LEARN
SBISD

Distance
Learning

PreK 3-4

Early Learning Priorities and Considerations

Content Delivery
- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Distance learning for PK children will remain sensitive and respectful of the needs of young children.
- It is expected that students in PK will need higher levels of parental/ guardian involvement.

Interaction
- The primary communication tool will be email and ITSL.
- Students will have both live zoom sessions for direct teaching and recorded video lesson segments.
- Learning will include off-screen and on-screen learning activities.
- The PK teacher will provide parents with opportunities to holistically maintain and develop physical-emotional skills, foundational literacy and numeracy skills, fine and gross motor skills through daily connections in the form of live sessions and pre-recorded sessions, guided activities, experiences, and challenges, and adaptive software.

Assessment
- Multiple forms of assessment will be used to monitor student learning.
- Literacy formative assessments will include PK Checklists, ITSL, Observation Survey, and Benchmark Reading.
- Summative assessments will include five components of CIRCLE Progress Monitoring Instrument.
- Parents may be asked to share student work through ITSL submissions for progress monitoring.
- If an assessment cannot be reasonably completed remotely, parents may be asked to bring their student to campus or district facility, at a designated and scheduled time, to complete the assessment. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

PK-3 and PK-4: Approximate Time Frames for Learning

Approx. per Day	Subject Area
20 minutes	Morning Meeting (Opening the day and read aloud)
120 minutes	Emergent Literacy skills focused on Read Aloud and Response to Readings, Book Making/Writing, Vocabulary and Phonics Activities
15 minutes	Istation Reading
30-45 minutes	Emergent Numeracy skills focused on math tasks using manipulatives focused on counting, sorting, and problem-solving
15 minutes	Istation Math
15 minutes	Music and Movement
60-120 minutes	Creative, Imaginative Play (building with blocks, boxes, dramatic play, art project, cooking, board games)
Flex Learning	Extended time offers opportunities to …. • Explore project based learning and participate in various phases of class projects focused on science or physical studies topics • Read and write independently • Additional focus on essential learning targets • Create individual books • Outdoor play

NOTE:
1) Student schedules will be communicated by the online teacher of record.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.

PK-3 and PK-4 Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	Assessment Process in a Virtual Environment
Anecdotal Records	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
PK Checklist	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
LEVEL 2 - Defined as district-level assessments	
Assessments	Assessment Process in a Virtual Environment
Observation Survey	ZOOM virtual testing protocol ; 1:1 with teacher
F&P Benchmark Running Record	ZOOM virtual testing protocol ; 1:1 with teacher
PK Checklists	ZOOM virtual testing protocol ; 1:1 with teacher
CIRCLE	ZOOM virtual testing protocol ; 1:1 with teacher
LEVEL 3 - Defined as state and national assessments	
Assessments	Assessment Process in a Virtual Environment
Pre-LAS	State recommendation- TBD
CIRCLE	State recommendation-TBD

Special Learning Needs: ARD/IEP/504 committees will determine the unique needs of students to determine support and service recommendations for students attending school virtually. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met.