ul style="list-style-type: none"> <li>Create a strategic schedule to ensure access to general education and necessary special education services occur</li> </ul>		<ul style="list-style-type: none"> <li>The Special Education department will provide updates</li> </ul>

- 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.
- 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

- 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.
  - Consider para expectations and roles for supporting students and families.

## Student Assessment

- 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 C**

- 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
- Establish practice/procedures for providing effective feedback in both remote and in-person
- Administer formative and interim assessments regularly to monitor progress toward priority standards
- Administer summative assessments to evaluate proficiency of priority standards
- Utilize proficiency scales where available
- Focus grading practices 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



# IV. Social Emotional Support/Learning

**Build Partnerships, deepen understanding, planning for SEL**

## Best Practice Expectations -- All Scenarios

**Prior to August 17th, identify students/parents/teachers concerns about transitions (and what life struggles they have gone through during this time). This can be done through:**

1. Phone calls/surveys/Webex Sessions
  - a. Looking at the data would give us a starting point to identify additional resources we need to identify to support families/teachers
    - i. Community agencies resources

**Prior to August 17th, each family will be contacted for:**

1. Building/Staff Introductions
  - a. Examples: Flipgrid introductions, team videos...inclusion of teachers wearing masks in these as that is how students will be seeing them in the fall.
2. Building of relationships
  - a. Reach out to families of mascot hour/teams to connect and get to know students/families
    - i. Examples: phone calls, student flipgrid introduction, emails, postcards
3. Build Reassurances
  - a. Letting parents/families know that however they CAN/ARE supporting is ENOUGH. We are in this together. We understand parents can't always be at home to support/sit with students during the day.
  - b. Explanations of what learning will look like...and the WHY behind some restrictions. Providing consistent and predictable routine as well as teaching flexibility for when things change.

**Provide ongoing "sessions" (for parents to communicate and express/share concerns with Admin/Social Worker/Counselor) to help families and students feel physically and emotionally safe to learn. This should be done monthly for the first quarter, and then quarterly after that. This can be done through:**

1. Webex sessions
2. Possible set up in-person small group sessions for support/how-to (limited to a number of people allowed by governor)

**Deepen understanding**

1. Prior to August 17th, communicate across all platforms (social media, email, in person, auto-dialer, parent newsletters, etc) information regarding social/emotional learning



## Planning for SEL

1. Ensure Social Workers/Counselors have established protocols in place for contacting and working with outside organizations (Johnson County Mental Health, etc).
2. Staff will be provided Professional Learning around what they will need to promote students' SEL, building strong relationships and creating supportive learning environments (remote & in person)
  - a. Trauma informed care PD (remote training at the start of the year along with the ESI, Jason Flatt Act & Sexual Harassment, etc)
  - b. SEL for Educators Course through The PLACE: Professional Learning and Collaboration Environment
  - c. Protocol for identifying and referring Social and Emotional student and/or family concerns (communicating with social workers/counselors)
  - d. Providing consistent and predictable routine as well as teaching flexibility for when things change.
  - e. *Canvas module*
  - f. *Possibly provide district PD opportunities in addition to building level PD*
3. Provide lessons through Mascot hour to support SEL (based on KS SEL standards):
  - a. Who is available for support
    - i. How to access those available
      1. Google Form Request
      2. Email
  - b. 7th Grade Focus:
    - i. I.C.6-8.2.b - Practice effective listening skills to understand values, attitudes, and intentions
    - ii. II.B.6-8.5 - Demonstrate empathy in a variety of settings and situations
    - iii. I.A.6-8.4 - Recognize how behaviors impact others perceptions of oneself
    - iv. II.A.6-8.1.b - Monitor how responsible decision making affects progress towards achieving a goal
    - v. II.B.6-8.1 - Evaluate how self-regulation and relationships impact your life.
    - vi. I.B.6-8.3 - Practice "perspective taking" as a strategy to increase acceptance of others
    - vii. II.B.6-8.8 - Understand resilience and how to make adjustments and amendments to the plan
    - viii. II.A.6-8.3 - Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior.
  - c. 8th Grade Focus:
    - i. II.A.6-8.1.b - Monitor responsible decision making affects progress towards achieving a goal
    - ii. II.B.6-8.1 - Evaluate how self-regulation and relationships impact your life.
    - iii. II.B.6-8.8 - Understand resilience and how to make adjustments and amendments to the plan
    - iv. 1.A.6-8.3 - Demonstrate respect for other people's perspectives
    - v. II.A.6-8.5 - Understand group dynamics and respond appropriately

- vi. II.B.6-8.5 - Identify the difference between safe and risky behaviors and understand effective responses
- vii. II.C.6-8.4 - Describe common and creative strategies for overcoming or mitigating obstacles
- viii. II.C.6-8.7 - Utilize school, family, community, and other external supports

**Connect, heal and cultivate SEL competencies and capacities**

**Best Practice Expectations -- All Scenarios**

**Set aside time for staff community-building ongoing throughout the school year**

1. Reconnect
  - a. Team/community building activities
2. Process emotions & experiences through building PD/staff meetings/PLCs
  - a. Create individual plans for on-going self-care
  - b. Ensure everyone knows available resources to support mental health issues, trauma, stress, etc.
3. Reflect on what they have learned through building PD/staff meetings/PLCs
  - a. Share with each other learned strengths/weaknesses/fears in ourselves
  - b. What are new ways of facilitating learning
  - c. Identify where there might be disengagement and inequity & how we can better partner with parents/students
4. Collaborate on ways to support students SEL
  - a. Use community partners/paras/aides/SITE council to check-in regularly with small groups of families
  - b. Counselors, social workers, school psych, nurse, to connect with families before schools reopen and on-going during Hybrid learning

**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.**

**Identify ways for students to "close-out" the prior year at the start of the 20-21 school year. Examples:**

1. Writing letters to former staff members/classmates
2. Discussing how the last few months will impact their perspectives as they enter a new grade.

**Post Morning Meeting guided questions/journaling opportunities to gauge where students are and how they are feeling/processing for your mascot hour.**

1. Engage students in conversations and lessons to discuss past, current and future impacts of the pandemic (and current events related to race & equity) on themselves, their families, their community and the broader world.
2. Conduct group/individual check-ins or triages (if student has a connection with a different teacher, ensure that teacher is checking in with the student daily)

**Provide small mentoring groups as needed (through counselors/social workers/school psychologists) in on-site and digital environments**

1. Provide a Google Form for students who feel they need/want to be contacted.
  - a. This form can be posted in every teacher's Mascot Hour Canvas class for easy access.
  - b. This form can be posted in the Counselors/Social Workers Canvas class for all students.
  - c. The information about the Google Form should be shared with families through family newsletters.

**MS Instructional Coaches develop ways that Social Emotional Learning KS Standards can be incorporated across the curriculum.**

**Use the SEL checklist with teachers to self-assess strengths and areas to develop as they promote SEL through on-site and distance learning**

1. I follow up with students on topics that are important to them to show them they are known and cared for.
2. I facilitate remote class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.
3. Learning activities and projects link to students' lived experiences, frames of reference, and issues that are important to them.
4. Learning activities activate students' self- and social awareness by asking them to identify feelings, reflect on their experiences, and talk through topics with family members or peers.
5. Learning activities affirm students' diverse identities and cultures, and students have opportunities to share and learn about each other's lives.
6. I coordinate learning activities in which students are able to engage in small-group discussions, cooperate, and problem-solve with peers.
7. Assignments include open-ended questions to surface student thinking and probe students to elaborate on their responses.
8. After completing a project, students reflect on what made their work successful or challenging and make a plan for improvement.
9. I regularly request and receive feedback from students about how learning (on-site or distance) is going and how it could be improved.

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

**Best Practice Expectations -- All Scenarios**

**Provide climate surveys to staff quarterly  
Create feedback surveys for parents/students**

1. Identify level of social and emotional support students are receiving from teachers/staff/peers
2. Identify family needs during distance learning
3. Identify student emotions throughout the school/work day

**Within PLCs, identify root causes of students who are not attending remote learning, develop a plan that addresses the root cause of their absence and support families with needs.**

1. Reach out to community partners for support if needed



# V. Schedule

## Option 1 - In-Person Learning

On-site (Green)	Hybrid (Yellow)	Remote (Red)
<ul style="list-style-type: none"><li>■ Normal M-F middle school class schedule for students and staff</li><li>■ All students in attendance daily at their home school or approved transfer school</li><li>■ Students receive instruction from their teachers in the school building</li><li>■ 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.</li></ul>	<ul style="list-style-type: none"><li>■ Student completes learning tasks/online platforms on alternate days<ul style="list-style-type: none"><li>○ 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.</li></ul></li><li>■ M/T or W/Th attendance by last name/family consistent PreK-12<ul style="list-style-type: none"><li>○ Students with last name* (A-L) attend on-site Monday and Tuesday and receive instruction remotely on Wednesday and Thursday.</li><li>○ Students with last name* (M-Z) attend on-site Wednesday and Thursday and receive instruction remotely on Monday and Tuesday.</li></ul></li><li>■ Fridays - All students work remotely. Some students may work onsite in small groups on Fridays as determined by academic needs.</li><li>■ On remote days, students must log into WebEx during Mascot Hour for teacher check in and complete <b>attendance/activity log</b> at the end of the day. (<a href="#">See Appendix D</a>)</li><li>■ On Fridays, students are expected to log</li></ul>	<ul style="list-style-type: none"><li>■ Students receive instruction daily from teachers while at home.</li><li>■ Additional daily connections with assigned certified building staff will be scheduled.</li><li>■ Canvas platform will be a critical aspect of the remote learning environment.</li><li>■ 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.</li><li>■ 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. (<a href="#">See Appendix D</a>)</li><li>■ All SMSD Attendance Guidelines found in the <a href="#">Student Handbook</a> must be followed.</li></ul>

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](#) must be followed.

**Monday-Thursday**

8:45 – 9:15	Mascot Hour	
9:19 – 10:06	1 <sup>st</sup> Hour	
10:10 – 10:57	2 <sup>nd</sup> Hour	
11:01 – 1:12	3 <sup>rd</sup> Hour 4 <sup>th</sup> Hour	
	11:03 – 11:29	1 <sup>st</sup> Lunch
	11:50 – 12:16	2 <sup>nd</sup> Lunch
	12:17 – 12:43	3 <sup>rd</sup> Lunch
	12:45 – 1:11	4 <sup>th</sup> Lunch
1:16 – 2:03	5 <sup>th</sup> Hour	
2:07 – 2:54	6 <sup>th</sup> Hour	
2:58 – 3:45	7 <sup>th</sup> Hour	

Monday - Thursday	
<b>Mascot Hour</b>	8:45-9:15
<b>1st hour</b>	9:19-10:06
<b>2nd Hour</b>	10:10-10:57
<b>3rd Hour</b>	11:01-11:51
<b>Lunch</b>	11:51-12:16
<b>4th Hour</b>	12:22-1:12
<b>5th Hour</b>	1:16-2:03
<b>6th Hour</b>	2:07-2:54
<b>7th Hour</b>	2:58-3:45

Friday	
<b>PLC/PD (STAFF ONLY)</b>	8:05-8:45
<b>Mascot Hour</b>	8:45-9:15
<b>1st hour</b>	9:19-10:06
<b>2nd Hour</b>	10:10-10:57
<b>3rd Hour</b>	11:01-11:51
<b>Lunch</b>	11:51-12:16
<b>4th Hour</b>	12:22-1:12
<b>5th Hour</b>	1:16-2:03
<b>6th Hour</b>	2:07-2:54
<b>7th Hour</b>	2:58-3:45

Friday	
<b>PLC/PD (STAFF ONLY)</b>	8:05-8:45
<b>Mascot Hour</b>	8:45-9:15
<b>1st hour</b>	9:19-10:06
<b>2nd Hour</b>	10:10-10:57
<b>3rd Hour</b>	11:01-11:51
<b>Lunch</b>	11:51-12:16
<b>4th Hour</b>	12:22-1:12
<b>5th Hour</b>	1:16-2:03
<b>6th Hour</b>	2:07-2:54
<b>7th Hour</b>	2:58-3:45

## Option 2 - Remote Learning (Online ONLY Program)

### Remote Learning

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

**Schedule:**

<b>Monday - Thursday</b>		<b>Friday</b>	
<b>Mascot Hour</b>	8:45-9:15	<b>PLC/PD (STAFF ONLY)</b>	8:05-8:45
<b>1st hour</b>	9:19-10:06	<b>Mascot Hour</b>	8:45-9:15
<b>2nd Hour</b>	10:10-10:57	<b>1st hour</b>	9:19-10:06
<b>3rd Hour</b>	11:01-11:51	<b>2nd Hour</b>	10:10-10:57
<b>Lunch</b>	11:51-12:16	<b>3rd Hour</b>	11:01-11:51
<b>4th Hour</b>	12:22-1:12	<b>Lunch</b>	11:51-12:16
<b>5th Hour</b>	1:16-2:03	<b>4th Hour</b>	12:22-1:12
<b>6th Hour</b>	2:07-2:54	<b>5th Hour</b>	1:16-2:03
<b>7th Hour</b>	2:58-3:45	<b>6th Hour</b>	2:07-2:54
		<b>7th Hour</b>	2:58-3:45





## VI. Communication with Families and Community

Date	Teacher Communication	Parent Communication (English and Spanish)
June	<p><b>Message to all staff to communicate the following (sent from district):</b></p> <ul style="list-style-type: none"><li>■ 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.</li><li>■ Canvas is coming.<ul style="list-style-type: none"><li>○ Brief description of what it entails</li><li>○ Share Intentional PD will be coming</li><li>○ Shell lessons developed</li></ul></li></ul>	<p><b>Message to families to communicate the following (sent from district):</b></p> <ul style="list-style-type: none"><li>■ 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.</li><li>■ 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.</li><li>■ Summer food access reminder</li><li>■ Reminder that school offices are closed and important dates for the academic year to start.</li></ul>
Early- Mid July	<p><b>Communication to be sent to all staff (sent from district) to communicate:</b></p> <ul style="list-style-type: none"><li>■ Update on reopening plan development (share draft plan for feedback if appropriate)<ul style="list-style-type: none"><li>○ Include as much information regarding safety measures/protocols to be put into practice as possible.</li></ul></li><li>■ Canvas - additional information regarding PD, - (Question - who will have access to Canvas - certified and classified) preview or login to the system if ready/possible.</li></ul>	<p><b>Message to families (sent by district)</b></p> <ul style="list-style-type: none"><li>■ Share possibilities of how school may look<ul style="list-style-type: none"><li>○ On-Site</li><li>○ Hybrid</li><li>○ Remote Hybrid learning</li></ul></li></ul>

<p><b>Late July- Early Aug.</b></p>	<p><b>Communication to be sent to all staff (sent from building principal - i.e. back-to-school communication) including:</b></p> <ul style="list-style-type: none"> <li>■ Sharing of finalized plans for reopening plan district created <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>■ Safety measures/protocols in place</li> <li>■ Canvas - updates on platform, additional information regarding professional learning and expectations for use. Priority of PD</li> <li>■ Building PD/District PD - what does this look like (i.e. Instructional Fair - remote?)</li> <li>■ Include this information for any new staff members to whom you may be sending separate communication.</li> </ul>	<p><b>Survey to families</b></p> <ul style="list-style-type: none"> <li>■ Sent by building admin -same survey but sent by each school. District develops the general survey</li> <li>■ 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)</li> <li>■ Identify Internet access - (this may have changed if companies are not offering free any longer)</li> <li>■ Identify any family hardships/concerns - what obstacles do families have i.e. health, food access, McKinney Vento, etc. <ul style="list-style-type: none"> <li>○ Reminder or additional mentions of this information in the Title I communications with families during the summer Title programming</li> </ul> </li> </ul>
<p><b>TBD</b></p>		<p><b>Survey to families</b></p> <ul style="list-style-type: none"> <li>■ Sent by building admin -same survey but sent by each school. District develops the general survey</li> <li>■ Share specific format of school option of learning. Have parents identify <ul style="list-style-type: none"> <li>○ return school,</li> <li>○ Hybrid,</li> <li>○ remote only</li> </ul> </li> <li>■ 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.</li> <li>■ supplies needed at home if we go remote</li> </ul>
<p><b>TBD</b></p>		<p><b>District Information message:</b></p> <ul style="list-style-type: none"> <li>■ 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</li> </ul>

		<p>sanitizer, arrival/dismissal, any adjustments for lunch processes, etc.)</p> <ul style="list-style-type: none"> <li>Send email, post on district &amp; school website, social media, PTA</li> </ul>
<p><b>Last week of July (When school offices reopen)</b></p>		<p><b>Building admin sends a video out to the community sharing the district plan as we move forward.</b></p> <p><b>District provided script for admins for continuity of message</b></p> <ul style="list-style-type: none"> <li>How will Social Emotional needs be addressed</li> <li>Learning formats this year</li> <li>Health update of the county</li> </ul>
<p><b>Days before school begins in August (Est. August 5)</b></p>		<p><b>Video information to families - specific to school</b> 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"> <li>Morning drop off</li> <li>Dismissal</li> <li>Lunches/Breakfasts</li> <li>School procedures</li> <li>Social distancing</li> </ol> <p><b>Teacher communication</b></p> <ul style="list-style-type: none"> <li>District provides a script for teachers to personalize but make sure the message is the same.</li> <li>Welcoming, what their classroom instruction will look like,</li> <li>Health information: (Shelby/JCHD) <ul style="list-style-type: none"> <li>Show how to wear a mask, why, care of a mask</li> <li>Proper handwashing</li> </ul> </li> <li>Teacher details to personalize the message</li> </ul> <p>(Note: The idea is that the principal video information is incorporated as an intro to the teacher video information.)</p>

<p><b>As a replacement for back to school/ information night 1-2 days before school starts. est.-Aug 10th</b></p>		<p><b>School Information message:</b></p> <ul style="list-style-type: none"> <li>■ Sent by building admin - District develops the general message</li> <li>■ Canvas Platform <ul style="list-style-type: none"> <li>○ Family log in</li> <li>○ Video tour of the program - district provided</li> </ul> </li> <li>■ Tech Support - what will this look like</li> <li>■ Skyward - family access, all documents updated</li> <li>■ Social Emotional needs - inform how this will be supported throughout the year - ongoing <ul style="list-style-type: none"> <li>○ Ongoing survey to support students and families with the trauma or needs they have</li> </ul> </li> </ul>	
<p><b>Day before the first day of school.</b></p>		<p><b>Resend video of procedures -Sent by building admin</b></p> <ol style="list-style-type: none"> <li>1. Morning drop off</li> <li>2. Dismissal</li> <li>3. Lunches</li> <li>4. School procedures</li> </ol>	
<p><b>Ongoing</b></p>	<p><b>Ongoing training and support for Canvas</b></p>	<p><b>Ongoing Training to families on Canvas</b> - new families as they move in. Sent by building admin</p> <ul style="list-style-type: none"> <li>■ Canvas FAQ</li> </ul>	
		<p>Ongoing health updates and reminders</p> <ul style="list-style-type: none"> <li>■ Masks</li> <li>■ Handwashing</li> </ul>	
<p><b>Additional Communication Considerations</b></p>	<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"> <li>■ Masks for children</li> <li>■ Supplies for learning at home</li> <li>■ Hot spot support (either funding for or if your church/organization would support being a location where families could access connectivity).</li> </ul> <p>Building administrators also follow up/reach out with/to building partners during summer or upon return to school.</p>		
<p><b>Key</b></p>	<p>*District developed or created</p>	<p>* Building principal responsibility</p>	<p>*Teacher responsibility</p>

# VI. Appendices

## Appendix A: Q4 Priority Standard Recovery Planning Worksheet

### Q4 Priority Standard Recovery Planning Worksheet

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

## Appendix B: Specials Guidelines for In-Person Learning

<b>Visual Art</b>	<p><b>Students</b> <i>Students should have time to wash their hands prior to and following the art class to prevent the spread of the COVID-19 virus. Hand sanitizer is not a replacement for hand-washing. Students are expected to come in with clean hands and the Art teacher facilitates handwashing at the end of class. (Will hand sanitizer be supplied?)</i></p> <p><i>Students should not eat or drink in the art classroom.</i></p> <p><b>Keeping art supplies free from contamination is just as important as hand washing.</b> <i>Like handwashing, art supplies must be cleaned between uses from one student to the next. For best practices, the CDC details proper cleaning methods <a href="#">here</a>. Using consumable, or single-use, art materials is a great way to lower the risk of transmission of germs.</i></p> <p><i>Limiting art supplies to those that are easy to clean and/or single-use is the recommended way to protect students and ourselves. Having a cleaning protocol in your art room, 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.</i></p> <p><b>Seating</b> <i>Shared tables &amp; Seating should be arranged in accordance with social distancing guidelines.</i></p> <p><b>Supply Storage</b> <i>Art projects should be stored in the art room, or lockers.</i></p> <p><b>Examples of Single-Use supplies</b> <i>These can be used one time then kept by the student or thrown away.</i></p> <ul style="list-style-type: none"><li>• Textiles</li><li>• Paper</li><li>• Craft Sticks</li><li>• Canvas</li><li>• Cotton swabs</li><li>• Chenille Stems</li><li>• Single-Use packaged clay and other items.</li><li>• Paint</li><li>• Yarn</li><li>• Clay (Individual use portion)</li></ul> <p><b>Examples of Repeat-Use supplies</b> <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"><li>• Markers</li><li>• Pencils/ Colored Pencils</li><li>• Scissors</li><li>• Needles</li></ul>
-------------------	--

	<ul style="list-style-type: none"> <li>● Knitting and Crochet Tools</li> <li>● Paintbrushes</li> <li>● Clay tools</li> <li>● Photography equipment.</li> </ul> <p><b>Supply (Option)</b> Surfaces and community materials 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. One way to save time is to have two sets of supplies 1.) a clean set stored in zip-lock bags and 2.) the set being used. At the end of class collect the used set in a bin to be cleaned and pass out the pre-cleaned set to the new group of students.</p> <p><b>Supply (Options)</b> Create student supply packets for repeat use supplies, using higher quantities of lower quality supplies for each student, and use single-use supplies. Students should store projects in the art room.</p> <p><b>Student Classroom Expectations</b> PPE, Gloves, Masks</p> <p><b>Transition Time</b> Teachers should build-in time for students to wash hands, and to clean and disinfect all surfaces and supplies. Start time and end times will need to be strictly adhered to.</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Staggered start or end to class may need to be implemented to get music or instruments to/from lockers.</li> <li>● Checkout of lockers may need to be altered so that students are spread throughout the room.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<b>Physical Education</b>	<p><b>Feedback from HS PE:</b> Use 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.</p> <p>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 assign 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.)</p> <p>Nevertheless, More time for cleaning equipment is necessary. Lockers need to be assigned to keep spacing in the locker room. If possible, avoid use of locker rooms. 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.</p>

	<p><b>All efforts should be to modify activities to avoid canceling Physical Education.</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students should not eat or drink in the gym.</li> </ul> <p><b>Keeping PE equipment free from contamination is just as important as hand washing.</b></p> <ul style="list-style-type: none"> <li>• Therefore, equipment must be cleaned between uses from one student to the next.</li> <li>• For best practices, the CDC details proper cleaning methods <a href="#">here</a>.</li> <li>• Limiting equipment use, to those that are easy to clean is the recommended way to protect students and teachers.</li> <li>• Having a cleaning protocol in your gym, 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.</li> </ul> <p><b>Considerations for the Physical Education Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Whenever possible, take the students outside for PE.</li> <li>• Alternate schedule - minimize numbers of students in gymnasium, require social distancing of 6 Feet</li> <li>• Plan activities that support social distancing-(Goal: 6 Feet)</li> <li>• Reduce opportunities for close and/or physical contact.</li> <li>• Games and sport activities that require close guarding and potential contact with another player should not be included.</li> <li>• Provide lessons that include no contact activities and no or limited equipment</li> <li>• Eliminate or limit the use of equipment when possible. Find creative ways for students to practice skills without equipment.</li> <li>• If using equipment, students should be provided their own equipment for class/prohibit equipment sharing.</li> <li>• Surfaces and all equipment used must be wiped down between each use to prevent the spread of the COVID-19 virus.</li> <li>• It will take additional time to clean each item between classes.</li> </ul> <p>Below are some ways to manage cleaning of equipment:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Transition Time</b></p> <ul style="list-style-type: none"> <li>• Build-in time for students to wash hands, and to clean and disinfect all surfaces and equipment.</li> </ul>
<p><b>Library</b></p>	<p><b>Students</b></p> <p>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.</p> <p>Students should not eat or drink in the library.</p> <p><b>Keeping the library free from contamination is just as important as handwashing.</b> Take note of high-traffic areas of the library. Use disinfectant wipes on tables, check-in and check-out stations, and other high-use materials in the library.</p>



	<p><i>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.</i></p> <p><b>Library Learning Environment</b>  <i>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.</i></p> <p><i>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.</i></p> <p><i>**Use of Makerspace areas is not recommended at this time.</i></p> <p><b>Transition Time</b>  <i>Teachers should build-in time for students to wash hands, and to clean and disinfect all surfaces and materials.</i></p> <p><b>Proposed Library Protocol</b>  <i>-Buffer time between classes to allow time for librarians to sanitize areas.</i>  <i>- Students and staff will wash hands before and after library class</i>  <i>-Only the librarian will check in and check out books</i>  <i>-Check in process for labeling bins with dates for quarantine books (check in then put in quarantine)</i>  <i>-Utilize the remote catalog more to find books and put holds on books instead of browsing shelves</i>  <i>-Librarian will pull books for students; no student browsing of stacks</i>  <i>-Limiting checkout to one book per student (students will need to supplement with more ebook/audiobook options)</i>  <i>-Sanitizing all areas, especially high traffic areas</i>  <i>- If you have more than one entrance into the library, denote an exit and entrance to streamline student traffic</i>  <i>-Organize furniture to accommodate social distancing.</i>  <i>- No interlibrary loans will be processed at this time.</i></p> <p><b>Library-on-a-cart</b>  <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><b>CTE Courses</b></p>	<p><b>All CTE Areas:</b></p> <ul style="list-style-type: none"> <li>● <i>As much as possible, students should work in the same area of the classroom/lab with the same groupings each day.</i></li> <li>● <i>Sharing of supplies, tools, and equipment should be minimized.</i></li> <li>● <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 <a href="#">here</a>.</i></li> </ul>

	<p><b>School-Based Enterprises (school stores, coffee shops, etc.):</b></p> <ul style="list-style-type: none"> <li>• Students operating school-based enterprises should receive training on <a href="#">CDC Guidelines for Food Retail Workers</a> prior to the opening of the SBE.</li> <li>• Physical dividers should be in place at any customer service station.</li> <li>• Individuals waiting for service should follow social distancing guidelines, including signage as reminders.</li> <li>• Cash transactions are discouraged.</li> </ul> <p><b>Work-Based Learning (internships, job shadows, etc.):</b></p> <ul style="list-style-type: none"> <li>• Staff will review business partner protocols for maintaining a safe environment prior to students participating in work-based learning experiences.</li> <li>• Opportunities for remote work-based learning and client projects will be encouraged.</li> </ul>
<b>School Gardens</b>	<p><b>Safe Gardening Measures</b></p> <ul style="list-style-type: none"> <li>• Wash hands before and after gardening.</li> <li>• Hand-sanitizer is not a replacement for hand-washing.</li> <li>• Report garden activity to principal and custodian.</li> <li>• Custodians will sanitize spigots, hoses, gates and other surfaces following garden activity.</li> <li>• Sanitize garden tools following gardening.</li> <li>• Do not eat or drink in the garden.</li> <li>• Harvested produce may be sent home with students or donated “as is” to food banks.</li> </ul>

**Appendix C: SMSD Special Education Considerations for Re-Opening Schools**

SHAWNEE MISSION SCHOOL DISTRICT



**SPED Low Incidence RE-OPENING Considerations**

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

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

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.

environment.

- Disposal and appropriate 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

**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 systems to distribute, track and rotate instructional materials for home

### **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

- 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 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

use (i.e., manipulatives, workbox systems, etc.)

- Need for consistent back and forth dialogue with parents

### **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:**

- leaving the classroom
- Lunch schedule for eating in cafeteria and/or classroom - ensure staff duty free lunch

**Training/PD**

- Training paras to work with each student
- Sanitizing procedures
- Diapering, Food preparation and student feeding
- Staff, student and parent training on Canvas platform

**Homebound Students**

- Establish guidelines for teacher/therapists

**Community Based Instruction**

- Ongoing plans are being developed for services that occur within the community and/or within other agencies.

- classrooms instead of the student leaving the classroom
- Lunch schedule for eating in cafeteria and/or classroom - ensure staff duty free lunch
- Minimize schedule changes for consistency and access for online learners.

**On-site Learner Training/PD**

- Training paras to work with each student
- Sanitizing procedures
- Diapering, Food preparation and student feeding

**Remote Learner Training/PD**

- Staff, student and parent training on Canvas platform
- Parent training/modeling of instructional routines

**Homebound Students**

- Establish guidelines for teacher/therapists

**Community Based Instruction**

- Ongoing plans are being developed for services that occur within the community and/or within other agencies.

- 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

**Training/PD**

- Staff, student and parent training on Canvas platform
- Parent training/modeling of instructional routines

**Homebound Students**

- Establish guidelines for teacher/therapists

**Community Based Instruction**

- Ongoing plans are being developed for services that occur within the community and/or within other agencies.

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



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

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

and evaluation information; especially for those in evaluation process

### **Additional Considerations**

- Additional prep time to prepare materials to allow for each student to have their own materials
- Establish sanitation protocol and log
- Consider schedule shared plan time for centralized teachers for planning and developing materials
- Additional materials for individual student needs (sensory items, seating, mats, etc.)

- Additional prep time to prepare materials to allow for each student to have their own materials
- 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

- Additional prep time to prepare materials to allow for each student to have their own 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

		<ul style="list-style-type: none"> <li>■ Place for parents/staff/students to ask and answer questions to reduce email</li> <li>■ Document with all certified staff contact information easily accessible to family</li> <li>■ Additional materials for individual student needs (sensory items, seating, mats, etc.)</li> </ul>	contact information easily accessible to family
--	--	---	---

SHAWNEE MISSION SCHOOL DISTRICT



## SPED High Incidence RE-OPENING Considerations

	On-Site	Hybrid	Remote
<b>Specially Designed Instruction in General Education Setting</b>	<p><b>PPE &amp; Environment</b></p> <ul style="list-style-type: none"> <li>■ Partitions, tables, and/or floor markings for separate work spaces</li> <li>■ Face masks, face shields, gloves needed</li> <li>■ System and schedule for sanitizing materials</li> <li>■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs)</li> <li>■ Procedure for students who do not have a mask upon arrival</li> </ul>	<p><b>PPE &amp; Environment</b></p> <ul style="list-style-type: none"> <li>■ Partitions, tables, and/or floor markings for separate work spaces</li> <li>■ Face masks, face shields, gloves needed</li> <li>■ System and schedule for sanitizing materials</li> <li>■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs)</li> <li>■ Procedure for students who do not have a mask upon arrival onsite</li> </ul>	

**Instruction Materials**

- Copies of materials for each student
- Co-taught classes for support
- Para support if needed
- Provide accommodations & modifications as written in the IEP

**Instruction Materials****On-site Learner Materials**

- 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 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

**Instruction Materials**

- 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 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

	<p><b>Schedules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>■ Clear Written/Visual expectations Rules/Guidelines (where to walk, mask expectations, ect.) This includes hallways/bathroom/MPR expectations and rules.</li> <li>■ Consistent schedules daily so students know when they are to be in the Gen Ed setting and for how long.</li> <li>■ Make sure the student and case manager have all accounts and passwords set up for all programs needed for use in the classroom.</li> <li>■ Restroom breaks - scheduled with limited students at one time</li> <li>■ Provide extra time for transitions</li> </ul>	<p>aid in social learning where appropriate</p> <ul style="list-style-type: none"> <li>■ Parameters for what the school day should look like for students</li> </ul> <p><b>Schedules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>■ Same para/adult support with student for entire day (to reduce exposure in classrooms of extra personnel)</li> <li>■ Restroom breaks - scheduled with limited students at one time</li> <li>■ Minimize schedule changes for consistency and access for online learners</li> </ul> <p><b>Training/PD</b></p> <ul style="list-style-type: none"> <li>■ Staff, student, and parent training on Canvas platform</li> <li>■ Use of videos/ video modeling for system use and lesson completion guide</li> </ul>	<p><b>Schedules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>■ Minimize schedule changes for consistency and access for online learners</li> </ul> <p><b>Training/PD</b></p> <ul style="list-style-type: none"> <li>■ Staff, student, and parent training on Canvas platform</li> <li>■ Use of videos/video modeling for system use and lesson completion guide</li> </ul>
<p><b>Specially Designed Instruction in Special Education</b></p>	<p><b>PPE &amp; Environment</b></p> <ul style="list-style-type: none"> <li>■ Partitions, tables, and/or floor markings for separate work spaces</li> <li>■ System and schedule for sanitizing materials and learning</li> </ul>	<p><b>PPE &amp; Environment</b></p> <ul style="list-style-type: none"> <li>■ Partitions, tables, and/or floor markings for separate work spaces</li> <li>■ System and schedule for sanitizing materials and learning</li> </ul>	<p><b>PPE &amp; Environment</b></p>

## Setting

- 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

### Instruction Materials

- Small group instruction
- 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

- 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

### Instruction Materials

#### On-Site Learner Materials

- 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

#### Remote 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

### Instruction Materials

- Daily video instruction/lecture (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

	<p>hallways/bathrooms, classrooms, of expectations</p> <ul style="list-style-type: none"> <li>■ Lunch schedule for eating in cafeteria and/or classroom; ensure staff duty free lunch</li> </ul> <p><b>Training/PD</b></p> <ul style="list-style-type: none"> <li>■ Training paras to work with students</li> <li>■ Sanitizing procedures</li> </ul> <p><b>Homebound Students</b></p> <ul style="list-style-type: none"> <li>■ Establish guidelines for teacher/therapists</li> </ul> <p><b>Community Based Instruction</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans are being developed for services that occur within the community and/or within other agencies.</li> </ul> <p><b>Gifted</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans being developed</li> </ul>	<p><b>Training/PD</b></p> <ul style="list-style-type: none"> <li>■ Training paras to work with students</li> <li>■ Sanitizing procedures</li> <li>■ Staff, student, and parent training on Canvas platform</li> </ul> <p><b>Homebound Students</b></p> <ul style="list-style-type: none"> <li>■ Establish guidelines for teacher/therapists</li> <li>■ Staff, student, and parent training on Canvas platform</li> </ul> <p><b>Community Based Instruction</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans are being developed for services that occur within the community and/or within other agencies.</li> </ul> <p><b>Gifted</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans being developed</li> </ul>	<ul style="list-style-type: none"> <li>■ Daily/Weekly checklist with expectations and links</li> <li>■ Schedule communication with parents/home</li> </ul> <p><b>Training/PD</b></p> <ul style="list-style-type: none"> <li>■ Staff, student, and parent training on Canvas platform</li> </ul> <p><b>Homebound Students</b></p> <ul style="list-style-type: none"> <li>■ Establish guidelines for teacher/therapists</li> <li>■ Staff, student, and parent training on Canvas platform</li> </ul> <p><b>Community Based Instruction</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans are being developed for services that occur within the community and/or within other agencies.</li> </ul> <p><b>Gifted</b></p> <ul style="list-style-type: none"> <li>● Ongoing plans being developed</li> </ul>
<p><b>Accommodations</b></p>	<ul style="list-style-type: none"> <li>■ Extra time for transitions</li> <li>■ Visuals in the hallways/bathroom/MPR ect. Of expectations</li> </ul>	<ul style="list-style-type: none"> <li>■ Daily/Weekly Checklist/Visual of schedule (What to expect each day)</li> <li>■ Accessibility features of the iPad</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide paper copies, binders of materials to students</li> <li>■ Visual Schedule for the week to students/parents</li> </ul>



	<ul style="list-style-type: none"> <li>Individual sets of student materials and supplies</li> </ul>	<ul style="list-style-type: none"> <li>and Macbook</li> <li>Open and constant communication with teachers to ensure accommodations are being met.</li> <li>Instruction individualized to align with materials/resources currently in the home</li> </ul>	<ul style="list-style-type: none"> <li>Daily Checklist with expectations and links</li> <li>Small group break out sections</li> <li>Accessibility features of the iPad and Macbook</li> <li>Daily/Weekly Learning Plan</li> <li>Open and constant communication with teachers to ensure accommodations are being met.</li> </ul>
<b>Modifications</b>	<ul style="list-style-type: none"> <li>Copy of Textbooks for home</li> <li>Provide academic modifications via Google Classroom, Canvas (?) pertaining to Gen Ed lessons</li> </ul>	<ul style="list-style-type: none"> <li>Copy of Textbooks for home</li> <li>Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed lessons</li> <li>Motivation system that could be consistent across on-site and online schooling</li> <li>Instruction individualized to align with materials/resources currently in the home</li> </ul>	<ul style="list-style-type: none"> <li>Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed lessons</li> <li>Copy of Textbooks for home</li> <li>Provide materials and family training on motivation system</li> </ul>
<b>Electives Instruction</b>	<ul style="list-style-type: none"> <li>Clear Written/Visual expectations Rules/Guidelines</li> <li>Teacher/paras participating alongside students in lesson</li> </ul>	<ul style="list-style-type: none"> <li>Access to lessons ahead of time in order to accommodate or modify</li> <li>Teacher/paras participating alongside students in lesson</li> </ul>	<ul style="list-style-type: none"> <li>Access to lessons ahead of time in order to accommodate or modify</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>Limit group sizes for intervention or direct services to address</li> <li>Video modeling of communication targets *speech and language unless face shields are needed and available. (plexiglass barriers?)</li> <li>Add instruction to train students</li> </ul>	<ul style="list-style-type: none"> <li>Limit group sizes for intervention or direct services when a student is in the building to address communication goals.</li> <li>Small intervention groups- provide live intervention via video conference.</li> <li>For students in specific programs,</li> </ul>	<ul style="list-style-type: none"> <li>Access to youtube or google classroom videos (ie music therapy, adaptive PE).</li> <li>Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template.</li> <li>Small intervention groups-</li> </ul>

	<p>to use online format and activities.</p> <ul style="list-style-type: none"> <li>■ System and equipment to sanitize between buildings for itinerant service providers</li> <li>■ Group therapy guidelines</li> </ul>	<p>co-teach with the special education teacher in social skills/study skills class.</p> <ul style="list-style-type: none"> <li>■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template.</li> <li>■ Consideration and use of dynamic assessments to determine skills requiring direct intervention vs those that can be more easily supported virtually</li> <li>■ Video modeling of communication targets unless face shields are needed and available.</li> <li>■ Shared platforms with general education teachers.</li> </ul>	<p>provide live intervention via video conference.</p> <ul style="list-style-type: none"> <li>■ Co-teach with the special education teacher during social skills or study skills live video classes.</li> <li>■ Create intervention groups across schools particularly for social skills and social language. On-line classes developed for students to provide peer interaction opportunities.</li> <li>■ Push in by working closely with general education teachers and joining live class sessions. Provide break out sessions during individual work class time to focus on specific skills. .</li> <li>■ Provide caregiver guidance and training to carry out treatment strategies at home</li> <li>■ interactive tools (boom cards) developed and shared between providers.</li> <li>■ Video modeling of skills</li> <li>■ Shared communication platforms and repository of lessons and activities</li> </ul>
<p><b>Progress Monitoring</b></p>	<ul style="list-style-type: none"> <li>■ Progress monitor per IEP guidelines using research based tools.</li> <li>■ Assessment materials will need to be cleaned and sanitized or individual materials will need to be provided.</li> <li>■ Clear masks may be provided for</li> </ul>	<ul style="list-style-type: none"> <li>■ Progress monitor per IEP guidelines using research based tools</li> <li>■ When possible, provide assessments during on-site time to increase the likelihood of accurate assessment.</li> <li>■ Have parents video their student</li> </ul>	<ul style="list-style-type: none"> <li>■ Students receive frequent feedback on assignments they submit, quick turnaround for grading to keep students motivated and engaged</li> <li>■ Students on camera via Webex during assessment to ensure for accurate results</li> </ul>

SLP assessments, particularly around articulation and phonemic awareness progress monitoring.

- doing the task.
- Explore online formats to gather data.

- District platform for remote 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**

- 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.

- 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

- 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 remote motivation systems, train caregivers on how/when to deliver rewards, may need to deliver/provide tangible



**Appendix D: SMSD Attendance Expectations**

SHAWNEE MISSION SCHOOL DISTRICT



**ATTENDANCE EXPECTATIONS 2020-2021**

Middle 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
<b>Monday</b>	Regular Schedule	In person- attendance taken in Skyward
<b>Tuesday</b>	Regular Schedule	In person- attendance taken in Skyward
<b>Wednesday</b>	Regular Schedule	In person- attendance taken in Skyward
<b>Thursday</b>	Regular Schedule	In person- attendance taken in Skyward
<b>Friday</b>	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
<b>Monday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06	In person- attendance taken in Skyward	Remote- Log into Canvas each hour. Log onto WebEx with

	<b>2nd:</b> 10:10-10:57 <b>3rd &amp; 4th:</b> 11:01-1:12 <b>Lunch:</b> 11:03 – 11:29 11:50 – 12:16 12:17 – 12:43 12:45 – 1:11 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45		teacher during Mascot Hour. Complete <b>attendance/ activity log</b> at the end of the day.
<b>Tuesday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd &amp; 4th:</b> 11:01-1:12 <b>Lunch:</b> 11:03 – 11:29 11:50 – 12:16 12:17 – 12:43 12:45 – 1:11 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	In person- attendance taken in Skyward	Remote- Log into Canvas each hour. Log onto WebEx with teacher during Mascot Hour. Complete <b>attendance/ activity log</b> at the end of the day.
<b>Wednesday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd &amp; 4th:</b> 11:01-1:12 <b>Lunch:</b> 11:03 – 11:29 11:50 – 12:16 12:17 – 12:43 12:45 – 1:11 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	Remote- Log into Canvas each hour. Log onto WebEx with teacher during Mascot Hour. Complete <b>attendance/ activity log</b> at the end of the day.	In person- attendance taken in Skyward
<b>Thursday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06	Remote- Log into Canvas each hour. Log onto WebEx	In person- attendance taken in Skyward

	<b>2nd:</b> 10:10-10:57 <b>3rd &amp; 4th:</b> 11:01-1:12 <b>Lunch:</b> 11:03 – 11:29 11:50 – 12:16 12:17 – 12:43 12:45 – 1:11 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	with teacher during Mascot Hour. Complete <b>attendance/ activity log</b> at the end of the day.	
<b>Friday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to WebEx at the beginning of every class period, attendance taken in Skyward.	

C) Remote model- all students learn remotely.

Day	Hours	All Students
<b>Monday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.

<p><b>Tuesday</b></p>	<p><b>Mascot Hour:</b> 8:45-9:15  <b>1st:</b> 9:19-10:06  <b>2nd:</b> 10:10-10:57  <b>3rd:</b> 11:01-11:51  <b>Lunch:</b> 11:51-12:16  <b>4th:</b> 12:22-1:12  <b>5th:</b> 1:16-2:03  <b>6th:</b> 2:07-2:54  <b>7th:</b> 2:58-3:45</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>
<p><b>Wednesday</b></p>	<p><b>Mascot Hour:</b> 8:45-9:15  <b>1st:</b> 9:19-10:06  <b>2nd:</b> 10:10-10:57  <b>3rd:</b> 11:01-11:51  <b>Lunch:</b> 11:51-12:16  <b>4th:</b> 12:22-1:12  <b>5th:</b> 1:16-2:03  <b>6th:</b> 2:07-2:54  <b>7th:</b> 2:58-3:45</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>
<p><b>Thursday</b></p>	<p><b>Mascot Hour:</b> 8:45-9:15  <b>1st:</b> 9:19-10:06  <b>2nd:</b> 10:10-10:57  <b>3rd:</b> 11:01-11:51  <b>Lunch:</b> 11:51-12:16  <b>4th:</b> 12:22-1:12  <b>5th:</b> 1:16-2:03  <b>6th:</b> 2:07-2:54  <b>7th:</b> 2:58-3:45</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>
<p><b>Friday</b></p>	<p><b>Mascot Hour:</b> 8:45-9:15  <b>1st:</b> 9:19-10:06  <b>2nd:</b> 10:10-10:57  <b>3rd:</b> 11:01-11:51</p>	<p>All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.</p>



	<b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	
--	--	--

### Option 2: Remote Only



Day	Hours	All Students
<b>Monday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
<b>Tuesday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.

	<b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	
<b>Wednesday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
<b>Thursday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:5 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.
<b>Friday</b>	<b>Mascot Hour:</b> 8:45-9:15 <b>1st:</b> 9:19-10:06 <b>2nd:</b> 10:10-10:57 <b>3rd:</b> 11:01-11:51 <b>Lunch:</b> 11:51-12:16 <b>4th:</b> 12:22-1:12 <b>5th:</b> 1:16-2:03 <b>6th:</b> 2:07-2:54 <b>7th:</b> 2:58-3:45	All students remote- login to Canvas and WebEx at the beginning of every class period, attendance taken in Skyward.

## Appendix E: 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 F: 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.

