

Kenedy ISD
April 16, 2020



At-Home Learning Guidelines (Parents and Students)

At-Home Learning Plan

The Kenedy Independent School District has developed a proactive contingency plan to support continuous student learning in the event of a prolonged school closure due to the COVID-19 pandemic.

We acknowledge that this is a stressful time for our families, staff, and community; and that academics is only one piece of our collective concerns. Our approach is to continue to provide learning activities and resources to families as a means to keep students actively engaged in learning and minimize regression. Our approach is not intended to replicate or replace learning as it would occur in the classroom.

Although the campus is temporarily closed, “school” continues as we engage students with experiences that continue the planned learning program and help them to stay connected with teachers and classmates. These learning experiences offer authentic opportunities to focus on key concepts, knowledge, and skills. They emphasize interaction and creativity and involve a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum.



Mission Statement: Together, we empower students.

Vision Statement: At KISD, we prepare all students to be future-ready by providing a motivating and safe learning environment for students and personalizing learning experiences for all students, staff and administrators.



Value Statement: KISD is Kenedy Proud! We value P.A.W.S.

P - Passion: Driven for success in all we do

A - Accountability: Every student, staff and administrator matters

W - We: We are stronger, together

S - Student Success: Preparing our students to be future-ready.

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At-Home Learning Guidelines: An Overview

Education is not a place. It is a process that relies on engaging in ongoing learning experiences to learn new skills and knowledge individually and in small/large groups utilizing low and high tech options. In KISD teachers will *Keep Teaching* and Students will *Keep Learning*.

At-Home Learning Goal: Develop a multi-level plan for PK-12 instruction that can be easily adapted to quickly changing circumstances.

KISD is calling this plan Continuous Learning as opposed to distance or online learning because it relies on both on- and off-line resources and activities. To accommodate unique family schedules, childcare, and home support, all live lessons will be recorded and posted for access at later times.

Parameters

- Maintains normalcy for students
- Easily communicated to teachers, students, parents
- Easily trained
- Addresses differentiation
- Maintains IEP/504 modifications and services
- Supports high frequency of personal communication between home and school
- Focuses on curricular viability (50% of face-to-face content) and readiness skills.
- Team-focused planning

KISD is not alone in designing guidelines for continuous, distance, and online learning. A sincere thank you to Alamo Heights ISD in San Antonio and the American School in Japan and Hong Kong International School for sharing their resources with a wider world-wide audience.

[ASIJ Distance Guidelines](#)

Multiple Levels of Continuous Learning Planning

Level A- Extend spring break: Duration one week.

- No students
- Training for Level B Plan

Level B- Continuous Learning: Duration 2-4 weeks

- Integration of high- and low-tech options
- Daily synchronous online interactions with staff and students
- Collaborative learning menus

Level C- At-Home Learning: Duration Semester +

- Build upon Level B and Reevaluate technology options
- Introduce new technology options for novelty (engagement) and efficiency
- Edgenuity for 9-12 credited courses
- Dedicated website PK-8
- Nearpod and EdPuzzle, etc.

Attendance

Student Attendance

TEA has stated that school districts that are instructing remotely do not take attendance. Kenedy ISD, along with other school districts, will receive a Missed School Day waiver for every day that we are “Closed, Instructing.” These days will be documented in our student information system as non-instructional days, which will be reported that way to PEIMS. After the Missed School Day waivers are granted, these days will count as instructional minutes, the same way they would have counted if we would have been able to operate normally. TEA has stated that ADA funding will not be negatively impacted by COVID-19.

Student Monitoring and Support

Teachers will monitor their students’ engagement through virtual lessons, either online assignments through Google Classroom or via paper packets and over the telephone.

Communication

KISD will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow KISD to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description
Email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the superintendent and campus principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	Grades 2-12 Students	Google GSuite (including Gmail, Docs, Classroom, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Meet or Zoom..

Seesaw	Grades PK-2 students and parents	PK-2 teachers and students will continue to use Seesaw and other communication apps they are already familiar with.
Ascender (Parent Portal)	Parents and 3-12 students	Ascender is the online gradebook for parents to monitor grades and attendance.
KISD Website	General public and KISD community	KISD will maintain general information on its closure status for the public
Social Media	General public and KISD community	All notices sent via email will also be pushed out via social media.

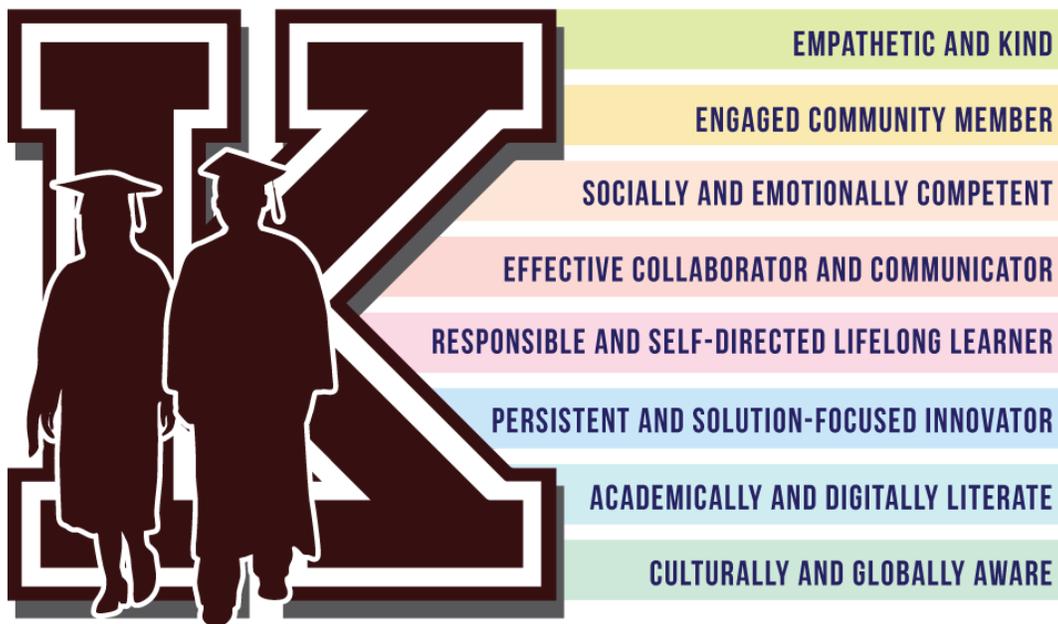
Eleven Guidelines for KISD Teachers

Education is not a place. It is a process that relies on engaging in ongoing learning experiences to learn new skills and knowledge individually and in small/large groups utilizing low and high tech options. In KISD teachers will *Keep Teaching* and Students will *Keep Learning*.

The transition to continuous learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help teachers across all campuses and grades reflect on challenges we are likely to confront in shifting to continuous learning.

1—Focus on our Profile of a Learner/Graduate

Our Profile of a Learner centers on developing the whole child. During this quickly changing and unprecedented time, students may be stressed or worried. Before diving into the curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular class meetings and check-ins with your students.



2—Evaluate your students' conditions for continuous learning

While most students will have reliable online access at home and the necessary devices to engage in online activities and use digital resources, others will not. Teachers should remember that each family's circumstances will vary. Ask your students (and parents) whether their online access is reliable and what devices the student has available for their use and if they share their devices. Open a dialogue with families and avoid assumptions that all students' circumstances are the same. Show students images of your personal home work area and encourage students and families to set up a designated school space at home.

3—Stick with the familiar

Especially in the first weeks after moving to continuous learning, teachers should continue using existing communication channels and learning routines. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

4—Less is more

Current research suggests that in a distance setting, students are able to complete about 50% of the activities and curriculum covered in a face-to-face setting. This is due to levels of anxiety, engagement, resources, tech glitches, and distractions. One challenge confronting KISD teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5—Seize the moment; embrace new opportunities and possibilities for your students

Years or decades from now, how will your students remember the pandemic that resulted in school closure? While continuous learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. For older students the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning experiences for our students.

6—Provide space for personalized learning

Continuous learning can provide opportunities for students to personalize what, how, and when they learn. Students can move more flexibility and freely through. Distance learning can also provide students with the opportunity to learn at different paces (i.e. Khan Academy, Istation). [Be prepared to continue to differentiate the path and pace of learning for students. Additionally, all 504 and IEP instructional modifications and accommodations](#) are still in place.

7—Designers of experience; facilitators of learning

In shifting to continuous learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Distance learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Keep recorded or live lectures

to a minimum and actively engage students in discussion and reflection. This will help students stay motivated and engaged in learning, even when they are not physically at school.

8—Design asynchronous learning experiences

When school is closed and students are spread across our Kenedy community, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Google Classroom, Seesaw, and Remind to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

9—Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. Plan for daily online synchronous times where your entire classroom is together online. Teachers can also schedule time for small group learning or rotations. Again, we want the experience for students to be as close to normal as possible. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

10—Think differently about planning

Designing online lessons is new for all KISD teachers, and we are learning together. No one expects our teachers to be experts right away. Designing highly engaging and challenging lessons that promote the mastery of essential knowledge and skills in a continuous learning environment is no easy feat. It requires the power of a team. Additionally, if one teacher is unable to teach for a period of time, there are no subs to step in. This means teams need to be prepared to support each other.

11—Engage in self-care

Take some time to eat lunch and take care of your needs; use the restroom at any time during the day; be comfy; take time to engage in recreational activities; consider professional or personal reading on the couch.

12—Extend grace

Extend grace to yourself and others in these unique and trying times.

Key Questions to Consider When Designing Continuous Learning Lessons

- Engagement: How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback?
- Wellness: How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this health crisis?
- Priorities: What are the most important understandings and skills I can help my students develop at this time? and How can I help my students construct their own understandings?
- Relevance: What are the authentic learning opportunities that have resulted from this emergency or crisis?
- Differentiation: How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- Modifications: Am I ensuring all IEP, 504, and language supports, and accommodations are in place?
- Assessments: How will I assess student learning in meaningful ways?
- Collaboration: Have all objectives, activities, resources, and due dates been collaboratively planned with my team?

Suggested Schedule for Students in Elementary- Grades PK-5

9:00-9:30 Free Play/Creative Legos, magnatiles, drawing, crafts, make a fort, dramatic play, Playdough, doll house, Collage, cardboard box creation

9:30-10:00 Academic Time Math: Choice Board and Imagine Math/RM City

10:00-10:30 Read for fun! Choose any reading material and just read. (2nd-5th please use 10 minutes of this time to do your Guidance Google Classroom lesson given to you by Mrs. Torres, our counselor!)

10:30-11:00 Break time and Physical Activity. Play outside, walk the dog, ride a bike.
(Please check out Coach Korzekwa & Coach Gibson's Elementary PE Google classroom for great ideas!)

11:00-11:30 Lunch. Take this opportunity to teach your child about recipes and nutrition.

11:30-12:15 Academic Time Reading/Writing: Reading Choice Board, Writing Choice Board, Istation

12:15-12:30 Small Physical Activity: jumping jacks, push ups, sit ups, 10 min walk, 5 min jog.
(Please check out Coach Korzekwa & Coach Gibson's Elementary PE Google classroom for great ideas!)

12:30-1:00 Academic Time Science and Social Studies: Choice Board

1:00pm and beyond:

Chore Time (30 minutes): Wipe down table and chairs, handles, pick up toys and academic materials

Quiet time/Story Time (60 minutes): Reading, retell stories, puzzles, naps, Puppet show

Family Time & Outdoor Play: board games, Simon Says, I spy, Hide & Seek, Tag, SideWalk Chalk, bubbles, jump rope, nature walk.

Please note this is just a sample schedule. If you need to modify this to an evening schedule, please do what is necessary to fit your family's needs. There will be a daily math, science, and reading/writing assignment that you can work on in the afternoons or evenings if that is the only time your child is able to do so. We can help individualize your child's learning experience and schedule by contacting your child's teacher. Your campus counselor and administrators are also here for you: be safe, be kind, be a learner!

Suggested Schedule for Students in Secondary- Grades 6-12

Suggested Daily Schedule for 6th-8th Grade

Before 9:00am Morning Routine Wake up, make your bed, eat breakfast and get ready for an awesome day! And yes, change out of PJs :)

9:00-9:30 Creative Legos, Board Games, Gaming, Drawing

9:30-11:00 Academic Time Math and Science (See Choice Boards)

11:00-12:00 Lunch and Physical Activity Take this opportunity to teach your child about recipes Play outside, walk the dog, ride a bike

12:00-12:30 Tech Time Prodigy, iPad Games, PodCast

12:30-2:00 Academic Time Reading/Writing and Social Studies (See Choice Boards)

2:00-3:00 Chore Time Wipe down table and chairs, handles, sweep, vacuum, dishes 3:00-4:00 Physical Activity Workout, walk, ride a bike, Yoga, Swim

Secondary students and teachers face unique challenges in scheduling of multiple courses. To address this challenge, the master schedule is built similar to a university schedule with courses meeting through Google Meet twice a week: Monday/Thursday courses and Tuesday/Friday courses. This class time will consist of a brief teacher led demonstration or mini-lesson followed by discussion and Q/A time. This design is intentional in preserving the routines and normalcy of face-to-face classes.

When not engaged in synchronous learning time, students are expected to work independently or collaboratively on planned learning activities, projects, and homework.

All lesson plans and resources shared via Google Classroom.

Early Years (PK-1) Priorities & Considerations

1. The primary tools for communication between teachers and families will be the Remind App, Seesaw, and email.
2. Continuous and distance learning for PK-1 students will remain holistically focused on broad language, literacy and mathematics, physical and social-emotional development.
3. Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
4. The PK-1 team will provide parents with recommended activities and experiences targeted at certain skills through a daily Remind text or a Google Slides document. Parents will need to facilitate the learning of the child.
5. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
6. Teachers will contact parents once a week for a personal check-in and update on student progress.
7. Please refer to our KISD Technology Home Guidance Document
<http://kenedyisd.com/common/pages/DisplayFile.aspx?itemId=11793347>

Elementary (2-5) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, Zoom, the Remind App, and email.
2. Teachers will have scheduled times twice a week for live lessons via Google Meet. This will include whole-class and small-group instruction. There will be a designated schedule for classes.
3. Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to current curriculum.

4. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades PK-1 will need higher levels of support than students in grades 2-5.
5. The 2-5 teams will provide parents with recommended activities and experiences targeted at certain skills through a daily Google Document.
6. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
7. Teachers will contact parents once a week for a personal check-in and update on student progress.
8. Please refer to our KISD Technology Guidance Document
<http://kenedyisd.com/common/pages/DisplayFile.aspx?itemId=11793347>

Junior School (6-8) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, Zoom, and email.
2. Teachers will have scheduled times twice a week for live lessons via Google Meet or Zoom. This will include whole-class and small-group instruction. There will be a designated schedule for classes.
3. Students will have both off- and on-screen learning activities designed to engage JS learners in experiences that connect to current curriculum and designed to engage adolescents.
4. Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
5. Resources vary by class and lesson, but will include links to textbooks, videos, graphic organizers or cloze passages to complete, scanned material to read and engage with, independent research material via textbooks and our databases, reading materials including ebooks and audiobooks.
6. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
7. Counselors and advisors are always available to support students with academic, social, or emotional needs.

8. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
9. Please refer to our KISD Home Technology Guidance Document
<http://kenedyisd.com/common/pages/DisplayFile.aspx?itemId=11793347>

High School (9-12) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Google Classroom, Google Meet, and email.
2. Teachers will have scheduled times twice a week for live lessons via Google Meet. This will include whole-class and small-group instruction. There will be a designated schedule for classes.
3. Students will have both off- and on-screen learning activities designed to engage HS learners.
4. Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not recommended, nor should a parent/guardian be too involved.
5. Resources vary by class and lesson.
6. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
7. Counselors and advisors are always available to support students with academic, social, or emotional needs.
8. It may be necessary for parents to pick up books and materials to support continuous learning lessons.
9. Please refer to our KISD Home Technology Guidance Document
<http://kenedyisd.com/common/pages/DisplayFile.aspx?itemId=11793347>

Special Education Priorities & Considerations

Continue supporting students with guidance from your campus principal and the TEA reference page below.

<https://tea.texas.gov/texas-schools/health-safety-discipline/special-education-and-special-populations>
