

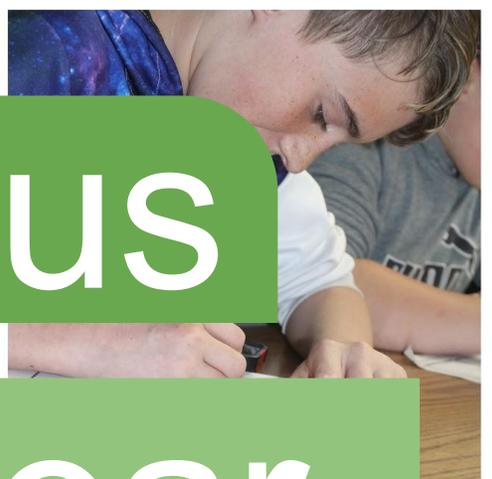
De Soto #73

Re-Entry Plan

2020-2021



Reunite



Refocus



Soar

De Soto #73

Re-Entry Task Force



Thank you to all of the re-entry task force members for working diligently for our De Soto students, staff, and community. Special thank you to all of the students, parents, and staff who provided survey feedback to assist in the creation of our re-entry plan.

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D#73 Re-Entry Plan

The De Soto #73 School District is committed to educating **ALL** students and supporting all staff. The coronavirus pandemic has created unique challenges to public education along with creating a heightened level of risk to the health of students and staff. We must be attentive that this public health crisis has not ended. Schools are designed to educate our students in a face-to-face environment, in small and large groups, and often in close proximity to one another. The plan also relies on everyone doing their part to ensure they are assessing individual health and wellbeing daily for the safety of all.

The inherent risks of COVID-19 make it impossible for the District to guarantee an individual may not become exposed to the virus. The **D#73 Re-Entry Plan** includes preparations and guidance in our shared effort to reduce infection during the school day and provide a protocol to respond to a case of infection. The plan includes strategies to adjust to remote learning when needed to ensure a continuous, robust educational experience in the event of a school closure.

Over the course of the past several months, experts have been telling us that children are less vulnerable to infection and are unlikely to become seriously ill with COVID-19. We must be aware that our students can still become carriers of the novel coronavirus and thus infect a family member or others who are more vulnerable to serious illness. Research also shows us that there is a negative impact to a child's education and overall well-being when they cannot be taught in-person.

Over the past several weeks, approximately 40 community and De Soto #73 staff members have been working collaboratively to determine specific best practices for us to reunite, refocus, and soar during 2020-2021 school year. Part of that work involved gathering input from our parents and staff to gauge their comfort level regarding a return to school.

One common theme that resonated across both surveys was that an overwhelming majority of our parents and staff want to see a return to school while practicing increased hygiene protocols, proper social distancing protocols to the extent possible, and following the viable recommendations of the Jefferson County Health Department.

On the following pages is a comprehensive **Re-Entry Plan** that includes protocols for returning to school on August 26, 2020. **These recommendations are in place as of July 20, 2020, and are subject to change at any time as new information is made available or new guidelines or restrictions are imposed, so please keep in mind that this Re-Entry Plan will remain fluid.** Thank you to everyone for their time and input for our students.

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Reunite

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Safely Rejoining

Introduction

Pages 12-25 provide an overview of many of the safety protocols planned for the reopening of school on August 26 in order to give students and parents an idea of what might be different from the spring. Each building principal, along with staff, will develop protocols for practicing social distancing for various activities before, during, and after the school day. Building administrators will develop specific protocols and procedures for high traffic areas, hallways, cafeteria, assemblies, restrooms, playgrounds, etc.



One visible change students are sure to notice upon their return to school is the various signage throughout the building as a reminder to maintain a safe and healthy environment. Included is an example of a sign that will be posted on the interior and exterior of buildings throughout the district.

Students will be allowed to carry water bottles and fill them from water bottle fillers at each school. Water fountains will be shut off; however, students will be able to access disposable cups to fill up at a bottle filling station if they do not have a water bottle.

Students will have access to PE, Art, Music, Band, Media, Special Education, and intervention groups; however, adjustments will be made to minimize large groups.

All individuals will be required to wash their hands or the use of hand sanitizer upon entering the building, before eating, after eating, before any group activities, and before boarding buses. Hand washing/sanitizing any time the face/mouth are touched is also recommended.

Students mental health and social/emotional well-being will be assessed and addressed by counselors and administration working closely with our community partners along with the Jefferson County Health Department.

There will be no field trips allowed in the first semester. Teachers will consider field days, park visits, etc. that can have the feel of a field trip. Class parties will also be postponed and any classroom treats **MUST** be store bought & individually wrapped in manufacturers' sealed packages. Anything not individually wrapped will not be distributed and will either be sent home with the student or rejected in the office.

Safely Rejoining

General Classrooms Guidelines

- ★ Teachers and administrators will work together to strive for 3ft of space for each person and 6ft distance between others when space allows, while also removing flexible seating, including couches and bean bags. All unnecessary furniture-tables, chairs, lighting, shelving will be removed as determined by the classroom teacher and building administrator.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ Each district classroom will have a hand sanitizer dispenser on the inside of the door, so students can utilize it when entering, during class, and when exiting the classroom as recommended by the Missouri Department of Health and Senior Services (MDHSS) and the Department of Elementary and Secondary Education (DESE).
- ★ Disinfectant wipes will be available in each classroom.
- ★ Desks will face the same direction as recommended by MDHSS & DESE when feasible.
- ★ Protective barriers will be installed as needed.
- ★ Student lunches will stay with students and not be mixed in a shared lunch bucket.
- ★ There should be limited sharing of school supplies. Teachers will eliminate community/shared supplies on tables/desks. In classrooms where sharing must occur, students will be given the opportunity to wash hands/sanitize when entering & leaving the class. *(It is understood that many teachers have a supply of pencils available for students. Those supplies will be individually sanitized before being placed for students to use.)*
- ★ Line markings on floor will be in place for lining up and encouraging social distancing.
- ★ It is highly recommended that classroom doors remain open when possible to reduce the number of people touching door knobs/handles.

For Everyone's Health and Safety

- Protective face coverings are encouraged when social distancing is not attainable*
- Always use 6 FEET social distancing
- Cough or sneeze into your elbow or tissue
- Stay at home if you feel sick
- Wash hands often and thoroughly
- Properly dispose of gloves, masks, and tissues

Thank You, Dragons!

*Face covering may not be appropriate for young children

General Hallways Guidelines

- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ One way arrows and social distancing signage will be placed on floors.
- ★ Groups of students will not be allowed to congregate in hallways between classes.
- ★ Only refillable touchless water fountains used for bottle/cup filling will be available
- ★ Hand sanitizer dispensers will be available in hallways and classrooms.
- ★ Secondary students will not utilizing lockers and will be allowed to carry all essentials items in their backpack.

Safely Rejoining

Daily Screening Guidance for Students

We have a culture of working or going to school when one is sick. We must work towards changing that culture and encourage everyone to stay home when they are feeling ill. Attendance related to COVID-19 will not be counted against any student. Additionally, attendance awards and incentives will be suspended for this year.

The Department of Health and Senior Services and the Department of Elementary and Secondary Education advise districts not to implement screen procedures that would force bottlenecks at building entry points, thus “creating unnecessary situations where students cannot maintain adequate physical distance from one another.”

Therefore, all families are required to self-assess their daily health situation prior to getting on the bus, attending school, or other extracurricular event to determine if they are ill or are at risk of exposing others to COVID-19. To assist families with this daily health screening, a magnet with the daily checklist, as shown in the box to the right, will be provided to each district family.

If students answer yes to any of the following questions to the right, they should NOT come to school that day. Absences should be reported by calling your building attendance number.

Individuals are advised to contact a healthcare provider if they exhibit symptoms or answered YES to any screening question(s), as well as contact the Jefferson County Health Department.

District staff will also be watching for signs and symptoms of illness as students enter the building and classrooms.

DE SOTO #73 SCHOOLS



Help Keep De Soto Dragons Safe

Before sending your child to school or an extracurricular activity, please assess your child using the questions below each day:

- a. Does your student have a temperature higher than 100.0 Fahrenheit?
- b. Do you have a household member, or have you been in close contact with someone who has been diagnosed with COVID-19 in the past two weeks?
- c. Do you have symptoms of lower respiratory illness, such as a new or worsening cough, shortness of breath, or difficulty breathing?
- d. Have you experienced any chills or repeated shaking with chills?
- e. Have you experienced any muscle pain or headache (different than normal exercise-induced pain, your seasonal allergies, or other diagnosed condition)?
- f. Have you experienced any sore throat (different than your seasonal allergies or other diagnosed condition)?
- g. Have you experienced any recent loss of taste or smell?
- h. Have you experienced any recent diarrhea or vomiting?

If the answer is “YES” to any question, you must stay home and contact your doctor (if needed).

To Report A Student Absent From School:

Athena Elementary: 636-586-1027
Vineland Elementary: 636-586-1012
De Soto Junior High: 636-586-5467
De Soto High School: 636-243-2570
Early Childhood Office: 636-243-2609
De Soto Annex: 636-586-3939

Safely Rejoining

Mask/Face Coverings General Guidance for Students

Mask/Face covering usage for students had the most varied responses from our second parent feedback survey. We understand there are many varying opinions on the use of masks and no decision will please everyone. The Jefferson County Health Department (JCHD) is strongly encouraging individuals to wear masks when social distancing is not attainable. Mask/face coverings are optional but recommended at this time. However, masks/face coverings will be used as directed by school personnel as the situation continues to be fluid.

In accordance with guidance from the Missouri Department of Health and Senior Services, “Young children may have difficulty complying with the proper use of face coverings and may have increased face touching, mask chewing, mask trading, and other behavior that could increase risk of infection. For this reason, continuous usage of face coverings is not recommended for young children.” The Missouri Department of Health and Senior Services also states, “Face coverings are an important strategy to reduce transmission of the novel coronavirus, primarily by reducing the spread of infection from the wearer to those around.”

Tips for Mask Use

| Do | | | Don't | |
|--|---|---|---|--|
|  |  |  |  |  |
| Wash your hands with soap and water or use alcohol-based hand sanitizer before you put on, touch, or take off your mask. | Put the color side of the mask on the outside. | Use the ties or loops to put your mask on and take it off. | Touch your mask or face without first using soap and water for 20 seconds, or alcohol-based hand sanitizer until hands are dry. | Pull the front of the mask up or down to talk, breathe, or eat—assume the front is contaminated. |
|  |  |  |  |  |
| Cover your mouth, nose bridge, and chin. | Be sure the mask fits snug against your face. | Keep your hands away from your face and head while wearing the mask. | Touch the front of the mask. | Touch the front of the mask when you take it off. |
|  | Take off the mask while you are at least 6 feet away from other people. | | | |

The JCHD is planning to provide one cloth mask to be given to each student in the district to use at their discretion, when social distancing is not attainable, or to have readily available if guidance changes from the JCHD or as directed by administration. In conjunction with the JCHD, the district will be supplying one cloth mask to each district student. This will ensure students have an extra mask while masks are being cleaned at home. The district plans to have disposable masks on hand, as well, for as-needed purposes.

If a student becomes ill during the school day, they will be placed in an isolation area within the nurses office and provided a face mask until a parent can pick them up. Students who are in a high risk group (previous health concerns, immune deficiency, etc.) are encouraged to wear a face mask at all times. Efforts will be made to destigmatize the wearing of face masks to protect those students who need to wear one.

Safely Rejoining

General Restroom Guidance

- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ Capacity numbers will be posting on the outside of restrooms providing.
- ★ Inspection signs will be posted with date and time last cleaned, disinfected, and stocked with supplies.



General Information on Pick-up/Drop-Off and Entering and Exiting the Building

In an effort to social distance, each building administrator, along with staff, will determine the best methods for parent-up and drop-off at each building. Determinations will also be made and communicated at the building level for the best method for students to enter and exit the buildings each day.

- ★ Parent pick-up and drop-up may be more congested due to the number of families electing to transport their child(ren) instead of riding the bus. Please be patient with us and others and plan accordingly.
- ★ Doors will be propped open or opened and closed by staff to limit student contact with high-touch hot spots during arrival and dismissal.

Safely Rejoining

Bus Transportation Guidance and Protocols

Parents will be encouraged to transport their child(ren) to and from school in order to reduce the number of students on any bus. We know not providing bus transportation would put a strain on many of our families, so we are planning to offer bus transportation with the following modifications:

- ★ Parents will be able to register their child(ren) for bus service prior to the start of school.
- ★ Families will only be allowed to select one permanent pick-up/drop-off address (these can be different).
- ★ Require any permanent change to a schedule to be done at least one day in advance and in writing to your child's school.
- ★ Temporary bus changes will not be allowed and bus passes will not be issued.
- ★ Assigned seats will be given to each student to reduce transmission and assist with contact tracing if necessary.
- ★ Bus drivers will take attendance on every route to assist with contact tracing if necessary.
- ★ Hand sanitizer will be available on every bus to encourage hand hygiene upon boarding and exiting the bus.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ No open food or drink will be allowed on the bus.
- ★ Students are encouraged to wear masks while being transported on the bus, due to guidance from the Jefferson County Health Department (JCHD), if students are sitting in close proximity to others.
- ★ To minimize social contact, loading of the bus will begin from the rear of the bus. Similarly, buses will unload starting with the front of the bus to minimize social contact. This method might not always be able to be employed with young students, who benefit from sitting near the bus driver.
- ★ All transportation district personnel will be trained on proper cleaning and sanitizing procedures prior to the start of the school.
- ★ Cleaning protocols for sanitizing each bus will include:
 - Utilizing pump sprayer to apply Non-Acid RR/Disinfected entire bus (roof, floor, windows, dash, seats, handrails) each morning, between secondary and elementary routes, and at the end of the day, as well before and after any activity and athletic route.
 - Each bus will be wiped down once a week in order to remove any cleaning residue built up over the week and then disinfected with Non-Acid RR/Disinfected.
 - Regularly clean/replace bus HVAC air filters.
- ★ Bus drivers will be provided face masks and face shields for use in accordance with guidance from the JCHD.

Safely Rejoining

General Guidance for Food Service and Cafeteria Areas

Each building principal, along with staff, will develop protocols for their specific building in terms of breakfast and lunch in conjunction with the food service director. Each building in the district is different in the number of students in attendance, layout of the cafeteria, and availability of alternative eating areas. In an effort to achieve social distancing seating, other areas of the building may be designated for eating aside from each building's cafeteria including gyms, classrooms, or other area. A school may consider reducing the number of students in the classroom by rotating classes with some eating in their classrooms and others in the cafeteria.

- ★ Teachers will allow extra time for hand washing/sanitizing before AND after breakfast & lunch.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ Arrows will be in place for one-way lines to form 6ft markings for waiting in line.
- ★ Hand sanitizer dispenser will be placed and available for student use in the cafeteria.
- ★ Card scanner used by students to eliminate use of keypad or cashier will enter in number for the student.
- ★ Food bars will not be used as portions will be distributed upon request by food service employees and individual condiments will be given out upon request.
- ★ Disposable silverware will be used in all cafeterias.
- ★ Drinks will be handed out to students along with food distribution to classrooms if necessary
- ★ Doors open to outside for recess
- ★ No uneaten food donations will be available to other students and no students or outside group will provide assist with cleaning lunch tables in cafeteria..
- ★ Food service will consider face shields, masks, & plexiglass shields for the cashier area.
- ★ PPE for food service workers-daily masks, gloves for serving
- ★ Lunchroom tables will be assigned to specific classes with social distancing practices in place.
- ★ Lunch schedules will be developed to limit the mixing of groups
- ★ Lunchroom monitors will strongly enforce the "no touching" rule of other students and other students' food.
- ★ Salad bars will be closed. Salads will be premade by food service employees.



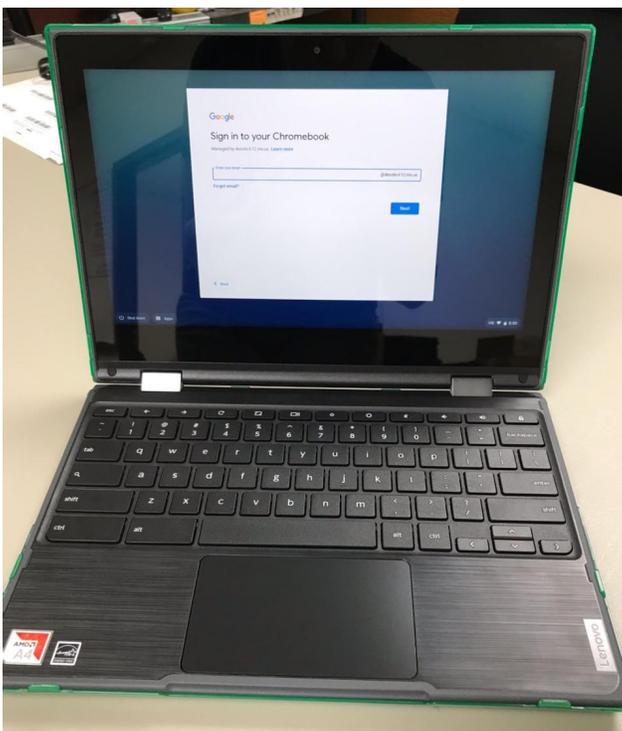
Safely Rejoining

Student Chromebooks

The District will provide Chromebooks to all students in grades K-12. Students in grades K-6 will leave their chromebooks at school, unless directed to take their device home by their classroom teacher. Students in grades 7-12 will continue to take them home daily, along with their other supplies, as lockers will not be used in an effort to social distance in the hallways.

In the event of an extended closure, students in grades K-6 will be allowed to take their devices home to participate in required remote education. The district is also prepared to purchase hotspots for any district family who might need them to ensure equitable access to learning for all.

- ★ If students in grades K-6 change classrooms during the school day, they will take their Chromebooks with them to minimize the touching of the device by other individuals.
- ★ The District will develop and offer training for parents to familiarize themselves with classroom learning platforms/applications. More information can be found on page 81.
- ★ The District has enabled device features, such as cameras and student email, to facilitate remote learning.
- ★ Shared devices in a lab setting should be cleaned frequently, ie, between classes
- ★ Students will wash their hands/sanitize before using shared devices in a lab setting.
- ★ Purchase of amplification devices may be needed to help with understanding of teachers using face coverings.
- ★ The District may consider purchasing webcams/document projectors for every classroom.
- ★ The District is working on establish a Help Desk that individuals can call into during any closure to assist with any technical issues.



Safely Rejoining

General Guidance for School Libraries

- ★ Buildings will ensure work spaces allow for social distancing-3ft work space and 6ft between others.
- ★ Sanitizing wipes will be provided at each computer workstation.
- ★ Each library will establish a book return area and hold books for 72 hours before being disinfected and shelved.
- ★ Check out will be done using social distancing protocols with markings on floor in check out area.
- ★ Couches and other comfortable seating areas will not be used.
- ★ One way traffic markings through book shelves to promote social distancing.
- ★ Entrance and Exit marked to assist in traffic flow and social distancing.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ Hand sanitizer will be available for students in the library.

General Guidance for Outside Play Areas

- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ In accordance with the Department of Health and Senior Services and the Department of Elementary and Secondary Education, “multiple cohorts could have recess at the same time, as long as they are playing in separate areas of the playground.” Therefore, classroom cohort play is encouraged using social distancing protocols.
- ★ Line-up areas will be marked off at 6ft spacing to encourage social distancing.
- ★ All small playground equipment (i.e. jump ropes, pedal cars) will be sanitized after each individual student use before the next student can use.
- ★ Blacktop game markings may be placed on playgrounds to allow for other student play options.
- ★ Hand sanitizer stations will be available for student use.

General Guidance for Gymnasiums and Common Areas

- ★ Entrance and Exit marked to assist in traffic flow and social distancing.
- ★ One way traffic markings to promote social distancing will be used.
- ★ Hand sanitizer stations will be available for student use.
- ★ Markings for individual exercise area in order to promote social distancing.
- ★ Procedures for disinfection of equipment will be in place along with a cleaning schedule log.
- ★ Room capacity will be posted to promote and maintain social distancing.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.

Safely Rejoining

General Guidance for School Visitors

- ★ Only essential visitors (*vendors, repair, parents invited to an IEP meeting, etc.*) will be allowed into school buildings. Each building principal will decide what constitutes an essential visitor; however, it should be noted that the goal is to reduce the number of people accessing our buildings daily.
- ★ Vendors and outside contractors will be required to complete temperature check, health screening question, and wear a mask when in any school building.
- ★ Accurate records of anyone who has been inside a building will be kept at each school and department in case an outbreak occurs to assist with contact tracing efforts. The time the visitor entered and exited the building will be recorded.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.

General Guidance for Building Entrances

- ★ Sign for visitor restrictions will be posted along with a health screening check poster
 - Individuals should NOT enter a school building if they answer YES to any of the screening questions.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.
- ★ Hand sanitizer dispenser upon entry, as well as extra disposable mask

General Guidance for Building Offices

- ★ Each office will have a visitor window to communicate with visitors in an effort to limit visitors to the interior office.
- ★ Health screening documentation will be collected, if required for reentry.
- ★ Hand sanitizer dispensers will be available for visitors to use along with disinfectant wipes.
- ★ Tape or visual on floor limiting one person/family at desk along with tape or visual on floor 6 ft. apart to form line.
- ★ Building offices will remove furniture to ensure social distance seating inside the office.
- ★ Two buckets for pens will be utilizing, one for disinfected pens and one for dirty pens.
- ★ Signage pertaining to handwashing, social distancing, coughing, hygiene, face cloth covering recommendations will be posted.

Safely Rejoining

General Guidance for District Health Offices

- ★ Nurses doors will have a stop sign posted, requiring individuals to knock prior to entering.
- ★ Plastic barrier for front-facing desks will be installed, as needed.
- ★ Face cloth/mask coverings must be worn by staff entering and any student with respiratory symptoms.
- ★ No staff use or routine student use of restroom will be allowed in the nurse office unless needed for illness.
- ★ PPE will be provided for each nurses office and will include the following:
 - Surgical masks
 - N95 Masks
 - Face shield
 - Gown
 - Gloves
 - Uniform/scrubs
 - Hand sanitizer
 - Disinfectant
- ★ Seating 6ft apart for ill students or in own area - consider hall waiting area if physical distancing not possible in health office
- ★ Isolation areas will be installed, identified with signage, and used as needed by the nurse.
- ★ A schedule of regular medications/procedures will be created and based upon staggered schedule for students throughout the day.
- ★ Educational signs will be posted and include the following:
 - Hand washing
 - COVID-19 Symptoms
 - How to wear a face cloth covering
 - Instructions for using PPE

Safely Rejoining

Athletics and Activities

Participating in athletics and activities carries with it the risk to have contact with individuals who have been exposed to and/or have been diagnosed with an infectious disease. While it is impossible to eliminate the risk that a student could be exposed to and/or become infected, the De Soto School District will attempt to mitigate those risks when possible. Students and parents are reminded that participation in athletics and activities is voluntary. Therefore, it is understood that each family will decide for itself whether or not their student will participate in athletics and activities.

Should families decide that their student will participate athletics and activities the following guidelines have been put in place:

★ General Safety Guidance for Students

- Athletes should utilize good general hygiene, including frequent, effective hand washing, no spitting, covering the mouth when coughing or sneezing, no sunflower seeds, and avoiding touching of the face.
- Athletes should bring their own water bottle, clearly marked with their name, and it should not be shared with others. Shared drinking sources (water fountains) will not be used.
- Athletes should refrain from pre-practice gatherings of players or celebratory contact (hugs, handshakes, high fives, fist bumps, etc.).
- Athletes should arrive as close as possible to when the activity begins and leave as soon as the activity ends.
- There will be no shared athletic equipment (towels, clothing, shoes, gloves, helmets, etc.).
- Individual drills requiring the use of athletic equipment are permissible, but the equipment will be cleaned prior to use by the next individual or group.
- Athletes should avoid touching gates, fences, benches, etc. when possible.
- Athletes should arrive dressed and ready for practice, take all gear home, and clean gear daily. Locker rooms will not be available.
- Athletes should observe social distancing as much as possible.
- Athletes should notify their coach of any signs or symptoms of COVID-19 they detect during practice. The athlete will be isolated until they can be sent home and the family should contact their healthcare provider.
- Athletes are allowed to wear Personal Protective Equipment (PPE) items if they choose, as long as the items do not compromise the safety of participants in the game or violate the rules of the game.

★ Waiver

- Parents will be required to sign COVID-19 Waiver forms before their child can attend and/or participate in athletics or activities **beginning July 1, 2020**. Your child must bring a signed copy of this waiver to their first activity to be able to attend and participate:

Safely Rejoining

Athletics and Activities

★ Screening

- Parents must agree to screen their children daily for indicative symptoms of COVID-19 and agree they will not allow their child to participate any day that they are symptomatic. This is a crucial step in mitigating the spread of the virus.
 - Do you have a temperature higher than 100.4 Fahrenheit?
 - Do you have a household or close contact with someone who has been diagnosed with COVID-19 in the past two weeks?
 - Do you have symptoms of lower respiratory illness such as a new or worsening cough, shortness of breath, or difficulty breathing?
 - Have you experienced any chills or repeated shaking with chills?
 - Have you experienced any muscle pain or headache (different than normal exercise-induced pain or your seasonal allergies or other diagnosed condition)?
 - Have you experienced any sore throat (different than your seasonal allergies or other diagnosed condition)?
 - Have you experienced any recent loss of taste or smell?
 - Have you experienced any recent diarrhea or vomiting?
- If a student answers yes to any of these questions on a daily screening, they cannot attend any activity that day. Students will not be allowed back until a subsequent day when they do have a negative screen, have documentation demonstrating the SARS-CoV-2 test was negative, or a note from their healthcare provider indicating they do not need to be tested and their symptoms are not due to COVID-19.
- Students may also be screened periodically by a trainer, coaches, or other school personnel. If the screening indicates COVID-19 symptoms the student will be isolated from other students and sent home as soon as possible. Parents must remember, however, that it is solely the parent/guardian's responsibility to screen their children daily for indicative symptoms of COVID-19 and keep them home if they are not well.

★ Contest Attendance

- Attendance at contests and performances will be determined based on the available data closer to the start of school. In the event of limited contest attendance, the district is researching options to live stream contests and performances through different social media avenues.

Safely Rejoining

Athletics and Activities

★ Waiver Form

**PARENT PERMISSION AND WAIVER OF LIABILITY FOR
STUDENT PARTICIPATION AT DE SOTO 73 SCHOOL DISTRICT**

By signing below, I give permission for my child, _____, to participate in activities starting on 07/1/2020- 08/24/2020 at the De Soto School District

_____ I acknowledge that federal and state government officials have declared that there currently exists a public health crisis in our country related to the Coronavirus Disease 2019 ("COVID-19").
(initials)

_____ I confirm that I will not permit my child to participate in the program or activity if, at any time during the program or activity, my child is showing any symptoms of COVID-19 (including but not limited to fever, dry cough, fatigue, shortness of breath, chills, muscle pains). Additionally, I confirm that I will not permit my child to participate in the program or activity if, at any time during the program or activity, my child has been in contact with any individual diagnosed with COVID-19 or any individual currently waiting for test results confirming the possibility of a COVID-19 diagnosis. I agree that in such situations, my child will be unable to participate in the program or activity until: (i) 14 calendar days after the symptoms first appeared and my child is no longer showing any symptoms; or (ii) a healthcare provider has confirmed in writing that my child has tested negative for COVID-19 or that my child's symptoms were not due to COVID-19.
(initials)

_____ I understand that the De Soto School District cannot prevent the possible transmission or contraction of COVID-19 for my child.
(initials)

The undersigned agrees to release, discharge, hold harmless and indemnify the De Soto School District, its agents, employees, officers, Board of Education members, insurers and others acting on the District's behalf (the "Releasees"), of and from any and all claims, demands, causes of action and/or legal liabilities for injuries to or death of my child occurring during, or resulting from, or participation in the above-mentioned program or activity and related in any way to COVID-19, even if the cause, damages or injuries are alleged to be the fault of or alleged to be caused by the negligence or carelessness of the Releasees.

Parent or Legal Guardian Signature: _____

Student Signature: _____

Date: _____

★ MSHSAA

- [2020-2021 MSHSAA Guidelines and Recommendations for Opening Sports/Activities](#)

Safely Rejoining

Enhanced Hygiene, Cleaning, and Disinfection Plan

We plan to make hygiene highly accessible in all areas of the school building and throughout the school day. We will also be encouraging and enforcing hygiene etiquette. We also plan to execute an enhanced cleaning and disinfection plan. The plan includes enhanced disinfection of restrooms and other high-touch surfaces, such as door handles/push plates, light switches, faucets, elevator buttons, tables, countertops, desks, chairs, benches, and computers.

The district will utilize general cleaning chemicals and solutions in addition Non-Acid RR/Dis. (Primary EPA Reg. No. 1839-169), Evaclean/Earthsafe Purtabs (Primary EPA Reg. No. 71847-6), and Q.T. Plus (Primary EPA Reg. No. 6836-77), known to kill the coronavirus.



Protocols for When the District is Made Aware of a Positive COVID-19 Test

In the event of a positive COVID-19 test, the De Soto #73 School District will work in tandem with the Jefferson County Health Department (JCHD) to determine a course of action.

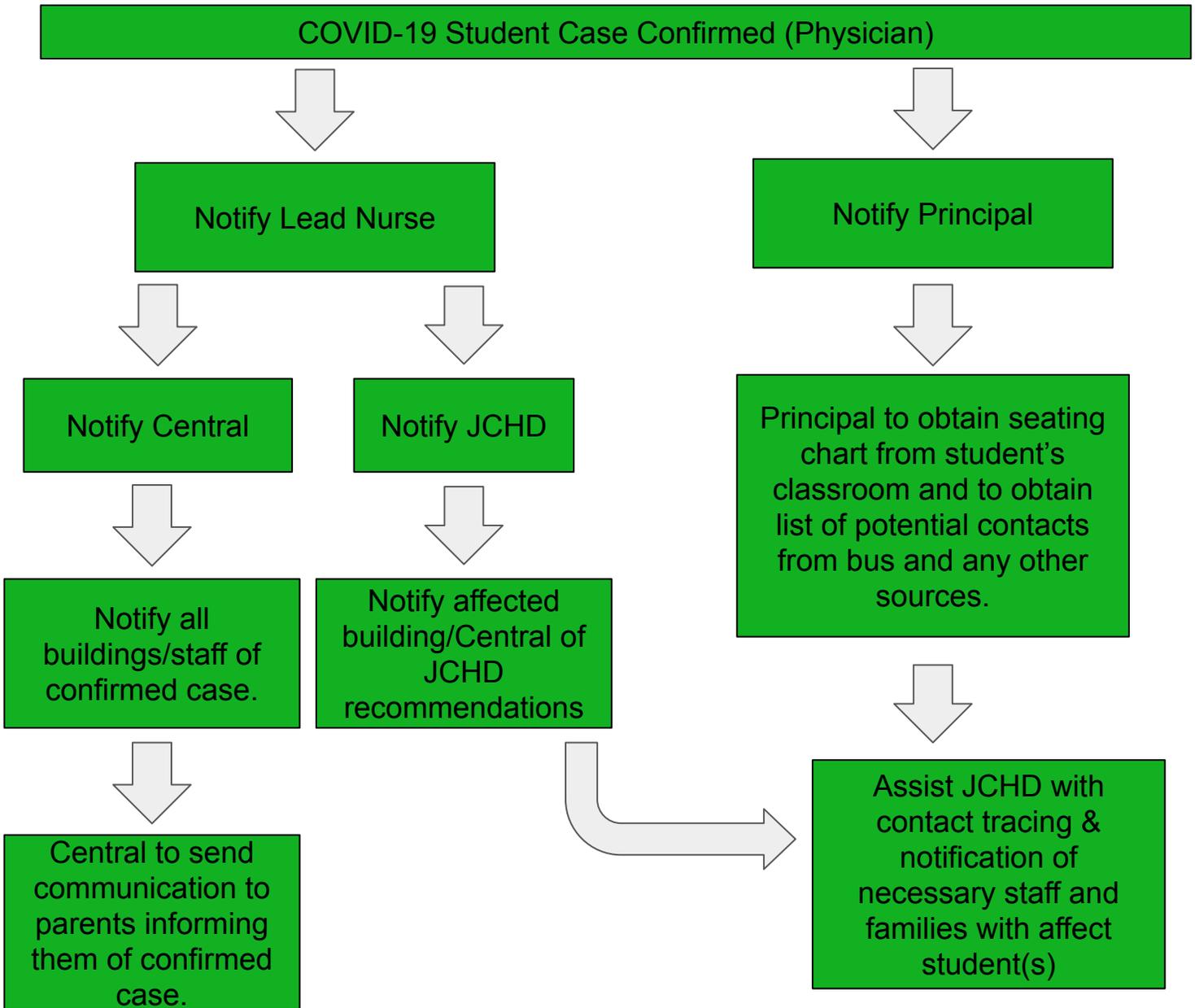
The District will assist the JCHD in contact tracing and communications. According to the Department of Health and Senior Services, “a person is considered a close contact of a case of COVID-19 if they are within 6ft of the case for more than 15 minutes. Close contact of cases require quarantine for 14 days from the last exposure.”

The JCHD will advise the individual on the return-to-school protocol. The COVID-19 Response flowchart outlining procedures for suspected and confirmed cases can be found on pages 21-25. Return to school is permissible once clearance is given by the JCHD.

A building or the district may close for a short time, as recommended by the JCHD, due to a possible exposure risk, high levels of absenteeism, or for additional sanitation. In the event of a temporary closure, students will be expected to migrate to remote instruction. During this closure, students will continue to receive high-quality learning opportunities. Details are provided on pages 30-34. In the event of a school closure all athletics and activities will be cancelled for the same period of time.

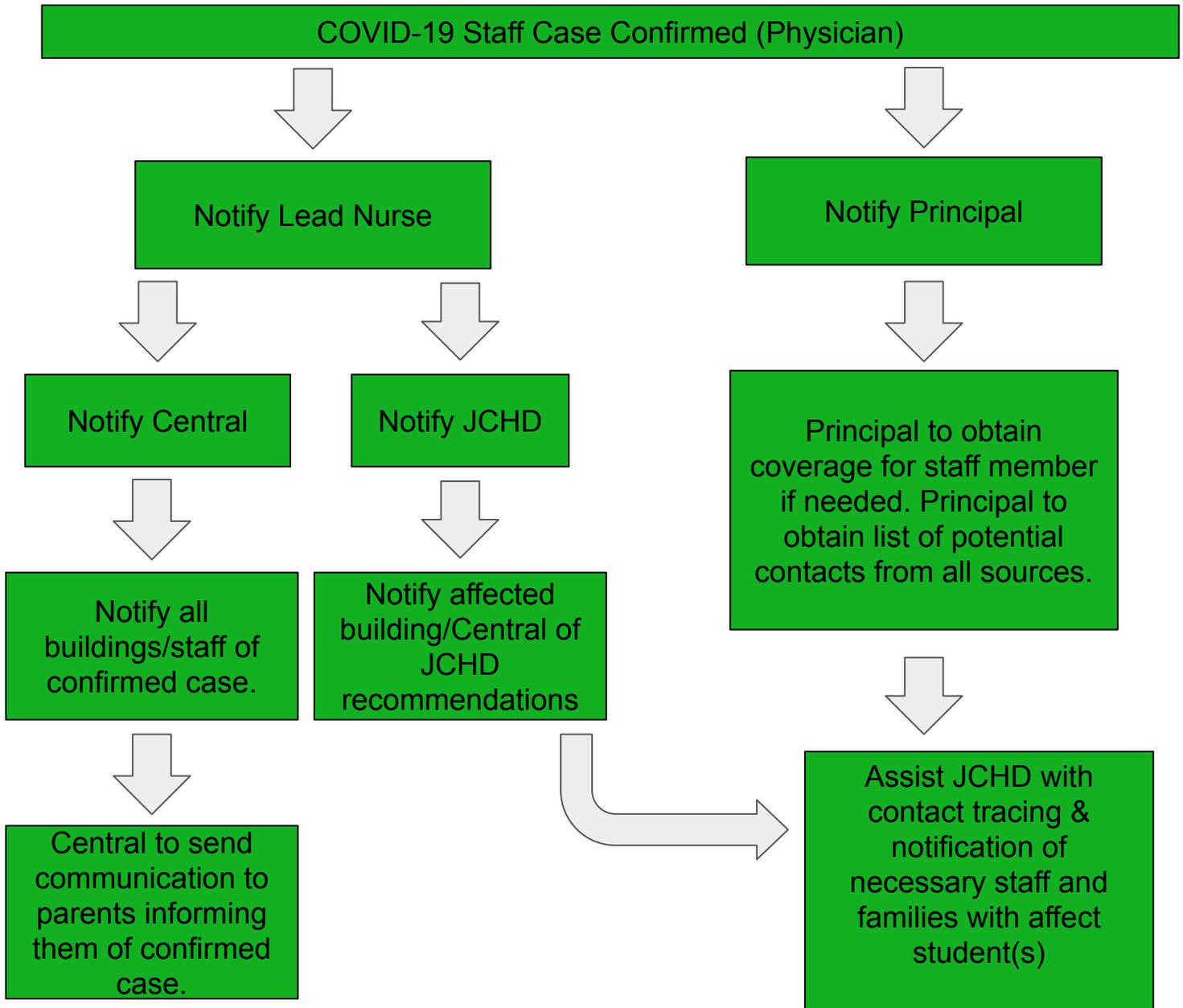
COVID-19: School Response Flowchart

All Schools



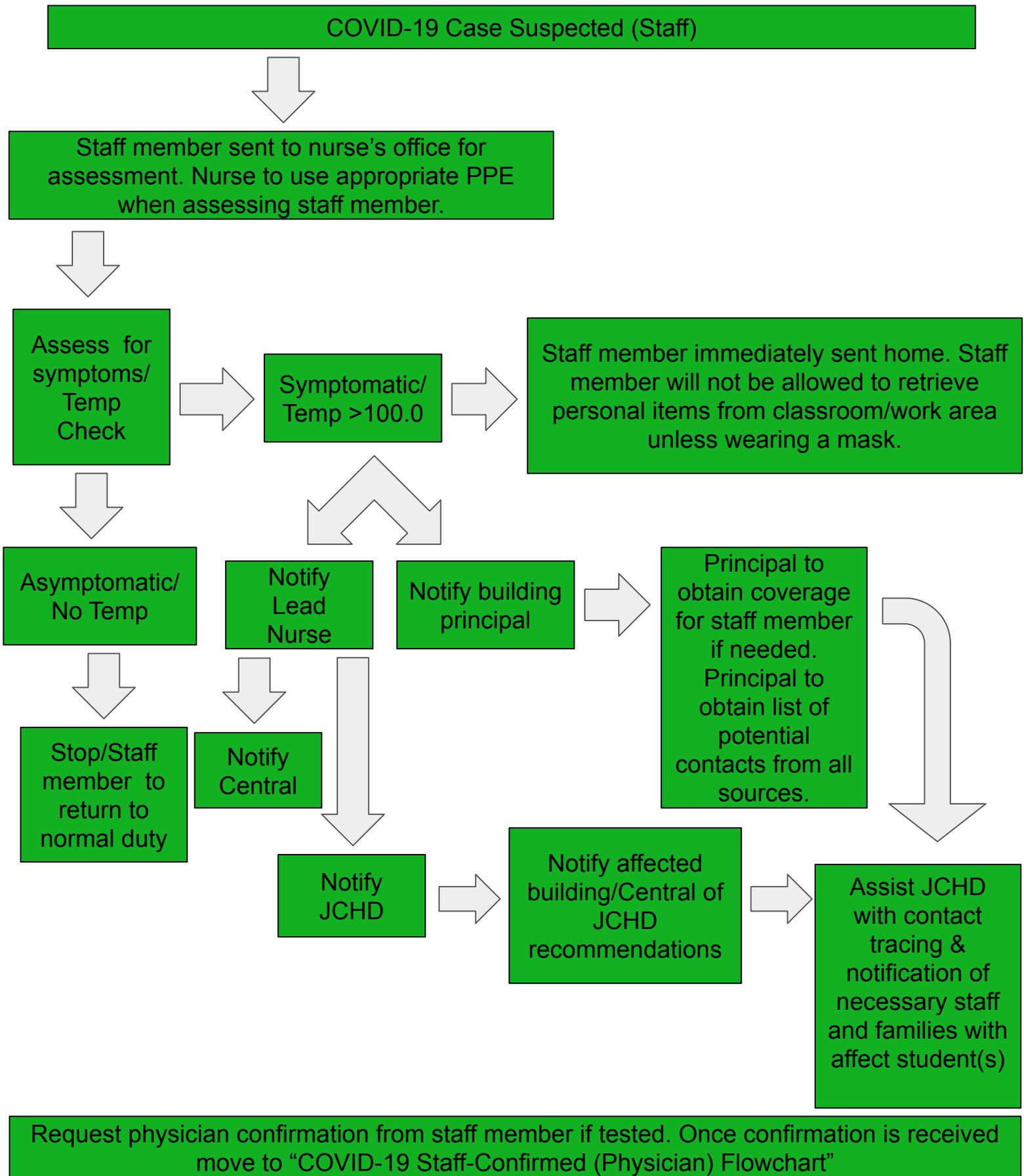
COVID-19: School Response Flowchart

All Schools



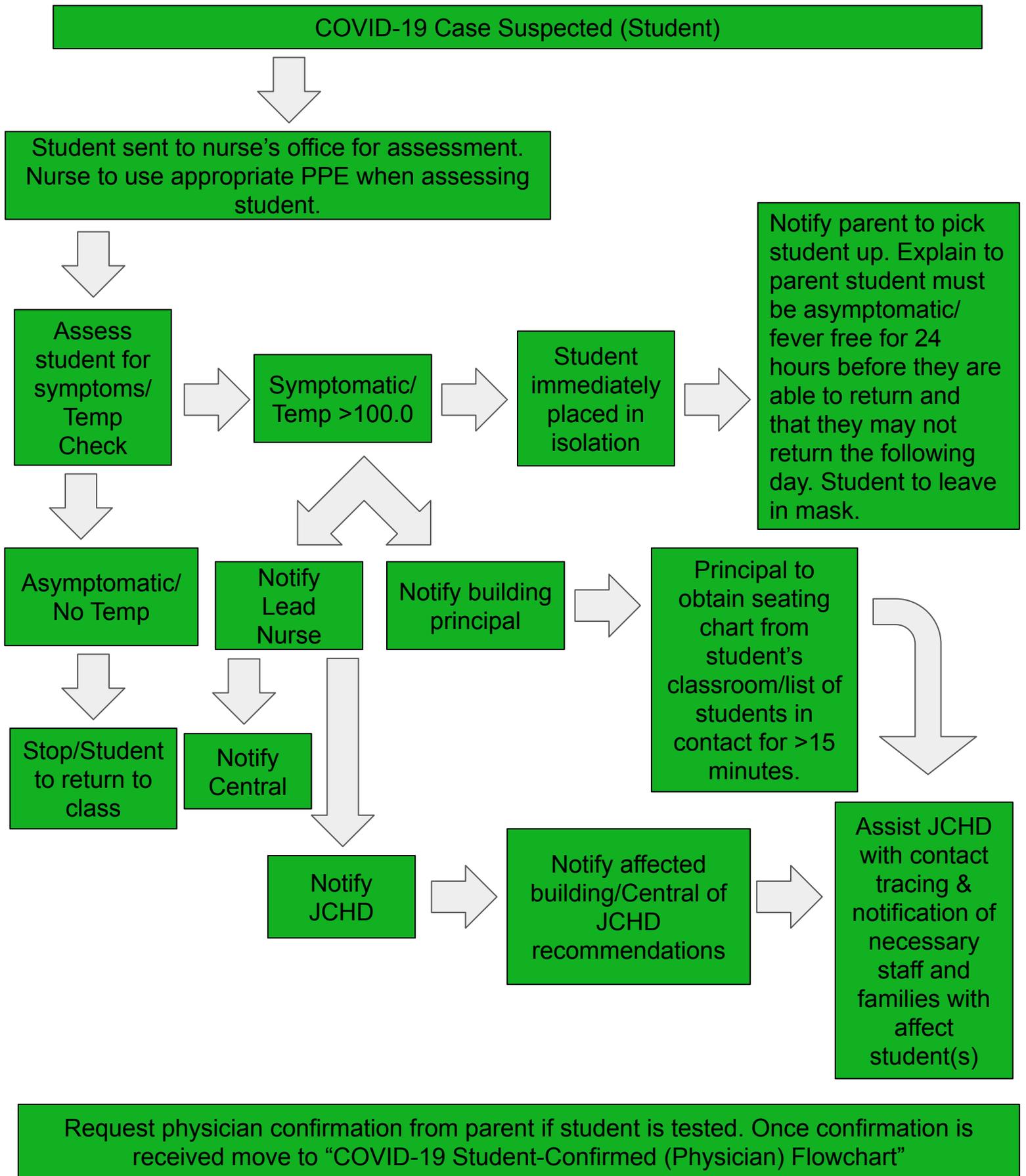
COVID-19: School Response Flowchart

All Schools



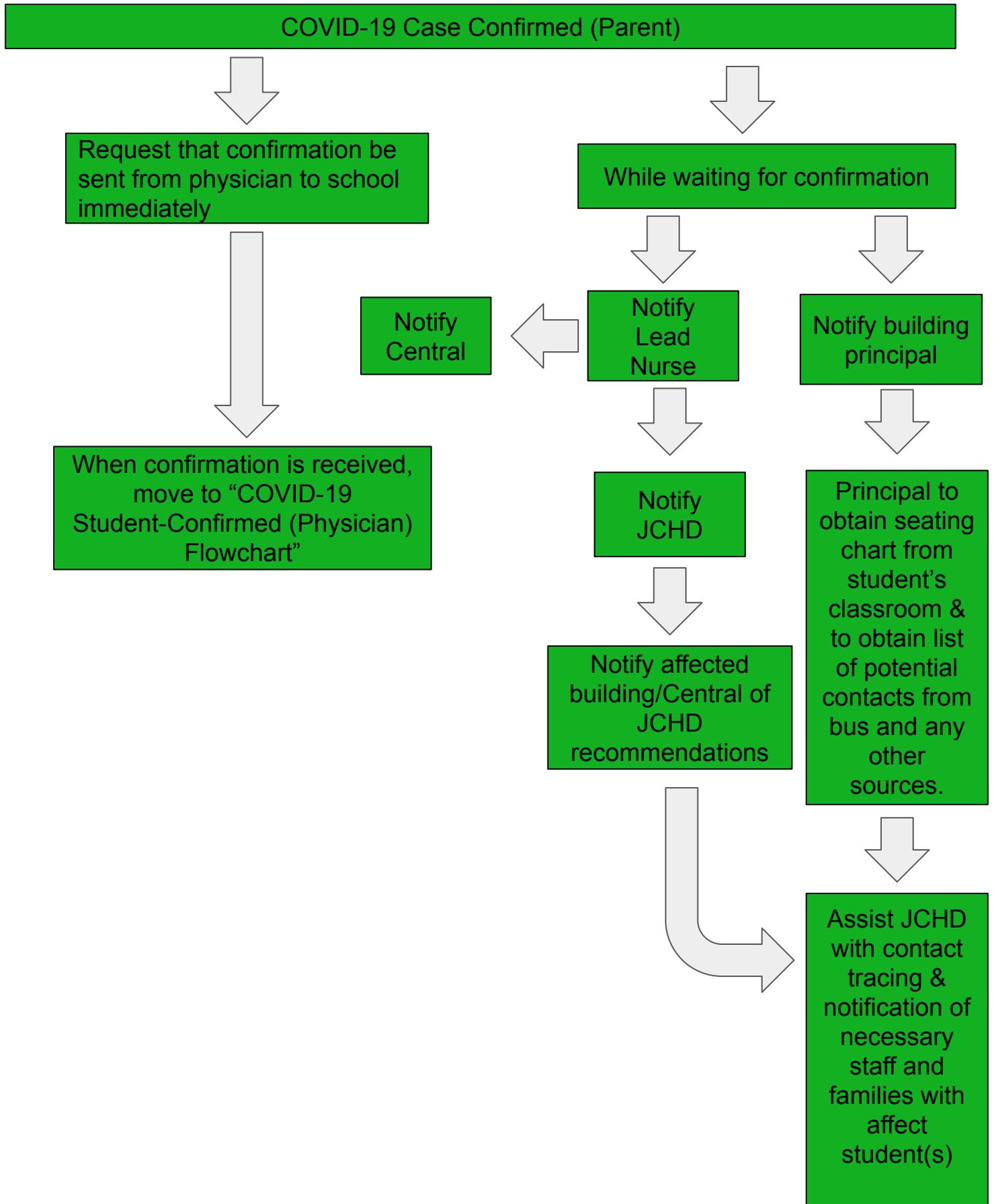
COVID-19: School Response Flowchart

All Schools



COVID-19: School Response Flowchart

All Schools



Returning To Work-District Staff

As is the case across the globe, our knowledge and understanding of COVID-19 continues to evolve. These guidelines, especially those surrounding health policies and practices, are subject to change as state and federal guidelines and county health department recommendations also evolve.

The district acknowledges each individual may have their own views on what school should look like and what their reporting responsibility should be; however, the district will continue to take guidance from the local health department. It is also the district's recommendation to staff that, outside of contact hours, they also adhere to local health department guidelines and do their part to recognize the experience and education of health professionals in making determinations for our community, staff, and students.

COVID-19 Screening and Prevention

Daily Self Check

Staff will complete a daily self-assessment check. If you answer "yes" to any of the following questions you will be asked to stay home, contact your building principals, and follow procedural guidelines outlined by district:

- Do you have a temperature higher than 100.0 Fahrenheit?
- Do you have a household or close contact with someone who has been diagnosed with COVID-19 in the past two weeks?
- Do you have symptoms of lower respiratory illness such as a new or worsening cough, shortness of breath, or difficulty breathing?
- Have you experienced any chills or repeated shaking with chills?
- Have you experienced any muscle pain or headache (different than normal exercise-induced pain or your seasonal allergies or other diagnosed condition)?
- Have you experienced any sore throat (different than your seasonal allergies or other diagnosed condition)?
- Have you experienced any recent loss of taste or smell?
- Have you experienced any recent diarrhea or vomiting?

You should not come to work under any circumstances if you are sick, and you should leave work immediately and contact your supervisor if you start to feel ill.

Masks

All employees will be encouraged to wear a mask/face covering. The Jefferson County Health Department currently recommends all individuals to wear a mask when in public. Employees may be directed to wear a mask/face covering by administration.

- Employees are encouraged to wear a mask when they are interacting with students and cannot actively engage in social distancing (i.e., in hallways, individualized instruction, etc.).
- Employees are *not required* to wear a mask at this time. This may change based on requirements by the Jefferson County Health Department or city/county government officials. However, masks/face coverings will be used as directed by school personnel as the situation continues to be fluid.
- Employees may bring their own mask to work, or one will be provided to them.
- Cloth masks should be washed after each use in a machine or by hand, then allowed to dry completely.

DE SOTO #73 SCHOOLS



Help Keep De Soto Dragons Safe

De Soto staff must complete the following daily self-assessment check:

- a. Do you have a temperature higher than 100.0 Fahrenheit?
- b. Do you have a household member, or have you been in close contact with someone who has been diagnosed with COVID-19 in the past two weeks?
- c. Do you have symptoms of lower respiratory illness, such as a new or worsening cough, shortness of breath, or difficulty breathing?
- d. Have you experienced any chills or repeated shaking with chills?
- e. Have you experienced any muscle pain or headache (different than normal exercise-induced pain, your seasonal allergies, or other diagnosed condition)?
- f. Have you experienced any sore throat (different than your seasonal allergies or other diagnosed condition)?
- g. Have you experienced any recent loss of taste or smell?
- h. Have you experienced any recent diarrhea or vomiting?

If the answer is "YES" to any question, stay home, contact your doctor (if needed), contact your direct supervisor, and follow procedural guidelines outlined by the district.

Tips on wearing a face mask

Do



Wash your hands with soap and water or use alcohol-based hand sanitizer before you put on, touch, or take off your mask.



Put the color side of the mask on the outside.



Use the ties or loops to put your mask on and take it off.



Cover your mouth, nose bridge, and chin.



Be sure the mask fits snug against your face.



Keep your hands away from your face and head while wearing the mask.



Take off the mask while you are at least 6 feet away from other people.

Don't



Touch your mask or face without first using soap and water for 20 seconds, or alcohol-based hand sanitizer until hands are dry.



Pull the front of the mask up or down to talk, breathe, or eat—assume the front is contaminated.



Touch the front of the mask.



Touch the front of the mask when you take it off.

Social Distancing

The district recognizes social distancing may not be feasible in all areas. Employees are encouraged to wear masks when social distancing guidelines cannot be observed. We will continue to monitor the health department's recommendation regarding social distancing.

Employees should limit congregation in public spaces like restrooms, breakroom/kitchens, hallways, copy areas, etc. as much as possible.

Responsibilities for Communication and Dignity

It is the employee's responsibility to maintain the confidentiality of medical information regarding staff and students. If employees send students to the office regarding COVID-19-related symptoms or any medically-related symptoms, the employee should not share this information with individuals. The same is to be said about employees. The district does not promote gossip or discourteous treatment of staff, as stated in staff conduct policy 4630. We recognize that tensions will be high, and all positive cases will be communicated and/or addressed at the recommendations of both the CDC and our local health officials.

We must remember that during a regular school year, many similar symptoms are related to the standard flu, cold, and allergy seasons that coincide with the COVID-19 pandemic. We should not assume that someone has COVID-19 and discuss symptoms with others. We will leave any diagnosis to our local health authorities and will not establish ourselves as such in the school buildings.

Exposure Response Plan For Staff

Employees will follow the [Exposure Response Plan](#) in the event they exhibit COVID-like symptoms at work or if they answer "yes" to any of the screening questions above.

It is critical that employees report illnesses to their supervisor immediately and follow all steps of the [Exposure Response Plan](#).

Exposure Response Plan for Staff

When a staff member is identified with Covid- 19 symptoms at work the following action steps will be taken:

1. Report symptoms immediately to school nurse
2. Leave campus right away
3. Seek medical attention, if necessary
4. Monitor your symptoms
5. Contact Human Resources to determine applicable leave and your return to work plan-- 636-586-1000 X3
6. Follow all other procedures and directives provided

The district will:

1. Notify the Lead Nurse-- Dawn Brown-- 636-575-3940
2. Contact you to obtain a list of places and co-workers/students who you have been in contact with in the last 2 days
3. Notify a custodial team member to clean and disinfect your classroom/work area
4. Inform employees/students/parents of possible exposure to COVID-19
5. Contact necessary individuals and agencies as outlined the appropriate flowchart

When a staff member is identified with Covid- 19 symptoms at home the following action steps will be taken:

1. Report symptoms immediately to Dawn Brown- 636-575-3940, do not report to your work site.
2. Seek medical attention, if necessary
3. Monitor your symptoms
4. Contact Human Resources to determine applicable leave and your return to work plan-- 636-586-1000 X3
5. Follow all other procedures and directives provided

The district will:

1. Contact you to obtain a list of places and co-workers/students who you have been in contact with in the last 2 days
2. Notify a custodial team member to clean and disinfect your classroom/work area immediately
3. Inform employees/students/parents of possible exposure to COVID-19, if necessary
4. Contact necessary individuals and agencies as outlined the appropriate flowchart

When a staff member has a member of their household who has been diagnosed with COVID-19 the following action steps will be taken:

1. Report the diagnosis immediately to Dawn Brown-- 636-575-3940
2. Monitor your symptoms
3. Contact Human Resources to determine applicable leave
4. Follow all other procedures and directives provided

[Utilize this resource for managing your COVID-19 symptoms at home.](#)

10 things you can do to manage your COVID-19 symptoms at home

Accessible Version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you have possible or confirmed COVID-19:

1. **Stay home** from work and school. And stay away from other public places. If you must go out, avoid using any kind of public transportation, ridesharing, or taxis.



6. **Cover your cough and sneezes.**



2. **Monitor your symptoms** carefully. If your symptoms get worse, call your healthcare provider immediately.



7. **Wash your hands often** with soap and water for at least 20 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.



3. **Get rest and stay hydrated.**



8. As much as possible, **stay** in a specific room and **away from other people** in your home. Also, you should use a separate bathroom, if available. If you need to be around other people in or outside of the home, wear a cloth face covering.



4. If you have a medical appointment, **call the healthcare provider** ahead of time and tell them that you have or may have COVID-19.



9. **Avoid sharing personal items** with other people in your household, like dishes, towels, and bedding.



5. For medical emergencies, call 911 and **notify the dispatch personnel** that you have or may have COVID-19.



10. **Clean all surfaces** that are touched often, like counters, tabletops, and doorknobs. Use household cleaning sprays or wipes according to the label instructions.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

The district may send you home if it is believed you have symptoms related to COVID-19. You will use your own sick leave in the event you are sent home. There will be expectations for employees to pursue treatment or medical consultation. If you do not pursue this responsibility, you will then be required to use your own leave for any time missed. If you continue to be gone for COVID-related reasons and are seeking treatment through a medical provider, including testing, then you may be eligible for the emergency sick leave through FFCRA, if you have not already used this leave. Please consult Human Resources.

In addition, your supervisor or HR may ask you about your symptoms and if they are related to COVID-19. The Equal Employment Opportunity Commission has weighed in on COVID-related conversations in the workplace. Normally an employer may not ask you specific questions related to symptoms without medical documentation; however, as COVID-19 is a medical condition that affects others and has been deemed a public health concern, employers may ask employees if they are experiencing COVID-related symptoms, even prior to the employee working at the facility/location.

Returning to Work Safely

Health officials are guiding us through the process and providing recommendations on the re-entry of school. Although you may have fears about returning, we will be directing all employees to return to their positions based on these guidelines. The district will continue to adjust to guidelines are relaxed or tightened, then the district will adjust to those changes. If you have a medical condition that prevents you from returning, you will need to contact Human Resources.

Returning post exposure or symptoms

Employees will be able to return to work post exposure or symptoms using various methods based on if the employee was symptomatic or asymptomatic.

Individuals with symptoms can return to work:

If not tested or not considered an exposure:

- 72 hours fever free (without fever reducing medications)
- Free from all symptoms (cough, respiratory symptoms, etc.)

OR

If tested (regardless of positive or negative result) or with a known exposure

- At least 10 days from symptom onset, case by case basis, isolation may need to be longer
- With a signed letter of release from Jefferson County Health Department (JCHD)

Individuals without symptoms can return to work:

For patients who tested positive without symptoms:

- 10 days post collection, if remained asymptomatic
- With a signed letter of release from JCHD

For patients with known exposure to COVID-19 and no positive test or symptoms:

- 14 days post exposure, if remained asymptomatic
- With a signed letter of release from JCHD

Returning to work post COVID-19 exposure or symptoms

*** Based on information received on July 15, 2020 and subject to change***



When individuals with symptoms can return to work

If not tested or not considered an exposure

- 72 hours fever free¹
- Free from all symptoms (cough, respiratory symptoms, etc.)

OR

If tested (regardless of positive or negative result) or with known an exposure

- At least 10 days from symptom onset, case by case basis, isolation may need to be longer
- With a signed letter of release from Jefferson County Health Department (JCHD)

When individuals without symptoms can return to work

For patients who tested positive without symptoms:

- 10 days post collection, if remained asymptomatic
- With a signed letter of release from JCHD

For patients with known exposure to COVID-19 and no positive test or symptoms:

- 14 days post exposure, if remained asymptomatic
- With a signed letter of release from JCHD

1. Resolution of fever should occur without the use of fever-reducing medications 2. Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV RNA.

Source: Jefferson County Health Department July 15, 2020

Employee Leave Options related to COVID-19

The government has added several types of leave for employees to use during this pandemic (currently these expire on December 31, 2020).

[FFCRA- Expanded Family Medical Leave](#)

[FFCRA- Emergency Sick Leave](#)

Employees should refer to the *Employee Leave Options* document on slides 30-31 for an overview of available leave options based on scenarios. **Employees should contact Human Resources to ensure appropriate documentation is provided and all procedures are followed when requesting leave. Human Resources can be reached at 636-586-1000 X3.**

If you are a benefit earning employee and you use COVID related leave you will still receive your benefits as long as you are a benefit-eligible employee, and remain in paid status, your district-provided and paid benefits will continue. If you are no longer in paid status and are using some form of approved non-paid leave, you may be responsible for a portion of your benefits premium. Contact the HR office regarding this information.

Employee Leave Options during COVID-19

This summary represents the intersecting policies and federal and state leave laws that apply to District employees. Nothing about this information changes or modifies an employee's leave rights. For specific questions, please refer to applicable procedures, or policies or reach out to Human Resources by emailing norrid.kelly@desoto.k12.mo.us

The following scenarios can help you navigate leave options during the District's re-opening. In the scenarios related to an employee's own illness or illness of a dependent/family member, Emergency Paid Sick Leave and accrued sick leave must be taken before other types of leave or use of the Sick Leave Bank. The Emergency Paid Sick Leave expires on 12-31-20. We recommend that employees use that leave before accrued sick leave, but employees can use accrued sick leave first, if they so choose.

Off work due to personal illness other than COVID-19.

- [Sick leave/Personal leave](#)
- [Accumulated Personal leave](#) - If not used with the last 5 years
 - [Form](#)
- [Vacation Leave](#) (if applicable)
- FMLA – based on qualifications and eligibility requirements
 - [Regulation](#)
 - [Memo 8.27.2018](#)

Off work due to your own: A) COVID-19 diagnosis; OR B) medical provider or public health authority recommended quarantine or isolation.

- [Emergency Paid Sick Leave](#) (Expires 12/31/2020)
 - [Request Form](#)
- [Sick leave/Personal leave](#)
- [Accumulated Personal leave](#) - If not used with the last 5 years
 - [Form](#)
- [Vacation Leave](#) (if applicable)
- FMLA– based on qualifications and eligibility requirements
 - [Regulation](#)
 - [Memo 8.27.2018](#)
- ADA Accommodation- case by case basis, based on multiple factors- Contact HR

Off work to care for a dependent/family member with a personal illness including a COVID-19 diagnosis.

- [Emergency Paid Sick Leave](#) (Expires 12/31/2020)
 - [Request Form](#)
- [Sick leave/Personal leave](#)
- [Accumulated Personal leave](#) - If not used with the last 5 years
 - [Request Form](#)
- [Vacation Leave](#) (if applicable)
- FMLA– based on qualifications and eligibility requirements
 - [Regulation](#)
 - [Memo 8.27.2018](#)
 - [Request Form](#)

Employee Leave Options during COVID-19, cont.

Off work to care for a child or dependent due to the closure of a school or child care facility based on a COVID-19 response.

- [Emergency Paid Sick Leave](#) (Expires 12/31/2020)
 - [Request Form](#)
- [Emergency FMLA](#)- based on qualifications and eligibility requirements (Expires 12/31/2020)
 - [Request Form](#)
- [Sick leave/Personal leave](#)
- [Accumulated Personal leave](#) - If not used with the last 5 years
 - [Request Form](#)
- [Vacation Leave](#) (if applicable)
- [Short Term Leave of Absence Without Pay](#)
- ADA Accommodation- case by case basis, based on multiple factors

Requesting to stay home based on a general concern or personal desire.

- [Vacation Leave](#) (if applicable)
- [Short Term Leave of Absence Without Pay](#)
- [Long Term Leave of Absence Without Pay](#)
- ADA Accommodation- case by case basis, based on multiple factors

Regular employee absences

The District understands that employees may still need to use their leave time for regular illnesses, doctor's appointments, and personal reasons. Regulation 4320 states, "Any absence for illness that extends beyond three (3) consecutive working days will require a note from a physician explaining the absence."

Employees should follow the guidelines below when they are out:

- If school is in session on campus, and the leave is less than 3 days, employees will enter their leave as normal in AESOP and prepare any documents for their substitute, if necessary.
- If school is in session on campus, and leave is greater than 3 days, employees should contact Human Resources and prepare any documents for their substitute, if necessary.
- If school is offered remotely, and the leave is less than 3 days, employees will enter their leave in AESOP and notify their administrator/supervisor. Instructional employees will provide their students with plans to continue *independent* learning during your absence. Instructional employees will also need to provide their students with a point of contact for them to obtain assistance, if needed. The district will not be filling the spot with a sub during remote learning.
- If school is offered remotely, and the leave is greater than 3 days, report their absence to Human Resources. Instructional employees may need to provide their students with a point of contact for them to obtain assistance, if needed. Human Resources will work with administration to determine additional steps and interim measures.

School Closure Considerations

As we return we may experience school closures from a few days to several weeks. Employees should refer to the following *School Closure Considerations*:

A building or the district may close for a short time, as recommended by the Jefferson County Health Department, due to a possible exposure risk or for additional sanitation. In the event of a temporary closure, employees may be expected to migrate to remote instruction. During this closure, employees will continue to receive their regular pay. Non-instructional employees may be required to continue to assist with district operations during the closure.

It is suggested that the building or district close for 10 days in the following situations (Percentage or additional recommendations may change pending CDC, Jefferson County Health Department, and DESE recommendations. Also, percentages may change as we get closer to school and better scientific data becomes available).

- Over 5% of the current student body in a building or district test positive for COVID-19
- 4% that test positive over 2 days in a row
- Over 3% for 3 days in a row

In the event of a school closure all athletics and activities will be cancelled for the same period of time.

Staff Expectations During Closure

If we need to close for several weeks, instructional employees will follow the remote learning plans and continue to receive their pay during the closure. Non-instructional employees may be required to continue to assist with district operations during the closure, additional communications regarding these tasks.

Employees will need to prepare to continue to work during the closure. Below is a list of items an employee group may be requested to complete during a school closure; this is not an exhaustive list and only a small example of expectations. As students' needs change, assignments may be modified, changed, or eliminated to better serve the needs of the students.

Additional communications will be sent from the district office based on the type and length of the closure.

Cafeteria/Recess/Classroom Aides- Assist with delivering student meals

Food Service- Continue to prepare meals to be delivered to or picked up by students

Custodian/Maintenance- Continue to clean and sanitize district facilities

Paraprofessionals- Collaborate with Teacher(s) to continue to provide instruction to students, provide instructional support as needed by the students and directed by the teacher, assist in developing remote-learning materials

Bus Drivers- Assist with delivering student meals

Certified Staff- Use all AMI resources for guidance

Related Services (PT, OT, COTA, SLP, etc.)- Use all AMI resources for guidance

Secretaries- Continue to provide support to building/department staff, prepare correspondence, support administration, parents and students as needed.

Computer Tech- Provide support for remote learning, manage, repair and provide devices to staff and students

Nurse- Provide support to the county health department for contact tracing, provide support to parent/students regarding school nursing needs

Administrators/Directors- Provide support to students and staff as necessary, communicate regularly with students and staff

Mental Health and Well-Being

COVID-19 has had a sudden and dramatic impact on our collective mental health. Numerous factors associated with the COVID-19 pandemic are taking a toll on individuals through mental health, isolation, health-related anxieties, fear of uncertainty, changes in routine, financial stress, loss, grief, trauma, and more. It is important that employees actively engage in self-care during these turbulent times.

Employees are encouraged to practice the following:

- Maintain privacy and confidentiality of those seeking health care and those who may be part of any contact investigation
- Share accurate information about how the virus spreads, using the "[Stop the Spread of Rumors](#)" page from the CDC
- Speak out against negative rumors and discriminatory behaviors as they occur
- Engage in social support, especially with employee worried about their friends and relatives
- Do not delay care if you feel unwell and do not hide symptoms
- Use [Teladoc](#) when possible to limit risks and the spread of COVID-19, through visiting the Doctor.
--<https://www.teladoc.com/>

Employees are encouraged to use the following mental health and wellness resources:

- [Mental Health America](#)--<https://mhanational.org/covid19>
- [FindYourWords](#)-- <https://findyourwords.org/>
- [Coping with stress](#)--
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- Use digital self-care tools (Apps)-- [myStrength](#)-- <https://mystrength.com/mobile> and [Clam](#)--
<https://www.calm.com/>
- Provident through Jefferson County Health Department New Clients 314-533-8200
- Caregiver Help Desk: 1-885-227-3640. Staffed by caregiving experts, the help desk helps you find the right information you need to help you navigate your complex caregiving challenges.
- Crisis Text Line: Text "NAMI" to 741741 to chat with a trained crisis counselor. Free 24/7 text line for those in crisis
- NAMI Helpline: Call 1-800-950-6264 or email info@nami.org
- National Disaster Mental Health Distress Helpline: This is for emotional distress due to the pandemic and is toll-free, multilingual, crisis support 24/7 via telephone (1-800-985-5990) and SMS (text "TalkWithUs" to 66746)
- [The Unlonely Project](#): Building community in social isolation-- <https://artandhealing.org/>

Refocus

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Refocus

Refocusing on School and Academics

Reconnecting with Students, Families, and Staff

The first weeks of school will be a welcome return for students, staff, administrators, and families. Our staff is preparing to celebrate the return of our students and families. Our students will be in classrooms again or possibly learning from home. Students, staff, and families will be bringing with them different experiences from our time away. It will be critical to begin forming and nurturing relationships early and actively developing effective ongoing communication methods to respond quickly to student need.

Providing Ongoing Supports

Ongoing Special Education Supports

The District Special Education Department is developing plans to not only comply with the quickly changing face of remote special education, but also to ensure our students have all of the learning supports they need to be successful. Families of students with IEPs will be contacted at the beginning of the school year to complete Form G of the IEP, addressing remote learning planning. Speaking with the learner can be very beneficial in identifying needed accommodations and modifications.

Counseling and Social-Emotional Supports

The De Soto #73 School has an extensive mental health support system. This spring has been and this fall will be stressful for many students and families. Our district is prepared to continue supportive services through virtual meetings and telehealth options. Please reach out to your building counselor for more information about these available resources.

Learning New Procedures and Processes for Learning

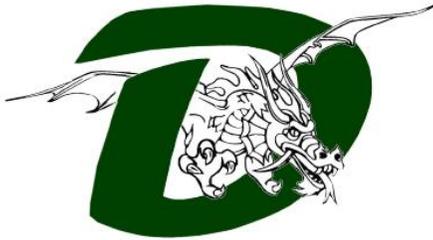
As described on pages 7-15 in the Safely Rejoining section, several changes will be made to building and classroom set ups and procedures. It will be important for everyone to be up-to-date and fully understand the changes being implemented. These changes are made to reduce possible exposure and transmission, so we do not have to close our buildings due to spread.

The details of these processes will be determined at the building level through partnerships with leadership teams, Professional Learning Communities (PLCs), student, and families. Each building has unique students, daily schedules, facilities, and current procedures to be adjusted. Staff should begin thinking through their own working responsibilities in light of the guidelines for safety and effectiveness provided in this document. Each location will communicate their unique plans frequently using multiple communication methods.

Refocus

Ongoing assessment and progress monitoring

Because students will be returning with different missing background knowledge, we must regularly monitor student progress toward mastery of all standards, concepts, skills, and processes. Our district has a robust assessment and data reflection system (PLCs) to be able to respond quickly to gaps in student learning. Included is an excerpt of our district assessment plan. The full assessment plan is housed on the [Assessment page](#) of the C&I website and is updated annually and as needed throughout the school year.



De Soto Public Schools District Assessment Processes

Our Process

- We recognize that assessment is a necessary component of responsive instruction and strategic planning.
 - A teacher must collect classroom data to make instructional decisions for each student.
 - A grade level/ building/ district must collect larger data--of many varieties--to evaluate program and support vision planning.
- This is why we regularly collect formal and informal data throughout the year. This collection occurs with the help of:
 - **Traditional assessment** methods, such as paper-pencil classroom tests, summative online classroom assessments, and running records.
 - **Informal/ observational** methods, such as anecdotal notes, student response systems, and exit tickets.
 - **Large scale/ mandated standardized assessment**, such as MAP, EOC, ACT, and ASVAB.
 - **Screening tools** that help quickly check for red flags and common indicators of possible diagnoses.
 - **Computer adaptive tests** that provide diagnostic standard data, such as Istation, MobyMax, and USA TestPrep.
- The key to quality assessment is evaluating and aligning *purpose* and *use*: Why are we giving this assessment, and how do we plan to use the information we gather from it? These questions help us give only assessments that provide usable and relevant data.
 - This also means that assessments might be different when comparing grade spans: E-Elementary; J-Jr. High; S-Sr. High

Refocus

Appendix A Varied Assessments

ACCESS for ELLs 2.0 - Due to Title I and Title III requirements, districts are mandated to annually administer a standards-based English language proficiency test to all English Language Learners in grades K-12.

ACCUPLACER - The ACCUPLACER is used as a placement assessment for students entering Community College.

ACT - A standardized college readiness assessment often used in measuring high school achievement and determining college entrance. Students at De Soto High School are granted one district-paid ACT assessment during their enrollment.

ACT WorkKeys - A standardized college readiness assessment often used in measuring high school achievement and determining workplace readiness. Students at De Soto High School are granted one district-paid ACT assessment during their enrollment.

A+LS - Students who are enrolled in the Management School program utilize a resource called the A+nyWhere Learning System to complete their course requirements. There are embedded assessments within this system to determine mastery.

ALEKS - Students who participate in some special education/ remediation courses might utilize the Assessment and Learning in Knowledge Spaces (ALEKS) program. ALEKS is a tutoring program that periodically reassesses the student to ensure that topics learned are also retained and adjust instruction as necessary.

Anecdotal Notes - Classroom teachers often jot down noticings from discussions with and observations of students. They use these notes to adjust instruction and determine a student's readiness to move ahead in a learning progression.

Classroom Assessment - Teachers use assessment throughout many parts of a learning progression, which typically fall into two categories: formative and summative. Formative assessments happen throughout instruction and are used to guide instructional decisions. They are often collected without being entered as an official grade, but some more structured activities (i.e., worksheets, quick writes) might be included in the 20% formative category. Summative assessments typically happen at the end of a learning progression and serve as an indication of mastery of the material. These results make up the other 80% of a student's final class grade.

DRA - The Developmental Reading Assessment helps teachers identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, they can use this for instructional planning purposes. This assessment is used mostly with Title I Reading.

Refocus

Dynamic Learning Maps - Students who participate in MAP-A do so through dynamic learning maps throughout the school year. These are administered by a teacher during instruction and culminate in an end of year assessment.

Dyslexia Screening - As mandated by the state, we will screen all K-3 students for indicators of dyslexia. While we are not able as a school district to provide the medical diagnosis of dyslexia, we can identify warning signs of students who are struggling with reading. We can then identify some supports and accommodations for these students. Our Istation benchmarking tool meets all of the required screening components except for the Rapid Automatic Naming screener. For that screener, we use the Arkansas Rapid Automatic Naming screening tool.

EOC - The End of Course exam is a component of the Missouri Assessment Program. Districts are required to administer it to all students who complete Algebra I, Biology I, English II, and Government. Students who take Algebra I prior to high school will take the Algebra II EOC.

Exit Cards/ Tickets/ Slips - These are a common form of formative assessment given at the end of a lesson to measure understanding of the lesson's material and readiness to move ahead in the learning progression.

Grade Level Assessment - The Grade Level Assessment is a component of the Missouri Assessment Program. Districts are required to administer the English Language Arts and Math assessments in grades 3-8 and the Science assessment in grade 5 and 8.

HiSet - Students enrolled in the Missouri Options program are required to complete the HiSet test in order to complete the program.

IEP Goals - Teachers who serve as case managers for students with Individualized Education Plans are required to monitor a student's progress toward achieving the established IEP goals.

IQ Testing - We give a variety of IQ assessments as part of an initial or re-evaluation under IDEA. It is used to determine initial or continued eligibility for special education services. These could include, but are not limited to:

- WPPSI (Wechsler Preschool and Primary Scale of Intelligence)
- WISV-V (Wechsler Intelligence Scale for Children)- -also used for Gifted screening
- WNV (Wechsler NonVerbal)
- WAIS (Wechsler Adult Intelligence Scale)
- SB5 (Stanford-Binet Intelligence Scales (SB5))

Istation - Istation is an online computer-adaptive assessment that is used to gather quarterly benchmarking data, as well as a Lexile level to help our readers select appropriately-leveled books. It also provides personalized instruction to students based on the results of this benchmarking assessment.

Refocus

MAP - The Missouri Assessment Program is the comprehensive system of assessment outlined by the Missouri Department of Elementary and Secondary Education (DESE). It includes the grade level assessment, the end of course exam, MAP-A assessment, ACCESS for ELLs 2.0.

MAP-A - Missouri Assessment Program-Alternate Assessment is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team utilizing Dynamic Learning Maps.

MobyMax - MobyMax is a computerized instruction and practice tool that administers a diagnostic placement test in order to design a learning path for students.

OLSAT - The Otis-Lennon School Ability Test (OLSAT) is a multiple choice test commonly used in to identify gifted children or to measure scholastic achievement across all ages.

Pathways - Pathways is our language development resource used to build phonetic and phonemic awareness in our developing readers. It utilizes a series of strategic small group lessons and ongoing formative assessment.

Reading A-Z - Reading A-Z is a product we use for our running records. This provides a consistent leveling system for our K-2 teachers.

Running Records - Teachers administer running records in order to assess a student's reading growth. Students read a short passage aloud to the teacher, who listens for possible errors/ fluency concerns needing support. Our K-2 teachers use Reading A-Z for this assessment.

Surveys - Schools often use survey data to help guide large-scale planning and program evaluation.

Technical Skills Assessment (TSA) - The Technical Skills Assessment is given to Career Education students who complete at least 3 credits within an approved course of study. The data is used primarily for overall program improvement in order to maintain alignment with industry standards and postsecondary programs.

USA TestPrep - This computer adaptive assessment and instruction program is available to core content teachers in grades 9-12. It is a required benchmark three times a year, but the program can be consistently used throughout the year to supplement instruction.

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Redefining Learning Options

Virtual Options

Flexibility will be key for continuing learning for all students either in the event of a temporary closure or for families in need of an at-home option. District teams will work hard to provide as many flexible options to the extent possible. The De Soto #73 School District recognizes many parents are ready and comfortable with resuming class in-person on August 26, 2020; however, there are still some parents and students who may be nervous about attending school in-person. We respect the unique situation each family faces, so for the 2020-2021 school year, the De Soto #73 School District will offer students the choice to either attend class in-person or opt for online classes. These courses will be offered through the Launch program out of Springfield Public School District.

K-5

- Enrolled in virtual courses taught by Launch teachers
- Required to stay in these virtual courses for at least one quarter at a time, at which point we will work with the family to either continue this virtual instruction or make plans to come back to campus

6-12

- Enrolled in virtual courses provided by Launch but taught by De Soto #73 teachers
- Limited catalog of virtual courses
- Required to stay in these courses for at least one semester at a time, at which point we will work with the family to either continue this virtual instruction or make plans to come back to campus.

We will provide a Chromebook for all virtual students. Students wishing to participate in online classes should indicate their need for a device when requesting a remote instruction option.

This temporary virtual option is different from traditional MOCAP virtual course options. This open selection of virtual will be discontinued once we no longer have concerns about COVID-19, and we will return to the enrollment process outlined in our MOCAP Enrollment Guidelines.

The key moving into this year is going to be continuity of learning. While these methods are not ideal, we are committed to maintaining connections with our students and families to keep learning going and keep our kids safe and healthy. It might be a tough year, but we'll learn a lot, and our kids will be better for it.

Personalized Learning

Another flexible option many teachers will utilize in the event of short-term closures is personalized learning. Personalized learning is when students guide the direction of their own learning of grade-level content. This method lends itself very well to temporary remote instruction because it is not reliant on teacher-created activities or classroom materials, it encourages family participation, and engages students in their learning design. Personalized learning could come in the form of passion projects or choice boards/menus/calendars which allow students to select from options provided by the teacher.

Accelerating Learning

Research-based Approach to Addressing Lost Learning Time

Due to loss learning time from the spring closure and the lack of consolidation of learning at the end of last school year, teachers will need to monitor student progress closely to *accelerate* for learning loss. In the case of lost learning, *acceleration* involves pre-assessing for gaps in prerequisite skills needed to be able to approach and learn new grade-level priority standards and providing focused and guided instruction, scaffolds, and ongoing assessment to remove barriers that might get in the way of this new learning. This means students might have different assignments from each other or might be excused from an assignment they do not need to do because they already know the materials needed. This means there might be more formative grades in the gradebook. Read more about how to effectively address background gaps in the “Acceleration of Learning: Responding Quickly to Gaps in Readiness” document on pages 45-51.

Migrating and Innovating

If we have to close again due to spread of the novel coronavirus, teachers will migrate to remote instruction for students who have been in attendance on site. They will utilize Google Classroom to deliver this alternative method of instruction (AMI). We have enough Chromebooks to send a device home with all students in grades K-12 and for our full-day pre-K classrooms. We are working to get hotspots for any students who might not have adequate internet connection.

Remote Learning Plan

All teachers will provide a Remote Learning Plan for their classroom/courses. A sample of this is provided on slide 52. This will go home on the first day of school and will show families and students how to access learning opportunities, provide logins for online programming, and provide a schedule of office hours for assistance while remote learning is taking place. Teachers will work to analyze the ease with which a course’s content can be migrated to remote delivery or how developmentally-appropriate it is for their students. They will also weigh the at-home complexities of their class families to design effective remote instruction.

Migration Maps

The AMI workgroup of the D#73 Re-entry Task Force has gathered many helpful tools and resources to support educators in making this possible switch. One tool is a set of Migration Maps (pages 53-76). These maps will help teachers consider what they would have tried to accomplish during onsite instruction in the light of remote migration, either virtual (online) or unplugged (on paper). It will be important for students, educators, and families to remember that some activities/strategies used previously might not work in distanced or remote learning settings and will need to problem-solve to find alternatives.

Expectations

Also included for students, families, and staff are guidelines for videoconferencing. We have opened up videoconferencing for the fall for all students in order to maintain continuity of learning and social connections. Included on pages 77-80 are expectations for *teachers* and for *students*.



Acceleration of Learning

Responding Quickly to Gaps in Readiness

Why is Acceleration of Learning Needed?

Students and teachers abruptly separated in March due to school closures caused by COVID-19. Because of this unexpected closure, students missed out on instruction of end-of-the-year standards and consolidation of material learned prior to the closure, and teachers missed out on important formative and summative assessment information needed to make plans for upcoming instruction and placement.

In April 2020, Northwest Evaluation Association (NWEA) released a white paper with projected impacts from this lost time: "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions" (Kuhfeld & Tarasawa, 2020).

Now, Missouri teachers are faced with the challenge of how to balance maintaining focus on grade-level material, while also attending to gaps in prerequisite knowledge needed to master this new content. They might also have to accomplish the task remotely if our schools experience additional closures or need alternative delivery methods for students unable to attend because of health concerns.

As leaders plan for this instruction, the following resources and considerations can be very helpful when supporting educators in meeting this challenge.



This support was created by the Acceleration of Learning workgroup, which combined with two other workgroups, made up the DESE Task Force for Learning Acceleration. This tool was created to help guide instructional planning for the return to school in the fall of 2020. Educators will need to be prepared to support gaps in student understanding *before* introducing high-leverage grade-level priority standards. Accelerated learning ensures access to on-grade-level content by removing barriers to learning. Because many of our educators might have to migrate their instruction to remote delivery methods, in order to help them maintain ground they gain through accelerated instruction, the workgroup also included migration tips and suggestions.

What is Acceleration of Learning?

While the term “acceleration” connotes movement beyond, in the context of lost learning, it refers to ensuring “students consistently receive grade-level materials, tasks and assignments along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they’re needed” (Learning, 2020, p. 8).

Trying to pre-assess and front load all missed or unmastered standards from the previous school year at the start of the 2020-21 school year would be a daunting task to respond to quickly. Instead, using smaller, guiding formative assessments to gather data on prerequisite learning needed to master grade-level content, shortly before the progressive new grade-level material is introduced, provides the most relevant and current information regarding student mastery. Responding to this data with “just in time” scaffolds and supports allows students to access the new grade-level content and accelerates student learning by removing barriers surrounding exposure, language and prior knowledge.

Isn't this just remediation?

While designing information delivery strategically to fill gaps in prior knowledge is a component of remediation, acceleration differs from remediation in several ways.

| Acceleration | Remediation |
|--|--|
| <ul style="list-style-type: none">● Self-confidence and engagement increase | <ul style="list-style-type: none">● Perception of a “slow group”● Backward movement leads to a sense of futility and lack of progress |
| <ul style="list-style-type: none">● Skills are hand picked just in time for new concepts● Students apply skills immediately | <ul style="list-style-type: none">● Attempts to reteach every missing skill● Skills are taught in isolation and not applied to current learning |
| <ul style="list-style-type: none">● Key prior knowledge is provided ahead of time | <ul style="list-style-type: none">● Typically does not introduce prior knowledge |
| <ul style="list-style-type: none">● Treats relevance as critical to motivation and memory | <ul style="list-style-type: none">● Relevance not seen as a priority |
| <ul style="list-style-type: none">● Active, fast paced, hands on● Goal is for students to learn on time with peers | <ul style="list-style-type: none">● Passive (worksheets/basic software programs)● Goal is to “catch up” with peers |

Adapted from: Rollins, S. P., *Learning in the fast lane*, ASCD, 2014, p. 8.

Acceleration is *proactive* differentiation—removing barriers to learning before they get in the way. Teachers bring prior experience with the content to planning and can be prepared to support and scaffold at typical places in which students struggle.

What are the Key Components of Acceleration of Learning?

Key pieces of an accelerated lesson

Educators pre-assess to identify the missing pieces needed for an individual student to approach new grade-level learning.

Piece 1: Generate thinking, purpose, relevance and curiosity

Begin with connections to both upcoming new learning as well as real-world applications. Offering a hands-on exploratory activity helps build interest in the upcoming learning and engages the learner actively.

Piece 2: Clearly articulate the learning goal and expectations

Priming brains for new information helps learners determine relevance and connect with ideas within a learning progression. Students understand the place of the accelerated lesson within the larger standard.

Piece 3: Scaffold and practice essential prerequisite skills (can be taught with Piece 4 or reordered as needed)

Teachers prepare to address gaps by completing the statement, "Students could be successful with this new grade-level content if they only knew...." They then work to ensure students have opportunities to fill in these gaps with strategic instruction.

Piece 4: Dig into the new concept, introduce new vocabulary and review prior vocabulary

Vocabulary is critical background knowledge for making sense of new learning as well as reading independently to continue learning.

Piece 5: Conduct formative assessment frequently (can and should be used throughout all pieces)

While this is just good practice, it is essential to move quickly through missing prerequisite skills to allow time for grade-level content. Formative assessment and feedback loops provide evidence of this progression toward mastery.

Is this a research-based approach?

Given the challenges facing students and educators to recoup lost learning and get back on track, being efficient with the time we have means being selective about the strategies and approaches we use in our instructional design. Careful design incorporates strategies shown to have positive learning impacts.

John Hattie's findings in his meta-analyses of instructional research indicate several of the pieces of the acceleration framework have high positive effect sizes:

- Response to Intervention 1.29 ES
- Teacher Clarity 0.75 ES
- Strategy to Integrate Prior Knowledge 0.93 ES
- Scaffolding 0.82 ES
- Feedback 0.70 ES
- Spaced Practice 0.60 ES

(Strategies showing greater than a 0.40 ES are considered positively impactful.)

Hattie, J. (2018)

Example of an accelerated lesson

Acceleration can be accomplished within individual classrooms through differentiated homework, small-group instruction and co-teaching models one or two days before the teacher begins focused instruction on the topic needing scaffolding. Below is a [sample of an accelerated Algebra I lesson](#), as well as ideas for delivering this lesson from a distance if needed (distance learning is discussed more in the next section). **Links are not active on this image.*

Title: Acceleration Lesson in Preparation for Introducing Literal Equations, cont.

A1.CED.A.4 Solve literal equations and formulas for a specified variable that highlights a quantity of interest.

| | |
|--|---|
| Conduct formative assessment frequently (Piece 5) | Back at the table: Ok. Let's discuss how it went. On your whiteboards, you will perform the following steps to show me how you've progressed in learning these important building blocks. Ready? (As a small group, work through problems similar to the work done in rotations. As needed, provide guided instruction--using questions, prompts, and cues--as they perform the skills outlined at the beginning of the lesson.) |
| Chunk 2--Dig into the new concept, introduce new vocabulary, and review prior vocabulary (Piece 4) | Here is our vocabulary for this upcoming learning. Aside from literal, you've learned all of these before. Let's start by sorting them into known/unknown columns. (terms, like terms, combining like terms, formula, solve for, isolate, variable, literal, inverse operations, equality, order of operations, distributive property). You are first going to watch this video on your own device, using headphones. https://www.khanacademy.org/math/algebra-home/alg-basic-eg-ineq/alg-old-school-equations/v/solving-for-a-variable It's only 1:23, but I'm going to give you 4:00. Why would I be giving you that extra time? (answers could include: pause during watching to give think time; rewatch it all or just a certain part; take notes; jot down questions; read the transcript to get another delivery of the same material) |
| Conduct formative assessment frequently (Piece 5) | Let's discuss: 1. First--what viewing strategies did you use for yourself during that time? 2. Who could share one idea they heard or wrote down while viewing? We will add that to our anchor chart. After watching the video, circle and draw arrows to resort your vocabulary words. Did you move any to the <i>known</i> group? Which words should we talk more about right now as you process and practice? (use this opportunity to focus explicitly on the words still needing mastery) |
| Conduct formative assessment frequently (Piece 5) | Exit interview: 1. What three skills did we practice today? 2. What new concept are we going to study with the rest of the class on Monday? 3. What does that mean and when would we need to use it? Exit card: 1. Solve three literal equations for specified variable. 2. List of vocabulary words to be studied and your plan for doing so. |
| Conduct formative assessment frequently (Piece 5) | Back at the table: Ok. Let's discuss how it went. On your whiteboards, you will perform the following steps to show me how you've progressed in learning these important building blocks. Ready? (As a small group, work through problems similar to the work done in rotations. As needed, provide guided instruction--using questions, prompts, and cues--as they perform the skills outlined at the beginning of the lesson.) |
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REMOTE MIGRATION IDEAS

REMOTE MIGRATION IDEAS

Virtual

- [G.Meet/Zoom](#)
- [Jamboard](#)
- Doc Cam

Unplugged

- Texted/Emailed work snapshot
- Worksheet
- [G.offline sync](#)

Virtual

- [G.Meet/Zoom](#)
- [Word Magnets](#)
- [G.Slides/G.Docs](#)

Unplugged

- Student creates cards on notebook paper/index cards and turns the list or picture in

Virtual

Anchor charts:

- [Jamboard](#)
- [G.Slides/G.Docs](#)

Unplugged

- Transcript of video annotating worked problems

Virtual

- [G.Meet/Zoom](#)
- [G.Form](#)
- [G.Doc](#) math notebook

Unplugged

- Math notebook
- Phone call ([G.Voice](#))
- Parent interview/conference

Virtual

- [G.Meet/Zoom](#)
- [Jamboard](#)
- Doc Cam

Unplugged

- Texted/Emailed work snapshot
- Worksheet
- [G.offline sync](#)

Virtual

- [G.Meet/Zoom](#)
- [Word Magnets](#)
- [G.Slides/G.Docs](#)

Unplugged

- Student creates cards on notebook paper/index cards and turns the list or picture in

Virtual

Anchor charts:

- [Jamboard](#)
- [G.Slides/G.Docs](#)

Unplugged

- Transcript of video annotating worked problems

Virtual

- [G.Meet/Zoom](#)
- [G.Form](#)
- [G.Doc](#) math notebook

Unplugged

- Math notebook
- Phone call ([G.Voice](#))
- Parent interview/conference

How do Educators Maintain Continuity of Learning in the Event of Another Closure?

In addition to facing the urgent need to accelerate lost learning, educators also face the possibility that another closure could compound this original learning loss. In order to maintain the ground gained during focused instruction and acceleration lessons, educators must prepare to continue instruction from a distance. While migrating instruction to alternative delivery models will be challenging by itself, issues with connectivity and learning environments not as conducive to learning as the classroom will require teachers to prepare for both virtual (online) and distance (unplugged) lessons and assessments.

It is [not recommended to attempt to reproduce the physical classroom](#) remotely. There are many deliberate instructional steps (teacher moves) educators use that are impactful in helping students maintain effective and rewarding working relationships with peers and adults, access and master content, receive needed supports and services, and demonstrate mastery of grade-level content for teachers to use toward future growth. Providing options and resources for educators to still use these moves and build capacity in using these moves remotely will support their creativity and problem solving when it is time to move quickly and flexibly to respond to learning needs at school and at home. By collecting and organizing resources already available, districts can maximize their professional development time.

Take an inventory of all of the agreed-upon, consistent tools and resources already available to your district. Layering in new programs and systems not familiar to students, families and educators can increase cognitive load, possibly negatively affecting the learner's ability to master the content material and increasing stress to learners and families. [Migration maps](#), like the sample to the right, help teachers determine which existing tools and practices can be translated to remote delivery methods and how. This can also be helpful in planning for professional development.

It will be important to outline the expectations for distance teaching to establish consistent and sustainable instructional practices which continue to align with district-established expectations for delivery. This not only ensures impactful learning opportunities but also protects [students](#) and [staff](#) by providing guidelines for appropriate interactions. Districts might need to review and revise board policies related to digital communication with students, staff conduct and staff performance expectations.

| AMI MIGRATION MAP | | | |
|--|--|--|---|
| Teacher Move <i>Building Our Learning Environment</i> | What instructional tools/resources are we using now? "When I am in my physical classroom, I deliver this material/accomplish this using..." | How could this look virtually/remotely? "When I'm in my remote classroom, I could deliver this material using..." | |
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Rules, Norms, Expectations | Read alouds Anchor charts Model Behaviors | Checking in with teacher/family/student Send video/record model behaviors | Class newsletter Syllabi Handbooks planners |
| Routines and Procedures | Anchor Charts Repeated practice games | Kahoot! | Newsletters Handbooks Daily schedules Planners Reminder Texts |
| Team- building, Relationship- building | Morning Meeting Read alouds STEM activities Group work/activities | Google Meets Shared Slides with images of what we have been doing/activity | Family projects |
| SEL | Support staff pulls student Provides in class support Daily physical connections | | Helps teacher modify assignments or send their own |
| Communicating information home | | | |

| AMI MIGRATION MAP | | | |
|--|--|--|--|
| Teacher Move <i>Focused Instruction</i> | What instructional tools/resources are we using now? "When I am in my physical classroom, I deliver this material/accomplish this using..." | How could this look virtually/remotely? "When I'm in my remote classroom, I could deliver this material using..." | |
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Stating your purpose | Objectives posted on the board and referenced | Google Classroom (standard/objective can be listed as a heading on an assignment/ or folder) | Listed on paper assignments/worksheet |
| Modeling/ Think-aloud | (In person) Demonstration in class | Doc cam Jamboard Google Meets/Zoom | Video/audio recording How-to flip charts/pictures |
| Lecture | In person, in front of class or in small groups, tiered questions to check comprehension | EdPuzzle Google Meets/Zoom Kahoot! | EdPuzzle Study guide/or summary page to complete at home |
| Reading from the Textbook | Whole group/ teacher led/ or partners with text books Text visual on proboard Doc cam | Youtube Library resources E-textbooks | Books sent home |
| Watching a Video | BrainPop BrainPop Jr Discovery Education Youtube | BrainPop BrainPop Jr You tube QR Codes | Copied books sent home on the topic or a STEM activity YouTube transcript |

Structure of Learning During Remote (from a distance) Delivery

It is [not recommended to try to replicate the physical classroom](#) at home. Instead, this is a time to maximize the authentic learning environment and options for personalization. The amount of time students are able to engage in learning at home may differ based on the individual student's home environment and duties. Therefore, it is essential to recognize appropriate amounts of time for students to engage in their learning while also valuing the needs of the student's social, emotional and mental health.

| Learning should look less like... | Learning should look more like... |
|---|---|
| <p>An attempt to recreate school at home</p> <ul style="list-style-type: none"> ● assuming a strict "school day" schedule ● requiring special materials (e.g., lab or materials not commonly found at home) ● pacing with the planned scope and sequence ● assigning readings to stay "caught up" ● packet of worksheets and busy-work ● all learning experiences happen virtually | <p>Flexible goals and structures for learning</p> <ul style="list-style-type: none"> ● extended time for learning and reflection ● use of commonly available materials ● purposeful selection of learning targets ● allowing students to explore their interests ● meaningful, manageable tasks and projects ● opportunities to learn without the use of devices or the internet |
| <p>Teacher-centered instruction</p> <ul style="list-style-type: none"> ● virtual lectures/classes that all students synchronously attend ● teachers delivering information and assignments ● teacher instruction and feedback as the primary mode of facilitating learning | <p>Purposeful teacher-student interactions</p> <ul style="list-style-type: none"> ● optional opportunities to connect with teachers and peers virtually and at a variety of times ● teachers providing coaching, feedback and encouragement ● encouraging students to engage in learning and reflection with their families and communities ● encouraging self-reflection on what students learn and how they learn it |
| <p>Assignments to "get through" content</p> <ul style="list-style-type: none"> ● emphasizing memorizing content or "checking off" tasks on lists ● asking students to solve contrived or hypothetical problems, or complete design projects that value form over function ● trying to cover content through a volume of activities or skipping from topic to topic | <p>Authentic learning in the home setting</p> <ul style="list-style-type: none"> ● connecting questions and problems to household activities, like cooking, fixing things or gardening ● asking students to identify relevant problems in their lives and engage in design cycles to address them ● allowing students to deeply explore phenomena or problems of interest through investigation to build understanding and practice over time |

Planning Appropriate Amounts of Distance Instruction

As developers of this content, the workgroup recognizes that teachers may not adhere to these guidelines due to the variance in technology and access for students. However, the workgroup felt this was an appropriate piece to value student-led learning, as well as the social, emotional, and mental health of the student.

| Grade Level | Daily Instructional Time* | Daily Distance Learning Could Include... |
|-------------|--|--|
| K-1 | <ul style="list-style-type: none"> Approximately 45 minutes 5- to 10-minute time spans | <ul style="list-style-type: none"> Content-based activities that encourage reading, writing, and problem-solving Learning activities including handouts or online work Physical education, health, art, music, world language, etc. Social-emotional learning |
| 2-3 | <ul style="list-style-type: none"> Approximately 60-75 minutes 10- to 15-minute time spans | <ul style="list-style-type: none"> Content-based activities that encourage reading, writing, and problem-solving Learning activities including handouts or online work Physical education, health, art, music, world language, etc. Social-emotional learning |
| 4-5 | <ul style="list-style-type: none"> Approximately 90 minutes 20-minute time spans | <ul style="list-style-type: none"> Content-based activities that encourage reading, writing, and problem-solving Learning activities including handouts or online work Physical education, health, art, music, world language, etc. Social-emotional learning |
| 6-12 | <ul style="list-style-type: none"> Approximately 3 hours for all classes 30 minutes for each class After 15 minutes, strongly recommend students get up to move | <ul style="list-style-type: none"> Content-based activities that encourage reading, writing, reflection, and problem-solving Learning activities including handouts or online work Discussion boards Recorded lectures Physical education, health, art, music, world language, etc. |

(*These are approximations. Learning is measured by the level of engagement with the content and a student's understanding, not necessarily the time spent learning.)

Unified Arts and Humanities (Specials/Electives)

Visual Arts, Music, Physical Education, Health, World Languages, etc.

The time allotted for specials/electives will vary greatly by the district and grade level. **Suggested time frames for specials/electives should be considered part of the total daily learning time mentioned above.** Consideration should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical while also providing opportunities for meaningful activities in other specials/electives. Students are accustomed to daily, structured movement (such as physical education), as well as unstructured movement (such as recess).

AMI MIGRATION MAP

Thank you for accepting the challenge and demonstrating your commitment to continuous learning and staying connected to our students in the event of a closure. We know the unknown can be stressful, but we do have tools available to us to prepare for it. We have:

- aligned-curriculum, housed in a shared digital repository
- updated teaching resources with both print and digital materials
- available technology support for our staff to effectively use these tools
- enough devices and hotspots to connect our learners at home
- instructional software subscriptions, allowing for both digital assessment and instruction
- collaboration structures that support impactful instruction
- capacity and shared knowledge surrounding effective delivery of high-quality instruction

It is not recommended to attempt to *reproduce* the physical classroom remotely. That being said, there are many deliberate instructional steps (teacher moves) educators use that are impactful in helping students maintain effective and rewarding working relationships with peers and adults, access and master content, receive needed supports and services, and demonstrate mastery of grade-level content for teachers to use toward future growth.

District expectation is that you plan for high-quality instruction, either delivered in person or remotely, just as you would during a regular school year. Students must be provided:

- Focused instruction - teachers providing clear purpose for learning with relevant connections; strategically delivered instruction on new material
- Guided instruction - teachers using questions, prompts, and cues, along with appropriate and timely scaffolds
- Collaborative learning - students consolidating information together
- Independent learning - students demonstrating application of new material
- Ongoing formative assessment and feedback - both self- and teacher-directed
- Daily teacher availability for both focused instruction and feedback
- Timely communication with students, families, and other De Soto staff

You should consider your content, your students' developmental levels, the specifics of your students' connectivity, and the best delivery format for the material when deciding to design virtual (online) vs. unplugged (offline) remote lessons.

Just like with your regular lesson-planning, these migrated lessons do not need to be turned in or collected for family distribution like we did in the spring. These are your lesson plans. You should, however, if asked, be able to communicate how you are accomplishing these teaching and learning tasks, as well as how your students are doing making progress to grade-level standards.

AMI MIGRATION MAP

| <i>Building Our Learning Environment</i> Teacher Move | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|--|--|--|--|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Rules, Norms, Expectations | Read alouds Anchor charts Model Behaviors | Checking in with teacher/family/student Send video /record model behaviors G.Classroom / G.Meet Rules and Expectations Slides | Class newsletter Syllabus Handbooks Planners |
| Routines and Procedures | Anchor Charts Repeated practice Games | Kahoot! G.Classroom Topic w/ anchor charts, norms, rules | Newsletters Handbooks Daily schedules Planners Reminder Texts |
| Team-building, Relationship-building | Morning Meeting Read alouds STEM activities Group work/activities Show & Tell | G.Meets Shared Slides with images of what we have been doing/activity Videos Virtual Show and Tell | Family projects Family morning meeting Books STEM activities Texted pics shared by teacher |
| Communicating information home; Documenting communication | Remind Phone calls Emails Newsletters Facebook Seesaw/Dojo/Google Classroom | Remind Emails Facebook Seesaw/Dojo/G.Classroom | Newsletters Phone calls (recorded in SIS/ G.Sheet) |
| Develop an organization method for tracking student participation and progress | Grade book Checklists Teacher observation | Instructional software (Istation , Prodigy / MobyMax , USA Test Prep) G.Classroom Participating in G.Meet | Phone calls Pictures of work sent via text message Collecting work once students return |
| Personalizing your virtual classroom | Theme Emojis Bulletin Boards | G.Classroom https://www.teacherspayteachers.com/Product/How-To-Setup-Personalize-Google-Classroom-5356573 | Themed Newsletters Take home folders |



AMI MIGRATION MAP

| <i>Focused Instruction</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|---|--|--|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Stating your purpose | Objectives posted on the board, discussed with students, and referenced throughout learning Advance organizers | G.Classroom (standard/objective can be listed as a topic on an assignment/ or folder) | Listed on paper assignments/ worksheets Advance organizers sent home |
| Modeling/ Think-aloud | Demonstration in class | Doc Cam - IPEVO Webcam on Chromebook Jamboard G.Meet | Video/audio recording How-to flip charts/pictures |
| Lecture | In person, in front of class or in small groups, tiered questions to check comprehension | EdPuzzle G.Meet Kahoot! | Study guide/or summary page to complete at home |
| Reading from the Textbook/ Leveled text | Whole group/ teacher led/ or partners with textbooks Text visual on Proboard Doc cam Leveled text (Reading A-Z) | YouTube Library resources (Bookflix, Storyline Online, Epic , Tumblebooks) E-textbooks (ThinkCentral/ MyHRW/ConnectEd) | Books sent home (Reading A-Z) |
| Watching a Video | BrainPop BrainPOP Jr. Discovery Education YouTube Khan Academy LearnZillion | BrainPop BrainPop Jr Discovery Education YouTube Khan Academy LearnZillion G.Classroom | Copied books sent home on the topic or a STEM activity YouTube transcript |
| Studying a Mentor Text | Whole group/ teacher led/ or partners with textbooks Text visual on Proboard Doc cam Leveled text (Reading A-Z) | YouTube Library resources (Bookflix, Storyline Online, Epic , Tumblebooks) E-textbooks (ThinkCentral/ MyHRW/ConnectEd) | Books sent home (Reading A-Z) |



AMI MIGRATION MAP

| <i>Guided Instruction</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|--|---|---|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Questioning to guide thinking | CCC questioning prompts/cards Anchor charts Student bookmarks w/ question stems | CCC stories on Edpuzzle with embedded questions G.Classroom discussion question Anchor charts housed on G.Classroom | Response sheet with text sent home Pics of anchor charts Student bookmarks w/ question stems |
| Using prompts and cues to guide thinking | Anchor charts Interactive Notebooks Bookmarks Post-its on desks | G.Classroom (resource folder) Web site links | Interactive notebooks students can use to reference skills |
| Offering feedback on student work | Conferencing Flipgrid Peer revising/editing Returning graded papers and discussing with students | G.Classroom (Forms) once submitted teacher can give feedback G.Meet conference G.Docs commenting | Conference on phone Homework or Packet sent home and reviewed when student returns |
| Using math manipulatives | Base ten blocks Coins 2 sided counters 120 chart Clocks | ThinkCentral Nat’l Library of Virtual Manipulatives | Cheerios Coins Paper copy 120 chart Clocks (manipulatives sent home in baggies) |
| Small group instruction | CCC leveled sets Math series Mini-lessons | G.Meet | A-Z Leveled Rdrs. Response sheets |
| Conferencing | One-on-one with student | Giving feedback to an assignment in G.Classroom G.Meet Email | Phone call |
| Word Walls/ Word Lists | Posted in classroom In writer’s notebook | Wordle Answer Garden Posted in G.Classroom Shared G.Doc | Copies of personal word walls/dictionaries Pics of word walls |
| Anchor Charts | Posted around classroom In writer’s/reader’s/math notebook | Google Slides/ Docs housed in G.Classroom | Interactive notebooks Pics of anchor charts |

AMI MIGRATION MAP

| <i>Collaborative Learning</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|--|---|--|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Short collaborative processing opportunities (pair-share, round robin) | Whole group gathered on rug or other area in classroom Post-its Whiteboards Reciprocal teaching | G.Meet Jamboard Flipgrid Virtual classroom activities | Call a friend/grandparent Interview a family member |
| Short collaborative work/ problem-solving | teams/ groups of students Quiz and find (student writes a question and finds someone in the room that can answer it) | Google Docs/Slides Pear Deck in Slides  | Family project Performance event |
| Longer collaborative work/projects | Time given each day in groups/partners to work Jigsaw | Google Docs/Slides | Family project Each team member has a part to complete at home/ present together at school |
| Peer editing | Small group writing conferences Highlighters Editing checklists | Google Docs (commenting) FlipGrid | Copy student work and send home a sample with the peer to edit |
| Classroom discussion | Whole group, everyone present and gathered in one location | G.Classroom Nearpod | Text a question/answer |
| Labs | Hands-on, guided inquiry Investigations Experiments | Phet Simulations Bozeman Science Mystery Doug | Nature scavenger hunt Experiments with things at home |



AMI MIGRATION MAP

| <i>Independent Learning</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|------------------------------------|---|---|--|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| <i>Teacher Move</i> | | | |
| Handing out/collecting assignments | Specific locations in classroom Teacher collects/ passes out | G.Classroom Email Shared on G.Drive | Drop off /pick up bins located at school Pictures of completed assignments sent to teacher |
| Formative assessment | Running Records Conferencing in IDR Nearpod Writing conferences Exit cards | ISIP ORF ISIP assigned activities Moby Max USA Test Prep G.Forms StudySync Prompts ThinkCentral/MyHRW ConnectEd Kahoot! | Phone call with a shared text (RR, conferencing) |
| Summative assessment | End of unit test PBL Product/Performance Task | Nearpod G.Forms Insight (DRC platform) Shared in G.Drive | Schedule a time to take an assessment at school with the teacher Pics of products/projects Work logs |
| Diagnostic assessment | ISIP (Istation) DRA CCC Placement Test MobyMax Placement Test | ISIP(Istation) MobyMax USA TestPrep | (More difficult to do unplugged if not synchronously interacting or online) |
| Presentation | Proboard G.Slides Public Speaking | G.Slides Nearpod Screencastify Pear Deck G.Meet | G.Slides printout with notes Pics of project with narrative descriptions |
| Differentiated Products | PBL Product/Performance Task | Epic (leveled reading) Istation (teacher assigned tasks) Choice Boards | Choice boards /menus PBL Product/ Performance Task |
| Station-teaching | Stations around the classroom typically using in-class technology, Daily 5 choices, small group instruction | Hyperdocs Choice boards /menus | Choice boards /menus |
| Performance Tasks | Prompt with needed materials | G.Slides | Constructing a Task Scenario |

AMI MIGRATION MAP

| <i>Collaboration around student learning (PLC)</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|---|---|---|--|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Identifying common priority standards | Item Specifications Assessment Blueprints Learning progression documents DESE MO Learning Standards Performance Level Descriptors | Shared G.Sheet G.Meet | Phone call |
| Pre-assessing for prerequisite skills | Running Records Conferencing in IDR Exit Tickets Formative assessments | ISIP ORF G.Forms StudySync Prompts ThinkCentral(math) Jamboard | Phone call (RR w/ a shared text, conferencing) Pics of work |
| Planning for scaffolds to remediate deficits in prerequisite skills | PDC meetings Data Analysis Lesson plans Small group/individual (RTI) | Differentiated G.Form ThinkCentral (Personal Math Trainer) Manipulatives (ThinkCentral , Nat’l Library of Virtual Manipulatives) Videos | Tiered/leveled homework Manipulatives YouTube Transcripts G.Slides printout |



AMI MIGRATION MAP

| <p><i>Anchoring Phenomena (Science)</i></p> <p><i>Teacher Move</i></p> | <p>What instructional tools/resources are we using now?</p> <p><i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i></p> | <p>How could this look virtually/remotely?</p> <p><i>“When I’m in my remote classroom, I could deliver this material using...”</i></p> | |
|--|--|---|---|
| | | <p>Alternative Method-Virtual</p> | <p>Alternative Method-Unplugged</p> |
| <p>Construct a driving question board</p> | <p>Chart paper Post-it notes Worksheets Whiteboard</p> | <p>Jamboard Pinup Padlet Flipgrid Kami</p> | <p>Write out questions and group together to send to teacher</p> |
| <p>Identify potential investigations</p> | <p>Classroom discussion Whiteboards Collaborative, small group Round Robin Shoulder Partner sharing</p> | <p>Padlet</p> | <p>Provide steps (using post-it notes that can be moved) or procedures for how to solve a problem. Take pictures to share with teacher via email.</p> |
| <p>Identify student experiences and knowledge</p> | <p>Sharing of videos, pictures, stories via show and tell from students</p> | <p>Flipgrid Padlet Pinup</p> | <p>Journal Phone call Pictures</p> |
| <p>Noticing and wondering</p> | <p>Whiteboards Chart paper</p> | <p>Kami Padlet Pinup Vialogues VideoAnt</p> | <p>Pictures Journal Phone call</p> |
| <p>Presenting phenomena</p> | <p>YouTube Classroom makeovers Pictures Going place in the school or community to identify problems</p> | <p>Flipgrid</p> | <p>Drawings Flow Charts Diagrams Pictures Voice recording</p> |



AMI MIGRATION MAP

| <i>Discourse (Science)</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|---|---|---|---|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Establishing Norms | Whiteboard Posterboard Bulletin Board Post-It notes | Padlet Pinup | Phone call Sticky notes or coloring of ideas and feelings |
| Initial Ideas | Post-it Notes Whiteboards Chart paper Journals G.Slides | Kialo G.Forms Jamboard Nearpod Padlet | Brainstorming with questions, flow charts, drawings, etc that can be mailed to teacher Voice recording |
| Consensus Building | Student leaders beginning discussion Teacher asking a question Students bringing knowledge via post-it notes to whiteboard/chart paper | G.Forms PearDeck Pinup Poll Everywhere | Essay (written document) Storyboard or Journal |



AMI MIGRATION MAP

| <i>Navigation (Science)</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|--|---|---|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Reviewing or discussing what we need to investigate today | Small Group Collaboration G.Slides | Flipgrid G.Slides | Draw comic or create storyboard Flow chart or timeline |
| Reviewing what we figured out last time | Chart paper White board G.Slides | Jamboard Pinup Poll Everywhere | Drawing and sending to teacher via email Flow Chart |
| Figuring out what we need to investigate next | Shoulder partner Small group collaboration Whole class discussion | Flipgrid G.Docs | Phone call Generate questions to share via email |
| What was figured out today regarding the phenomenon/ problem | Journals Models via chart paper, whiteboards, etc. | G.Docs | Phone call Draw the storyline Take picture and send to teacher |



AMI MIGRATION MAP

| <i>Problematizing (Science)</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|--|---|---|---|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| <i>Teacher Move</i> | | | |
| Argue for competing ideas | Debate/discussion amongst peers Google slides Evaluate tradeoffs via whiteboards or post-it notes to move around | Flipgrid Kialo G.Meet | Venn Diagram or T-Chart Phone call Pen pal exchange of letters |
| Determine ways to answer competing questions/ explanations | Small group collaboration and discussion Journaling | Jamboard Pinup Poll Everywhere | List out questions and share via email Phone call |
| Foreground a new question/ phenomenon | Videos Pictures Driving question board | Edpuzzle Flipgrid Pinup YouTube | Stream via local TV stations Download videos for students to use offline Printed slides or video transcript Provide pictures printed out |



AMI MIGRATION MAP

| <i>Special Education Services</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>"When I am in my physical classroom, I deliver this material/accomplish this using..."</i> | How could this look virtually/remotely? <i>"When I'm in my remote classroom, I could deliver this material using..."</i> | |
|--|---|---|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Read alouds | <ol style="list-style-type: none"> 1. Give the student same book so they can follow the story as the teacher reads 2. Give student a copy of the text and have them highlight words or phrases as teacher or partner reads 3. Have student read alone in special area 4. Have student read with partner 5. Have student listen to book online 6. Give student template to complete while teacher is reading aloud | Teacher recorded reading from Screencastify or YouTube Free e-book resource or short story text shared Text to speech chrome extension for online articles/stories provided in G.Classroom , etc. | Suggest parents/siblings pair read with students. |
| Overlays | <ol style="list-style-type: none"> 1. Offer student colored overlay sheets to place over page of book | Observe student utilizing overlay NOverlay G.extension | Send overlay home with student |
| Scribe | <ol style="list-style-type: none"> 1. Teacher writes student's answers to assignment or test 2. Student types assignment 3. Teacher takes notes for student during a lecture | Use talk to text app or built-in G.Docs tool Type assignment Share screen with student to show notes | Provide student copy of notes ahead of time |



AMI MIGRATION MAP

| <i>Special Education Services</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>"When I am in my physical classroom, I deliver this material/accomplish this using..."</i> | How could this look virtually/remotely? <i>"When I'm in my remote classroom, I could deliver this material using..."</i> | |
|--|---|--|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Reduce options | <ol style="list-style-type: none"> 1. Give student odd or even numbers 2. Give student less multiple choice options 3. Give word bank 4. Allow student to use notes | <ol style="list-style-type: none"> 1. Use choice board *How to set up choice board using G.Slides *blank choice board templates *Blank G.Slides choice board 2. Differentiate assignments with targeted work 3. MobyMax | <ol style="list-style-type: none"> 1. Provide paper copy of these options. |
| Math Manipulatives | <ol style="list-style-type: none"> 1. Model using manipulatives with each problem. 2. Observe student using manipulatives to represent and solve problems. <p>Touch math Unifix cubes Base Ten Blocks Ten frames Counting manipulatives negative/positive disks Integer Chips Fraction Bars/Circles</p> | <ol style="list-style-type: none"> 1. Send manipulatives home to student to use while teacher is teaching via video. 2. Produce assignments using virtual manipulatives in G.Classroom, Nat'l Library of Virtual Manipulatives 3. Use online resources: ThinkCentral, Istation, Prodigy, etc. 4. Pear Deck on G.Slides for interaction 5. Use household items for counting 6. Nat'l Library of Virtual Manipulatives | <ol style="list-style-type: none"> 1. Send manipulatives home to students. 2. Educate parents on how to use things they have at home. |
| Accommodations-how a student learns or performs | Think about presentation, response, setting, and timing/scheduling | <ol style="list-style-type: none"> 1. Provide assistance with setting up a schedule. 2. Create a visual schedule (virtual or paper) 3. Provide a list of strategies for student to choose from when working. | Audio version of book See outline of lesson Templates, such as graphic organizers Written list of instructions Fewer problems on one page (Can use strategies from virtual category too.) |

AMI MIGRATION MAP

| <p><i>Special Education Services</i></p> <p><i>Teacher Move</i></p> | <p>What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i></p> | <p>How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i></p> | |
|---|---|--|---|
| | | <p>Alternative Method-Virtual</p> | <p>Alternative Method-Unplugged</p> |
| <p>Modification-what the student is expected to learn, different from class</p> | <p>Think about levels and standards</p> | <ol style="list-style-type: none"> 1. Give options via G.Classroom 2. Differentiate assignments | <ol style="list-style-type: none"> 1. Shorter or easier reading assignment 2. Reduced number 3. Answer different test questions 4. Alternate projects 5. Differentiate assignments |
| <p>Data Collection</p> | <ol style="list-style-type: none"> 1. Observations 2. Running Records 3. Task Analysis 4. Clipboard 5. Gradebook | <ol style="list-style-type: none"> 1. Virtual Task Completion via G.Classroom 2. Show flash cards via video and have student read to teacher. 3. Provide student with task materials and observe student via video complete task. | <ol style="list-style-type: none"> 1. Send task materials home to complete. 2. Send word list home and ask parent/sibling to work on list with child. |
| <p>Fine/Gross Motor Exercise</p> | <ol style="list-style-type: none"> 1. Games using certain motions/muscles 2. Observing student in other activities 3. Incorporating the use of certain muscles in activities | <ol style="list-style-type: none"> 1. Model and observe through G.Classroom on video | <ol style="list-style-type: none"> 1. Send very specific instructions (possibly visuals) with correct way to use muscles. |
| <p>Self Care Education</p> | <ol style="list-style-type: none"> 1. Visual Task Schedule 2. Modeling 3. Repeated Practice | <ol style="list-style-type: none"> 1. Create Digital Visual Task Schedule 2. Model via Video in G.Classroom 3. Repeat Practice each time in video conferencing | <ol style="list-style-type: none"> 1. Send Visual Task Schedule Home 2. Inform Parents of What to Assist with and How to Observe 3. Encourage Repeated Practice until Accomplished |



AMI MIGRATION MAP

| <i>Social Emotional Learning and Support</i> Teacher Move | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|--|--|--|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Smart Goals | Counselor notebook, shared google doc | Shared G.Doc | Have them put ideas in counselor notebook |
| Growth Mindset | Teaching through classroom presentation Read alouds Anchor charts/sentence stems Modeling | Watch pre-recorded/YouTube lesson, or G.Meet , | Add to counselor notebook Send home copies of anchor charts/sentence stems |
| Calming | Modeling calming strategies, breathing, meditation | G.Meet Phone call Graphics and strategies in G.Classroom YouTube playlist | Teaching families at home strategies Phone calls Graphics sent home |
| Journal | Journal in counselor notebook | Have class meetings online | Journal at home and share in google doc, take a picture, keep for self |
| Morning Meetings/Partner & Group work | Sit and have conversations with students | Online class G.Meet Live G.Doc | Journal |
| Anchor charts | Have positive/negative traits, what a good friend/ student is. | Social Media G.Doc G.Calendar | Printed calendar Log/notebook/journal |
| Community building/Kindness challenge | Activities around the school, class team building | | |
| Social stories/ books | Build class/ building social emotional stories | Read online, post on Class Dojo | Send hard copies home, |
| Role play/ Play | Practice situations, “what would you do?” | G.Meet G.Doc Email | Family discussion |



AMI MIGRATION MAP

| Physical Education <i>Teacher Move</i> | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|---|--|--|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Modeling technique | Modeling Technique through videos (Youtube) Teacher recorded video Normally demonstrated in class by teacher | Teacher demonstration in G.Meet . | Video uploaded to google classroom List of approved links to access for use. |
| Focused Instruction | Modeling (Sport Rules, Safety, Procedures) Delivered in front of class by teacher in physical classroom. | Documents that walk students through information that teacher is wanting to convey to them in a G.Meet environment Webcam | Links to information from reputable sites and links to teacher made documents that can be accessed offline or in hard copy. |
| Guided instruction | Feedback on form/execution Anchor charts Task cards | Video record form and turn in to teacher for feedback Anchor charts in G.Classroom | Paper copies of anchor charts Pictures texted to teacher |
| Regular physical activity | Daily workouts | Running apps G.Sheet workout/log | Paper calendar Paper workout log |



AMI MIGRATION MAP

| Art Teacher Move | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|-------------------------|--|--|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Focused instruction | Modeling in front of class by teacher in physical classroom. | Documents that walk students through information that teacher is wanting to convey to them in a G.Meet environment Webcam | Links to information from reputable sites and links to teacher made documents that can be accessed offline or in hard copy. |
| Guided instruction | Feedback on form/execution Anchor charts Task cards | Pictures/digital art uploaded to G.Classroom for feedback Digital G.Drive portfolio Anchor charts in G.Classroom | Paper copies of anchor charts Pictures texted to teacher |
| Collaborative learning | | | |
| Modeling technique | Modeling Technique through videos (Youtube) Teacher recorded video Normally demonstrated in class by teacher | Teacher demonstration in G.Meet . | Pictures sent home |
| Collecting products | Collected in class | Pictures/digital art uploaded to G.Classroom Digital G.Drive portfolio | Pictures texted to teacher Notebook/portfolio |



AMI MIGRATION MAP

| <i>Music</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|---|--|---|---|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Focused instruction | Modeling in front of class by teacher in physical classroom. | Documents that walk students through information that teacher is wanting to convey to them in a G.Meet environment Webcam Videos | Links to information from reputable sites and links to teacher made documents that can be accessed offline or in hard copy. |
| Guided instruction | Feedback on execution Anchor charts Task cards | Videos /compositions uploaded to G.Classroom for feedback YouTube playlist Anchor charts in G.Classroom | Paper copies of anchor charts Phone call |
| Collaborative learning | | | |
| Modeling technique | Modeling Technique through videos (YouTube) Teacher recorded video Normally demonstrated in class by teacher | Teacher demonstration in G.Meet . | Video uploaded to G.Classroom List of approved links to access for use |



AMI MIGRATION MAP

| Teacher Move <i>Gifted/Talented</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|---|--|---|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Establish a sense of community and a safe place with students | Class Meetings Student-developed Expectations Get-to-Know-You activities Interest Surveys | G.Meet (or similar platform) Padlet Teacher and students create welcome videos G.Forms Seesaw posts Flip grid | “All about Me” diorama or drawing |
| Develop a sense of community and a safe place with parents / Parent Communication | Printed Newsletters Notes home with students Emails Phone Calls Text Messages through Remind Website Private Facebook Group Parent Meetings Parent-Teacher Conferences | Emails Text Messages with Remind Website Private Facebook Group G.Meet Parent Meetings and Conferences | Mail newsletters, postcards, and notes Phone Calls |
| Creative Thinking Skills | Hands-on, Minds-on Classroom Activities SCAMPER Participate in a program like Destination Imagination , Future Problem Solving , Invention Convention , Rube Goldberg Machine Contest , Instant Challenge Library , Thinking Routines , etc. | Many of the creativity programs are providing virtual competitions and curriculum G.Drawings Whiteboard on G.Meet Coding: Tynker , Scratch , Code.org | Hands-on, Minds-on activities at home with readily available supplies; Deliver supplies to families who need them SCAMPER |
| Critical Thinking Skills | Analyze the message of current social movements Compare/contrast events throughout history Use topical articles found in Scholastic News, Time for Kids, etc. for discussion | YouTube videos Venngage.com (free for students) Flip grid Vocaroo or Audacity (podcast) ChessKid Digital Literacy: What’s Going on in This Graph? What’s Going on in This Picture? from The New York Times | Letter to Editor Letter to Author Letter to a Professor/Professional in Field of Interest |



AMI MIGRATION MAP

| Teacher Move <i>Gifted/Talented</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|--|--|---|--|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Design Thinking or Engineering Design Process | Bridge Design (Building Big) and other STEM Engineering Challenges like found on PBS/Zoom website Website Design App Design Coding Combat Graphic Organizer: Steps for Design Thinking Design Challenges Engineering Notebook Graph paper for blueprints Getting Started with Design Thinking from the d.School at Stanford Are You Ready for a Challenge? Dyson Foundation | Computer Science html code Code.org Tynker.com Scratch Code Your Hero CS First Hopscotch PBS Design Squad | Logic Puzzles Decoding Activities Create an Arcade Game Engineering Notebook Create model of: your dream room in your house your perfect treehouse or playhouse a science lab for kids an invention studio Design challenge with recyclables around the house Engineering Activity examples that can be done at home |
| Independent Research, “Passion Projects,” or “Genius Hour” | Social Justice issues Classroom discussions/debates Problem Solving (Possible Solutions) Independent Study Projects What I Wonder... Contracts for Genius hour WONDEROPOLIS website | YouTube videos Chromecast (teacher video) Google Doc/Classroom Post work on Seesaw Wonderopolis Distance Learning Resources | Poem about the topic Diary entry News report for parents Compare/Contrast points in history Diorama Creative book report |
| Project Based Learning | Teacher-developed PBL Projects PBLWorks Projects PBL PROJECT.com | Adapt PBL units for virtual learning with PBL for Remote Learning | PBL units can be adapted to be virtual, blended, or unplugged |
| Communication Skills | Project planning and communication Webpage creation Public Service Announcements Podcast | Collaborate on G.Doc G.Suite YouTube Audacity or Vocaroo (podcasting) Mensa for Kids | Create a presentation on a current issue for your family |
| Advanced Reading | Subject Acceleration Mensa Excellence in Reading Book Reports/Projects Book Reviews on Class FB page | Utilize local library for audible books or digital books Beyond the Book Report Projects (online and unplugged) New York Times Puzzles | Mail or deliver books to students 22 Creative Ways Kids can Respond to Books |

AMI MIGRATION MAP

| Teacher Move <i>Gifted/Talented</i> | What instructional tools/resources are we using now? <i>"When I am in my physical classroom, I deliver this material/accomplish this using..."</i> | How could this look virtually/remotely? <i>"When I'm in my remote classroom, I could deliver this material using..."</i> | |
|--|--|--|--|
| | | Alternative Method-Virtual | Alternative Method-Unplugged |
| Advanced Mathematics | Subject Acceleration Khan Academy Math Circles Math Journals Hands on Equations (algebra) Noetic Learning Math | Khan Academy Math Circles Hands on Equations Noetic Learning Math | Math Journals - give a number each day and encourage students to write problems in which the number is the answer. 100: 10 ² , 1000/10, 90+10 |
| Social Emotional Learning - Self Awareness | Get-to-Know-You Activities Learning Inventories Choice classes/electives MO Gifted SEL Curriculum | Flip grid , Teacher created videos , G.Classroom , Seesaw , G.Meet , Padlet , etc... | Read a trade book about self-awareness Mirror, Mirror: create positive self talk notes and place on a mirror |
| SEL - Mindsets | <i>MO Gifted SEL Curriculum includes adaptations for distance learning</i> Lessons on Fixed and Growth Mindsets Resiliency/Mistakes MO Gifted SEL Curriculum | Flip grid , Teacher created videos , G.Classroom , Seesaw , G.Meet , Padlet , etc... | Drawings of growth vs fixed mindset Inspirational quotes for growth mindset Learn a new skill |
| SEL - Emotional Well-being | Class meetings Acts of Kindness/Empathy Compassion Self Regulation MO Gifted SEL Curriculum | Flip grid , Teacher created videos , G.Classroom , Seesaw , G.Meet , Padlet , etc... | Journals SEL activity calendar that can be printed and followed |
| SEL - Social Capacity | Class meetings Discussion Guidelines and Anchor Charts MO Gifted SEL Curriculum | Flip grid , Teacher created videos , G.Classroom , Seesaw , G.Meet , Padlet , etc... | Journals SEL activity calendar that can be printed and followed |
| SEL - Life Success Skills | Collaboration Skills checklist and anchor chart Active Listening Skills Accepting Differences Disagreeing Respectfully MO Gifted SEL Curriculum | Teacher created videos FB Live/ G.Meet meetings Online lessons/slideshows | Journals Vision Boards SEL activity calendar that can be printed and followed |



AMI MIGRATION MAP

| Title I Teacher Move | What instructional tools/resources are we using now? “When I am in my physical classroom, I deliver this material/accomplish this using...” | How could this look virtually/remotely? “When I’m in my remote classroom, I could deliver this material using...” | |
|--|--|--|--|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Read Aloud | Whole group/ teacher led/ or partners with textbooks Text visual on Proboard Doc cam Leveled text (Reading A-Z) | YouTube Library resources (Bookflix, Storyline Online, Epic , Tumblebooks) E-textbooks (ThinkCentral/ MyHRW/ConnectEd) | Books sent home (Reading A-Z) |
| Practicing letter recognition | Small group practice Independent practice Conferencing | ISIP assigned activities G.Meet Vocaroo | Practice sheets completed at home Identification around the house |
| Practicing sound-symbol correspondence | Small group practice Independent practice Conferencing | ISIP assigned activities G.Meet Vocaroo | Practice sheets completed at home Identification around the house |
| Blending and segmenting | Small group practice Independent practice Conferencing | ISIP assigned activities G.Meet Vocaroo | Word/sound cards sent home Copies of anchor charts |
| Responding to what we read | Small group discussion Writing/drawing Anchoring | G.Meet G.Doc Vocaroo | Family discussion Writing/drawing |
| Vocabulary | Small group practice Independent practice Conferencing | ISIP assigned activities G.Meet | Word lists sent home |
| Fluency | Running Records Conferencing in IDR | ISIP ORF ISIP assigned activities G.Meet Vocaroo | Phone call with a shared text (RR, conferencing) |
| Practicing Sight Words | Small group practice Independent practice Conferencing | ISIP assigned activities G.Meet Vocaroo | Practice cards completed at home |
| Modeling/ Think-aloud | Demonstration in class | Doc Cam - IPEVO Webcam on Chromebook Jamboard G.Meet | Video/audio recording How-to flip charts/pictures |

AMI MIGRATION MAP

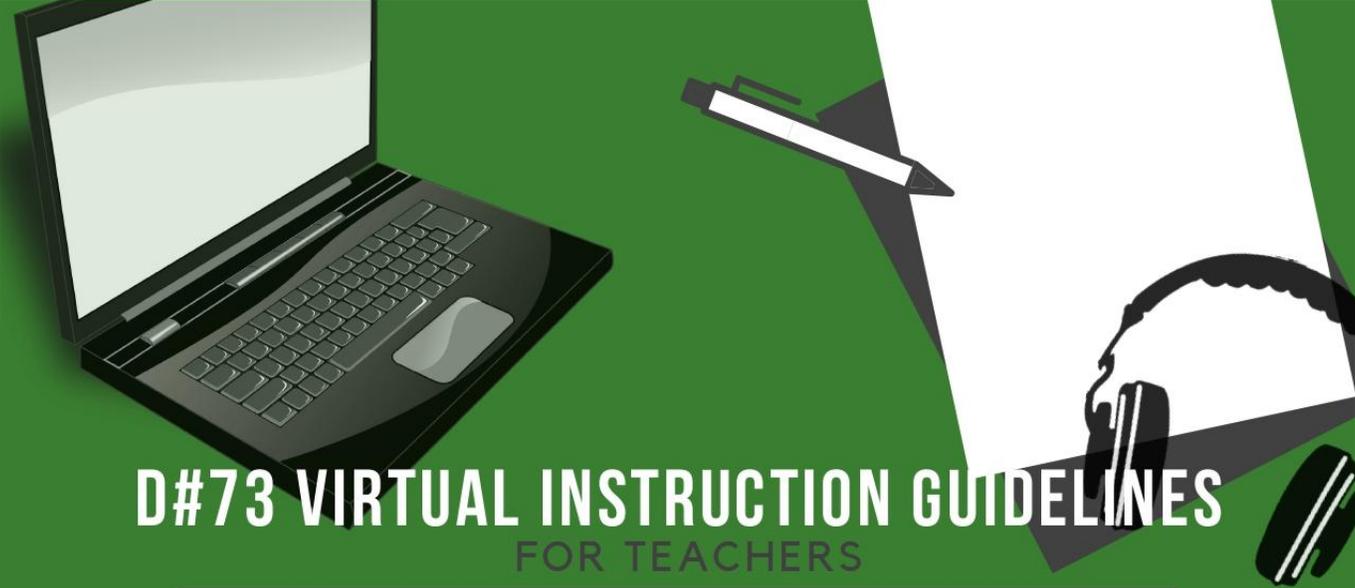
| <i>World Languages</i> <i>Teacher Move</i> | What instructional tools/resources are we using now? <i>"When I am in my physical classroom, I deliver this material/accomplish this using..."</i> | How could this look virtually/remotely? <i>"When I'm in my remote classroom, I could deliver this material using..."</i> | |
|--|---|--|---|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| Interpretive Mode | Can Do Statements Checks for understanding Infographics Visuals (photos, videos, songs) Projector/screen Small white boards Authentic resources Social media posts Write and Discuss Storytelling | Images in G.Slides Presentations from teacher www.peardeck.com www.nearpod.com www.senorwooly.com Edpuzzle.com Conjuguemos.com https://www.francetvinfo.fr/en-direct/radio.html https://www.franceculture.fr/ | Readings, videos Journal for reflection writings Short handouts At-level readers Printed activities sent home |
| Interpersonal Mode | Can Do Statements Checks for Understanding Note cards Think-Pair-Share Face to face conversations Writing emails Conversation Circles Guest speakers Cooperative Learning (Numbered Heads Together, Fan-n-Pick) | www.gimkit.com www.quizlet.com www.kahoot.com www.pixton.com Discussion forums Breakout room activities | Printed activities sent home Write a letter to a friend (or a teacher). Write a script for a recording of a conversation. |
| Presentational Mode | Can Do Statements Checks for understanding Presentations: e.g. Pecha Kucha style Role-play/skit Essays Portfolios Samples with rubrics Guide Questions Quick writes | G.Slides www.vocaroo.com www.flipgrid.com www.prezi.com www.weebly.com www.piktochart.com Photos of work completed sent to teacher via email (e.g. Posters) | Printed activities sent home Write an essay Create a poster Make a pamphlet |
| Type of Instruction | Direct Cooperative Learning Interdisciplinary Blended | G.Meet Videos Link for French resources | Textbook and workbook Guided booklet Printed activities sent home |
| Leslie Grahn's full website for World Languages teachers | Ideas to build lessons, units, materials, infographics, charts and more. | https://www.grahnforlang.com/ Instructional Scenarios for 2020-2021 | Printed graphics/charts sent home |

AMI MIGRATION MAP

| <i>Early Childhood</i> | What instructional tools/resources are we using now? <i>“When I am in my physical classroom, I deliver this material/accomplish this using...”</i> | How could this look virtually/remotely? <i>“When I’m in my remote classroom, I could deliver this material using...”</i> | |
|------------------------|---|---|---|
| | | Alternative Method- Virtual | Alternative Method- Unplugged |
| <i>Teacher Move</i> | | | |
| Direct Instruction | Calendar Centers Pro board Youtube paper /pencil tasks Whiteboards Manipulatives | G.Meet Videos sent out via Remind/Seesaw /email Resources posted on FB Virtual field trips Interactive Slideshow Apps | Send work home Send library books home Send manipulatives Send supplies home Teacher check in with families |
| Independent practice | Centers Free choice Proboard Paper/pencil Manipulatives Whiteboards Art activities | G.Meet Videos sent out via Remind/Seesaw /email Resources posted on FB | Send work home Teacher check in with families |
| Practicing routines | Modeling Daily carpet time Repetition Anchor charts/visual schedules | G.Meet Emailed pics of anchor charts/ visual schedules | Printed pics of anchor charts/ visual schedules Phone calls |



Soar

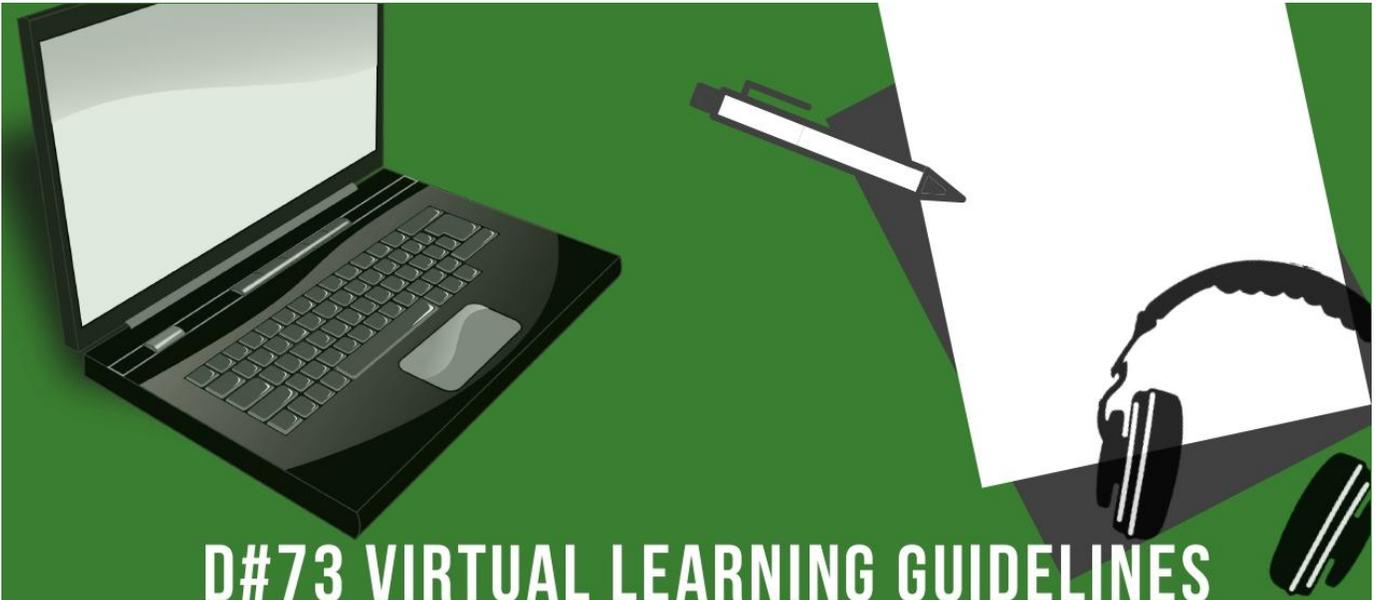


D#73 VIRTUAL INSTRUCTION GUIDELINES FOR TEACHERS

The guidelines below are to protect you, our students, and our district, as well as ensure our virtual instruction is effective and supportive of our students' growth.

- All videoconferencing should take place on Google Meet and should be educational purposes only.
- Videoconferencing should NOT be used for one-on-one communication between teachers and students. If necessary to provide instruction appropriate to FERPA guidelines, a parent or a third party staff member must be included in the conference.
- Do not record conferences that involve students. You can record direct instruction involving you, the teacher, and post to G.Classroom or YouTube for students to view later.
- Do not post links on public websites/social media or create recurring events on your G.Calendar (leaving links out can allow students to re-enter).
- Don't forget to set up expectations, routines, and procedures just like you would in a seated class.
- Have a plan for students who are not present. How will they make up the learning activity?
- Students from outside our district are not allowed to join the videoconference. Do not admit anyone from outside of the De Soto domain.
- If you witness something inappropriate in the background, end the conference and immediately call the parent. Report as necessary.
- The teacher must always be the last one to leave the conference and end the call.
- Hold your videoconference in a private place in your home with nothing inappropriate visible. Meet in this space each time.

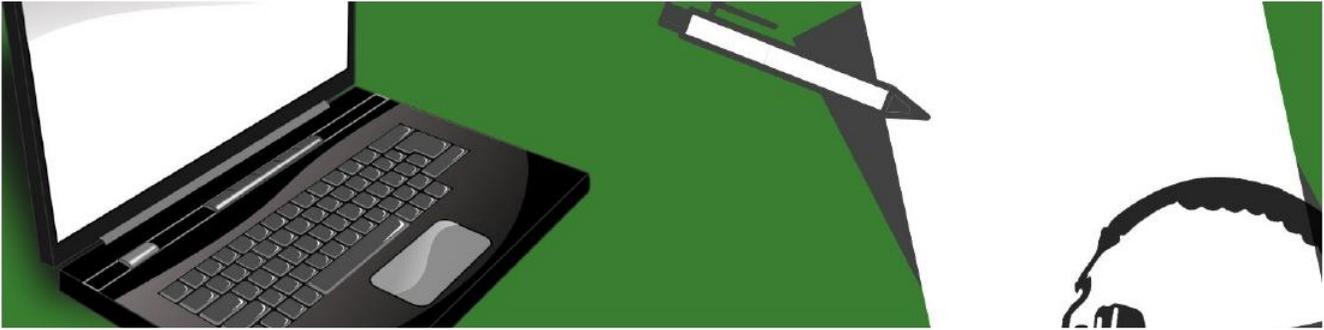
Soar



D#73 VIRTUAL LEARNING GUIDELINES FOR STUDENTS AND FAMILIES

- I will speak to my peers and teachers using kind words.
- I will raise my hand if I want to speak next and/or use the chat feature respectfully. I know I will be held accountable for what I say in video conferences and in chat.
- I will take turns speaking and listen to others as they speak. I will mute my mic until it is my turn to speak.
- I will be on-time for our class meetings.
- I will follow school dress code.
- I understand if I am unable to follow these guidelines, as well as rules outlined in our Technology User Agreement, I will be required to complete alternative assignments and not be allowed to participate in classroom Meets.
- I will join the Google Meet with my district account, in a public space in my home, with a wall behind me to protect my family's privacy. I understand G.Meets are just for students who have been invited by the teacher.

Soar



Understanding Expectations for Acceleration and Remote Instruction (AMI)

In order to both respect autonomy and professionalism, while also protecting the integrity of the education we must agree to a minimum standard of expectation. Below are these expectations for everyday planning, planning for acceleration—either remotely or on campus, and planning for remote instruction. Please reach out to your building principal if you have any questions or concerns regarding these expectations. The modules in the D#73 Preparing for Acceleration and AMI G.Classroom will prepare you to meet these expectations. These modules also serve as a model of varied ways to deliver material and connect with students using technology.

Universal Expectations (UE)

1. The primary expectation is the same that we have always had and the work we have been doing in PD and PLCs for years:
Use the **gradual release of responsibility** framework to deliver **deliberate instruction** on **grade-level standards, frequently assessing both formatively and summatively to monitor student progress** toward mastery of grade-level content and **adjust instruction to meet all student learning needs.**
2. We will still collaborate with PLCs weekly, either virtually or distanced in person. (K-8 PLCs will meet during weekly PLCs when on campus, and virtually as they did in the spring while off campus. HS departments will be required to communicate on pacing, assessment, and data weekly with PLC and principals if we are on campus. This can be done through a shared G.Doc/G.Sheet or email group. HS PLCs will be able to meet virtually weekly if we have moved to AMI, as we will not be limited to shared plan times.)
3. We will continue to benchmark three times a year (K-8 using Istation ISIP, 9-12 using USA Test Prep). This will be critical information as we monitor trends in achievement data across the district.
4. Following the initial set of PD activities in the G.Classroom, this work will continue at the building and PLC levels. After we complete mandated trainings (ie, dyslexia, trauma and suicide awareness, active shooter, etc.), district PD days will be time set aside to continue this work. Continued professional development will focus on trends we are seeing in PLC logs, benchmark and assessment data, and exit card responses.
5. Communication with families is even more critical as we move into additional possible closures. Teachers should document all communications home, both on campus and during remote learning.
6. All staff members should individually review *D73 Virtual Instruction Guidelines for Teachers* and review *D73 Virtual Instruction Guidelines for Students and Families* with students when we return.
7. Communication with the building and district is critical to acting quickly. It is required that staff checks email regularly, and if connection is an issue during closure, develops a plan to stay informed with building principal or members of PLC.

Soar

Acceleration Expectations (AE)

8. As stated in UE1, our expectation is that you know your students' progress along the continuum of mastery for your grade-level's content and provide feedback and scaffolded instruction to support this progress. Acceleration of learning is a research-based approach to delivering just-in-time scaffolds to fill in background gaps and ensure students are ready to tackle grade-level standards. If you choose not to accelerate student learning by formatively assessing for gaps in prerequisite background knowledge and proactively building in scaffolds to allow students to access grade-level standards, please be prepared with pre- and post-assessment data to show student mastery using your preferred approach.

Remote Delivery Expectations (RDE)

9. Teachers must prepare students and families for AMI by creating a Remote Learning Plan for Families for each of their classes/courses. This includes directions for accessing remote lessons, logins for instructional software, and schedules for office hours. This should be completed with students within the first two days of school, scanned for the teachers records, and sent home with students with an explanation for families.
10. Content must be delivered using Google Classroom, can integrate online text or assessment tools (e-textbooks, USA TestPrep, MobyMax), and must use blends of text, video, research, writing, and collaborative learning.
11. If teaching remotely, teachers will be required to assign one formative activity/assessment daily with feedback and one scored summative assessment weekly, with feedback.
12. When teaching remotely, teachers are required to be available for office hours daily and should plan to be available the length of their current school day. (Anything beyond that is at your own discretion.) These can be delivered via G.Meet, phone, email, or G.Classroom. You do not need to meet in the same format every time, but you need to communicate with students how you will be accessible for each set of office hours each day.
13. When you are not going to be available to work remotely due to a personal need (in other words, you need a "sub"), you will still enter your absence into Aesop and notify your principal. You will then need to notify your class(es) of your "absence" and provide students with plans to continue *independent* learning during your absence. You will also need to provide them with a point of contact to get assistance if needed (ie, department chair, grade-level chair, front office, librarian, etc.), as we will not be filling the sub spot during a remote absence.
14. Develop a plan for monitoring work and maintaining supportive communication with students. Sometimes, they just need to know someone is checking and encouraging.
15. All students must have provided the updated Acceptable Use Agreement before they are allowed to participate in videoconferencing. All other activities are covered by our current AUP. If they have yet to provide the signed document, they must be offered methods of participation other than videoconferencing until that is received.
16. Please review these [videoconferencing guidelines for teachers](#).
17. Please post these [videoconferencing guidelines for students](#).
18. Please prepare guidelines for your class for your students to understand the make-up of your course, expectations for completion and participation, and ways to access help. I recommend making this via video, so your students can hear your voice and see your face.

Supporting

Family Remote Learning Support - C&I Website

We recognize families didn't plan to have to shift instruction to home, and we are grateful to have you as partners in this endeavor. We have since had several months to better equip our teachers and families with tools to prepare for continuing learning no matter the scenario with which we are presented.

The Curriculum & Instruction (C&I) website has a collection of [Technology Tutorials and Parent Training Opportunities](#) for students, families, and teachers. We encourage families to take advantage of these tools not only for possible shifts to remote learning, but also because technology is infused into regular classroom instruction.

We will continue to update these resources as new tools are found and developed.

PD options for staff

All certificated staff will participate in required professional development to prepare for acceleration of learning and possible remote migration to continue learning during possible closures. An email sent directly to staff contains all needed information to join the D#73 Preparing for Acceleration and AMI Google Classroom to complete this professional development.

PREPARING FOR ACCELERATION AND MIGRATION

Coming into the fall, we have two challenges: making up for lost instructional time and getting academics back on track; and being prepared to deliver this deliberate instruction remotely (Alternative Methods of Instruction--AMI) if needed to maintain continuity of learning during closure(s). The PD activities presented in the *D#73 Preparing for Acceleration and AMI G.Classroom* provide learning resources to prepare you for these challenges.

The PD is required for all certificated staff. It is the only summer PD option that will be available this year, as well as the only *district* back-to-school PD. To offer you flexibility, as well as model various delivery methods you can use yourself. You have three options (listed below) for when and how you choose to complete these. Completing all modules/attending a G.Meet **prior to August 17** will result in payment of three hours of PD time. If you prefer, rather than being paid for out of contract time, they can be completed during contracted work days by Wednesday, August 19, during times not scheduled by the building.

Asynchronously

(independently, at your own pace)

1. Join the *D#73 Preparing for Acceleration and AMI G.Classroom* using the code emailed to your district account.
2. Begin by reading the announcements on the Stream.
3. Click on Classwork to view the Topics to be covered.
4. Complete the Classwork listed under General, Acceleration, and AMI topics.

Synchronously

(presented live by D.Dow)

1. Join the *D#73 Preparing for Acceleration and AMI G.Classroom* using the code emailed to your district account.
2. Begin by reading the announcements on the Stream.
3. Click on Classwork to view the Topics to be covered.
4. Join the G.Meet by accepting ONE of the G.Calendar invites emailed to your district account. Click on the G.Meet address and Join the Meeting at ONE of the following times:
 - Thursday, July 16, 1p-4p
 - Friday, July 24, 9a-12p
 - Wednesday, July 29, 9a-12p
 - Monday, Aug. 17, 1p-4p

Blended

(guided walk through materials with recorded live presentation)

1. Join the *D#73 Preparing for Acceleration and AMI G.Classroom* using the code emailed to your district account.
2. Begin by reading the announcements on the Stream.
3. Click on Classwork to view the Topics to be covered.
4. Join the G.Meet by accepting ONE of the G.Calendar invites emailed to your district account. Click on the recording in the calendar invite to view ONE of the recorded synchronous presentations.

Soar

Family Technology Tutorials

Syncing Google Docs, Sheets, and Slides Offline

Students can use Google apps while offline and not lose their work if they set up offline sync first. When they get back to online access, Google will sync their offline work. Here is how to set up that offline syncing:

<https://support.google.com/drive/answer/2375012>

Navigating Google Classroom

If you haven't used Google Classroom much, or still feel like you are struggling with getting around efficiently, this short tutorial is just for students!

<https://youtu.be/G5P7nVbQWJc>

All Things Google

Google offers quick, concise tutorials on many of their products here.

<https://support.google.com/a/answer/1631886>

Changing Google Accessibility Features

Reading on a screen isn't for everyone, and many of our students require assistive settings. This short video shows how to change these settings.

<https://www.youtube.com/watch?v=G8aztCnvv7U>

For Students: How to Write a Good Email to Teachers

Some students will be using email to communicate with teachers for the first or at least more frequently. Here are some good tips for communicating using email.

<https://www.noclosedroads.com/post/how-to-write-a-good-email-to-a-teacher>

Type With Your Voice

This is a helpful tool for students who have a lot to say but struggle with typing. Just speak and let Docs help.

<https://support.google.com/docs/answer/4492226>

Tech Tools and Resources for Virtual Instruction

Google Classroom

[Getting Started](#)

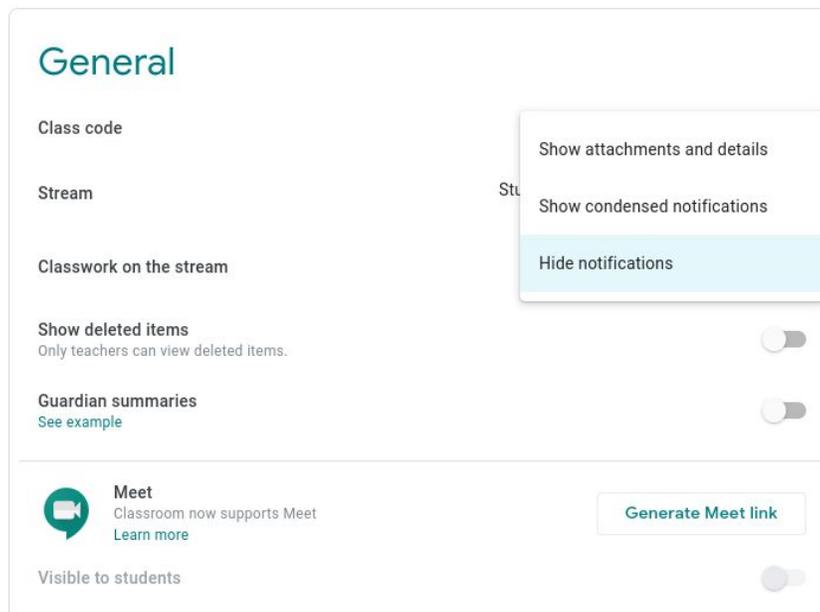
[YouTube Playlist](#) for functions within GClassroom

[Manage and Organize Topics and Material](#)

- Announcement - informational post or reminder
- Assignment - an activity in which the student needs to complete something, generally has a due date
- Quiz assignment - creates a quiz using Google Forms and allows the use of Locked Mode during quiz
- Question - used to generate discussion on a topic or activity, can have a due date
- Material - allows items to be posted as reference (examples include a how to guide or other resources that students may need to reference often)

Hide Classwork notifications from the Stream in Class Settings to help declutter and organize the list of postings the students see. This will allow the Stream tab to be used for informational announcements/reminders and keep all activities and assignments on the Classwork tab. Differentiate assignments and

De Soto Virtual Course Training Module [Stream](#) [Classwork](#) [People](#) [Grades](#)  



General

Class code

Stream Stu

Classwork on the stream

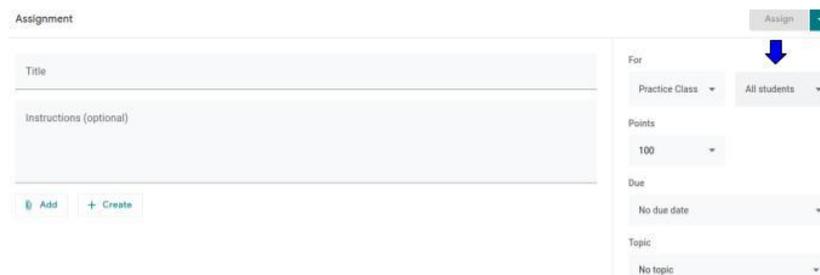
Show deleted items
Only teachers can view deleted items.

Guardian summaries
[See example](#)

Meet
Classroom now supports Meet
[Learn more](#) [Generate Meet link](#)

Visible to students

Stream settings dropdown:
Show attachments and details
Show condensed notifications
Hide notifications



Assignment

For: Practice Class All students

Points: 100

Due: No due date

Topic: No topic

Soar

Online Textbooks and Resources

ConnectEd - [Create a Class and Redeem Content](#) and [Create an Assignment](#)

USATestprep - [Create a Class](#), [Create a Basic Assessment](#), [Create a Custom Assessment](#), and [Tier II & III Interventions](#) webinar

HRW - [Add a Class and Students](#)

MobyMax - [Getting Started](#) and [Setting Goals and Monitoring Usage](#)

Video

- [Mindshift Teacher's Guide to Using Video](#) - several content specific resources and examples for using videos in the classroom
- [Watch-Think-Write and Other Proven Strategies for Using Video in the Classroom](#)

Online videos resources

Textbook videos

[Khan Academy](#)

[TED-Ed](#) and [TED Talks](#)

[YouTube](#), [TeacherTube](#), and the [YouTube Teachers](#) channel

[NeoK12](#) -A comprehensive collection of educational videos, lessons, quizzes, and games for k12 students.

[WatchKnowLearn](#) - A free site of K-12 videos on a variety of subjects.

Recording your own video

[Webcam on Chromebook](#)

Document camera - [IPEVO Visualizer](#)

[Screencastify](#)

Record, edit, and share videos from your computer, browser tab, or web cam that save automatically in your G Drive. 5 min time limit per video. [Intro video](#) and [How To Tutorial](#)

[Screencast-o-matic](#)

Record, edit, and share videos from your computer, browser tab, or web cam. Time limit of 15 mins per video. [Beginners Guide](#)

[Loom](#)

Record your camera and screen with audio directly from your Chrome browser and share with others. Very similar to Screencastify but doesn't automatically save in your GDrive. [Tutorial](#)

[Flipgrid](#)

Teachers can post an activity or start discussions by posting Topics to a classroom grid. Students can then record, upload, view, react, and respond to each other through short videos. [Getting Started: Educators](#)

Tech Tools to use with videos

[EdPuzzle](#)

Choose any video or upload your own, embed your own assessment questions, and track your students' progress. Limited to 20 videos in your library with the free account. [Tutorial](#)

[PlayPosit](#)

An online learning environment to create and share interactive video lessons. Similar to EdPuzzle. [Tutorial](#)

[Vialogues](#)

Use video to activate learning via conversation with a time-stamped discussion thread. [Features and Tutorial](#)

[Vibby](#)

Allows you to highlight and show only parts of the video you want students to see. It also lets you add notes and comments on selected portions and share with your students. [Tutorial](#)

Guided/Direct instruction

[Google Slides](#)

[Peardeck](#)

Add interactive questions and formative assessments to G Slides. [Getting Started](#) *Student-Paced mode

[Nearpod](#)

Create interactive lessons with embedded formative assessments. [How To Guide](#) *Student-Paced mode

[Thinglink](#)

Make your images and videos interactive with text, links, images, and videos to create an engaging activity for your students. [Tutorial](#)

[Tes Teach with Blendspace](#)

Interactive lessons, projects, presentations and monitor student understanding with quizzes and discussions.

[Tutorial](#)

HyperDocs

Cult of Pedagogy - [How HyperDoc Can Transform Your Teaching](#)

Ditch that Textbook - [HyperDoc resources](#)

[Wakelet](#)

Save and organize articles, websites, videos, images, and other web-based content in a collection to share with your students. [Tutorial](#)

[Insert Learning](#) (app)

Allows you to turn websites into interactive lessons by adding questions, comments, or media to the website to then share with your students. [Help collection](#)

[4 Ways to Blend Learning with InsertLearning](#) by Shake Up Learning

Formative and Summative Assessments

Google Forms

[YouTube Playlist](#) for basic functions using GForms

[EduLastic](#)

Online assessment tool with technology-enhanced items linked to Missouri Learning standards that give you a complete, instant view of student learning and growth. [Intro video](#) and [YouTube Playlist](#)

[Formative \(GoFormative\)](#)

Learn how to use Formative (sometimes referred to as GoFormative) to gather formative assessment data from your students. Formative gives you real-time information on student work so that you can more easily provide immediate intervention or support. [Tutorial](#)

[Socrative](#)

Engage, assess and personalize your class with Socrative! Educators can initiate formative assessments through quizzes, quick question polls, exit tickets and space races all with their Socrative Teacher app. Socrative will instantly grade, aggregate and provide visuals of results to help you identify opportunities for further instruction.

[Tutorial](#) and [YouTube Playlist](#)

[Wizer.Me](#)

Create digital "worksheets"/online learning experiences by adding a variety of elements including video, audio, images, and a variety of question types like fill-in-the-blank, matching, and drawing activities. [Features](#) and [How To Guide](#)

[Quizizz](#)

Gamified quizzes for every subject to play. Pick an existing quiz or create your own for review, formative assessment, and more. [Creating a Quiz](#) and [YouTube Playlist](#)

*Student-Paced mode

[Quizlet](#)

Learn key concepts, vocabulary, terms, and more with flashcards, games, and other study tools. [Get Started](#)

*Student-Paced mode

[Kahoot](#)

A free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages! [Tutorial](#) and [Student-Paced Challenges](#)

Quizalize

Engage your students with fun quizzes in the classroom or remotely. Automatically differentiate learning based on student performance while obtaining valuable mastery data. [Tutorial](#) and [How To Use: The Basics](#)

*Student-Paced mode

Gimkit

An easy to set up quiz based assessment tool which is fast-paced which has a monetization component where students build up in-game cash that can then be used to purchase in-game upgrades. You can also paste any Quizlet into Gimkit. [Gimkit Assignments](#)

GoSoapBox

A web-based clicker tool for creating simple polls and online discussion questions to keep students engaged and gain real-time insight into student comprehension. [Tutorial](#)

Answer Pad

An educational tool with two powerful functionalities: it is both a student response system with a focus on drawing and "show what you know," and a grading solution for teacher-created quizzes. [YouTube Playlist](#)

- Teach. Learn. Grow. The Education Blog - [75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom](#)
- Edutopia - [53 Ways to Check for Understanding](#)
- Built-in formative checks with EdPuzzle, Nearpod, Classflow, Peardeck, Tes Teach, PlayPosit, etc
- Feedback questions - Padlet, Answer Pad, Parlay, Tes Teach, etc

Audio

Vocaroo

A quick and easy way to share audio recording by downloading the file or sharing a link.

Online Voice Recorder

A quick and easy way to record audio and save as a MP4 file. Can edit by trimming the beginning or the end of the clip, not the middle.

Discussion

Google Classroom Question

[Discussion Tips](#)

YOTeach!

A very user-friendly tool to use to create a backchannel chat by simply creating a room and then setting a password. Students can then join via a URL, and the admin feature allows educators to set privacy settings, mute or remove students from a discussion, delete your room, and view statistics about the usage data. Finally, teachers and students are even able to draw on a "scratchboard" or image and have that show up in the backchannel.

[Tutorial](#)

Backchannel Chat

Backchannel Chat is a class discussion tool designed to support teachers. Backchannels are great for increasing participation in classroom discussions and for informally assessing your students' knowledge. [Tutorial](#)

Parlay

Allows teachers to create a backchannel chat to inspire meaningful and inclusive discussions in their classroom.

[How It Works](#)

Resources for ideas and examples for integrating technology into your lessons

[Ditch that Textbook](#) by Matt Miller

[Free Technology for Teachers](#) by Richard Byrne

Concept Mapping

Google [Docs/Slides/Drawings](#)

[Google Jamboard](#)

A digital whiteboard that lets teams sketch out ideas and save them in the cloud so they can be accessed on any device. [Tutorial](#) and [How To Guide](#)

[Coogole](#)

A collaborative mind mapping tool integrated with Google Drive that allows real-time brainstorming with images and then saves mind maps as PDF or Image. [Intro video](#) and [How To](#)

[Padlet](#) (up to 3 boards with free account)

Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Collect your ideas through text, link, images, videos, bookmarks and more. [Tutorial](#)
*can also be used as a discussion tool with the comments feature turned on

[Popplet](#)

Used as a mind-map, Popplet helps students think and learn visually. Students can capture facts, thoughts, and images and learn to create relationships between them. [Tutorial](#)

[MindMeister](#)

Online mind mapping application that allows you to brainstorm online with your team, create project outlines, and increases innovation and creativity. [Tutorial](#) and [How To Guide](#)

Other resources

[Kaizena](#)

Allows you to record voice comments (feedback) inside Google Docs. It allows teachers to provide audio-recorded feedback to student's writing assignments by simply highlighting and speaking to give verbal feedback, or attach reusable resources for common problems. Students can also use this tool in group projects or for peer editing. [Intro video](#) and [YouTube Playlist](#)

[Answer Garden](#)

An easy-to-use online feedback app that can be used to elicit brief answers from your students. Can be used to accomplish a wide range of education tasks, such as brainstorming, polling, synchronous and asynchronous communication, and formative assessment. [Tutorial](#)

[Tween Tribune](#)

Consists of daily news sites for kids, tweens, and teens, and includes text, photos, graphics, and audio and/or video materials prepared by the Smithsonian and others about current events, history, art, culture and science.
*Articles can be selected by grade levels and Lexile level.

[Newsela](#)

Up-to-date, high-interest articles will meet students right at their level, and help teachers bolster students' nonfiction reading skills. Even in the free version, Newsela can be valuable for teachers with its reading comprehension quizzes, writing prompts, and annotation features for each article.

[Kami](#)

The leading PDF & document annotation app for schools. Improve engagement and interaction in the classroom with Kami as your digital pen and paper. [Intro video](#), [How To Use](#), and [How to use Kami in Math and Physics](#)

[DocHub](#)

Annotate PDFs, edit fields, whiteout text, append pages, merge files, add fields or images, and more using powerful tools with DocHub. [Tutorial](#)

Websites to help you find additional resources by subject:

[Common Sense Education Search](#) - Search EdTech tools by grade level and subject area

[Control Alt Achieve](#) by Eric Curts Google Drive and Chrome resources

[ELA](#) and monthly [ELA Tech Integration Tools](#)

[Math](#) and monthly [Math Tech Integration Tools](#)

[Social Studies](#) and monthly [SS Tech Integration Tools](#)

[Science](#) and monthly [Science and STEM Tech Integration Tools](#)

[Tes Blendspace](#) - Learning resources by topic and subject/grade level

[NOVA](#) - Science videos - Stellar simulations, teacher guides, and other activities can stand on their own, and they're enhanced with high-quality video content.

THE CONVERSATION

Academic rigor, journalistic flair



Indypendenz/Shutterstock

Coronavirus: 14 simple tips for better online teaching

March 16, 2020 10.30am EDT

The past few days have seen increasing numbers of schools and universities across the world announce that they are moving to online-only learning. Hundreds of thousands of teachers are busy working to move their face-to-face lessons online. Designing online courses takes significant time and effort.

Author



Kyungmee Lee

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Read more: Coronavirus: universities are shifting classes online – but it's not as easy as it sounds

Right now, however, we need a simpler formula. Here are 14 quick tips to make online teaching better, from an expert in online learning.

1. Record your lectures – don't stream them

If students are unwell or are struggling with internet access, they will miss a live streamed lecture. Record videos instead and send them to your students so that they can watch in their own time.

2. Show your face

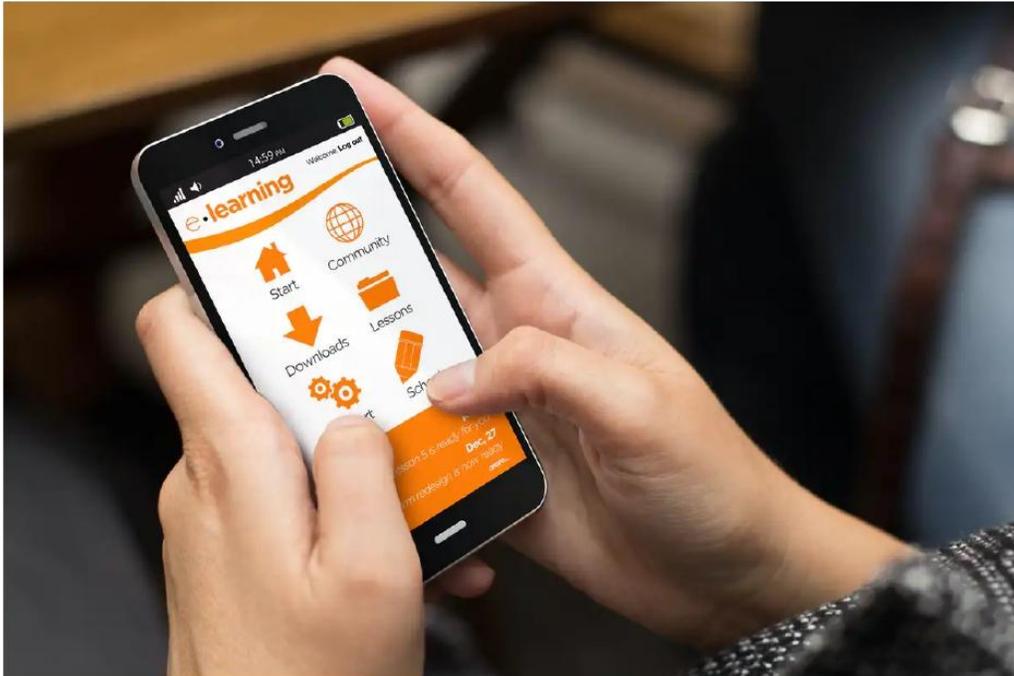
Research has shown that lecture videos that show instructors' faces are more effective than simple narrated slideshows. Intersperse your slides with video of yourself.

3. Keep videos short

Videos longer than 15 minutes can cause issues of slow downloading and learner distraction. If you have more to say, record two or three short videos.

4. Test out slides

Make sure you test slides on a smartphone before shooting your lectures so all text is readable on small screens. Font sizes, colours, template designs and screen ratios can be double-checked.



Many students may be using smartphones to access online learning. Georgejmclittle/Shutterstock

5. Use existing resources ...

It is unrealistic to expect that you, on your own, will produce a semester's worth of high quality videos. You can use pre-developed resources available online and provide students with clickable links.

6. ... and make sure they're open access

Using open resources helps prevent access problems for students. If any of your suggested resources are not accessible, you will receive an inbox full of student emails and eventually waste all your time troubleshooting. Spending a few extra minutes carefully searching for fully open access materials will save you a headache later.

7. Give specific instructions

When you suggest online media which runs for longer than 15 minutes, students will be put off watching. Instead, suggest the exact parts they need (eg 13:35 to 16:28) as this can even make students more curious. When you provide more than two resources, label them in the order you want students to approach them. Simple numbering, based on the level of difficulty or importance of each resource item, can be of great help for your students.

8. Provide interactive activities

Most learning management systems, such as Moodle, Edmodo and Blackboard, include a range of functions to create interactive learning activities such as quizzes. Step-by-step guides to creating them are widely available online. Use them.



It's important to create videos which show your face. Agenturfotoграфin/Shutterstock

9. Set reasonable expectations

When you create quizzes, you should make sure all questions can be answered by referring to the given learning resources. When you ask students to write a summary of lecture videos, you should make it clear that this is not a serious report. Making this as a mandatory assignment but a low-stakes task will produce the best outcomes and responses from students. A set of 15 quiz questions or a 300-word limit will be sufficient to engage students for 30 minutes.

10. Use auto-checking to measure attendance

If you tell students that their attendance will be measured by their participation in a quiz, it will increase compliance. However, you won't have time to check them all, so use the automatic checking and grading features on the learning management systems.

11. Use group communication carefully

Group communication shouldn't be used for direct teaching. Instead, set up "virtual office hours" on a video conferencing tool like Zoom. Simply log in at the appointed time and wait for students. Focus on providing social support and checking if any issues need to be addressed immediately. This can be a great way to collect student feedback on your online teaching as well. Make meetings optional and be relaxed. No need to be frustrated when no one shows up: students are still happy to know that this option is available.



Students can work together in small groups to support each other online. Rawpixel.com.Shutterstock

12. Let students take control

You can set up online group spaces for small groups of students and ask them to support and consult with one another before sending emails to you directly. You can post a couple of questions to help students break the ice and start conversation. Encourage students to use the communication tools they prefer. Some groups will click well and some will not, but this little tip can make students feel socially supported and reduce your inbox traffic.

13. Don't hide your feelings

Online teachers' emotional openness is a great instructional strategy. Tell your students that it is your first time teaching online and you are learning while teaching. Explicitly ask them to help you, reassuring them that you will do your very best to support their learning as well. They will be sympathetic since they share the same emotions, and you will be set up for success.

7/11/2020

Coronavirus: 14 simple tips for better online teaching

14. Repeat

Online students do not like frequent changes in their learning style. They are happy to repeat the same structure and activities. Once you find a teaching style working for you, feel free to repeat it each week until you are back in your classroom.



Students

Online learning

Young people

Coronavirus

University teaching

School teachers

COVID-19

Google Classroom Help and Guides

Teachers

- In your classwork, you can make Topics that will group similar work together
- You can set anything to Materials (videos, pages to read, etc) and place in classwork but will not have a grade or due date attached
- Google Quizzes: you can lock the screen to prevent students from looking up answer (does not help if they have a phone or another device to search internet with)
- Response validation, if this is on students can not turn the form in until all answers are correct. Sometimes they get frustrated and email saying it won't work but it helps them work through the problem and forces them to ask a question if they need help.
- Assignments in Google Drawing and color-coding answers and can grade most of them from the thumbnail. Screenshot a worksheet and then create an answer bank that the students can click and drag.
- Parents cannot have access to the Google Classroom so there are Guardian Summaries that are sent out regularly. Teacher has to check that box in the settings of the classroom and then the parents have to sign up via email.
 - Make an assignment at beginning to add parents email so all are connected
- Cam-scanner is an app that can be used to replace an actual scanner, and it works specifically to convert a document into a PDF or other files necessary then they can attach it to Google Classroom. It works by simply taking a picture of what you'd like to turn into a PDF
 - I-phone does this with camera as well
- If you have something in Word you must convert to PDF or Google Doc before uploading or students will not see entire paper on their Chromebooks
- DO NOT delete anything on Classroom you do not want deleted permanently... you can view it again, but Google Clrm does not have the ability to restore it.
- To give each student a copy of the work without them having to do it themselves click "Make a Copy for each student". One issue is you cannot edit the copy that is assigned for each student to individualize or comment directly on there
- If you create documents in the District-Curriculum Folder and then link to Google Classroom, some documents are being allowed to be edited by everyone including students.
- Lack of internet or strong internet leads to not loading student work correctly in Google Classroom or needing to email work instead
- When creating a TEST in Google Forms if a student requests to re-take the TEST you must go to the Edit feature of the TEST then click on the Responses, then delete the students first attempt. This will allow them to retake the Test, since it only allows one submission per email
 - Or you can turn off only one response per student
- Students are not hitting the **SUBMIT** button. In order to see if students have something completed you must go to the google form and look through the responses. I think we should require them to hit submit or their work will not be counted.

Soar

- Some students pick and choose random assignments. I think this comes from looking at the STREAM and not the classwork. You can keep assignments from showing up in the stream by Hiding Classwork from the Stream in the settings.
- For summer school turning on the percent show for students so they can just see grade in Classroom.
- You can Ask a Question under the Classwork tab that allows for class discussion. This is similar to what many of us have done on Blackboard in university classes.
- There is no way to see when/if students are logged in doing any work

Students/Parents

- Video to show grades and for parents to see what is not yet completed.
https://drive.google.com/file/d/171y8-JJCMiP8jRGG0gCGNOHYGkQ__fq/view
- Family Technology Tutorials:
https://drive.google.com/open?id=12_vS6O2zHc_9hJZ8TQKjm5J6HnEt0mgAkjpDzflAPCQ&authuser=0
- You have to hit Submit to turn your work in.
- The classroom Stream is a great reference tool but looking in the Classwork will allow you to see all assignments you still have out there.

GLOSSARY OF ACCELERATION AND REMOTE LEARNING TERMINOLOGY

| | |
|--|---|
| Acceleration | Delivering just-in-time scaffolds, based on pre-assessment of prerequisite skills, provided to allow students |
| Accommodation (SPED) | Supports and services designed to help students access general education curriculum and demonstrate learning |
| Alternative Methods of Instruction (AMI) | This designates methods of delivering instruction that are outside of the traditional school day/setting (ie, remote instruction continuing during a snow day or over extended closures) |
| Anchor Chart | A tool used to support instruction (typically on chart paper); co-created with students during the learning process |
| Asynchronous Delivery | Learning that occurs in elapsed time; not live |
| Benchmark Assessment | Assessments given periodically to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. |
| Blended Delivery | Learning that occurs partly online, with some element of student control on pacing, path, place, as well as partly onsite |
| Collaborative Learning | Learning in which students enhance/consolidate learning by working together |
| Conferencing | Focused discussion of student progress, use of strategies, revisions to writing, etc. one-on-one with the student |
| Continuity of Learning (Continuous Learning) | Maintaining learning opportunities in the event of a building closure |
| Diagnostic Assessment | Assessment designed to identify student mastery of specific standards, as well as barriers/gaps possibly causing lack of mastery |
| Feedback | Information provided to a learner to reduce the gap between current performance and a desired goal |
| Focused Instruction | Portion of gradual release in which the teacher sets the purpose for learning (including relevance), provides direct explanations/ instruction, and models and thinks aloud the learning material/process |
| Formative Assessment | Assessment given <i>throughout</i> the learning to ensure instructional design is meeting students need in time to adjust prior to final, summative assessment |

GLOSSARY OF ACCELERATION AND REMOTE LEARNING TERMINOLOGY

| | |
|-----------------------------------|--|
| Gradual Release of Responsibility | Learning design in which the cognitive load shifts from teacher-as-model, to shared responsibility among teacher and students, to independent application by students |
| Guided Instruction | Portion of gradual release in which teacher observes and provides questions, prompts, and cues to guide students mastery of standards |
| Independent Learning | Phase of learning in which students apply new learning independently |
| Manipulatives | Physical tools of teaching, engaging students visually and physically with objects |
| Modeling | Scaffold in which teacher explains both the strategy or task and also provides a narrative for the learner to follow thinking and execution |
| Modification (SPED) | What the student is expected to learn that is different from the class |
| Norms | Statements that guide acceptable behaviors for working together |
| Office Hours | Scheduled time set aside to be available for questions, conferencing, guided instruction, etc. Can be online, via email, via phone |
| Performance Tasks | Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding, and proficiency |
| Pre-assessment | Assessments given <i>prior</i> to new learning. Can be used to identify missing prerequisite skills or as a baseline to measure effectiveness of instruction. |
| Prerequisite Skills/ Knowledge | Information needed in a learning progression to be able to access and master new standards |
| Priority Standards | A carefully selected subset of the total list of the grade-/ course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course |
| Project-based Learning | A teaching method in which students learn by actively engaging in real-world and personally meaningful projects that help them access and master grade-level standards |

GLOSSARY OF ACCELERATION AND REMOTE LEARNING TERMINOLOGY

| | |
|---------------------------------|---|
| Remote Learning | Learning that takes place away from the school campus (either virtual or unplugged) |
| Scaffolds | Added temporary supports designed to aid in accessing grade-level content (ie, filling in background knowledge, manipulatives, pre-teaching vocabulary, sentence stems, anchor charts, etc.) |
| Screencast | A video recording of the display of a computer or mobile device, typically with accompanying audio |
| Social Emotional Learning (SEL) | The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions |
| Summative Assessment | Assessment that occurs at the <i>end</i> of new learning to demonstrate mastery |
| Synchronous Delivery | Learning in which participants interact at the same time in the same place |
| Unpacking Standards | Process to analyze the language of the standard, extracting clues that describe two aspects of the standard that students need to know: essential knowledge and essential skills |
| Unplugged | Not requiring an online connection or technology device |
| Virtual | Housed on the internet or delivered via internet connection |
| Word Wall/Word List | Scaffold provided for discussion/reading/writing to help with gaps in language development or background knowledge on a topic |

Soar

Success Through Partnership

We recognize everyone involved in the education and preparation of our young people for successful lives (students included!) will need to work even harder to come together to support one another through this adjustment to our daily routines. Accurate information and ongoing, transparent communication are essential to increasing success and reducing stress.

Staying Connected to Information

We communicate using a variety of methods, and students, staff, and families will need to monitor these communication methods regularly to be aware of possible changes to the school day.

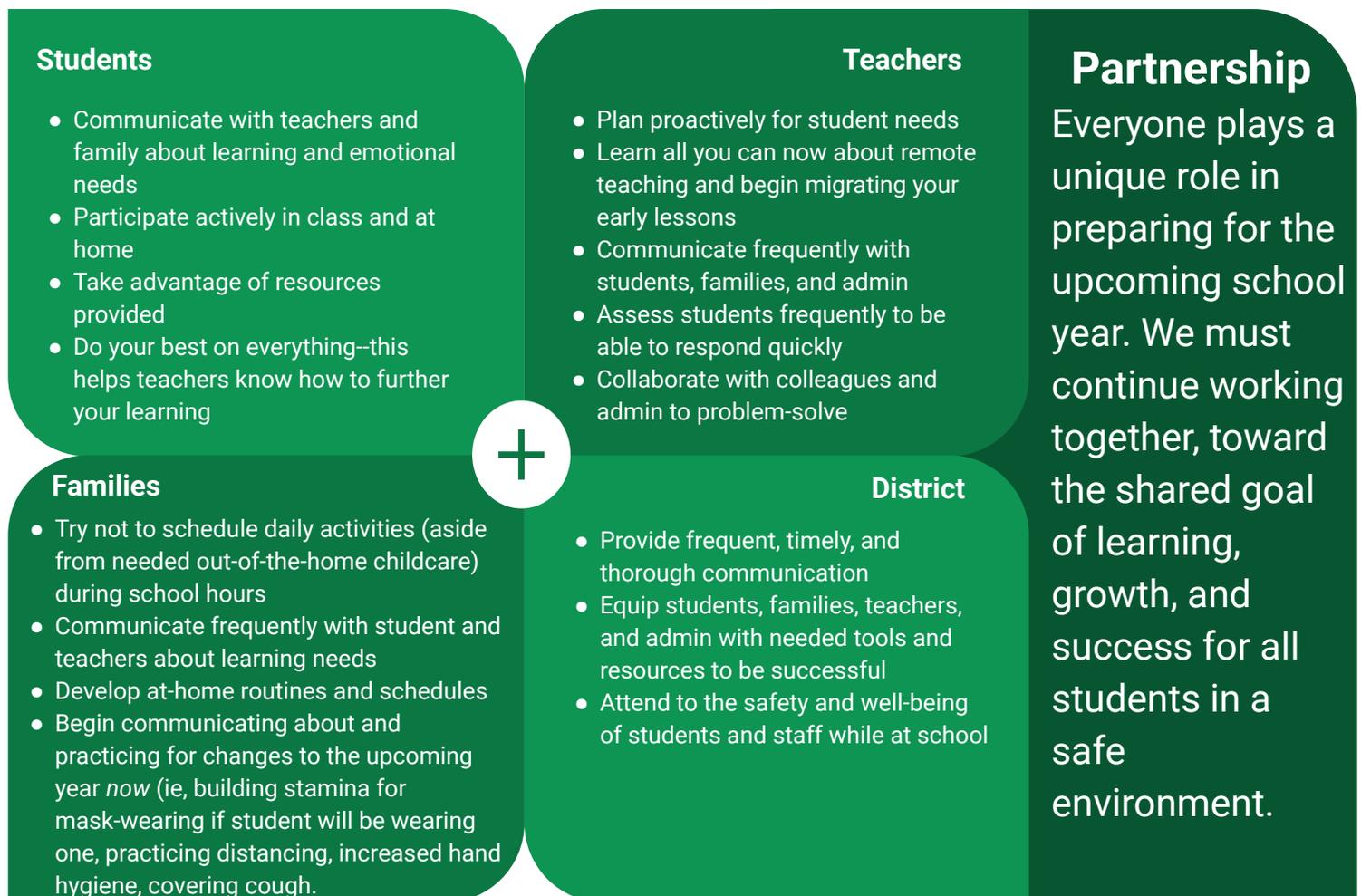
Phone and Email - We utilize both internal emailing to communicate with staff, as well as SchoolMessenger phone calls and emails to communicate with all patrons. It will be essential to check email daily to ensure everyone is up-to-date with the day's plan.

Twitter - [DeSoto73](#)

Facebook - [DeSoto73Schools](#)

Website - www.desoto.k12.mo.us

Parent-Student-Teacher-District Learning Partnership



D#73 RETURN TO SCHOOL

Thank you to everyone for responding to the survey sent to parents in May, we were very excited to see a response rate of over 50% of our families. Your continued assistance and partnership has been extremely helpful as we work to finalize the plan for a hopeful return to school on August 26. The survey indicated that many are eager to return with minimal impact to our regular schedule. Below are some of the frequently asked questions from the survey. A draft of our preliminary guidelines can be found by visiting our website at <https://www.desoto.k12.mo.us/> Rest assured, every decision will be rooted in our commitment to providing equity and access of instruction, using best practices during a pandemic, in an effort to keep everyone safe.

What will our schedule look like when we return?

- We all know there are some inherent risks as we plan to return to school. We are working to return to a normal schedule as 88.8% of parents indicated they would be in favor of a return with general safety measures in place.
- Our plan includes the possibility of short-term closures of 1 day to several weeks, which will be determined in conjunction with our local health department.
- If these short-term closures become necessary, we will shift to remote learning for all students.

What is D#73 planning for transportation?

- Transportation will be provided as normal as 51.4% of parents who responded to the survey and use school transportation indicated that transporting their student was difficult or unmanageable.
- Additional safety protocols, such as assigned seating, adjusting loading and unloading procedures, increasing bus sanitization, limiting the number of bus changes allowed, and encouraging students over 9 years of age to wear face masks if social distancing is not feasible. [Click here for more details.](#)

What safety measures will D#73 implement?

- We will be asking parents to screen students each day prior to sending them to school. [Click here for screening questions.](#)
- We will teach hygiene practices. We will teach the importance of social distancing, while recognizing it might not be fully attainable in classrooms, on the bus, in hallways, and in common areas.
- Students will be allowed to wear [masks](#) from home, but are not required to wear them.
- Protocols will be in place in the event of an exposure. [Click here for more information.](#)

What if my child is unable to return due to personal safety concerns?

- Students unable to return will be placed on virtual courses through Launch.
 - K-5 must remain in virtual class for at least a quarter.
 - 6-12 must remain in virtual class for at least a semester.
- Contact your student's building principal if alternate arrangements are needed.

How can I stay informed?

As 93.2% of parents indicated they preferred getting information via phone/email, we will continue to communicate to you through this format as we finalize plans. You can also stay informed by visiting our district [Facebook](#), [Twitter](#), and [website](#). Please ensure your contact information is always up-to-date with your building office.



D#73 RETURN TO SCHOOL

Teachers have accepted two challenges for returning to school this fall: making up for lost learning time due to the spring 2020 closure and migrating learning to at-home delivery, if necessary. Communication about how this will take place, where to go to access resources and help, timelines, etc. will come directly from classroom teachers, but we wanted to provide an overview of district processes and plans regarding academics in the fall.

How will we make up for lost learning time from our spring 2020 closure?

- Teachers will use regular ongoing formative assessment and district benchmark tests to identify gaps in background knowledge (that students might have missed during the closure). This missing background knowledge is needed to learn grade-level content.
- Teachers will deliver lessons that fill in these gaps prior to introducing new grade-level material.

How will we keep teaching and learning if we have to close again?

- Teachers are preparing their Remote Learning Plans for their classrooms. These will include options for accessing classwork online and unplugged. We have provided migration tools and professional development to help teachers move in-class activities to at-home activities.
- Teachers will be available on Google Meet and by phone for specified office hours (communicated directly from teachers). This regular, direct contact will allow for quick correction and help.

What is the expectation for participation in remote learning if we have to close again?

- When we are not at school, students will be considered "in attendance" if they are completing the work sent home from their teacher, during the timeline outlined. This could include logging in for a short lesson, watching a video, completing a writing assignment on paper, logging reading, etc. Students should not schedule activities/additional work shifts during normal school hours.
- Grades will not be "hold-harmless" like they were during the spring closure. Incomplete assignments will result in a zero for that assignment in the gradebook.

How can I learn more about how to support my student(s) when learning at home?

- 60.6% (518) parents said they would be interested in training on remote learning (both virtual and unplugged). The district has planned a calendar of helpful sessions. These, along with registration, will be housed at <https://bit.ly/D73AMI>
- Helpful tutorials will be housed at <https://bit.ly/D73AMI>

How will my teacher(s) communicate plans with me?

- On the first days of school, teachers will go over the Remote Learning Plan with students. Students will write down their login information and store the plan safely at home.
- Prior to any future closure, teachers will communicate directly with their families the anticipated length of the closure and which piece of the Remote Learning Plan students will be responsible for while learning at home.



See the reverse side for information about safety and logistics