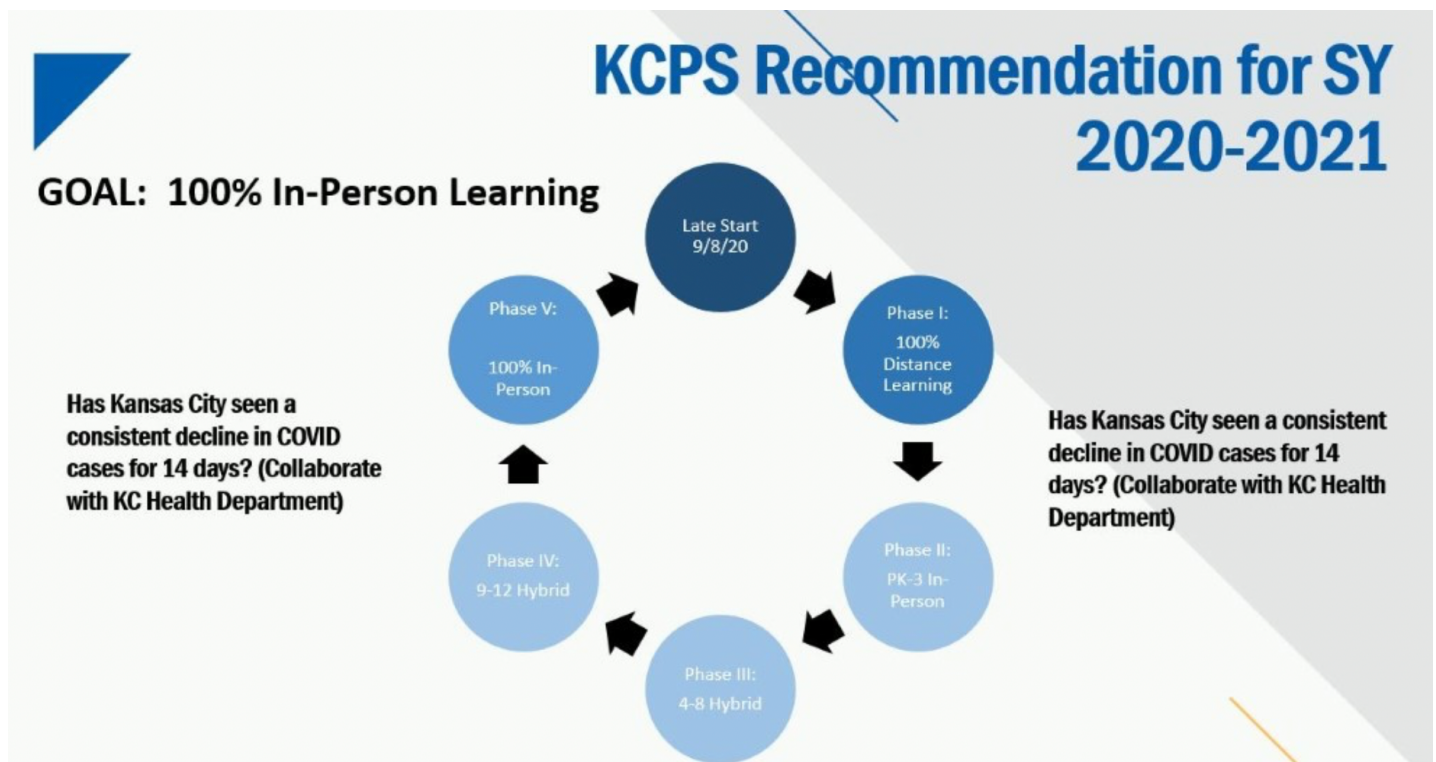


Reopening Schools

Teaching & Learning

(Please note that all of the information contained in this document is subject to change as we continue to respond to the COVID-19 pandemic. Please visit www.KCPublicSchools.org/Reopening-KCPS for information that will be updated regularly.)

The COVID-19 pandemic is a national crisis that poses a serious health risk for everyone. With this in mind, we will be moving forward with a phased back-to-school plan for the 2020-2021 year. This will start on Tuesday, Sept. 8 with 100 percent distance or virtual learning for all students. In-person classes will start for students in pre-K through grade 3 only after the number of COVID-19 cases in our community decreases for 14 days in a row. This phased-in process will be repeated for upper elementary, middle school and high school students. Our goal is to be back to 100 percent in-person learning when it is safe to do so.



The decision to reopen our school buildings for in-person classes will be based on data and science. We will work closely with public health officials before re-opening any of our school buildings. This process will not follow any predetermined timeline but will rather evolve based on the status of the pandemic in our community. Our response will balance the need to protect public health and provide a public education.

Four Instructional Models

Teaching and learning in KCPS this year will involve four different models. Students and teachers will use these models based on the status of the pandemic and their grade levels:

Virtual Learning

Students use digital tools and virtual platforms for self-paced teaching and learning through the Kansas City Virtual Academy (KCVA). Students and parents will be asked to commit to this option for the entire semester if they choose to enroll in this academy.

Distance Learning

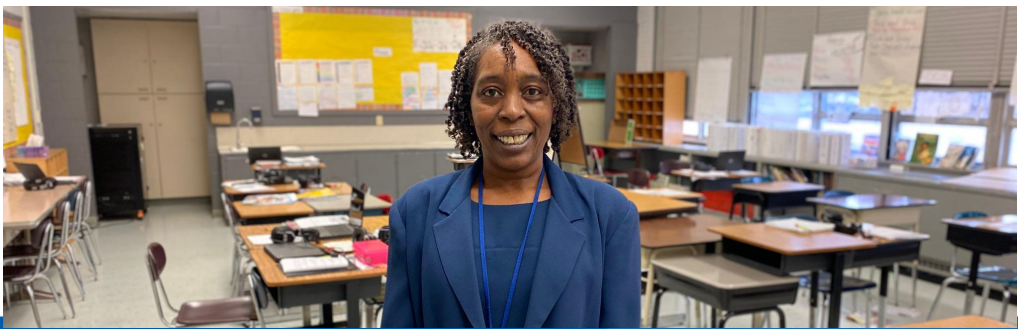
Teachers and students engage in classwork online using a variety of digital tools and applications, including Zoom and Google Classrooms. All classes will start with this model when classes begin on Sept. 8, 2020.

Blended Learning

Students have an “A/B” schedule, attending classes on campus for part of the week and doing distance learning for the other days.

In-Person Learning

Students and teachers engage in learning on campus every day that class is in session.



Our Instructional Models



Distance Learning vs. Virtual Learning

It's easy to be confused by our use of the terms "distance learning" and "virtual learning." The curriculum for both models is aligned to Missouri standards. Both models involving using digital tools and applications. Students using these models will be guided and supported by high quality teachers. There are, however, some important differences in these two instructional models. These distinctive features mean that each model is best suited for different types of students.

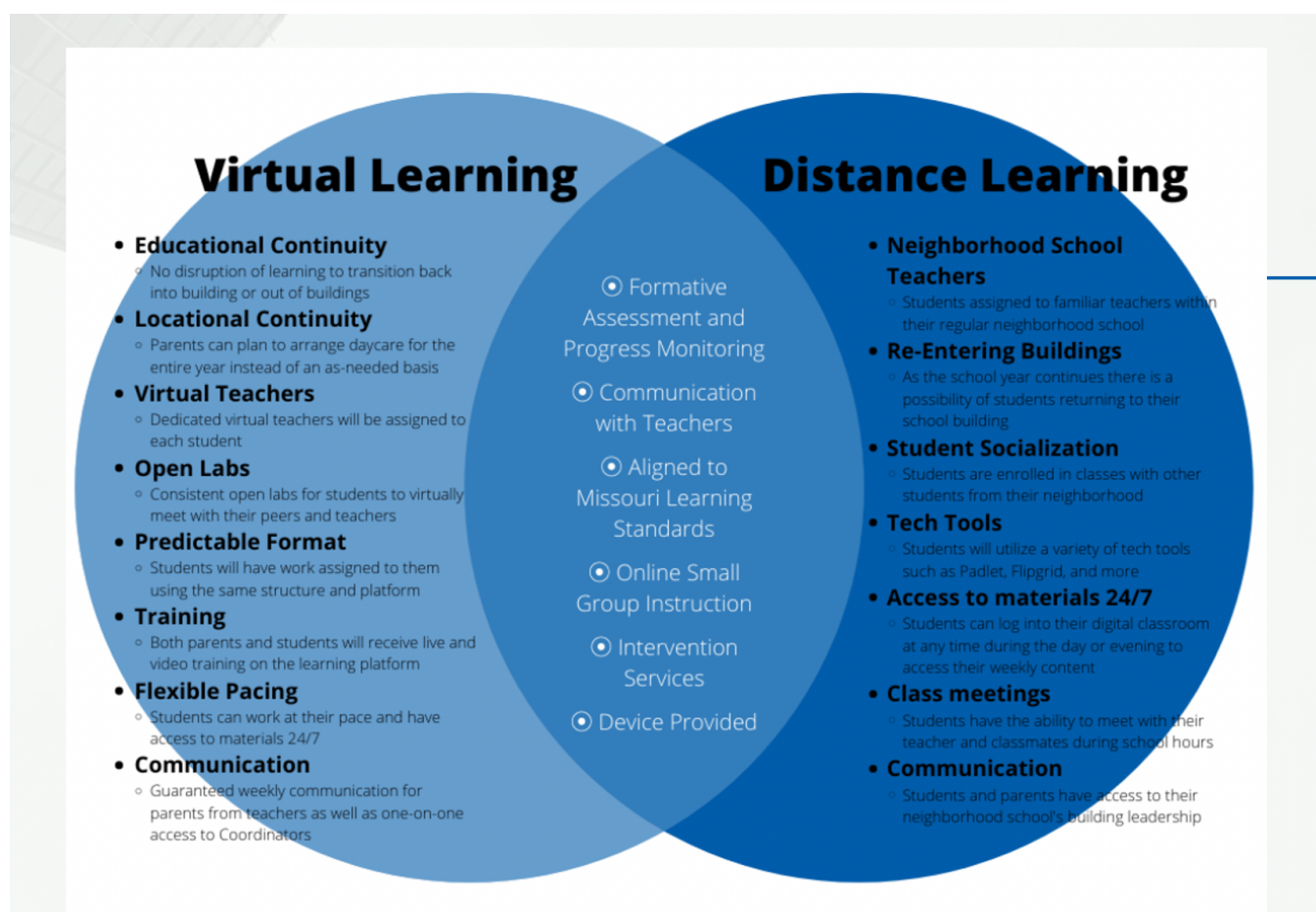
Distance Learning

- Students who are enrolled in their Neighborhood or Signature School and engaging in distance learning are essentially engaging in a traditional public school class but doing all the classwork from home.
- These classes will be led by the same teacher those students will have when we re-open our campuses.
- The teachers will teach daily lessons at certain set times, track how well students are picking up the curriculum and provide support when and how it is needed.
- Students in these classes will interact and collaborate with each other on a regular basis.

Virtual Learning

- Students who enroll in the KCPS Virtual Academy (KCVA) will be using the virtual learning model of instruction. KCVA students have flexibility to engage with the curriculum at any time, day or night.
- KCVA students will have the opportunity to engage in daily classroom activities, as their schedules allow.
- KCVA students have an individualized intervention program.
- KCVA students have a learning coach who works with the families to provide support, updates, information, and feedback on a consistent basis.
- KCVA students are taught by certified KCPS teachers.
- KCVA students will be allowed to participate in activities, sports, and other events through their Neighborhood Schools.
- Recommended time needed for KCVA lessons and coursework:

Grade	Recommended Hours Per Day	Recommended Hours Per Week
K-3	3-4	15-20
4-12	4-5	20-25



KCPS Virtual Academy & Distance Learning

Grade Level	KCPS Virtual Academy Resources	Distance Learning Resources
K-5	<ul style="list-style-type: none"> Edgenuity Self-paced, online curriculum Enrolled for entire semester 	<ul style="list-style-type: none"> Adopted curriculum with digital and print resources Students responsible for participation in teacher lessons and completing assignments
6-8	<ul style="list-style-type: none"> Odysseyware Self-paced, online curriculum Enrolled for entire semester 	<ul style="list-style-type: none"> Adopted curriculum with digital and print resources Students responsible for participation in teacher lessons and completing assignments
9-12	<ul style="list-style-type: none"> Odysseyware Self-paced, online curriculum Enrolled for entire semester 	<ul style="list-style-type: none"> Adopted Curriculum with digital and print resources Students responsible for participation in teacher lessons and completing assignments

Classroom layout/supplies

Virtual Learning

- Schools will distribute classroom supplies to families for students to be able to work from home
- All students working virtually must have the needed technology, including a laptop computer and Internet access
- Supplies could include: workbooks, books, notebooks, pencils, crayons, glue sticks, packets, etc. (based on each school and class supply list)
- All reading resources will be available in both print and digital format
- Teachers should utilize all digital apps that have been supplied by the district
- Guidelines for length of instruction, amount of times required for teacher and student meetings, etc. will be established by the KCPS Curriculum, Instruction and Professional Development Department (CIPD)

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Blended Learning

- Maintain spacing for reduced size of student groups
- Follow routines for clean-up, especially high-touch areas in the classroom using district-provided supplies
- Establish procedures for distribution and use of individual student supplies in the classroom setting
- Create an at-home school supply list for each grade level for at-home instructional use
- Procedures for technology usage should be in place for use in the classroom and at home
- Laptop computers and Internet Wi-Fi hot spots will be provided as needed
- Flexible seating should only be utilized if the same student will use the seating throughout the day
- It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation

In-Person Learning

- Set-up classrooms according to social distancing guidelines
- Establish routines for sanitizing hands while entering and leaving classrooms
- Establish routines for clean-up, especially high-touch areas in the classroom (cleaning items, hand sanitizer)
- Establish classroom procedures for the distribution and use of supplies in the classroom
- Consider individually stocked supply boxes, assigned to each student, in elementary schools
- Middle and high school students carry daily supplies in backpacks
- Flexible seating should only be utilized if the same student will use the seating throughout the day
- It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation

Community Building

Virtual Learning

- Daily, 20- to 30-minute community check-in via Zoom or Teams with the class teacher
- Virtual check-in via a google form (teacher can check these and reach out to students as needed)

Distance Learning

- Daily, 20- to 30-minute community check-in via Zoom or Teams with the class teacher
- Virtual check-in via a google form (teacher can check these and reach out to students as needed)

Blended Learning

Daily community check-ins done in-person or via an approved virtual platform with the homeroom teacher, students in the classroom and student learning from home

In-Person Learning

- Daily community building with homeroom teacher
- Daily check-in with teacher as students enter the classroom

Lessons

Virtual Learning

- Teachers will provide a weekly overview of subject areas they will cover that week and an Encore app schedule
- To demonstrate what they've learned, students in kindergarten-grade 2 will...
 - ...take pictures of their work and upload it to the Seesaw app
- To demonstrate what they've learned, students in grades 3-6 will...
 - ...take short quizzes
 - ...produce exit tickets
 - ...produce short videos (via Flipgrid, for example)
 - ...add short sticky note thoughts to Jamboard
 - ...utilize Padlet to jot thoughts and/or links to their documents
 - ...use a digital writing/learning journal
 - ...use Bookmaker
- Teachers will track student platforms and take screenshots to make directions clear with visuals that match exactly what they see

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Blended Learning

- Schools and classes will use curriculum that has been approved by CIPD
- Teachers will use the "workshop" model, which means that students take a hands-on lead in their own learning
- Students will remain in their seats during while working as a whole group or small group
- One classroom work center will be assigned per student
- There will be no activities requiring students to work together in person
- Teachers and students will use a virtual platform for collaborative work
- Virtual Learning During A-B Day Schedules (classes held both at school and virtually during the week)
 - a. Teachers will create follow-up lessons to reinforce recent in-person lessons
 - b. Students join whole group lessons via Zoom or Teams
 - c. Teacher stays available during small group and independent time

In-Person Learning

- Daily lessons as usual, following the class curriculum
- Utilize workshop structure for lessons to ensure adequate time for small group instruction and remediation needed to support learning
- Elementary school classes will begin the day with breakfast in the classrooms, followed by a "Do Now" lesson in Google Classrooms
- In middle and high school classes, students will spend the first few minutes working on a "Do Now" lesson in Google Classrooms



Formative assessment

Virtual Learning

- Teachers can create opportunities for virtual "exit tickets" and check-ins throughout the quarter and adjust instruction, small groups and assignments based on this feedback
- Teachers will use Utilize Padlet, Flipgrid, Jamboard, Google forms, etc.
- Teachers will consider how engaging and appealing each tool is for their unique students when deciding what to use in classes

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Orientation

Virtual Learning

- In-person orientations with small groups of students and families will be hosted in order to handout digital devices and teach students and parents/guardians how to use those devices
- All orientations will also be hosted virtually via Zoom and/or re-recorded for who could not participate live
- Each school will establish expectations around:
 - Feedback on student work
 - Number of Zoom meetings per week beyond the baseline expectations (teachers do not have to do more, but teams of teachers should be consistent if they choose to do more so that families understand why one student may be doing more or less than another student in the same household)
 - A syllabus or other document that outlines expectations with information regarding district grading policies, etc.
 - CIPD will provide recommendations regarding amount of time for students at each grade level should be engaging in online instruction

Distance Learning

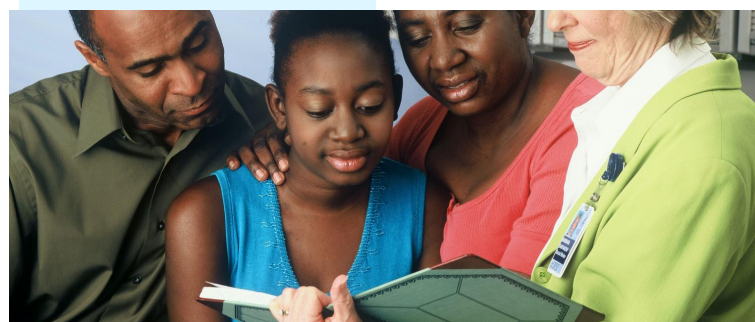
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 - A syllabus or other document that outlines expectations with information regarding district grading policies, etc.
 - CIPD will provide recommendations regarding amount of time for students at each grade level should be engaging in online instruction

Blended Learning

- Discuss any changes to building/classroom routines and procedures due to our COVID-19 response policies and procedures ("Mask On, Clean Up, Stay Safe")
- Provide schedules and training for students and parents on the blended learning structure
- Provide time for parents to learn about Google Classroom and Seesaw as well as other instructional resources that students will be using
- Provide parents with informational sessions from each grade level regarding the expectations for in-person and virtual learning
- Teachers will follow CIPD curriculum and policies as students master content through a combination of in-person and virtual classwork

In-Person Learning

- Discuss any changes to building/classroom routines and procedures due to our COVID-19 response policies and procedures ("Mask On, Clean Up, Stay Safe")
- Provide schedules to parents and explain the need to follow these "Mask On, Clean Up, Stay Safe" policies and procedures
- Provide time to familiarize parents and students with either Seesaw or Google Classroom platform and our expectations for using them
- Provide parents information about how we are incorporating last year's fourth-quarter standards into this year
- Make sure parents understand the importance of their child attending school
- Teachers are being provided with training to use a variety of digital tools to create activities for online learning



Feedback to students

Virtual Learning

- Teachers will provide comments on student classwork via Google Classroom or Seesaw
- CIPD will create clear guidelines for teacher feedback
- If an assignment is due with a deadline, students should know when to expect feedback in order to revise their work or reply
- Teachers should accept assignments past the due date, keeping in mind that not all student can complete assignments within a given window
- Schools can determine expectations for feedback from teachers to students based on number of students being taught
- Teachers should respond within 24 hours to student questions, comments and concerns about a given assignment
- Teachers should utilize their planning time as much as possible to review student work a little bit each day
- Grades are one aspect of feedback, and students should be given multiple opportunities to show mastery and improve grades as needed

Distance Learning

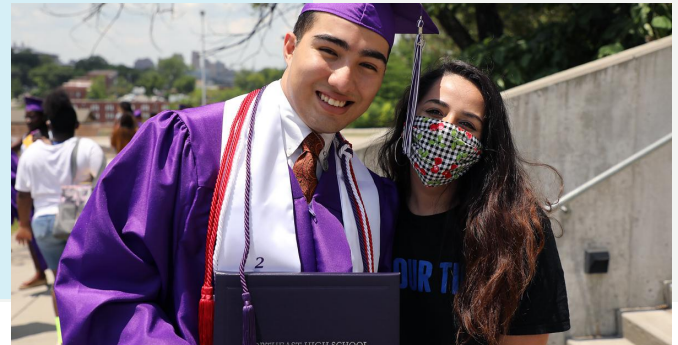
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Blended Learning

- Teachers will submit daily responses to Google Classroom and Seesaw. This will prepare students for the possibility of moving to blended or virtual learning as the need arises.
- Teacher feedback will be constructive and instructive so that it is meaningful and supports student learning
- The use of data notebooks will transition from hardcopies to digital versions that are easily accessible for students and parents
- Face-to-face feedback via Zoom or Teams will be provided for individual students needing further instruction to master specific skills

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- Teachers will submit daily responses to Google Classroom and Seesaw. This will prepare students for the possibility of moving to blended or virtual learning as the need arises.
- Teacher feedback will be constructive and instructive so that it is meaningful and supports student learning
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Feedback to families

Virtual Learning

- Teachers will use weekly newsletters to communicate with parents/guardians
- Teachers will invite parents/guardians to be members of the Google Classroom platform, where they can set up their notifications regarding their child's curriculum and assignments

Distance Learning

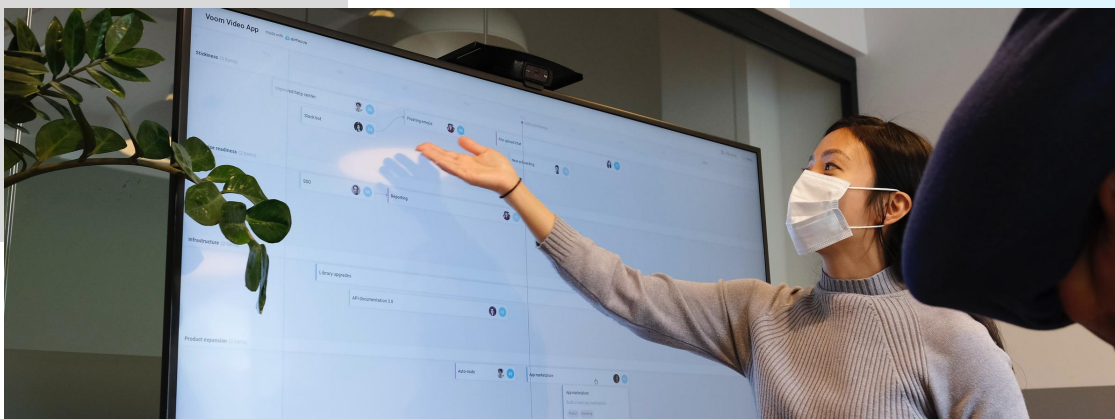
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Blended Learning

- Teachers will provide weekly communication with parents/guardians via email or text about classroom news
- Teachers will communicate with parents/guardians individually if a problem arises regarding instruction or missing work. This communication needs to happen as soon as the concern arises.

In-Person Learning

- Teachers will provide mid-quarter and quarterly feedback and grade reports to parents/guardians using either email or Google Voice
- Schools will ensure that teachers have accurate emails and phone numbers for parents/guardians
- Teachers will communicate with parents/guardians as needed if there is a challenge regarding instruction or attendance. This communication needs to happen as soon as the concern arises.
- Teachers will inform parents/guardians that they can also see teacher/student feedback via Google Classrooms or Seesaw
- Teachers will provide parents/guardians with expectations for students regarding the types and amount of online classwork they will be expected to complete at home



School Communications team



Every school will establish a communications team that will support teachers as they engage with students, parents/guardians and other family members. This team may include the principal and other school leaders, school secretary, social worker, guidance counselor, nurse, classroom support staff, etc. Team responsibilities will include providing technology support before students and parents/guardians are referred to the central office.

Team Process

- When a teacher has reached out to parents/guardians regarding a student but is not successful in supporting or reaching them, the teacher should complete the online "Virtual Learning Communication Outreach Form"
- The School Communications Team will have a point person to monitor requests for support from teachers and then refer those requests to other team members to contact the family.
- The form compiles the time and date of the request and keeps track of student and teacher needs in a spreadsheet form
- The team will designate a member to follow-up on the issue and make sure it is resolved in a timely and satisfactory manner
- Team members may use other forms of engagement as needed with students and parents/guardians

Engagement

Virtual Learning

- Allow students to access videos in addition to, or instead of, just reading text
- Post lessons in Google Slides or hyperdocs format and try to limit the number of additional attachments to assignments.
- Give students the opportunity to engage in multiple discussions
- Provide multiple pages in Jamboard or options in Flipgrid or Padlet
- Allow students to engage in breakout rooms or other whole group discussions
- Teachers will use a "flipped classroom" approach for virtual learning in order to more accurately predict how long it will take students to master each lesson. That means teachers will ask:
 - What can be taught and learned virtually prior to a respective lesson?
 - What has to be taught with teacher guidance?

Distance Learning

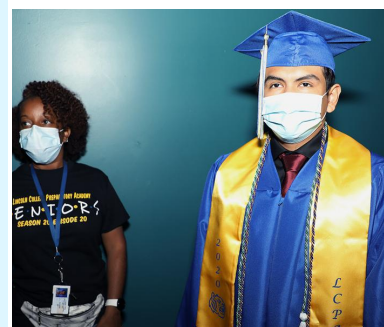
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 - What has to be taught with teacher guidance?

Blended Learning

- Whole-group mini-lessons using best practices, including "think-pair-share," visual (nonlinguistic) representations, modeling, culturally-responsive lessons, goal setting, collaboration, questioning, scaffolding, etc.
- Allow students to access videos of the reading passage in addition to, or instead of, just reading text
- Give students the opportunity to engage in multiple discussions
- Provide multiple pages in Jamboard or options in Flipgrid or Padlet
- Allow students to utilize technology-enhanced tools to complete assignments
- Teachers will engage students using virtual platforms for discussions, collaboration and assessment of learning
- Small groups discussions will be done with technology, or students may sit at kidney tables with proper social distancing and face masks for protection

In-Person Learning

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- Give students the opportunity to engage in multiple discussions
- Provide multiple pages in Jamboard or options in Flipgrid or Padlet
- Allow students to utilize technology-enhanced tools to complete assignments



Small group instruction

Virtual Learning

- Small group instruction is expected during virtual learning but will be customized based on the unique needs of each student and set to a predictable schedule.
- Teachers will use breakout rooms and leveled texts for whole group Zoom lessons
- English Language Learner and Special Education teachers will conduct small group lessons according to student needs and have a schedule based on student mastery and needs
- English Language Learner and Special Education teachers will plan for flexible group lessons that may be required for students as new content is presented

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- Teacher feedback will be constructive and instructive so that it is meaningful and supports student learning
- The use of data notebooks will transition from hardcopies to digital versions that are easily accessible for students and parents
- Face-to-face feedback via Zoom or Teams will be provided for individual students needing further instruction to master specific skills

In-Person Learning

- Small group instruction will take place, but will be customized based on the unique needs of each student
- Students will use learning stations that do not move (i.e. iReady, Imagine Learning, Prodigy, Epic, Newsela, etc..) when they are not meeting with the teacher.
- Teachers will use of Zoom or other virtual meeting platform to provide small group instruction for students that need more support, unless it can be done in-person while social distancing
- Teachers will meet with their tier 2 and 3 students at least three times a week.
- Teachers will require student responses to online Zoom lessons (using Flipgrid, Padlet, or Jamboard)
- Specific student interventions will be based on data

Assignments

Virtual Learning

- Teachers will record directions, written text and other lesson materials
- Teachers will create individualized learning plans that allow students to work at their own pace
- Teachers will post video lectures, read-aloud videos, mini-lessons, etc. on YouTube
- Teachers will provide a variety of articles from Newsela, DiscoveryEd, Epic, blogs or websites that center around the same concept for knowledge acquisition and allow students to choose which pieces they will read and respond to
- Tiered assignments will be created to support a variety of learning styles
- Students will be encouraged to write papers or create videos using Movie Maker, Screen-o-Matic, or other video software to demonstrate content mastery
- Students will be encouraged to work collaboratively on projects
- Assignments will mirror real-world, career-specific tasks
- Students will be allowed to demonstrate content mastery through blog posts

Distance Learning

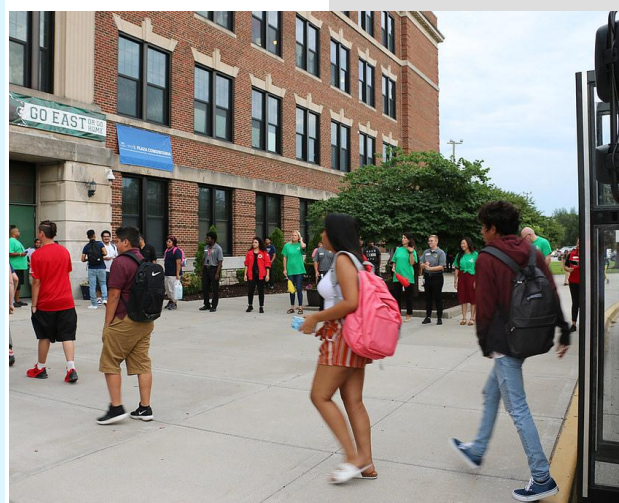
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Blended Learning

- Assignments will be manageable, small and skill-specific
- Assignments will be connected to class instruction
- Assignments will reinforce, practice or assess lessons learned by the entire class

In-Person Learning

Students will be provided meaningful assignments to be graded in accordance with the KCPS policy



Family coaching

Blended Learning

- Teachers and each School Communications Team will provide support and guidance for parents/guardians as they help their children with classwork

Virtual / Distance Learning

- Teachers and each School Communications Team will coach parents/guardians about how to support students with foundational classroom skills and learning strategies
- Parents/guardians will be taught how to be teachers
- KCPS will build a virtual-learning toolbox for families



KCPS Core Values



1. Student learning will remain a priority and will not be compromised in either of our academic options
2. The Safety of students and staff will be foundational in all key decisions

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