SHAWNEE MISSION SCHOOL DISTRICT

EARLY CHILDHOOD/ELEMENTARY PLAN FOR REOPENING SCHOOLS

TABLE OF CONTENTS

I. Elementary PreK-6 Learning Options 2020-2021

Learning Options (Elementary PreK-6)

Option 1: In-Person Learning	Option 2: Remote Learning (Online ONLY School)
Students of families selecting "In-Person Learning" will be assigned to their home school based on address, or approved transfer school. Students of families selecting "In-person Learning" will remain in that model for the semester. Depending on the status of current COVID cases in Johnson County, students may receive instruction through any of the three models below. The district will follow the gating criteria of JCDHE. PreK-6 learning models will follow the same schedule for on-site learning. Remote Learning - Students receive instruction daily from their homeroom and specials teachers while at home. Additional daily connections with assigned certified building staff may be scheduled. Hybrid Learning - An alternating attendance schedule will be established in order that students will attend school on-site a minimum of two days per week. Students receive instruction and assignments daily from their homeroom and specials teachers both onsite and remotely following assigned student schedule. Additional daily connections with assigned certified building staff may be scheduled. Health and safety precautions will be put in place for students in attendance including but not limited to: physical distancing, sanitizer, frequent hand washing, containment of students in home rooms, masks worn by staff and students, etc. Onsite Learning - All students in attendance daily at their home school or approved transfer school. Students receive instruction from their homeroom and specials teachers in the school building. Health and safety precautions will be put in place for students in attendance including but not limited to: sanitizer, frequent hand washing,	Students of families selecting "Remote Learning" will be assigned to a remote learning teacher and will remain in that class for the semester. While the student's enrollment at the homeschool will remain intact, Skyward will reflect enrollment in SMSD online school for the semester. Students will not attend in person at any time throughout the school year and will be assigned a remote teacher through SMSD online school. Teachers from across the district and the Remote Learning administrators 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 teacher and assigned remote learning specials teachers while at home. Student grades, assessment, and attendance count at the students' current home school.

containment of students in home rooms, masks worn by staff and students, etc.

Student Instructional Schedule (Elementary PreK-6)

Option 1: In-Person Learning	Option 2: Remote Learning (Online ONLY School)
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. Students must participate in 390 minutes of daily learning via direct instruction and assigned learning tasks in Canvas. Hybrid Learning - Students with last name* (**A**-**L**am**B**) attend on-site Monday and Tuesday and receive instruction remotely on Wednesday, Thursday, and Friday. Students with last name* (**L**am**C**-**Z**) attend on-site Wednesday and Thursday and receive instruction remotely on Monday, Tuesday, and Friday. *Friday - Some students may work on-site in small groups based on academic needs.* On remote learning days, students will utilize Canvas and WebEx platforms as well as district adopted resources and project based learning opportunities to master priority standards. Student attendance will be entered by the teacher during AM/PM direct instruction. Schools will communicate building specific hybrid plans with parents. Parents are required to sign the Parent Assurances developed by KSDE to verify student attendance in the Hybrid Model. The district sent communication to all parents. 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.*	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 will be engaged in 390 minutes of direct instruction or assigned learning tasks each day. Teachers take daily attendance based on district remote learning guidelines.

Based on the Learning Options offered for elementary school students preK-6 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.

II. Non-Instructional Expectations and Procedures

Social Distancing Considerations	On-site	Hybrid	Remote
	Strict adherence to social distancing cannot be guaranteed in this model. Masks required of all students, staff, visitors. We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks. Masks breaks allowed while outside and not required during physical education classes.	Strict adherence to social distancing will be possible in this model. Masks required of all students, staff, visitors. We will follow CDC, KDHE, and JCDHE guidelines with regard to wearing masks. Masks breaks allowed while outside and not required during physical education classes.	Strict adherence to social distancing will be possible in this model.
Planning Guidance for Administrators	**Best Practice Expectations -- All Scenarios**		
	Beginning of the Year Considerations for Administrators and Staff Appendix will be shared during professional learning. The school will work with families of students who have high risk conditions on educational planning. District timeline will be implemented to safely transition from remote learning to hybrid learning in incremental steps at building sites.		
Communal Spaces (Office, Gym, MPRs, etc.)	On-Site	Hybrid	Remote

	- Social distancing of 3 to 6ft
	- Consider the risk of exposure, crossing of groups, and group size when planning
	  ○ No all school assemblies
	  ○ No field trips
	  ○ No class parties
	  ○ Club opportunities virtual until further notice
	  ○ Night events/activities virtual until further notice
	- Masks required
	- Office Area
	  ○ Signage outside to require visitors to wear a mask
	  ○ Inside the office there is signage (indicating where to stand or sit while in the office) and designated areas to ensure guests are social distancing
	    ■ Examples - chairs spaced 6 feet apart, markings on floor for waiting in line
	  ○ Guests must be provided entry through the secure system
	    ■ Office staff log guests in the school office area
	    ■ Limit number of guests upon entry due to space
	    ■ Designate numbered waiting locations outside for visitors while waiting to enter the office
	    ■ When possible, limit members of the visiting
		For onsite days:
		Ensure social distancing of 3 to 6ft
		- Consider the risk of exposure, crossing of groups, and group size when planning
		  ○ No all school assemblies
		  ○ No field trips
		  ○ No class parties
		  ○ Club opportunities virtual until further notice
		  ○ Night events/activities virtual until further notice
		- Masks required
		- Office Area
		  ○ Signage outside to require visitors to wear a mask
		  ○ Inside the office there is signage (indicating where to stand or sit while in the office) and designated areas to ensure guests are social distancing
		    ■ Examples - chairs spaced 6 feet apart, markings on floor for waiting in line
		  ○ Guests must be provided entry through the secure system
		    ■ Office staff log guests in the school office area
		    ■ Limit number of guests upon entry due to space
		    ■ Designate numbered waiting locations outside for visitors while waiting to enter the office
		    ■ When possible, limit
			N/A

	group to essential persons only ■ Visitors to building in office area only ■ No volunteers in the school at this time	members of the visiting group to essential persons only ■ Visitors to building in office area only ■ No volunteers in the school at this time	
Arrival and Dismissal	**On-Site**	**Hybrid**	**Remote**

	■ Plan for the first day of school with online pre-teaching of new routines.
	■ Entrances/Exits identified for students
	■ Structured schedule to enter the building
	  ○ Utilize multiple entrances
	  ○ 1 class entering at a time from each entrance to manage numbers in the hallways
	  ○ Plan for students arriving after class enters the building
	■ Line up socially distanced at assigned outdoor location, monitored by staff and escorted into school
	■ When weather is an issue, students report directly to classrooms (do not cross group students in gyms/cafeterias)
	■ Principals have the authority to deviate from these guidelines in the event of adverse conditions.
		■ Plan for the first day of school with online pre-teaching of new routines.
		■ Entrances/Exits identified for students
		■ Structured schedule to enter the building
		  ○ Utilize multiple entrances
		  ○ 1 class entering at a time from each entrance to manage numbers in the hallways
		  ○ Plan for students arriving after class enters the building
		■ Line up socially distanced at assigned outdoor location, monitored by staff and escorted into school
		■ When weather is an issue, students report directly to classrooms (do not cross group students in gyms/cafeterias)
		■ Principals have the authority to deviate from these guidelines in the event of adverse conditions.
			N/A

Transitions	On-Site	Hybrid	Remote
	Hallways/Stairwells ■ Schedule to ensure one class per stairwell ■ Designate Flow of Traffic as needed (arrows on wall/floor) ■ Alott for more time/medical needs of individual students ■ Limit hallway traffic to ensure three to six feet social distancing in line and between classes ■ Ongoing cleaning of handrails	Hallways/Stairwells ■ Schedule to ensure one class per stairwell ■ Designate Flow of Traffic as needed (arrows on wall/floor) ■ Alott for more time/medical needs of individual students ■ Limit hallway traffic to ensure three to six feet social distancing in line and between classes ■ Ongoing cleaning of handrails	N/A
Restrooms	**On-Site**	**Hybrid**	**Remote**
	■ Schedule for classroom breaks ■ Attempt to schedule breaks during transition times to recess, specials, lunch ■ Individual student breaks on emergency basis (Building plan identified) ■ PreK-K classrooms with individual bathrooms utilize those spaces rather than common spaces	■ Schedule for classroom breaks ■ Attempt to schedule breaks during transition times to recess, specials, lunch ■ Individual student breaks on emergency basis (Building plan identified) ■ PreK-K use individual bathrooms rather than common spaces	N/A
Cafeteria Lunch Breakfast Backpack Snacks	**On-Site**	**Hybrid**	**Remote**
	■ Entrances/Exits identified for students ■ Designate Flow of Traffic ■ Ensure distancing - identify space for 3 to 6 feet apart during meal pick-up and seating	■ Lunch Available for all students ■ Entrances/Exits identified for students ■ Designate Flow of Traffic ■ Ensure distancing - identify space for 3 to 6 feet apart during meal	■ Meals available for students based on KSDE/USDA guidance ○ Meal fees charged based on eligibility status of student

- Utensils/napkins packaged
- Breakfast Served 7:50-8:30 (Building plan identified)
  - Breakfast available for students to take to the classroom
  - Students eat in the classroom w/classmates and teacher
- Lunch
  - Students follow social distancing to pick up/eat lunch in the cafeteria
  - Students eat outside and in classrooms as feasible to minimize cross grouping
  - Available 10:00-2:00 for scheduling purposes
  - Building plan for supervision of same cohort groups of students consistent w/staff providing classroom support
  - Ensure supervising staff and teachers a duty free lunch
  - Schedule students in the cafeteria w/minimal cross grouping of classrooms as feasible
  - Identify student seating with visuals on seats/benches
  - 3-6 foot social distancing in line and when eating lunch
  - Thorough disinfection of surfaces
  - Alternate seating areas to alleviate student numbers in one space (patio, outdoor area)

pick-up and seating
- Utensils/napkins packaged
- Breakfast Served 7:50-8:30 (Building plan identified)
  - Breakfast available for students to take to the classroom
  - Students eat in the classroom w/classmates and teacher
- Lunch
  - Students follow social distancing to pick up
  - Students eat outside and in classrooms as feasible to minimize cross grouping
  - Available 10:00-2:00 for scheduling purposes
  - Building plan for supervision of same cohort groups of students consistent w/staff providing classroom support
  - Ensure supervising staff and teachers a duty free lunch
  - Schedule students in the cafeteria w/minimal cross grouping of classrooms as feasible
  - Identify student seating with visuals on seats/benches
  - 3-6 foot social distancing in line and when eating lunch
  - Thorough disinfection of surfaces
  - Alternate seating areas to alleviate student numbers in one space (patio, outdoor area)

	On-Site	Hybrid	Remote
	■ At this time, parents do not have the opportunity to join their child for lunch on site indoors or outdoors.	■ At this time, parents do not have the opportunity to join their child for lunch on site. ■ Meals available for students in hybrid setting based on KSDE/USDA guidance ○ Meal fees charged based on eligibility status of student	
Playground/ Recess	**On-Site**	**Hybrid**	**Remote**

	■ Schedule to monitor the number of students in the area
	■ Assigned stations/activities to engage students in smaller groups/individual activities to ensure distancing/no cross grouping
	■ Masks may be removed while outdoors, continue w/social distancing
	■ Hand sanitizer stations available before/after recess, handwashing upon return from recess
	■ Students may use playground equipment assigned as a station to avoid cross grouping
	  ○ All students will not be able to use the equipment daily
	■ List of activities developed by the physical education teachers and
		■ Schedule to monitor the number of students in the area
		■ Assigned stations/activities to engage students in smaller groups/individual activities to ensure distancing/no cross grouping
		■ Masks may be removed while outdoors, continue w/social distancing
		■ Hand sanitizer stations available before/after recess, handwashing upon return from recess
		■ Students may use playground equipment assigned as a station to avoid cross grouping
		  ○ All students will not be able to use the equipment daily
		■ List of activities developed by the physical education teachers and
			N/A

	shared across the district to support classroom teachers. ○ Instruction of games/activities integrated into physical education classes	shared across the district to support classroom teachers. ○ Instruction of games/activities integrated into physical education classes	
Classroom	**On-Site**	**Hybrid**	**Remote**
	■ Students required to wear masks. ■ Determine # of students to provide for social distancing as feasible ■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating, movement and social distancing ■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch, after recess, throughout the day ■ Opportunity for students to use personal hand sanitizer ■ Students use individual classroom supplies, limit sharing of materials ■ Consider visual tools to space individual students(rug,mat, towel) ■ Consider alternate routines, such as students remaining at desks while others are spaced on the floor for instruction ■ Reconsider departmentalization procedures if previously used; i.e. limit student transitions, adults transition classrooms	■ Students required to wear masks. ■ Determine # of students to provide for social distancing as feasible ■ Spacing of desks, tables, removal of additional furniture to provide for more space for seating, movement and social distancing ■ Opportunity for frequent handwashing/hand sanitizer including prior to and after lunch, after recess, throughout the day ■ Opportunity for students to use personal hand sanitizer ■ Students use individual classroom supplies, limit sharing of materials ■ Consider visual tools to space individual students(rug,mat, towel) ■ Consider alternate routines, such as students remaining at desks while others are spaced on the floor for instruction ■ Reconsider departmentalization procedures if previously used; i.e. limit student transitions, adults transition classrooms	

	■ Integrated Math courses adjusted at the building level to make considerations for cross grouping as feasible or utilize flipped or remote instructional model	■ Integrated Math courses adjusted at the building level to make considerations for cross grouping as feasible or utilize flipped or remote instructional model	
Emergency Drills	**On-Site**	**Hybrid**	**Remote**
	■ Practice and complete required emergency drills within the classroom setting to avoid cross grouping and communal areas ○ Discuss, practice, document drills. ○ Coordinate fire drills to the class recess schedule ○ Principal identifies the date(s) of all school-wide drills	■ Practice and complete required emergency drills within the classroom setting to avoid cross grouping and communal areas ○ Discuss, practice, document drills. ○ Coordinate fire drills to the class recess schedule ○ Principal identifies the date(s) of all school-wide drills to ensure all students participate	N/A
Attendance	**On-Site**	**Hybrid**	**Remote**
	■ Monitored by the classroom teacher ■ Entered in Skyward daily (AM) ○ Student engagement in learning required daily	■ Monitored by the classroom teacher ■ On-Site Entered in Skyward daily (AM) ○ Student engagement in learning required daily ■ Remote - Entered in Skyward daily in AM and PM ○ Student engagement in learning required daily ○ Monitor engagement via Canvas learning management	■ Monitored by the assigned remote classroom teacher ■ Entered in Skyward daily AM/PM ○ Student engagement in learning required daily ○ Monitor engagement via Canvas learning management system ○ Follow district remote learning attendance guidelines

		system ○ Signed Parent Assurances required	
Resources	**On-Site**	**Hybrid**	**Remote**
	■ Consider face shields or masks with clear front for all staff for teaching reading/language and showing facial expressions for relationships w/students (preK-2, sped, specialists are the priority if purchases are limited) ■ Consider additional plexiglass dividers for small group instruction ■ Staff required to wear mask/face shield (see district guidelines) ■ Students required to wear mask	When On Site: ■ Consider face shields or masks with clear front for all staff for teaching reading/language and showing facial expressions for relationships w/students (preK-2, sped, specialists are the priority if purchases are limited) ■ Staff required to wear mask/face shield (see district guidelines) ■ Students required to wear mask ■ Technology devices available for support staff ■ Consider purchase of additional Swivl technology to record lessons if teachers choose to use ○ Tripod for teacher iPad to serve as lesson recording device for teachers choosing to record class lessons to share with students ■ Consider purchase of Teamboards for remote group instruction to provide more availability at individual buildings ○ (long range district plan needed)	■ Off-site Internet hot spot for students/parents as needed ○ Collaboration with community partners and Caring for Kids to provide common space for connectivity opportunities ○ Apartment/townhome developments (common space) ■ Technology available for support staff ■ Consider purchase of tripod for teacher iPad to serve as lesson recording device ○ Consider purchase of Teamboards for remote group instruction to provide more availability at individual buildings (long range district plan needed)

	■ Off-site Internet hot spot for students/parents
	  ○ Collaboration with community partners and Caring for Kids to provide common space opportunities
	  ○ Apartment/townhome developments (common space)	

III. Instructional Expectations

School Reopening Considerations	On-Site	Hybrid	Remote
	■ Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines ■ Classroom morning meeting daily ■ Ongoing support of Canvas, will be provided by the Instructional Coach ■ Professional Learning/PLC is virtual and/or grade level team social distanced. (minimize adult physical interaction/cross grouping)	■ Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines ■ Classroom morning meeting daily ■ To ensure that students are able to stay connected, teachers will need to provide the option for students to join remotely ■ Ongoing support of Canvas, will be provided by the Instructional Coach	■ Classroom morning meeting daily ■ Ongoing support of Canvas, will be provided by an Instructional Coach
Core, Tier I Instruction	On-Site	Hybrid	Remote

- [Plan restorative supports for 4th quarter standards recovery (Appendix B)](#) and integration for in-person learning
- Standards posted/communicated to students
- Competency-based learning
- Direct instruction provided by the teacher
- Digital Citizenship courses in Canvas taught by the librarian
- Students can opt to remote into classrooms digitally when off-site. Teachers connect using WebEx.
- Teachers should attempt to pre-record their lessons to support future use by students, staff, and parents for use during student off-site day or re-teaching purposes.
- If permitted by health services teachers can rotate between classrooms. It is highly recommended to utilize a blended learning model to prevent ability grouping students.
- PreK will continue to serve students in half-day (2 hour and 45 minute) sessions with students assigned to an a.m. or p.m. session.

- [Plan restorative supports for 4th quarter standards recovery (Appendix B)](#)
- Standards posted/communicated to students daily/weekly (Canvas)
- Competency-based learning
- Provide parents proficiency scales of priority standards for at-home connection
- Plan and instruct from district-approved and provided resources for consistency and ease of in-person instruction and remote content
- Focus Instruction on priority standards and grade-level competencies; provide direct instruction of new skills when in-person (ELA, math)
- Use Gradual Release of Responsibility when in-person teaching (I do, we do, you do) (ELA and math)
- Teachers plan for direct instruction with modeling and checking for understanding regarding foundational reading and math skills
  - In-person - whole group
  - In-person - small group
  - Reteach as needed
  - remote learning provides practice of taught and modeled skills
- Remote learning may consist of project-based learning, research, writing, and reading opportunities

- [Plan restorative supports for 4th quarter standards recovery (Appendix B)](#)
- Standards posted/communicated to students (Canvas and during direct instruction)
- Competency-based learning
- Provide parents proficiency scales of priority standards for at-home connection
- Direct instruction provided by teacher
- Daily expectations for teachers to instruct students via WebEx
- Co-teaching with specialists, ELL, special educators, interventionist is encouraged
- Digital Citizenship courses in Canvas taught by a librarian.

that allow students to practice previously taught skills and encourage personalization and choice.

- Integrate across content as often as possible
- Consider themes for science and Social Studies curriculum and instruction - possible at home remote instruction (PBL); research projects (Librarians, Art, Music, PE)
- Plan for social-emotional learning experiences - structured lessons, writing opportunities
- Encourage outside reading with library support in book selection (Check-in and check out with librarian)
- Use Digital Citizenship courses in Canvas taught by the librarian.
- Prepare students to work in and between different modalities of instruction; students and staff should be familiar with online learning management systems and tools and ready to adapt to necessary changes.
- Students can opt to remote into classrooms digitally when off-site.
- Teachers should attempt to record their lessons to support future use by students, staff, and parents for use during student off-site day or re-teaching purposes.
- Opportunity for specialists, aides,

		paras to provide remote support or office hours for students working remotely while the classroom teacher works with students in person. ■ Paper copies of lessons resources provided for at-home learning activities. ■ While it's important for teachers to build relationships with students, teachers will have the flexibility to deliver instruction as they see fit the learners needs, as an example they may select videos from their canvas community catalog or create their own videos. ■ Leverage choice boards. ■ Partitions, tables, and/or floor markings for separate work spaces. ■ System and schedule for sanitizing materials	
	Time Allotment Recommendations (Appendix C) For Grades K-6 ■ All students receive standards-based core instruction (Tier 1) *Recommended 90 uninterrupted minutes ■ Tier 2 - Students needing support in Priority Standards receive *extra support during core and/or extra 30 minutes ■ Tier 3 - Students needing support in foundational skills *Extra 45-60	Time Allotment Recommendations (Appendix C) For Grades K-6 (Please adjust accordingly for safety and precautionary measures.) Our instructional minutes will meet the instructional minutes set by the district requirements 390 minutes daily. Below are guidelines which are subject to change. These times will need additional flexibility to meet the needs of students and families. ■ ELA - 90 min daily	Time Allotment Recommendations (Appendix C) For Grades K-6 Our instructional minutes will meet the instructional minutes set by the district requirements 390 minutes daily. Below are guidelines which are subject to change. These times will need additional flexibility to meet the needs of students and families. ■ ELA - 90 min daily (at least 30 minutes remote direct instruction) ■ Math - 60 min daily (at least 30

	minutes outside of core instruction	■ Math - 60 min daily ■ Science - 150 minutes weekly (Alternate with Social Studies) ■ Social Studies - 150 minutes weekly (Alternate with Science) ■ Tiered Supports for students ■ Specials - 50 min	minutes remote direct instruction) ■ Science - 150 minutes weekly (Alternate with Social Studies) ■ Social Studies - 150 minutes weekly (Alternate with Science) ■ Tiered Supports for students ■ Plan for tiered intervention with students needing additional supports in foundational reading or math skills
	PreK Time Allotment Framework (Appendix D)	PreK Time Allotment Framework (Appendix D)	PreK Time Allotment Framework (Appendix D)

Tier II Instruction

Best Practice Expectations -- All Scenarios

- Utilize district-provided intervention programs that are specifically matched to the skill deficit identified in the formative assessment data.
- Determine skills for reteach.
- Build in time for small-group instruction while in-person to assess mastery of skills for reteach.

On-Site	**Hybrid**	**Remote**
	■ Consider a flipped remote presentation for reteaching previously taught skills. ■ Up to 30 minutes of additional support in grade-level priority standards during Tier 1 or outside of core time.	■ Consider a flipped remote presentation for reteaching previously taught skills. ■ Up to 30 minutes of additional support in grade-level priority standards during Tier 1 or outside of core time. ■ Parents will opt in for remote support

Tier III Instruction	**Best Practice Expectations -- All Scenarios**		
	■ Utilize district-provided intervention programs and services that are specifically matched to the skill deficit identified in the diagnostic data. ■ Review student assessment data to determine the skill deficit. ■ Match the appropriate intervention with the skill deficit. ■ Provide push-in or pull-out support depending on available staff in the building. (Consider sanitation needs) ■ Offer Tier 3 services in-person, consider offering online supports when remote ■ Provide consistent interventionists for groups of students; if an interventionist is absent, refrain from consolidating groups as cross-contamination may occur ■ Consider assigning interventionists specific grade levels for consistency in group contact.		
	On-Site	**Hybrid**	**Remote**
		■ Up to 45-60 minutes for students needing additional supports in foundational reading or math skills.	■ Up to 45-60 minutes for students needing additional supports in foundational reading or math skills. ■ Parents will opt in for remote support.
Specials Instruction	**On-Site**	**Hybrid**	**Remote**
	■ See classroom expectations/procedures ■ Utilize Social distancing guidelines. ■ Shift from rotating daily (A, B, C, D) schedules to rotating weekly. Each class in every grade level would attend the same specials class for one week then rotate to the next special the following week. This would reduce the number of students entering each specials room for the week (as an	■ See specials classroom expectations/procedures ■ Utilize Social distancing guidelines. ■ Hybrid (Instruction for at-home students) instruction can be synchronous or asynchronous. ■ Hybrid (Instruction for at-home students) instruction should be competency based, provide student choice , enrich the content taught during the in-person portion of class or	■ See classroom expectations/procedures. ■ Pre-K: purposeful play for a minimum of 45 minutes for parents to support this component of the learning - guidance/teaching for parents provided by the teacher ■ K-6: 25 minutes of direct instruction. ■ K-6: 25 minutes of guided and independent practice. The specials teacher should be

example: ¼ of the students in the school would be using the art room each week, rather than all the students in the school every week), and would allow the weekend for disinfecting and time for the virus to die before the next group comes the following week.

- K-6 Instructional Allotment: 50 minutes
- Pre-K: purposeful play for a minimum of 45 minutes

- [Content Specific Specials Guidelines Onsite](#)

facilitate mutually beneficial connections in other content areas.

- While Hybrid (Instruction for at-home students), teachers will need to help students consider items that students can use at home to enrich or substitute supplies being used in class?
- Teacher can record live lessons so that students can participate remotely.
- Special teachers collaborate with classroom teachers to integrate and ensure students are proficient in both content's priority standards.
- K-6 Instructional Allotment: 50 minutes
- Pre-K: purposeful play for a minimum of 45 minutes
- Shift from rotating daily (A,B,C,D) schedules to rotating weekly schedules as outlined in the specials on-site instruction section.
- Each class in every grade level would attend the same specials class for the whole week, then rotate to the next special the following week. This would reduce the number of students entering each specials room for the week (only ¼ of the students in the school would be using the art room each week, rather than all the students in the school every

available to help students needing assistance.

- Instruction should maximize student choice, voice and available household resources for creation and learning purposes..
- Remote Exhibits/Performances are encouraged to provide students with authentic audience and recognition for efforts.
- Virtual field trips guided by the teacher are encouraged to enhance learning opportunities

week), and would allow the weekend for disinfecting and time for the virus to die before the next group comes the following week.

- Instruction should maximize student choice, voice and available household resources for creation and learning purposes..
- remote Exhibits/Performances are encouraged to provide students with authentic audience and recognition for efforts.
- With a weekly schedule librarians are utilizing carts and eBooks to provide weekly choice for reading. (see the specials guidance document for additional information).
- See additional content specific Specials Recommendations/Guidance for In-Person Learning (Appendix D)

Band/Strings/Choir

- Regular rehearsals should take place in the classroom, while the teacher's computer camera is focused on the director so that students may perform in rehearsal remotely in addition to the live rehearsal. Teacher mic should be on, while students' mics are off.
- Students need to take current studied music home and instruments if applicable.
- Teachers should ask guiding

		questions after playing together to get them to respond to their personal performance.	
Students with Identified Needs	**On-Site and Hybrid**		**Remote**

	■ Create a strategic schedule to ensure access to general education and necessary special education services occur
	■ 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. Staff collaborate with parents to establish plans
	■ 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 3 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 students:adult contact as needed in case-by-case situations (hand-over-hand, sensory provision, etc.), practicing hand washing before and after contact/interaction.
	■ Buildings will need to individualize plans to utilize their human resources to meet the needs for students.
	■ Consider the use of an audible sound system as available per building.
	■ Copies of materials for each student, copy of textbooks for home use, while remote learning occurs.
			■ The Special Education department will provide updates based on state and federal requirements. Items below need to be addressed (please note this is not a comprehensive list):
			  ○ Establish service provider contact and delivery methods. (Frequency and duration should align with the IEP unless IEP teams determine changes are necessary.
			  ○ On-going collaboration with general education teachers ensuring accommodations and modifications are provided.
			  ○ Provide outline of service delivery plan.
			  ○ Definitions of how related staff supports students and teachers.
			  ○ All services and supports are intended to support the child accessing the general education curriculum with their non-disabled peers to the maximum extent appropriate.
			
			  ○ Consider para expectations

		and roles for supporting students and families.

- Guidance for working with a student who might have a constant runny nose, picks nose/skin, etc.
- Core academic goals/competencies covered remotely through gen ed and IEP goals covered on-site to increase likelihood of learning/mastery and ability to progress monitor.
- Academic IEP goals introduced and taught in the learning environment outlined by the IEP team in both remote and on-site learning opportunities.
- Social and Behavior goals introduced on-site in the learning environment outlined by the IEP team, establish a rubric/feedback method for remote implementation.
- Consider para expectations and roles for supporting students..
- See Additional Special Education Re-Opening Considerations in ***Appendix G***

Student Assessment and Grading Practices

Best Practice Expectations -- All Scenarios

- Develop a plan for assessing students' learning upon immediate return that includes multiple forms of assessment (i.e., universal screening, diagnostics, formative assessments, pre-assessments)
- Assessment materials will need to be cleaned after student use. Example: Acadience probes in plastic sleeve that can be sanitized after each use.
- Utilize interim and summative assessments that measure proficiency of priority standards.
- Utilize proficiency scales as an evaluation tool to communicate student progress and mastery of priority standards.
- Canvas allows teachers to track progress by standard.
- Teachers will use the compatibility of Canvas and Skyward to provide feedback on student learning.
- The standard grade card will still be utilized, teachers can use the narrative of the proficiency scales to provide feedback to students and parents. Teachers are also encouraged to provide weekly communication to parents.
- Canvas has the ability to track mastery and teachers can set up a default weekly communication through the platform.

Feedback

Best Practice Expectations -- All Scenarios

- Create feedback loops with parents and families about students' academic and social emotional health and wellbeing, through the use of remote/in-person conferences and/or surveys to parents about their student's experience and learning while in and out of school.
- Define expectations for participation and engagement for in-person and remote environments.
- Use proficiency scales to track student progress
- Recommended weekly communication (i.e., Canvas, Skyward, emails, newsletters) with parents to communicate learning and expectations.

IV. Social Emotional Support (SEL)/Learning

Considerations given to the social/emotional impact for students/staff based not only on COVID-19 issues but also with the current events related to race and equity.

Prior to Opening	Best Practice Expectations -- All Scenarios
	Pre-teaching/social narrative what it is going to look like when students come back (pictures of staff with masks, procedures, etc.). This information will be provided using age appropriate language being mindful of student fears, stress and anxiety. Virtual JumpUp before school to meet the class and teacher (video from teacher) including a standard message from the school. Plan to replace traditional onsite Sneak-a-Peek event. Send parent survey to identify individual family needs, with ongoing communication on availability of community resources (developed at the district level to gather consistent information) A common source of information/guidance/best practices for social emotional learning will be developed to support staff as they provide instruction, resources, and identify needs of families/students. This source will include lesson plans, community agency information, guiding questions to be used for class meetings, etc.
Ongoing Throughout the Year	**Best Practice Expectations -- All Scenarios**
	Building Social Emotional Learning team (which could include the following--social worker, behavior support teacher, instructional specialists, school psychologists, nurses) provides support and collaborates with general education and special education staff as they meet social emotional needs of all students in all formats. Trauma training for staff - this will happen throughout the 2020-21 school year- integrate the trauma informed care language into instruction- primary focus is on building relationships and supporting students. Trauma Informed Care principles should be established prior to instruction and integrated throughout reopening scenarios: **Connection:** Prior to any instruction, establish connections with students and staff in the building **Creating safety:** Staff and students need to feel physically and emotionally safe to learn **Emotional Regulation:** Help students develop adaptive coping skills to deal with life's challenges. Stay in the moment with a child, have them mirror the adult reactions.

Routine/Structures: Provide consistent and predictable routine. Prep and teach flexibility for when things change.

Administration supports the implementation of SEL/relationships before the academics are the priority (giving the permission for teachers- students to take the time to build RELATIONSHIPS and foundation for learning)

Buildings must respond to students from a trauma informed perspective as observed by a shift in discipline procedures to reflect principles that are focused on learning rather than punishment, inclusion rather than exclusion, and an increase in proactively supporting the emotional and mental health needs of all students.

Families must be kept informed of resources and have a clear understanding of how to access school and community resources.

Develop a school family liaison team to connect with families needing more support on an ongoing basis.

Specific Considerations	On Site	Hybrid	Remote
	■ Prior to students on-site provide social narratives of what to expect ■ Explicit teaching of expectations and the "why" for new protocols and procedures: ■ Health services department have a doc/presentation to share with staff and students on the "why" or the health perspective of the procedures/policies in kid-friendly terms being mindful of student fears and anxiety ■ Classroom morning meeting/check-in with relationship focus. Time within this meeting will be given to support student relationships and connections. ■ Plan for students of how to access appropriate support staff	■ Classroom morning meeting/check-in with guiding questions to allow teachers to monitor status of students (resources provided to teachers on how to structure); relationship focus ■ All students will participate in this common meeting at a consistent time remotely and in-person ■ Time within this meeting will be given to support student relationships and connections ■ Hybrid of online/in person lessons created in collaboration with building SEL team and general education teacher targeting Kansas Social Emotional Standards (common frequency of	■ Classroom morning meeting/check-in have guiding questions to allow teacher to monitor status of students (resources provided to teachers on how to structure); relationship focus ■ Teacher check-in with students/family the first week of school to develop relationships and provide support. Throughout the school year, the frequency of these calls are adjusted based on individual family needs. Connect families with social worker as needed. ■ Online lessons provided targeting SECD social/emotional standards (common frequency of these

	(check-in/out staff member, social worker, utilization of "hot pass") ■ **Lessons** created in collaboration with building SEL team and general education teacher targeting Kansas Social Emotional Standards (common frequency of these lessons determined throughout district) ■ Best practices of trauma informed care (essential to understanding) embedded into instruction	these lessons determined throughout district) ■ Best practices of trauma informed care (essential to understanding) embedded into instruction ■ Vertical families/teams as previously established in buildings may continue in an onsite/online format for all students.	lessons determined throughout district) ■ Best practices of trauma informed care (essential to understanding) embedded into instruction

V. Schedule

On Site	Hybrid	Remote
■ Must meet district requirements for student instructional minutes of 390 minutes on site daily ■ Schedules must be comprehensive prek-12 to best meet the needs of families and provide consistency for families 　○ Potential scheduling formats for consideration 　　■ All students on site daily with social distancing restrictions when feasible, implementing and maintaining safety precautions as listed in the plan. (example - avoid cross grouping, large gatherings in cafeteria, gyms, etc.) 　　■ Specials teachers rotate in one week intervals with classes to minimize exposure (see specials instruction section and district wide rotation schedules will be communicated)	■ Must meet district requirements for student instructional minutes and maintain a remote learning daily log documenting 390 minutes of daily learning activity when not on site for instruction or have attendance recorded by the classroom teacher from engagement in AM and PM direct instruction through Canvas/WebEx ■ Students with last name* (A-L) attend on-site Monday and Tuesday and receive instruction remotely on Wednesday, Thursday, and Friday ■ Students with last name* (M-Z) attend on-site Wednesday and Thursday and receive instruction remotely on Monday, Tuesday, and Friday ■ Friday - Some students may work on-site in small groups based on academic needs ■ On remote learning days, students will utilize Canvas and WebEx platforms as well as district adopted resources and project based learning opportunities to master priority standards ■ Schedules must be comprehensive prek-12 to best meet the needs of families and provide consistency for families	■ Must meet district requirements for student instructional minutes with 390 minutes of daily learning activity ■ 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 ■ Specials schedules rotate on a weekly basis

	○ Potential scheduling formats for consideration
	   ■ All students on site daily with social distancing restrictions when feasible, implementing and maintaining safety precautions as listed in the plan. (example - avoid cross grouping, large gatherings in cafeteria, gyms, etc.)
	   ■ Specials teachers rotate in one week intervals with classes to minimize exposure (see specials instruction section and district wide rotation schedules will be communicated)
	
	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.	

VI. Recommendations for Communication with Staff, Families, and Community

Date	Teacher Communication	Parent Communication (English and Spanish)
June	**Message to all staff to communicate the following (sent from district):** ■ Committee is currently working on a reopening plan that will be reviewed for feedback and then further	**Message to families to communicate the following (sent from district):** ■ Committee is currently working on a reopening plan that will be reviewed for feedback and then further

	reviewed for compatibility with KSDE, CDC/health department recommendations. ■ Canvas is coming ○ Brief description of what it entails ○ Share Intentional PD will be coming ○ Shell lessons developed	reviewed for compatibility with KSDE, CDC/health department recommendations. ■ Keep an eye out for important communication coming the first week of July to share updated information and also to collect information/feedback on some critical planning items. ■ Summer food access reminder ■ Reminder that school offices are closed and important dates for the academic year to start.
Early- Mid July	**Communication to be sent to all staff (sent from district) to communicate:** ■ Update on reopening plan development (share draft plan for feedback if appropriate) ○ Include as much information regarding safety measures/protocols to be put into practice as possible. ■ Human resources survey of staff to determine how many teachers, support staff are comfortable returning to work based on health needs. ■ Canvas - additional information regarding PD and a preview for staff. Communicate when certified staff will have access to logins and opportunities for online training dates.	**Message to families (sent by district)** ■ Share possibilities of how school may look ○ On-Site ○ Hybrid ○ Online
August	**Communication to be sent to all staff (sent from building principal - i.e. back-to-school communication) including:** ■ Sharing of finalized reopening plan (district created) ○ 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 for all instructional models ■ Safety measures/protocols in place	**Survey to families** ■ Sent by building administrator -returning to school family survey. District develops the general survey for families. ■ Identify who is planning to return to home school or transferring schools? - (transient pop. may increase and occur district wide when the "no eviction" law is removed) ■ Identify Internet access - (this may have changed if companies are not continuing to offer free access)

	- Canvas - updates on platform, additional information regarding professional learning and expectations for use and this is a priority for instructional planning - Communicate district professional learning plan that indicates August training details - Include this information for any new staff members to whom you may be sending separate communication.	- Identify any family hardships/concerns - what obstacles do families have i.e. health, food access, McKinney Vento, etc. - Reminder or additional mentions of this information in the Title I communications with families during the summer Title programming
TBD		**Survey to families** - Sent by building admin -same survey but sent by each school. District develops the general survey - Share specific format of school option of learning. Have parents identify choice for - onsite - hybrid - remote - Develop a plan for the school to reach out to families who may need clarification regarding the survey and questions we are asking of them
TBD		**District Information message:** - Share safety measures/protocols that will be in place. (Consider a district-produced video highlighting items in place - i.e. social distance signage, custodial sanitizing, plexiglass front office, availability of hand sanitizer, arrival/dismissal, any adjustments for lunch processes, etc.) - Send email, post on district & school website, social media, PTA
August		**Building administrator sends a video to the community sharing the district plan as we move forward.**

		District-provided script for administrators for continuity of message ■ How Social Emotional needs will be addressed ■ Learning options this year ■ Health update from the county
Days before school begins in September		**Video information to families - specific to school** Principal-provided communication-District provides a script for principals to personalize but make sure the message is the same. Include school specifics: 1. Morning drop off 2. Dismissal 3. Lunches/Breakfasts 4. School procedures 5. Social distancing **Teacher-provided communication** ■ District provides a script for teachers to personalize but make sure the message is the same. ■ Welcoming, what their classroom instruction will look like, ■ Health information: (Shelby/JCHD) 　○ Show how to wear a mask, why, care of a mask 　○ Proper handwashing ■ Teacher details to personalize the message (Note: The idea is that the principal video information is incorporated as an intro to the teacher video information.) If possible collect iPads prior to start of school following procedures used in the spring for pick-up of materials
As a replacement for back to school/		**School Information message:** ■ Sent by building administrator - District develops the general message

information night
1-2 days before school starts.
		■ Canvas Platform
		   ○ Family log in
		   ○ Video tour of the program - district provided
		■ Tech Support - what will this look like
		■ Skyward online parent verification/s - family access, all documents updated to include: social distancing, health plans regarding attendance, transition between or across the learning platforms
		■ Social Emotional needs - inform how this will be supported throughout the year - ongoing
		   ○ Ongoing survey to support students and families with the trauma or needs they have

Day before the first day of school.		**Resend video of procedures -Sent by building administator** 1. Morning drop off 2. Dismissal 3. Lunches 4. School procedures
Ongoing	**Ongoing training and support for Canvas**	**Ongoing Training for families on Canvas** - and new families as they move in throughout the year. Sent by building administrator ■ Canvas FAQ
		Ongoing health updates and reminders ■ Masks ■ Handwashing
		Recommend the development of a School Family Liaison team to make ongoing contact with families with higher needs
Additional Communication Considerations	In July, 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): ■ Masks for children ■ Supplies for learning at home	

	■ Hot sport support for families - partnerships with a cable company or SMEF funding for community areas in apartment complexes. ■ Hot spot support (either funding for or if your church/organization would support being a location where families could access connectivity). Building administrators also follow up/reach out with/to building partners during summer or upon return to school.
Key	*District developed or created * Building principal responsibility *Teacher responsibility

VII. Appendices

Appendix A: Beginning of the Year Considerations for Administrators and Staff Appendix shared during professional learning.

Appendix B: 4th Quarter Standards Recovery

Q4 Priority Standard Recovery

Grade Level	ELA	Math
Kindergarten	RF.K.1, RF.K.2 (a,b,d,e), RF.K.3 (b,c), W.K.3	K.NBT.1, K.CC.1 K.CC.3 *(also taught in Module 1)* K.CC.5 *(also taught in Module 1)* K.G.4 *(also taught in Module 2)*
1st	RF.1.3 (e,f,g), RL.1.2, RL.1.3	1.G.1, 1.G.3, 1.NBT.3 1.NBT.1 *(also taught in module 4)* 1.NBT.2a *(also taught in modules 2 & 4)*
2nd	**Note: All ELA PS for Q4 have already been taught and assessed in all quarters** RI.2.2, RI 2.5, RI 2.6, RF.2.3, RL.2.1, RL.2.11, W.2.11	2.MD.4 *(also taught in Module 2)* 2.NBT.5 *(also taught in Modules 1 & 4)*
3rd	**Note: All ELA PS for Q4 have already been taught and assessed in all quarters** RL.3.1, RL.3.2, RI.3.11	3.OA.8 *(also taught in Modules 1 & 3)*
4th	RI.4.5, RI.4.11, RI.4.11b,c, RI.4.12a,c, W.4.2 b, d	4.NF.5 4.NF.6
5th	**Note: All ELA PS for Q4 have already been taught and assessed in all quarters** RL.5.2, RI.5.1, RI.5.6, W.5.9	5.MD.5 5.NF.6 *(also taught in Module 4)*

Please note that b/c of Wonders cyclical nature the majority of Q4 Reading Standards can be reinforced within your grade levels curriculum. However, **grades 1-3** will likely need to teach missing phonemic awareness and phonics skills early in the fall in order to keep with the continuum of Foundational Reading Skills.

Kindergarten Q4 Priority Standard Recovery

Subject	Standard	Relevant Lessons/Resources	Where can I teach it in1st Grade?
Math	**K.NBT.1** Compose and decompose numbers from 11-19 into ten ones & some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Engage NY, Kindergarten Module 5 Topics A, B, C, E L5: Count objects the Say Ten Way L7: Model & Write #s 10-20 as number bonds L9: Teen numbers from abstract to pictorial.	Module 2 Topic D **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **a.** 10 can be thought of as a bundle of ten ones—called a "ten." **b.** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
Math	**K.CC.1** Count to 100 by ones and by tens and identify as a growth pattern.	Engage NY, Kindergarten Module 5 Topics A & D L15 Count up & down by 10s to 100 L18 Count across 10s by 1s to 100	Module 4 Topic A **1.NBT.1** Count to 120 (recognizing growth and repeating patterns), starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Math	**K.CC.3** Read and write numerals from 0 to 20.	Engage NY, Kindergarten Module 5 Topic B	Review at Beginning of Year Module 1
Math	**K.CC.5** Count to answer "how	Engage NY, Kindergarten	Module 3

	many?" up to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration (subitizing); given a number from 1 to 20, count out that many objects.	Module 5 Topics C & E L13 & L14 Show, count, and write to answer how many questions	
Math	**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations (position and direction in space), using informal language to describe their similarities, differences, parts *(e.g. number of sides and vertices/"corners")* and other attributes *(e.g. having sides of equal length)*.	Engage NY, Kindergarten Module 6	Module 5 Topic A **1.G.1** Distinguish between defining attributes *(e.g. triangles are closed and three-sided)* versus non-defining attributes *(e.g. color, orientation, overall size)*; build and draw shapes that possess defining attributes
ELA	**RF.K.1** Demonstrate understanding of the organization and basic features of print.		Should be taught/reviewed at the beginning of the year to access grade-level curriculum and reinforced with stories throughout Wonders in the 1st Quarter.
ELA	**RF.K.2** Demonstrate understanding of spoken words, syllables and sounds. **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend		Wonders SMART START is vital Similar to RF.1.2- teach in conjunction with

	and segment syllables in spoken words. **d.** Isolate and produce initial, medial and final sounds. **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
ELA	**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding. **b** Associate the long and short sounds with common spellings for the five major vowels. **c** Read common high-frequency words by sight.	The Sound/Spelling Cards from Wonders will hit a lot of this standard as you are reteaching/introducing them at the beginning of the year *possible videos for use* Wonders Instructional Routine- How to introduce a Sound/Spelling Card.	Wonder SMART START
ELA	**W.K.3** Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, in the order they occurred, and a reaction to what happened.	U1 W3 ● Whole Group Language Arts (day 1): Shared Writing ● Whole Group Language Arts (day 2): Interactive Writing ● Whole Group Language Arts (day 3): Independent Writing U1 W5 ● ELL Small Group Differentiated Instruction (day 1): Writing-Organization	This is a prerequisite for W.1.3 and should be introduced prior to linking multiple events as required in 1.3.

homepage

1st Grade Priority Standard Recovery

Subject	Standard	Relevant Lessons	Where can I teach it in 2nd Grade?
Math	**1.G.1** Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes that possess defining attributes.	Engage NY, 1st Grade Module 5 Topic A	Module 8 ● Topics A-C
Math	**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Note: fraction notation is not expected at this grade level. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Engage NY, 1st Grade Module 5 Topics C & D	Module 6 ● Topic C ● **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Module 8 ● Topics B-D
Math	**1.NBT.1** Count to 120 (recognizing growth and repeating patterns), starting at any number less than 120. In	Engage NY, 1st Grade Module 6 Topic B	Module 3 ● Topics A-D

	this range, read and write numerals and represent a number of objects with a written numeral.		
Math	**1.NBT.2a** 10 can be thought of as a grouping of ten ones—called a "ten."	Engage NY, 1st Grade [Module 6](#) Topic B	Module 3 ● Topics B-E
Math	**1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the relational symbols >, <, =, and ≠.	Engage NY, 1st Grade [Module 6](#) Topic B	Module 3 ● Topic F ● **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
ELA	**RF.1.3 (e,f,g)** Know and apply grade-level phonics and word analysis skills in decoding words. Specific sound spelling cards: ● ar ● er/ir/ur, ● or/ore/oar, ● ou/ow ● oi/oy ● oo/u_e/ew/ue/ui/ou ● au/aw/al ● kn ● gn	**Phonics** ● Star Card, "ar" - 1st grade 5.1 Wonders ● Shirt Card, "er", "ir", "ur" - 1st grade 5.2 Wonders ● Corn card, "or", "ore", "oar" - 1st grade 5.3 Wonders ● Cow card, "ou", "ow" - 1st grade 5.4 Wonders ● Boy Card, "oi", "oy" - 1st grade 5.5 Wonders ● Spoon Card, "oo", "u_e", "ew", "ue",	**Phonics** ● Sound/Spellings Card should be introduced in Smart Start. ● 1st Grade Lesson with cards - Day 1 of Wonders ***Open your ConnectEd Teacher's Manual online PRIOR to clicking on links below.** ● [Wonders Blending 1st Grade 5.1 "ar" spelling](#) ● [Wonders Blending 1st Grade 5.1 "ar" Sentences](#)

● Wr
● air, are, ear, ere
 	
e. Use vowel patterns to decode two-syllable words by breaking the words into syllables.
Specific syllable types:
● consonant -le (final stable syllable)
● r-controlled syllable
● vowel team syllable
 	
f. Read words with inflectional endings (e.g., makes, walked, ended, played, going).
Specific endings:
● -es
● -ed
● -ing
 	
g. Recognize and read grade-appropriate words.
● See specific sound/spelling cards and patterns above
	"ui"."ou" - 1st Grade 6.1 Wonders
	● Straw Card - "au", "aw", "al" - 1st Grade 6.2 Wonders
	● Silent letters (Rose and Nest) Cards - "kn", "gn", "wr" - 1st Grade 6.3 Wonders
	● Chair Card- "air", "are", "ear", "ere" - 1st Grade 6.5 Wonders
	
	Specific syllable types:
	● Consonant _le (final stable syllable) - 1st Grade 5.5 Wonders
	● Vowel team syllable - 1st Grade 6.2 Wonders
	● R-controlled syllable - 1st Grade 6.5
	
	Inflectional Ending
	● 1st Grade Wonders 5.2 (er)
	● 1st Grade Wonders 5.4 (er, est)
	● 1st Grade Wonders 6.1 (ful, less)
	● 1st Grade Wonders6.4 (ed, ing) Inflectional Endings
		● [Wonders Blending 1st Grade 5.2 "er', "ir", "ur"](#)
		● [Wonders Blending 1st Grade 5.2 "er', "ir", "ur" Sentences](#)
		  ○ This would be a good time to introduce R-Controlled Syllables (if time)
		  ○ Inflectional ending er
		● [Wonders Blending 1st Grade 5.3 "or", "ore", "oar"](#)
		● [Wonders Blending 1st Grade 5.3 "or", "ore", oar" sentences](#)
		  ○ This would be a good time to introduce R-Controlled Syllables
		
		● [Wonders Blending 1st Grade 5.4 "ou", "ow"](#)
		● [Wonders Blending 1st Grade 5.4 "ou", "ow" Sentences](#)
		  ○ This would be a good time to teach Vowel Team Syllables

			• [Wonders Blending 1st Grade 5.5 "oi", "oy"](#) • [Wonders Blending 1st Grade 5.5 "oi" "oy" Sentences](#) • [Wonders Blending 1st Grade 6.1 "Spoon Card"](#) • [Wonders Blending 1st Grade 6.1 "Spoon Card" Sentences](#) • [Wonders Blending 1st Grade 6.2 "aw", "au", "augh"](#) • [Wonders Blending 1st Grade 6.2 "aw", "au", "augh" sentences](#) * • [Wonders Blending 1st Grade 6.3 "wr", "gn", "kn"](#) • [Wonders Blending 1st Grade 6.3 "wr" "kn" "gn" sentences](#) • [Wonders Blending 1st Grade 6.5 "air", "are", "ere'" "ear"](#) • [Wonders Blending 1st Grade 6.5 "air","are", "ere", "ear" Sentences](#) **<u>Specific Syllable Types</u>**

			● Can be done in Smart Start. ●
ELA	**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	U6 W1 ● Day 2 Whole Group Close Reading ● Leveled Readers U6 W3 ● Day 3 Whole Group Reading Comprehension U6 W4 ● Day 2 Whole Group Close Reading ● Leveled Readers	**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2nd Grade Units: ● Unit 1 Week 4 ● Unit 1 Week 5 ● Unit 2 Week 2 ● Unit 3 Week 1 ● Unit 3 Week 2 ● Unit 3 Week 3 ● Unit 4 Week 4 ● Unit 4 Week 5 ● Unit 5 Week 1 ● Unit 5 Week 2 ● Unit 6 Week 1 ● Unit 6 Week 4 ● Unit 6 Week 5
ELA	**RL.1.3** Describe characters, settings, and major events in a story, using key details.	**1st Grade Units** **Leveled Readers (only)** ● Unit 1 Wk 3 ● Unit 2 Wk 1 ● Unit 3 Wk 1 **Leveled Readers and Whole Group Close Reading &/or Comprehension Lessons**	**RL.2.3** Describe how characters in a story respond to major events and challenges. RL1.3 Printable Pre-assessment (with audio links for whole group) & KEY **2nd Grade Units**

		- Unit 2 Wk 2 - Unit 2 Wk 4 - Unit 3 Wk 3 - Unit 4 Wk 1 - Unit 5 Wk 2 - Unit 5 Wk 4 - Unit 6 Wk 3	- Unit 0 Wk 1 - Lion & the Mouse - Unit 1 Wk 2 - Big Red Lollipop - Unit 1 Wk 3 - Not Norman - Unit 2 Wk 1 - Sled Dogs Run - Unit 2 Wk 2 - Wolf! Wolf! - Unit 4 Wk 3 - Dear Primo; A Letter to My Cousin" - Unit 5 Wk 4 - Woodcutter's Gift

homepage

2nd Grade Q4 Priority Standard Recovery

Subject	Standard	Relevant Lessons	Where can I teach it in 3rd Grade?
Math	**2.MD.4:** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (inches, feet, centimeters, and meters).	Engage NY, 2nd Grade Module 7 Topic D	**Introduce/review in Module 6** (2 weeks) Collecting and Displaying Data **Continue in Module 7**: Geometry & Measurement Word Problems
Math	**2.NBT.5:** Fluently (efficiently, accurately, and flexibly) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.).	Engage NY, 2nd Grade Module 7 Topic B & E Module 8 Topic D	This standard is extended into multiplication and division in Modules 1 and 3. **To avoid falling behind schedule**, it is recommended that you do not front-load too many lessons for this standard at the beginning of 3rd grade. Instead review this standard and revisit throughout 1st semester *Continue to support with small group interventions
ELA	**RL.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and		**RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and

	phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.		phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. **Wonders Unit: 1**
ELA	**RI.2.2** Identify the main topic of a multi-paragraph text and focus of specific paragraphs within the text.		**RI. 3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **Wonders Units 1 and 3** ***Priority Standard for 3rd grade**
ELA	**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.		**RI. 3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **Wonders Units: 1, 5, 6**
ELA	**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		**RI. 3.6** Distinguish their own point of view from that of the author of a text. **Wonders Units: 2 and 5**
ELA	**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide		**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	a concluding statement or section.		**Wonders Unit 5** ***Priority standard for 3rd grade**
ELA	**W.2.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		**W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Wonders Units: 1**
ELA	**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **b.** Know spelling-sound correspondences for additional common vowel teams. **c.** Decode regularly spelled two-syllable words with long vowels. **e.** Identify words with inconsistent but common spelling-sound correspondences.	<u>2nd Grade Wonders</u> **Diphthongs** ou, ow, oy, oi (Wonders U5 W1 & 2) **Variant Vowels** /ü/ /u̇/ /ô/ (U5 W3 & 4) **Short Vowel Digraphs** /e/ ea; /u/ ou; /i/ y (U5 W5) **Specific syllable types:** ● Open & Closed (U6 W1) ● CVCe (U6 W2) ● Consonant + le (U6 W3) ● Vowel Team (U6 W4) ● r-Controlled Vowel (U6 W5) **Prefixes/Suffixes** ● Inflectional endings: -ed, -ing, -s, -es (U5 W2) ● Suffixes: -ful, -less, -ly (U5 W2, U6 W2)	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. X phonics, decode I can use phonics skills to help decode words. Utilize Sound/Spelling Cards **Wonders Units 0-6**

| | | Prefixes: re-, un-, dis- (U6 W2) Comparative endings: -er, -est (U6 W4) | |

homepage

3rd Grade Q4 Priority Standard Recovery

Subject	Standard	Relevant Lessons	Where can I teach it in 4th Grade?
Math	**3.OA.8** - Solve two-step word problems using any of the four operations. Represent these problems using both situation equations and/or solution equations with a letter or symbol standing for the unknown quantity (refer to Table 1 and Table 2 and standard 3.OA.3). Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers.	Engage NY, 3rd Grade Module 7: ● Topic A: Solving Word Problems (L1, L2, L3) ● Topic C: Problem Solving w/ Perimeter (L15, L17) ● Topic E: Problem Solving w/ Perimeter & Area (L23, L28, L29, L30)	**4.OA.3** Engage NY, 4th Grade Module 1: ● Topic D: Multi-Digit Whole Number Addition (L12) ● Topic E: Multi-Digit Whole Number Subtraction (L16) ● Topic F: Addition & Subtraction Word Problems (L18, L19) Module 2: ● Topic B: Application of Metric Unit Conversions (L5)
ELA	**RL.3.1** Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.		**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Wonders Units 1-6**
ELA	**RL.3.2** Recount stories, including fables, folktales, and		**RL.4.2** Determine the theme of a story, drama, or poem from

	myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		details in the text; summarize the text. **Wonders Units 1-6**
ELA	**R1.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. **a.** Use sentence-level context as a clue to the meaning of a word or phrase. **b.** Determine the meaning of the new word formed when a known affix is added to a known word. **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		**RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. **a.** Use context as a clue to the meaning of a word or phrase. **b.** Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word. **c.** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

homepage

4th Grade Q4 Priority Standard Recovery

Subject	Standard	Relevant Lessons	Where can I teach it in 5th Grade?
Math	**4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	Engage NY 4th Grade Module 6 Topics B, D, & E	Engage NY 5th Grade Module 1 Topic A, B, E
Math	**4.NF.6** Use decimal notation for fractions with denominators 10 or 100	Engage NY 4th Grade Module 6 Topics A, B, D, & E	Engage NY 5th Grade Module 1 Topic A, B, E Module 2 Topic C
ELA	**RI. 4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		**RI 5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts **Units 1, 2, 5, 6**
ELA	**RI. 4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.		**RI 5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.

	b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word. **c.** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		**b**. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **Typically taught in Day 2. U1W4,5 U2W3, U3W3,4, U4W4 U5W4,5 U6W1** **c.** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
ELA	**RI.4.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Explain the meaning of simple similes and metaphors in context. **c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		**RI.5.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figurative language, including similes and metaphors, in context. **c.** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
ELA	**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **b.** Develop the topic with facts, definitions, concrete		**W. 5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information

	details, quotations, or other information and examples related to the topic. **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.		and examples related to the topic **Unit 2,3,4,5** **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. **Unit 1,2,5**

homepage

5th Grade Q4 Priority Standard Recovery

Subject	Standard	Relevant Lessons	Where can I teach it in 6th Grade?
Math	**5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, *(e.g. by using visual fraction models or equations to represent the problem)*	Engage NY, 5th grade Module 4: ● Topic D: Fraction Expressions and Word Problems (L11, L12) ● Topic E: Multiplication of a Fraction by a Fraction (L16) ● Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems (L24)	**6.NS.1** Review multiplication of fractions & mixed numbers before division of fractions Engage NY, Module 2, Topic A
Math	**5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge	Engage NY, 5th grade Module 5: ● Topic A: Concepts of Volume (L1, L2, L3) ● Topic B: Volume and the Operations of Multiplication and Addition (L4, L6, L7)	**6.G.2** Engage NY, Module 5 ● Topic C, Lessons 11 - 14

	lengths, equivalently by multiplying the height by the area of the base. Represent three-dimensional whole-number products as volumes, *(e.g. to represent the associative property of multiplication.)* **b.** Apply the formulas *V = l x w x h* and *V = B x h* (*B represents the area of the base)* for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		
ELA	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		**RI.6.1/RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ***Reinforced in every unit, every week (priority standard)**

ELA	**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		**RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ***First Exposure: Unit 1**
ELA ***RF.5.4 would be assessed via DIBELS**	**RF.5.4** Read with sufficient accuracy and fluency to support comprehension. **a.** Read on-level text with purpose and understanding. **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
ELA	**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	-Apply grade level Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). -Apply grade level Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons	**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). **b.** Apply grade 6 Reading

		and evidence support which point[s]").	standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). ***First Exposure: Unit 1**

homepage

Appendix C: Time Allotment Recommendations For Grades K-6

Insructional Time Allotments: Elementary Schools

2020-21

	K	1	2	3	4	5	6
Total minutes in school day	420	420	420	420	420	420	420
Total time minus lunch/recess periods, of 60 minutes (see below)	360	360	360	360	360	360	360
Specials time daily	50	50	50	50	50	50	50
Total	310	310	310	310	310	310	310
Reading/ELA (uninterrupted)	90	90	90	90	90	90	90
Workshop	30	30	30	30	30	30	30
Math (uninterrupted)	60	60	60	60	60	60	60
Science/Health (average)	30	30	30	30	30	30	30
Social Studies (average)	30	30	30	30	30	30	30
Time for flexibility/transitions	70	70	70	70	70	70	70

Recess Guidelines:

Maximum of 2-15 minute recesses, one mid-morning and one mid-afternoon, not tied to lunch.

Anything in excess of this cannot be counted as instructional time. Recess tied to lunch cannot count as instructional time.

Other Notes:

Instructional times can be integrated. For example, science time can incorporate ELA concepts, as well.

Differentiation is necessary throughout the day. Workshop time should not be the only differentiated time for students.

Intervention may occur during Workshop time. If students need more time, it could come from flexible time or, if necessary, science or social studies.

The district does not support nap/rest time at any level.

Appendix D: PreK Time Allotment Framework

SMSD Pre-K Instructional Framework

Time	Activity	Routine/Skills
5 minutes 8:15-8:20 12:15-12:20	Arrival	greeting, unpack, put things away, sign-in, read to self, independent activities
10 minutes 8:20-8:30 12:20-12:30	Morning Meeting	songs, share time, morning message, linear calendar, review schedule, class meetings (relationship building)
15 minutes 8:30-8:45 12:30-12:45	Alphabet Time	phonemic awareness, phonics, songs, print awareness, segmenting/blending, letter/sound
15 minutes 8:45-9:00 12:45-1:00	Book Time	vocabulary, dialogic reading, print awareness, oral language
30 minutes 9:00-9:30 1:00-1:30	Recess/Bathroom/Snack	line up, language building, self-help, independence, social skills, hallway and meal expectations, transitions, peer relationship building/interactions
15 minutes 9:30-9:45 1:30-1:45	Math	numbers and operations (rote counting, 1-1, cardinality, numerals), geometry, measurement, data analysis and patterning
15 minutes 9:45-10:00 1:45-2:00	Small Group	personalized learning, tiered instructional support
45 minutes 10:00-10:45 2:00-2:45	Purposeful Play	standards practice, art projects, student inquiry, language building, self-help, independence, social skills, peer relationship building/interactions.
10 minutes 10:45-10:55 2:245-2:55	Social/Emotional	second step/ wonders
5 minutes 10:55-11:00 2:55-3:00	Closing	review of day, good-bye song

Appendix E: Content-Specific Specials Recommendations/Guidance for In-Person Learning

All Special Content Areas
Student Safety
- Students should wear a facemask at all times during class.   - Students should have time to wash their hands or use hand sanitizer prior to, during, and following the class to prevent the spread of the COVID-19 virus.   - Classrooms will have hand sanitizer stations installed as part of good "hand hygiene" procedures.   - Students should not eat or drink in the classroom.
Surface and Supply Cleaning
- Given the large amount of supplies and surfaces that need to be cleaned in the specials classroom, SMSD recommends a system of hand hygiene before and after class to prevent transmission of germs.   - While keeping art supplies clean between uses is important, good hand hygiene is more important. The reasoning is that COVID-19 is not spread through the skin, it is transmitted directly or indirectly through the eyes, nose and mouth.   - Using consumable, or single person-use, supplies/materials is another way to lower the risk of transmission of germs.   - If using shared supplies, increase hand hygiene and provide additional reminders for students to keep hands away from their mouth, nose and eyes.
Seating & Cohorting
- Shared tables & Seating should be arranged in accordance with social distancing guidelines.   - Specials teachers should maintain grade level classroom cohort groups within the specials classroom.
Transition Time
- Teachers should build-in time for students to wash their hands.   - Class start time and end times will need to be strictly adhered to.
Hybrid Instruction (At - Home)
- Hybrid (Instruction for at-home students) instruction can be synchronous or asynchronous.   - Hybrid (Instruction for at-home students)instruction should be competency based, provide student choice , enrich the content taught during the in-person portion of class or facilitate mutually beneficial connections in other content areas.   - While Hybrid (Instruction for at-home students), teachers will need to help students consider items that students can use at home to enrich or substitute supplies being used in class?

Specials Guidance By Content Area				
Visual Art	**Music**	**Physical Education**	**Library**	**Outdoor Learning & School Gardens (Pre-K 12)**
Equipment				

Supply Storage	**Textbooks** cannot be cleaned.	**Sharing Equipment**	**Student Book Choice**	**Sharing Equipment**
Art projects should be stored in the art room, or lockers. If using repeat-use supplies, students should be provided their own (non-shared) supplies for class. Teachers should limit supply sharing. Examples of Single-Use supplies These can be used one time then kept by the student or thrown away. • Textiles • Paper • Craft Sticks • Canvas • Cotton swabs • Chenille Stems • Single-Use packaged clay and other items. • Paint • Yarn • Clay (Individual use portion) Examples of Repeat-Use supplies These items can be used more than once and need to be disinfected between each use. • Markers • Pencils/ Colored Pencils • Scissors • Needles	Therefore it is best not to put textbooks in students' hands. Pages should be displayed using projectors where possible. Any equipment or materials used during class will be cleaned between classes, or students could have individual kits with classroom instruments. **Keyboard, Drum, and chime lab**s may be used if cleaned appropriately between uses. Refer to the NFHS Instrument Cleaning Guidelines. Disinfecting wipes are being purchased for all elementary music classrooms. **Recorders** should not be used at this time. **Music books or sheet music** should not be shared by students. Music used in the classroom should be displayed from a projector. For more detailed guidance for K-12 Music classrooms please see the SMSD Fall Performing Arts Covid-19 Guidelines	If using equipment, attempt to provide students with their own equipment for class. If using shared supplies, increase hand hygiene and provide additional reminders for students to keep hands away from their mouth, nose and eyes.	Librarians use carts and eBooks to provide choice for reading. Students will request and place holds in Destiny from their home school library prior to their library time. 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. If students are going to browse - • Look- don't touch: • Arrange a selection of books- book cover up Librarians will pull books for students; no student browsing of stacks. **Book Check In/Check Out** Check in process for labeling bins with dates for quarantine books (check in then put in quarantine). Only the librarian will check in and check out books Utilize the **online catalog** more to find books and put	If using equipment, students should be provided their own equipment for class/prohibit equipment sharing. Report garden activity to principal and custodian. Custodians will sanitize spigots, hoses, gates and other surfaces following garden activity.

			holds on books instead of browsing shelves	
• *Knitting and Crochet Tools* • *Paintbrushes* • *Clay tools* • *Photography equipment.*			**Makerspace** ******Use of Makerspace areas is not recommended at this time.*	

Specials Instruction

Visual Art	**Music**	**Physical Education**	**Library**	**Outdoor Learning & School Gardens (Pre-K 12)**

Plan activities that support social distancing. Find creative ways for students to **practice art skills and habits of mind.** **Organize furniture** to accommodate social distancing. Plan **supply distribution** processes to ensure that we follow student cohort adherence. If using **shared supplies**, increase hand hygiene and provide additional reminders/instruction for students to keep hands away from their mouth, nose and eyes. **Art-on-a-cart** To lower the risk of exposure another option is for the art teacher to travel to regular classrooms and deliver instruction. Students would use their individual supplies instead of repeat use supplies.	**Classroom instruction** whether in the music classroom or delivered from a cart (push-in model) will be determined at the building level through consultation between the building principal and music educator. Limited **singing** can take place in class IF all students are wearing a mask and it is for less than 30 minutes followed by a 10 minute unoccupied room air exchange. Classroom instruction will focus on playing instruments, listening and responding to music, moving, music theory, composition, and other non-singing activities. Implement strategic lesson planning and use of instruments/equipment (including iPads) to help manage and maximize time for cleaning these items between uses. The start of **Elementary Choirs** will be delayed until the second semester. The area high school festivals have been postponed with hopes of rescheduling for the second semester. Singing CAN take place in the general music classroom with students wearing masks and social distancing (see above).	Whenever possible, take the students **outside for PE.** Plan activities that support social distancing. Reduce opportunities for close and/or **physical contact.** Games and sport activities that require close guarding and potential contact with another player should not be included. Provide lessons that include no contact activities and no or limited equipment Find creative ways for students to **practice skills** without equipment.	Plan activities that support social distancing - reduce opportunities for close and/or physical contact. Find creative ways for students to **practice library skills**. If you have **more than one entrance** into the library, denote an exit and entrance to streamline student traffic **Organize furniture** to accommodate social distancing. (Storytime, Table Time) No **interlibrary loans** will be processed at this time. **Library-on-a-cart** To lower the risk of exposure another option is for the librarian to travel to regular classrooms and deliver instruction. Students would use their individual devices to place holds on books and search for e-books and databases.	Wash hands before and after gardening Work in small groups that allow 3-6 feet of physical distance Wear a face mask Custodians will sanitize spigots, hoses, gates and other surfaces following garden activity Sanitize garden tools before and after gardening Do not eat or drink in the garden **Harvest produce** into clean and sanitized containers To reduce contamination, harvested produce may be sent home "as is" with students or donated to food banks

	Students will have the opportunity to celebrate their learning and achievements through **musical performances**. *At this time, these performances will look unique and non-traditional, such as recording and sharing classroom performances, virtual performances, etc. (following all copyright restrictions). Performances Can Not be posted to YouTube, FaceBook or other media hosting/sharing websites. A classroom performance video can be placed in the classroom's Canvas for viewing by parents as long as theory is an educational reason for posting such as a student review of the performance.* *Due to the current health and safety guidelines, staged and* **costumed musicals** *should not be considered for this year.*			

Appendix F: Reopening Hybrid Instruction Sample Schedule - Elementary

This is a sample schedule designed to give you an example of how you might organize instructional time in a blended learning model. Building level BLTs and PLCs will need to tailor schedules to meet the specific needs of their buildings and students. *Note schedules will need to be in compliance with KSDE guidelines to meet instructional minutes/competency based learning.

This sample schedule is designed around a M/W - T/Th student rotation schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Whole Class Morning Meeting	Whole Class Morning Meeting	Whole Class Morning Meeting	Whole Class Morning Meeting	Online Whole Class Morning Meeting
In-Person Group Wonders Lessons Days 1 & 2 *(Cut down and/or combine to be sure to cover the most important parts)* - Phonological Awareness - Sound-Spelling - Close Read - Small Groups Engage Lesson *(Focus on the most important parts)* - Application Problem - Concept Development Tiered Supports Intervention	**In-Person Group** Wonders Lessons Days 3 & 4 *(Cut down and/or combine to be sure to cover the most important parts)* - Phonological Awareness - Sound-Spelling - Close Read - Small Groups Engage Lesson *(Focus on the most important parts)* - Application Problem - Concept Development Tiered Supports Intervention	**In-Person Group** Wonders Lessons Days 1 & 2 *(Cut down and/or combine to be sure to cover the most important parts)* - Phonological Awareness - Sound-Spelling - Close Read - Small Groups Engage Lesson *(Focus on the most important parts)* - Application Problem - Concept Development Tiered Supports Intervention	**In-Person Group** Wonders Lessons Days 3 & 4 *(Cut down and/or combine to be sure to cover the most important parts)* - Phonological Awareness - Sound-Spelling - Close Read - Small Groups Engage Lesson *(Focus on the most important parts)* - Application Problem - Concept Development Tiered Supports Intervention	Whole class WebEx instruction in content areas. Remote student support for individualized/group projects Reteach/Extension via Webex for specific groups or small groups on-site Special Presentations related to unit of study (guest speakers, virtual field trips, etc.) Opportunity for individual student assessments

Specials Class	Specials Class	Specials Class	Specials Class	Specials Opportunities enrichment/extension
At-Home Group **WebEx direct instruction is an option in addition to learning options below.** Wonders • Practice pages • Online reading - decodables, leveled readers • Writing/Journal • Wonders online games/activities Engage • Zearn • Sprints • Problem set Science/Social Studies • Topic related readings • Graphic organizers Choice Boards	**At-Home Group** **WebEx direct instruction is an option in addition to learning options below.** Wonders • Practice pages • Online reading - decodables, leveled readers • Writing/Journal • Wonders online games/activities Engage • Zearn • Sprints • Problem set Science/Social Studies • Topic related readings • Graphic organizers • Choice Boards	**At-Home Group** **WebEx direct instruction is an option in addition to learning options below.** Wonders • Practice pages • Online reading - decodables, leveled readers • Writing/Journal • Wonders online games/activities Engage • Zearn • Sprints • Problem set Science/Social Studies • Topic related readings • Graphic organizers • Choice Boards	**At-Home Group** **WebEx direct instruction is an option in addition to learning options below.** Wonders • Practice pages • Online reading - decodables, leveled readers • Writing/Journal • Wonders online games/activities Engage • Zearn • Sprints • Problem set Science/Social Studies • Topic related readings • Graphic organizers • Choice Boards	

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

SHAWNEE MISSION SCHOOL DISTRICT

SPED Low Incidence RE-OPENING Considerations

	On-site	Hybrid	Remote
Specially Designed Instruction in General Education Setting	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.) **Instruction** **Materials:** ■ Computerized versions of instructional materials ■ Copies of materials for each student ■ Specials Classrooms - need for additional PPE/sanitizing materials	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.) **Instruction** **On-site Learner Materials:** ■ Computerized versions of instructional materials ■ Copies of materials for each student onsite ■ Specials Classrooms - need for additional PPE/sanitizing materials **Remote Learner Materials:** ■ Pre-recorded and/or live stream class lessons for online learners. (Specific times with daily links for ease of access). Possible use of	**Instruction** **Materials:** ■ One format/platform for curriculum -- Canvas implementation ■ Consistent weekly schedule ■ Pre-recorded and/or live stream class lessons for online learners. (Specific times with daily links for ease of access). Possible use of paras to record lessons for

	Schedules & Routines ■ Schedule of SPED students inclusion into GenEd ■ Same trained team support per student for entire day (to reduce exposure in classrooms of extra personnel) ■ Restroom breaks - scheduled with limited students at one time. ■ Provide extra time for transitions **Training/PD** ■ Staff, student and parent training on Canvas platform	paras to record lessons for student access ■ Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide **Schedules & Routines** ■ Schedule of SPED students inclusion into GenEd ■ Same trained team support per student for entire day (to reduce exposure in classrooms of extra personnel) ■ Restroom breaks - scheduled with limited students at one time. ■ Provide extra time for transitions ■ Minimize schedule changes for consistency and access for online learners. **Training/PD** ■ Staff, student and parent training on Canvas platform ■ Use of videos/video modeling for system use and lesson completion guide	student access ■ Use of videos/video modeling for system use, lesson completion, IEP goals and accommodations/modifications guide **Schedules & Routines** ■ Minimize schedule changes for consistency and access for online learners **Training/PD** ■ Staff, student and parent training on Canvas platform ■ Use of videos/video modeling for system use and lesson completion guide
Specially Designed Instruction in Special Education Setting	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ Robust system and schedule for sanitizing materials learning	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Clear/open face masks, face shields, gloves needed ■ Robust system and schedule for sanitizing materials learning	

environment.
- Disposal and appropriate containers for bowel movements/incontinence materials (diaper genie, closed trash can, etc).
- Environmentally and student friendly cleaners
- Guidance for working with a student who might have a constant runny nose, etc.
- Extra custodial care for bathrooms and learning environments (classrooms, kitchen, etc.)

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

---

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 system to distribute, track and rotate instructional materials for home use (i.e., manipulatives, workbox

- 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

systems, etc.)
- Need for consistent back and forth dialogue with parents

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

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

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

Other instructional Considerations:
- Paras need devices/training

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.

- 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.

Accommodations	■ Learning areas and materials sanitized more frequently ■ Additional materials and resources needed for individual use ■ Vision impairment -additional materials for individual use	■ Learning areas and materials sanitized more frequently ■ Additional materials and resources needed for individual use ■ Vision impairment -additional materials for individual use ■ Daily/Weekly Checklist/Visual of schedule (What to expect each day) ■ Accessibility features of the iPad and Macbook ■ Open and constant communication with teachers to ensure accommodations are being met. ■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template	■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template ■ Provide paper copies, binders of materials to students ■ Visual Schedule for the week to students/parents ■ Daily Checklist with expectations and links ■ Accessibility features of the iPad and Macbook ■ Open and constant communication with teachers to ensure accommodations are being met.
Modifications	■ Modify current instructional routines of shared materials to individual systems ■ Manipulatives and materials for each student	**On-site Learners:** ■ Modify current instructional routines of shared materials to individual systems ■ Manipulatives and materials for each student **Remote Learners:** ■ Access to instruction live or prerecorded ■ Instruction individualized to align with materials/resources currently	■ Learning kit to include manipulative and materials for each child ■ Check out system for supplies ■ Sending home videos

		in the home (check out system rotation schedule) ■ Sending home videos ■ Exchange system to share materials across classroom	
Electives Instruction	■ Participation in a separate class setting using pre-recorded or live stream ■ Teacher/Paras participating alongside students in lesson Music Therapy (MT)/Adaptive PE: ■ Additional musical instruments for individual student use ■ Follow sanitization guidance ■ Consider online MT with class instruments	Remote Learners: ■ Participation in a separate class setting using pre-recorded or live stream ■ Teacher/Paras participating alongside students in lesson Music Therapy (MT)/Adaptive PE: ■ Additional musical instruments for individual student use ■ Follow sanitization guidance ■ Consider online MT with class instruments Remote Learners: ■ Participation using live stream or prerecorded lesson	■ Live stream or prerecorded lessons
Related Service	■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines (i.e., only group students in same classroom)	On-Site Learners: ■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines (i.e., only group students in same classroom) ■ Consideration of remote access to related provider if student is on-site only part-time (due to itinerant provider schedule/travel) Remote Learners:	■ Online therapy platform ■ Dropbox or area for material sharing ■ Schedule considerations ■ Group therapy guidelines; addressing confidentiality ■ What equipment can be sent home- standers, chairs, walkers, etc (that belong to district)

		■ Online therapy platform ■ Dropbox or area for material sharing ■ Schedule considerations ■ Group therapy guidelines; addressing confidentiality **Additional Considerations:** ■ Prioritization and/or modification when traveling to multiple schools and student attends on-site part time/irregularly ■ Schedule to accommodate student grouping	
Progress Monitoring	■ Frequent communication with parent/home on student progress ■ Data collection in person	On-site Learners: ■ Frequent communication with parent/home on student progress ■ Data collection in person Remote Learners: ■ Frequent and scheduled communication with parent/home on student progress ■ Data on student response during live stream lessons/participation ■ Provide parents with models/guides to take data on student performance ■ Use canvas for parent-school communication - set of specific questions for parents to answer ■ Parents video students completing tasks ■ System for obtaining observation and evaluation information;	■ If/When student is onsite, collect data in person ■ Frequent and scheduled communication with parent/home on student progress ■ Data on student response during live stream lessons/participation ■ Provide parents with models/guides to take data on student performance ■ Use canvas for parent-school communication - set of specific questions for parents to answer ■ Parents video students completing tasks ■ System for obtaining observation and evaluation information; especially for those in evaluation process

		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 ■ Collaborate with parents to obtain input on student needs ■ 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 ■ Schedule both on-site and online therapy services to students ■ Consider scheduled shared plan time/PLC for centralized teachers district-wide for planning and developing materials ■ Extra communication support for ELL families ■ Specific schedule for special ed and related services outside of core/gen ed instruction ■ Place for parents/staff/students to ask and answer questions to reduce email ■ Document with all certified staff contact information easily accessible to family ■ Additional materials for individual student needs (sensory items, seating, mats, etc.)	■ 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 ■ Collaborate with parents to obtain input on student needs ■ Consider scheduled shared plan time/PLC for centralized teachers district-wide for planning and developing materials ■ Extra communication support for ELL families. ■ Specific schedule for special ed and related services outside of core/gen ed instruction ■ Place for parents/staff/students to ask and answer questions to reduce email ■ Document with all certified staff contact information easily accessible to family

SPED High Incidence RE-OPENING Considerations

	On-Site	Hybrid	Remote
Specially Designed Instruction in General Education Setting	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival **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	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ Face masks, face shields, gloves needed ■ System and schedule for sanitizing materials ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival onsite **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	**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

remote (online).

- Different levels of books and materials to ensure more independent learning
- Provide accommodations & modifications as written in the IEP

Remote Learner Materials

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

Schedules & Routines

- Same para/adult support with student for entire day (to reduce exposure in classrooms of extra personnel)

accommodations/modifications

- Consider para expectations and roles for supporting students and families
- Different levels of books and materials to ensure more independent learning
- Live instruction to aid in social learning, when appropriate
- Parameters for what the school day should look like for students

Schedules & Routines

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

Schedules & Routines

- Minimize schedule changes for consistency and access for online learners

	■ Make sure the student and case manager have all accounts and passwords set up for all programs needed for use in the classroom. ■ Restroom breaks - scheduled with limited students at one time ■ Provide extra time for transitions	■ Restroom breaks - scheduled with limited students at one time ■ Minimize schedule changes for consistency and access for online learners **Training/PD** ■ Staff, student, and parent training on Canvas platform ■ Use of videos/ video modeling for system use and lesson completion guide	**Training/PD** ■ Staff, student, and parent training on Canvas platform ■ Use of videos/video modeling for system use and lesson completion guide
Specially Designed Instruction in Special Education Setting	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ System and schedule for sanitizing materials and learning environment ■ Guidance for working with a student who might have a constant runny nose, or picks skin, etc. ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival	**PPE & Environment** ■ Partitions, tables, and/or floor markings for separate work spaces ■ System and schedule for sanitizing materials and learning environment ■ Guidance for working with a student who might have a constant runny nose, or picks skin, etc. ■ Hand sanitizer placed around the building to ensure access to different areas (ex. stairs) ■ Procedure for students who do not have a mask upon arrival	**PPE & Environment**

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

Training/PD
- Training paras to work with students
- Sanitizing procedures

Instruction Materials
On-Site Learner Materials
- Core academic goals/competencies covered Online in gen ed and support while IEP goals covered on-site to increase likelihood of learning/mastery and ability to progress monitor
- 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 on-site 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
- Daily/Weekly checklist with expectations and links
- Schedule communication with parents/home

Training/PD
- 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. **Gifted** ● Ongoing plans being developed	**Training/PD** ■ Training paras to work with students ■ Sanitizing procedures ■ Staff, student, and parent training on Canvas platform **Homebound Students** ■ Establish guidelines for teacher/therapists ■ Staff, student, and parent training on Canvas platform **Community Based Instruction** ● Ongoing plans are being developed for services that occur within the community and/or within other agencies. **Gifted** ● Ongoing plans being developed	**Homebound Students** ■ Establish guidelines for teacher/therapists ■ Staff, student, and parent training on Canvas platform **Community Based Instruction** ● Ongoing plans are being developed for services that occur within the community and/or within other agencies. **Gifted** ● Ongoing plans being developed
Accommodations	■ Extra time for transitions ■ Visuals in the hallways/bathroom/MPR ect. Of expectations ■ Individual sets of student materials and supplies	■ Daily/Weekly Checklist/Visual of schedule (What to expect each day) ■ Accessibility features of the iPad and Macbook ■ Open and constant communication with teachers to ensure accommodations are being met. ■ Instruction individualized to align with materials/resources currently	■ Provide paper copies, binders of materials to students ■ Visual Schedule for the week to students/parents ■ Daily Checklist with expectations and links ■ Small group break out sections ■ Accessibility features of the iPad and Macbook ■ Daily/Weekly Learning Plan ■ Open and constant

		in the home	communication with teachers to ensure accommodations are being met.
Modifications	■ Copy of Textbooks for home ■ Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed lessons	■ Copy of Textbooks for home ■ Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed lessons ■ Motivation system that could be consistent across on-site and online schooling ■ Instruction individualized to align with materials/resources currently in the home	■ Provide academic modifications via Google Classroom, Canvas (?) or Schoology pertaining to Gen Ed lessons ■ Copy of Textbooks for home ■ Provide materials and family training on motivation system
Electives Instruction	■ Clear Written/Visual expectations Rules/Guidelines ■ Teacher/paras participating alongside students in lesson	■ Access to lessons ahead of time in order to accommodate or modify ■ Teacher/paras participating alongside students in lesson	■ Access to lessons ahead of time in order to accommodate or modify
Related Service	■ Limit group sizes for intervention or direct services to address ■ Video modeling of communication targets *speech and language unless face shields are needed and available. (plexiglass barriers?) ■ Add instruction to train students to use online format and activities. ■ System and equipment to sanitize between buildings for itinerant service providers ■ Group therapy guidelines	■ Limit group sizes for intervention or direct services to address communication goals. ■ Small intervention groups- provide live intervention via video conference. ■ For students in specific programs, co-teach with the special education teacher in social skills/study skills class. ■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template. ■ Consideration and use of dynamic	■ Access to youtube or google classroom videos (ie music therapy, adaptive PE). ■ Scheduled time slots during the day for related service providers to provide treatment outside of the 'core class' schedule template. ■ Small intervention groups- provide live intervention via video conference. ■ Co-teach with the special education teacher during social skills or study skills live video classes. ■ Create intervention groups across

		assessments to determine skills requiring direct intervention vs those that can be more easily supported remotely ■ Video modeling of communication targets unless face shields are needed and available. ■ Shared platforms with general education teachers.	schools particularly for social skills and social language. On-line classes developed for students to provide peer interaction opportunities. ■ Push in by working closely with general education teachers and joining live class sessions. Provide break out sessions during individual work class time to focus on specific skills. . ■ Provide training and resources to families ■ interactive tools (boom cards) developed and shared between providers. ■ Video modeling of skills ■ Shared communication platforms and repository of lessons and activities
Progress Monitoring	■ Progress monitor per IEP guidelines using research based tools. ■ Assessment materials will need to be cleaned and sanitized or individual materials will need to be provided. ■ Clear masks may be provided for SLP assessments, particularly around articulation and phonemic awareness progress monitoring.	■ Progress monitor per IEP guidelines using research based tools ■ When possible, provide assessments during on-site time to increase the likelihood of accurate assessment. ■ Have parents video their student doing the task. ■ Explore online formats to gather data.	■ Students receive frequent feedback on assignments they submit, quick turnaround for grading to keep students motivated and engaged ■ Students on camera via Zoom or Webex during assessment to ensure for accurate results ■ 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 online motivation systems, train caregivers on how/when to deliver rewards, may need to deliver/provide tangible rewards for some students ■ Routines might be different each day and this can be difficult for our students who do not like change. ■ Keep in mind the family schedule. Not all will be available to participate in schedule live sessions and recorded lesson access is needed ■ Will alternate platforms still be in use (Google Classroom, Schoology) and impact on students, families, and providers	■ 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 online motivation systems, train caregivers on how/when to deliver rewards, may need to deliver/provide tangible rewards for some students ■ Access to iPads for Preschool students