

---

# THOMAS J. KENNY ELEMENTARY SCHOOL

## COMMUNITY HANDBOOK

---



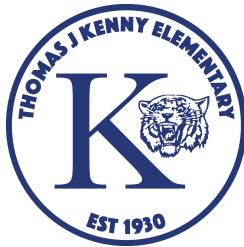
## SY 2020-2021

---

[Traducir este documento](#) | [tradwi dokiman sa a](#) | [dịch tài liệu này](#) | [ترجمة هذه الوثيقة](#)

1. In the top menu, click > Tools > Translate document > Select a language > Click Translate.
  2. A translated copy will open. This may take a few minutes because of the size of this document!
- 

Thomas J. Kenny Elementary School  
School Phone: 617-635-8789  
School Website: [www.tjkenny.org](http://www.tjkenny.org)  
Social Media: @tjkennyschool



### The Kenny School Pledge:

Our pledge defines what it means to show school spirit and "Kenny P.R.I.D.E."  
Each morning, students and staff recite the Kenny Pledge below:

*As a member of the Kenny community...*

*I Persevere.*

*I don't give up, even when things get tough.*

*I am Responsible for the choices I make. I am in control of my own behavior.*

*I have Integrity. I am honest and kind.*

*I am Dedicated to my education.*

*I put forth Effort towards my goals.*

*Today and every day, I have*

**KENNY P.R.I.D.E.**A Message from Principal Bryan

---

### Thomas J. Kenny School Mission:

The Thomas J. Kenny Elementary School is a K-6 Boston Public School that is committed to providing each child with rigorous academic instruction and meaningful enrichment opportunities in a safe and supportive environment. Alongside students, families and community partners, Kenny teachers develop students' unique talents and provide them with the knowledge and skills to critically and creatively participate as leaders in their school, community and world. With an emphasis on responsibility, integrity and effort, Kenny students are prepared to succeed as leaders in high school, college and beyond.



*"The future depends on what you do today." -Mahatma Gandhi*

Dear Kenny Community,

Welcome to a new school year – one like no other. First, I want to acknowledge how difficult this time is for students, families and staff. The uncertainty and continued inconsistency of this time presents us all with immense challenges, especially the most vulnerable among us. Inconsistent, last-minute communication is the antithesis of how we strive to engage and support our school community. But, we will continue forward in service of our students, and we remain more committed than ever to their success and happiness. On behalf of all of the entire Kenny staff, thank you for your compassion, your resiliency, and your continued support of our school community.

At this time, all Boston Public Schools will begin with **remote-only instruction for all students on September 21st**. A phased-in hybrid model will begin with 2-days/week of in-person instruction for students identified for **priority in-person instruction** on October 1st. In-person/hybrid instruction will begin for all students/families who opted into hybrid learning in grades K0-3 in late-October, and grades 4-6 in early November. Throughout the school year, families will have the option of transitioning into or out of in-person learning.

Families who would like to request a change between remote and hybrid or group A and B should visit [bostonpublicschools.org/reopening](http://bostonpublicschools.org/reopening) and submit the change request form. Students eligible for 4 days of in-person learning received a form on 9/14 from Panorama to allow them to indicate a preference for 2 or 4 days. More information about cohorts, timelines and family options is included in the ["Summary of Key Information"](#) section.

As a community, we must accept and prepare for the reality that when school facilities reopen, there will be the risk of exposure to COVID-19. This may require (at least) the temporary closure of a classroom, floor, the whole school –or the entire District – for a period of time.

- Sept 21: All students in grades K0-6 begin with **remote-only** instruction.
- October 1: Students identified for Priority In-Person instruction may begin **hybrid** instruction
- Oct. 15: All **Cohort-B** students in K0, K1, and K2 may begin **hybrid** instruction
- Oct. 19: All **Cohort-A** students in K0, K1, and K2 may begin **hybrid** instruction
- Oct. 22: All **Cohort-B** students grades 1-3 may begin **hybrid** instruction
- Oct. 26: All **Cohort-A** students in grades 1-3 may begin **hybrid** instruction
- Nov. 5: All **Cohort-B** students grades 4-6 may begin **hybrid** instruction
- Nov. 9: All **Cohort-A** students in grades 4-6 may begin **hybrid** instruction

Over the course of this pandemic, we will face challenges, and the impact of those challenges will not be equal, as deep racial and class inequities continue to plague the most vulnerable among us. Because of this, this year's plans and priorities are grounded in equity, and focused on **building authentic connections** – to learning materials, each other, and the world around us. Now more than ever, students, families and teachers need authentic connections and trusting relationships for learning and healing to occur. We aim to use this period of remote and hybrid learning to create a personalized, culturally responsive learning environment that provides students with meaningful, grade-appropriate academic instruction, and daily social-emotional learning activities.

Within this handbook are the Kenny School's plans for reopening, including detailed expectations for academics, health, safety, social-emotional learning, family engagement, technology and more. Consider this handbook a "living" document. **As new information is received, this handbook will be updated to reflect new policies and procedures.** Information that is revised or added will be noted as "comments" [see right] with a date that can be viewed in the margins of each page.

For some, a detailed plan provides a sense of calm and predictability. For others, the wealth of information amplifies anxiety. **For this reason, you may choose to read this entire handbook, or to view a summary of the most important information for parents/guardians, immediately following the table of contents.**

As a staff, we commit to frequent communication throughout the school year through shared weekly learning schedules, newsletters, phone calls, emails, and posts on our website [[www.tjkenny.org](http://www.tjkenny.org)] and social media [@tjkennyschool]. **We encourage families to download the Talking Points app onto their phones.** You can use this app to communicate directly with school staff in your home language! You will receive a text message from the school to set up your account if your phone number is updated and accurate in our system.

Additionally, families can subscribe to the [Kenny Community Google Calendar](#) to view and receive reminders about school events. Teachers will also reach out in September to schedule regular communication with students and families.

#### To add the Kenny Calendar to your Google Calendar:

You can only add a calendar using a link if the other person's calendar is public.

1. On your computer, open [Google Calendar](#).
2. On the left, next to "Other calendars," click Add  From URL.
3. Enter the [calendar's address](#) in the field provided.
4. Click Add calendar. The calendar will appear on the left side under "Other calendars."

It might take up to 12 hours for changes to show in your Google Calendar.

**Families can request support or information anytime about online platforms, academics, family resources and more using this link: [Kenny Elementary School Support Request](#).** A staff member will respond to your request as soon as possible, with a goal of 1-2 school or business days.

The wellbeing of our school community is always at the forefront of our minds, and we appreciate your collaboration and patience as we collectively transition into something that is new and uncertain for all of us. **Together, we will work to heal the pain of trauma, protect our collective safety, and keep our children learning, regardless of what the future holds.**

As always, please feel free to reach out with any questions, concerns or suggestions using the link above, by calling 617-635-8789, or by emailing: [tjkennyschool@gmail.com](mailto:tjkennyschool@gmail.com).

Sincerely,  
Principal Bryan  
[tjkennyschool@gmail.com](mailto:tjkennyschool@gmail.com) | Cell: 617-909-4613

## **TABLE OF CONTENTS (--> Click Title in Contents to Jump to Section)**

<b>The Kenny School Pledge:</b>	2
<b>KENNY P.R.I.D.E.A Message from Principal Bryan</b>	2
Thomas J. Kenny School Mission:	2
<b>TABLE OF CONTENTS (Click Title in Contents to Jump to Section)</b>	5
<b>Summary Of Key Information:</b>	9
<b>Kenny School 2020-2021 Priorities</b>	9
This year, our priorities are grounded in 4 Cs:	9
<b>Kenny School Fall 2020 Dates for Families:</b>	10
<b>Health &amp; Safety:</b>	11
Paperwork and Medication For School: (ALL)	11
<b>COVID-19 Safety</b>	12
Emergency Information:	12
Daily Screening:	12
Every day - before sending students to school or allowing them to board a school or public bus to get to school, parents/guardians must complete the home health screening checklist for each BPS student.	12
Proper use of masks and Personal Protective Equipment:	13
Bathroom Usage	13
Mask Breaks:	13
Hallways:	13
Medical Waiting Room:	13
Documentation:	14
Ventilation:	14
Sanitation & Cleaning:	14
Health Services / Nurse Office Procedures:	14
<b>Shared Items &amp; Classroom Spaces</b>	15
Seating Arrangements:	15
Early Childhood Classrooms:	15
Common Spaces:	16
Meals & Recess:	16
<b>Commitment to Anti-Racist, Culturally Sustaining Practices</b>	17
<b>Summary of School Supplies &amp; Technology:</b>	18
Access to BPS Chromebooks & Online Sites:	19
Student login and password information:	19
Student & Parent Tutorials:	19
Misuse of and/or Damage to Chromebooks:	19
Return of Kenny School (2019-2020) Chromebooks:	19
Low and No-Cost Internet Options	19
<b>Remote &amp; Hybrid Learning Models &amp; Schedules:</b>	20
School Hours: 9:30-4:10pm	20
Synchronous vs. Asynchronous Time:	20
In-Person "Hybrid" learning weekly schedule:	20
Remote / Hybrid Structure:	20
<b>Daily Schedules:</b>	21
<b>Attendance &amp; Participation Policies:</b>	22
Daily Attendance	22
Fully Remote Attendance:	22
Hybrid / Remote Attendance	22
<b>Summary of Arrival, Dismissal &amp; Transportation Information:</b>	23
Bus Transportation:	23
Parent Drop-Off / Pick Up:	23
Summary of Dismissal Procedures:	23
<b>Summary of Key Supports For Families:</b>	24
Family Communication:	24
Equity Roundtables:	24
Race-based affinity groups:	24
"Family Fridays" - Student, Parent & Teacher Class Meetings	25

Parent/Teacher Communication:	25
Student/Teacher Communication:	25
Additional Places For Information:	25
<b>Key Contacts</b>	<b>26</b>
<b>2021 Priority-Driven Actions:</b>	<b>27</b>
Summary of Priority Actions:	27
Launch: September 8 - October 9 - Key Actions	27
Priority #1: Summary of Key Actions:	27
Priority #2: Summary of Key Actions:	28
Priority #3: Summary of Key Actions:	28
<b>Breakfast, Lunch, Recess &amp; Dismissal</b>	<b>29</b>
Meals & Recess:	29
Recess:	29
<b>Arrival:</b>	<b>30</b>
Fire code and safety:	31
<b>Morning Meetings &amp; Social-Emotional Learning</b>	<b>32</b>
SEL & COVID-19:	32
Whole-School SEL Actions To Achieve Our Goal / SEL Priority:	32
Overview of Morning SEL Meetings:	33
<b>Crisis Assistance &amp; Support:</b>	<b>34</b>
Refocus:	34
Additional Crisis Support Resources For Students and Families:	35
Additional Social-Emotional, COVID-19, and Race/Equity Resources:	35
Variety of Kenny Curated SEL Resources (E-Learning Site)	35
<b>Curriculum, Instruction &amp; Academics:</b>	<b>36</b>
Culturally Responsive Teaching:	36
Culturally Responsive Practices Include:	36
Culturally Responsive Teacher's Checklist:	36
<b>English Language Learners &amp; ESL Instruction:</b>	<b>37</b>
Special Education:	37
Academic Acceleration & Intervention:	37
<b>Mathematics:</b>	<b>38</b>
Mathematics KO-K1	38
Mathematics Grade K2 Learning Summary:	38
Mathematics Grade 1 Learning Summary:	39
Mathematics Grade 2 Learning Summary:	39
Mathematics Grade 3 Learning Summary:	39
Mathematics Grade 4 Learning Summary:	40
Mathematics Grade 5 Learning Summary:	40
Mathematics Grade 6: CMP Learning Summary:	40
<b>Eureka Math Digital Suite &amp; Materials K2-5</b>	<b>41</b>
Eureka Math Online "In Sync" Program:	41
Priority Standards	41
Student Workbooks:	41
Workbook Contents:	41
<b>ELA / Literacy</b>	<b>42</b>
<b>Guided Reading K-6:</b>	<b>42</b>
Look up a book's Lexile Level here: <a href="https://hub.lexile.com/find-a-book/search">https://hub.lexile.com/find-a-book/search</a>	42
Reference Chart: Text Lexile Levels for Beginning & End of Year:	42
<b>English Language Arts Grades K-2:</b>	<b>43</b>
Focus on Pre-K:	43
Focus on K2:	43
Focus on First:	43
Focus on Second: Find Free Online Access to Grade 2 Books Here	43
<b>English Language Arts Grades 3-6:</b>	<b>44</b>
Grade 3 ELA:	44
Grade 4 ELA:	45
Grade 5 ELA:	45

Grade 6 ELA:	45
<b>History / Social Studies:</b>	<b>46</b>
Overview of Social Studies K-6	46
Overview of Social Studies Topics K-6	47
<b>Science /STEM:</b>	<b>48</b>
Science Overview: Grades K-6	48
Science Units: Grades K2-6	49
STEM Websites and Resources:	49
<b>2020-2021 BPS Assessment Expectations</b>	<b>50</b>
Adjustments to Assessment System due to COVID-19	50
2020-2021 Formative Assessments	50
2020-2021 Summative Assessments	51
SY 2021 Assessment Calendar	52
<b>APPENDIX A: Data Used To Inform SY2021 Plan</b>	<b>53</b>
<b>High-Level SY2020 Summary [Student Survey Feedback]</b>	<b>53</b>
What materials or supplies would have been helpful for you to have at home during online learning?	55
<b>High-Level Summary [Parent/Guardian Responses]</b>	<b>57</b>
PARENT SURVEY TOP TRENDS:	58
Staff feedback in the development of our SEL Plan:	60
<b>NEXT SECTION FOR STAFF ONLY</b>	<b>61</b>

## Summary Of Key Information:

### Kenny School 2020-2021 Priorities

*"This moment offers an opportunity to pause and imagine how to bring together educators, students, families and community partners to co-create transformative learning experiences that cultivate the social, emotional, and academic competencies needed to contribute to a caring, thriving, and just society."*

*-From CASEL roadmap for Reopening*

This year, our priorities are grounded in 4 Cs:

-  [Collaboration](#)
-  [Consistency](#)
-  [\(human\) Connection and](#)
-  [\(grade-level\) Content](#)

#### Instructional Focus

**Priority #1:** Students will engage in independent and collaborative learning tasks that are grounded in grade-level standards, culturally responsive practices, and include necessary accommodations to meet their individual academic and social-emotional needs.

**Priority #2:** Students, families and staff will cultivate and deepen relationships through consistent communication and collaboration to create a safe, supportive and equitable environment for all members of our school community.

**Priority #3:** All staff will actively engage in adult learning and collaboration that results in consistent, whole-school remote and in-person planning, instruction, and SEL norms that are rigorous, equitable, and anti-racist.

## Kenny School Fall 2020 Dates for Families:

- **September 1:** Kenny Community Conversation (via Zoom) for all staff and families (Zoom)
- **September 14-18:** Introductory phone calls to all families by homeroom teachers.
- Parent University Session 1 – September 17, 6:00-8:00pm: "Supporting home-learning: creating systems, structures and supports for students while acknowledging the stress and challenges of parenting in a pandemic." RSVP for this session [here!](#)
- **September 21:** Remote learning begins for all students.
- **Wednesday, September 23: Families to pick up school supplies on designated days and times. *Dates updated due to shipping delays.***
  - All families may fill out an emergency card (while waiting) in addition to note cards with goals, worries, interests and hopes for the year.
  - All students, families and staff must wear face masks and maintain 6' of social distancing at all times. Families may park on Adams St, Minot Street, Delmont Street, and other surrounding streets. Please do not block driveways or ramps!
  - Families may pick up supplies for all siblings at the same time. If you are unable to make this time, please reach out to the school to schedule an appointment for pick-up.

Wednesday, Sept. 23: 10:00-11:00am	<i>Grades K0, K1 (Back of Building - Delmont Street) Grade K2 (Side/Front of Building - Oakton Avenue)</i>
Wednesday, Sept. 23: 11:30-12:30pm	<i>Grade 1 (Back of Building - Delmont Street) Grade 2 (Side/Back of Building - Oakton Avenue)</i>
Wednesday, Sept. 23: 1:00-2:00pm	<i>Grade 3 (Back of Building - Delmont Street) Grade 4 (Side/Back of Building - Delmont Street)</i>
Wednesday, Sept. 23: 2:30-3:30pm	<i>Grade 5 (Back of Building - Delmont Street) Grade 6(Side/Back of Building - Delmont Street)</i>

- **September 25, 2020:** All guardians are expected to submit a completed emergency card by this date. A paper-based version will be provided by the school on September 23, and can be [downloaded here](#). Emergency contact information can also be updated online [using this link](#).
- **Oct. 1:** Students with the highest needs begin hybrid instruction
- **Oct. 2:** Our First "**Family Friday**" with students, teachers and care-takers participating together in a virtual morning meeting (see section: [Social Emotional Learning](#) for more information)
- **Oct. 15 and Oct. 19:** Grades K0, K1, and K2 begin hybrid instruction (based on cohort)
- **Oct. 22 and Oct. 26:** Grades 1-3 begin hybrid instruction (based on cohort)
- **Nov. 5 and Nov. 9:** Grades 4-8 begin hybrid instruction (based on cohort)

*Subscribe to the [Kenny Community Google Calendar](#) to view and receive reminders about school events!*

## **Health & Safety:**

Below is a general list of paperwork and medication that is needed for each student, with additional needs categorized by diagnosis:

### **ALL Students:**

- As of August 2020, the [Flu Vaccine](#) is a requirement for all students to attend school. Please, contact your health care provider to schedule an appointment. You should use this appointment to complete a current Physical Exam, update all immunization including the Influenza vaccine, medication refills, and any necessary paperwork for the school year. Attached to this email you will find copies of the Medication Authorization form, Asthma Action Plan, Allergy Action Plan, Seizure Action Plan, and the Medical Release Form.
- Medications must be in the original boxes with a prescription label and must be accompanied by a signed Doctor's Order, a signed Parental Consent, and an Action Plan.
- Boston Public School requires a physical examination report to be on file with the school nurse's office and be updated every year. A physical exam performed within one year is acceptable.

### **Paperwork and Medication For School: (ALL)**

- Up to Date Physical Exam: Must be within 1 year.
  - If you need a copy of the Physical Exam faxed directly to the Health Office, please complete the Medical Release form.
- Current Flu Shot and up-to-date immunization.
- Specific medications for students with a medical diagnosis
- Asthma or Allergy Action Plan, Signed Doctor's Order, Signed Parent Consent

### **Students with Asthma:**

- Asthma Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- Inhaler with Spacer

### **Students with Allergy:**

- Allergy Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- EpiPen

### **Students with Seizures:**

- Seizure Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- Specific Medications

Feel free to use any of the modes of communication listed below to schedule an appointment with the school nurse before coming to the building. Your cooperation will aid in providing prompt and effective care for all students.

**Pallas James RN, School Nurse:** (781) 607-4518, Available: Mondays to Thursdays from 11 AM - 12PM

Email: [pjames@bostonpublicschools.org](mailto:pjames@bostonpublicschools.org) [Click to Zoom](#)

Click to Schedule through Calendly: <https://calendly.com/pjames-5>

## COVID-19 Safety

Our collective safety depends on our shared trust and commitment to our safety protocols. Guardians are trusted and expected to complete the Home Screening Checklist daily, and to keep students home according to the guidance below:

### **1. Emergency Information:**

- It is important that we are able to reach you in an emergency. Prior to starting school (or on a student's first day), **parents must submit a completed emergency card.** A paper-based version will be provided by the school and can be [downloaded here](#). Additionally, you can update your information online [using this link](#).

### **2. Daily Screening:**

- Every day - before sending students to school or allowing them to board a school or public bus to get to school, parents/guardians must complete the [home health screening checklist](#) for each BPS student.
- If a student has any of the symptoms in the daily home-screening checklist, **they must be tested for COVID-19 before returning to school.** Any student that does not have any symptoms but has been exposed to a COVID-19 positive person must stay home from school and quarantine for 14 days.
- Individuals determined to be close contacts of a person with a positive test will be referred for COVID-19 testing. They may not return to school until they have completed a 14-day quarantine, measured from the date of last contact with a confirmed positive case. If the close contact later tests positive for COVID-19, that individual will isolate for at least 14 days after symptom onset and may not return to a school building until 24 hours have passed with no fever (without the use of fever reducing medication) and with improvement in other symptoms.

BPS Family At-Home Health Checklist	
<b>YOUR CHILD MUST STAY HOME</b> if your child or anyone in the home have any of the symptoms listed below:	
<input type="checkbox"/> <b>Fever</b> (100.4° F or higher without the use of fever reducing medicine), <b>chills</b> , <input type="checkbox"/> <b>or shaking chills</b> <input type="checkbox"/> <b>Cough</b> (not due to other known cause, such as chronic cough) <input type="checkbox"/> <b>Difficulty breathing or shortness of breath</b> <input type="checkbox"/> <b>New loss of taste or smell</b> <input type="checkbox"/> <b>Sore throat</b> <input type="checkbox"/> <b>Headache</b> (when in combination with other symptoms) <input type="checkbox"/> <b>Muscle aches or body aches</b> <input type="checkbox"/> <b>Nausea, vomiting, or diarrhea</b> <input type="checkbox"/> <b>Fatigue</b> (when in combination with other symptoms) <input type="checkbox"/> <b>Nasal congestion or runny nose</b> (not due to other known causes, such as allergies) (when in combination with other symptoms)	
<b>OR</b>	
<input type="checkbox"/> <b>If your child is in contact with a household member who has an active COVID-19 diagnosis</b> who has not yet been cleared from isolation by Boston Public Health Commission.	
If your child does NOT have any symptoms BUT has been exposed to a COVID-19 positive person, your child must stay home from school and quarantine for 14 days. Contact your primary care provider, the Boston Public Health Commission or your school nurse for further guidance.	

- Although the written results of the checklist do not need to be submitted to the school, if the checklist reveals that a student has any COVID-19 related symptoms the parent/guardian must:
  - Keep the student home; do not send the student to school.**
  - Report the absence to their school administration and school nurse, noting if the absence is COVID-19-related.
  - Schedule COVID-19 testing through the family's primary care doctor or community health center.

**3. Proper use of masks and Personal Protective Equipment:**

- Students will be reminded daily of personal protective measures, and our school-based safety measures. These include: Wearing of Masks, Social distancing, Hand washing / Sanitizing, Lunch and Recess Procedures, Classroom Materials and Cleaning of Surfaces, Bathroom usage and more.
- **All staff, students and approved visitors are expected to maintain social distancing of 6-feet at all times.**
- **Everyone is expected to wear a mask whenever inside a BPS building or vehicle, or outside on school grounds when others are within a distance of six feet or less.** Accommodations will be made for our youngest learners and their teachers, including clear masks and additional protective equipment for staff who work with students who are unable to wear masks due to medical, emotional or other unique factors.
- **BPS expects all students and staff to bring and wear their own cloth masks.** Anyone who forgets their reusable mask will be provided a disposable mask to wear on the bus and within the school building. Staff will teach appropriate mask wearing and storage, to aid students in how to best protect themselves, their classmates and teachers. Masks should be washed daily. **Scrubbing (with friction) your child's mask using hot water and soap in a sink at home is effective when you aren't able to use a washing machine.**

**4. Bathroom Usage**

- Students are not permitted to use the bathroom during transition times (breakfast, dismissal), and must use a bathroom sign out system to reduce the number of students in bathrooms at one time. Bathrooms and hallways will include social distancing signage and hand-washing procedures. Additionally, students are required to sanitize their hands upon exiting and entering any new space in the building.

**5. Mask Breaks:**

- Spaces for mask breaks will allow for students to be unmasked while at least 6 feet apart, outdoors when weather permits.
- Markers will identify where students will be located to maintain 6 feet of separation.
- Hand washing facilities or hand sanitizer will be available upon entering and leaving this space.
- Napkins or paper towels for masks will be provided (inside face up) when removed.
- As mask wearing **is** recommended for children younger than second grade, it is important for these students to have additional mask breaks during the day.

**6. Hallways:**

- Hallways, doorways and stairwells are redesigned to be one-way to avoid crowding. Signage and equipment is installed to enable effective health and safety procedures.

**7. Medical Waiting Room:**

- **We will strictly adhere to the district's Symptomatic Student Protocol.**
- A separated space from the nurse's office will be used when a student presenting COVID-19 symptoms needs to be separated. When occupied, the medical waiting room will be monitored by appropriate staff.
- Masks are always strictly required in this space, even for students in kindergarten and grade 1. The individual supervising this space will maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles. Nurses or other staff in this area will be equipped with N-95 masks. If a student is unable to wear a mask, there will be no other students in this room.
- Hand washing facilities or hand sanitizer needs to be used when entering and leaving the space, as well as before and after eating.
- If any food or drink must be consumed before the student is picked up, the individual will be walked outside to consume food or drink if possible (because the mask will have to be taken off for eating). If it is not possible to go outside, one student can consume food or drink at a time in the medical waiting room, but, again, only if all others remain at least 6 feet away.
- All people in the COVID-19 waiting room must be as far apart as possible and no less than 6 feet apart, even when masked.

**8. Documentation:**

- A visual drop-off/pick up, entry/exit and transition plan (see [arrival/dismissal](#)) will be shared and posted.
- Information will be provided to families in their primary language.
- DESE will provide a checklist of symptoms and other guides to assist schools, families & students

**9. Ventilation:**

- BPS Facilities has checked all classroom spaces to confirm that windows are operable, as windows are the primary source of ventilation for our school building. Windows and doors will remain open (not including exterior doors for safety), year-round, with window fans in each classroom space and increased heating throughout the winter.

**10. Sanitation & Cleaning:**

- Appropriate hand sanitizer and CDC-recommended cleaning materials will be available on every bus, in school entryways and hallways, and in every classroom. Students and staff will adhere to frequent hand sanitizing/washing protocols. High-touch areas and bathrooms will be cleaned and disinfected based on a set schedule of increased frequency.

**11. Health Services / Nurse Office Procedures:**

Ms. James, our full-time school nurse, will be at the school daily. **Additionally, families can access our virtual nurse office hours** using the link on our [home-learning website](#). Please feel free to call or email Nurse James to schedule an appointment.

Due to the complexities of the COVID-19 pandemic, a few changes will be made to the daily operation of the health office to mitigate the spread COVID-19 within our Community:

1. Every staff member must call the nurse before sending students to the health office using their classroom intercom system.
2. Minor paper cuts, scrapes and bruises (not including head injuries) will be taken care of in the classroom or the playground. Band-aids and towelettes will be provided to each classroom. Allowing students to participate in self-care promotes self-confidence, self-control and resiliency.
4. Students with daily medication will be sent to the health office at their scheduled time with a pass from their teacher. A schedule will be sent to each instructor. Please call the office prior to sending the student from the classroom for any reason, including medication.
5. Any student with signs and symptoms of COVID-19 must be escorted straight to the Medical Waiting Room by a staff member (not another student). Call the health office via phone or intercom to allow the nurse sufficient time to don the proper PPE.
6. All staff members with signs and symptoms must contact the nurse via phone or email so that we can keep accurate documentation for contact tracing purposes. Please keep lines of communication open regarding your own health, so the nurse has the information needed to make well informed decisions.
7. Students must be sent to the nurse with a paper Health Office Pass that includes the full name and a brief note regarding the issue. This allows for a quick process in and out of the health office. The targeted goal for students to be in and out of the health office is 10 minutes. This time changes only if the student has a more complex complaint. A quick turnaround decreases prolonged exposure in the event of a positive COVID case and other seasonal diseases such as the flu, in addition to minimizing time spent out of the classroom.
8. Student COVID results will not be sent to school nurses, nor will nurses be conducting contact tracing at the school level. Please do not call the health office for student or staff results as HIPAA and FERPA prevent disclosure of this information.

## Shared Items & Classroom Spaces

### **12. Shared Items:**

- New classroom protocols reduce the passing of supplies and sharing of items between students:
  - Limited sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
  - Supplies and equipment limited to one group of children at a time, with cleaning and disinfecting between uses.
- Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures. However, students will be provided with online versions of lesson materials to access using their Chromebooks, in addition to individual copies of novels, workbooks and daily materials.
- Cleaning and disinfecting will occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) cleaning and disinfecting will occur three to four times per day and/or between uses.

### **13. Shared Supplies: Early Childhood**

- Students in K0-K2 frequently interact with hands-on materials and toys as part of center-based activities. After one group finishes using plastic materials, they will be dropped into a “sanitation station” made from existing water tables for cleaning, prior to the next group using the materials.



### **14. Seating Arrangements:**

- Student desks will be spaced to ensure students are six feet apart, and facing the same direction.
- Communal spaces (e.g., cafeteria, specialist classrooms) are repurposed to provide additional classroom spaces with adequate ventilation and distancing.
- Cubbies will be adjusted to ensure each child's belongings are assigned to an individually labeled space that is separate from others.
- Large furniture was moved or removed as needed (e.g. couches, kidney tables).
- Additional supplies and storage will minimize sharing of high touch materials to the extent possible (e.g., each student will have their own art supplies, writing utensils and curricular materials).
- Specific supplies (including technology, books and materials) will be provided for at-home use to all students, with students bringing all personal items to-and-from home.

### **15. Early Childhood Classrooms:**

- All soft and cloth-based materials removed such as rugs, pillows, stuffed animals, and dress-up clothing. Children can bring their own stuffed animal, but it cannot be shared.
- Young children may also sit on washable mats with plastic trays for items which can be easily cleaned.
- Students participate in different learning activities (“centers”) with each small cohort remaining in one location and materials for the next “center” brought to them after they are sanitized.
- Marked spaces with footprints facing the correct direction the children’s feet would be pointing, to indicate one way in and one way out.

## **16. Common Spaces:**

- Unnecessary communal use / shared spaces are closed. The faculty room is relocated to the cafeteria, as all meals take place outdoors or within classrooms.
- Barriers are set up in high traffic areas or areas where physical distancing between staff cannot be achieved, and our cleaning schedule ensures proper cleaning and disinfecting of barriers by custodial staff.

## **17. Meals & Recess:**

- Students who are learning remotely can pick up meals at [21 meal sites](#) from 10am-6pm. For students who are learning in the hybrid model, meals will be provided in school via cafeterias or delivered to classrooms and will be eaten in classrooms or designated spaces specific to each building. Students can either take food home with them for their remote learning days or pick up food at the meal sites at Boston Public Schools.
- All lunch and recess periods will take place outdoors (weather permitting), with social distancing and safety measures in place. Students will have an opportunity to select a "PAW" location outdoors that is marked and spaced 6' from others. They may sit and enjoy their lunch in that location. Breakfast will take place in classrooms.
- Students will receive daily guidance in the proper removal and placement of masks before eating. Meals, classes and recess will continue to limit students to their assigned cohorts.
- Masks will be removed once seated and distanced with meals.
- While eating, masks will be placed inside of a designated zip-lock bag attached to each student's desk. Masks will be put back on before leaving their seat.
- During in-person learning, all breakfasts will take place in classrooms. Students will submit meal preferences from our fresh My Way Cafe' in advance.



## **Commitment to Anti-Racist, Culturally Sustaining Practices**



*"People must learn to hate, and if they can learn to hate, they can be taught to love."*  
-Nelson Mandela

Nelson Mandela's words reiterate **the power of teaching and learning to empower or oppress**. Racism is not simple or natural, and yet it is deeply entrenched in nearly every aspect of daily life. Throughout history, and still today, too many children are denied the opportunity to learn and discuss the important history of race in our country. Prejudice, fear, inequity and bias are perpetuated when the impact of centuries of racist institutions are omitted from learning and dialogue.

Together, we must act to prevent our young people from becoming grown people who contribute to - or fall victim to - tragic outcomes fueled by ignorance. Together, we must empower our children with the knowledge to understand the history of racism, so that they can be the generation that brings it to an end.

### **At the Kenny School, we commit to:**

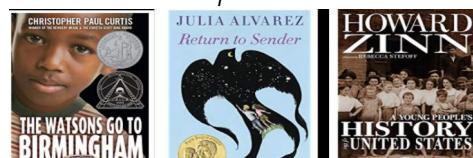
- Engaging students and families in honest dialogue in age-appropriate ways that reduce the potential for re-traumatization or harm, through continued race-based affinity groups for parents and guardians and continued restorative justice circles for students.
- Continued staff learning through professional development focused on race, bias, and culturally responsive teaching. All staff will participate in ongoing bias-based instructional coaching, book discussions, and a 6-hour PD series titled, "How Did We Get Here?"
- Continued analysis and modification of curriculum and materials to address bias and ensure diverse representation. This includes prioritizing time on history and social studies content beyond the minimum state requirements, and implementation of supplemental resources that intentionally incorporate diverse cultures and perspectives.
  - **English Language Arts:** The Kenny School will provide all students in grades 3–6 with a new ELA curriculum titled: "Match Fishtank." [See more information here](#). Through this curriculum, we aim to develop students into critical readers, writers, and thinkers, and to widen their perspectives so that they can better understand themselves and the world around them. Selected texts and assignments both affirm students' cultures, and expose them to great literature.
  - **History / Social Studies:** In addition to utilizing BPS curriculum, students in grades K–6 will receive supplemental content through ["Open Social Studies."](#) formerly called "Understanding Our World." This literacy-focused social studies curriculum allows students to think critically about the past and present world around them. Moreover, it aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.
  - Students in grades 5 & 6 will also read chapters from: ["A Young People's History of the United States"](#) by Howard Zinn, and receive daily social studies as a core-content class.
- Sharing anti-racist resources within and beyond our school community, including [our website with resources and guides geared towards adults and educators](#).

## Summary of School Supplies & Technology:

At the Kenny School, we embrace and encourage digital literacy and the opportunities technology provides, while also recognizing the continued need for creative arts, hands-on projects, books, and resources that allow students to engage in learning without hours of daily screen time. On September 23, families can pick up school supplies that include classroom novels, materials, workbooks, arts and craft supplies, Chromebooks and more.

- Specific materials are meant for students to keep and use at home, **others need to be returned at the conclusion of the unit, term or school year**. See specific supply lists in the section: [school supplies](#).
- See dates and times for materials pick-up by grade in the section: ["Key Dates"](#)
- Access additional student and parent resources on our Kenny School Home Learning Website: [Here](#)

Students enrolled in the hybrid learning model are required to bring necessary materials to/from school, in addition to their Chromebooks. **Complete list of K-6 materials:** [here](#).

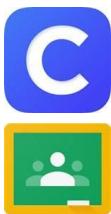
<u>Provided items:</u> These do <u>NOT</u> need to be returned to the school:	<u>Borrowed items:</u> These <u>DO</u> need to be returned at the conclusion of the unit, term or school year:
<p><input type="checkbox"/> Math and literacy consumable workbooks</p> <p><input type="checkbox"/> Glue Sticks, scissors, pencil sharpeners, erasers, etc.</p> <p><input type="checkbox"/> Composition journals and/or subject notebooks</p> <p><input type="checkbox"/> Individual sketch pads, construction paper and other paper/construction materials.</p> <p><input type="checkbox"/> Writing and art utensils (markers, paint, crayons, colored pencils, oil pastels, pens and pencils)</p> <p><input type="checkbox"/> Science supplies (magnifying glasses, etc.)</p> <p><b>K-2 Return Policy:</b> We assume that individual books and materials in grades K-2 will be reread and reused often, and likely to incur damage (<i>food, rips, chewed on by younger siblings</i>). ALL K-2 basic supplies <u>and books</u> are provided as “forever” items and do not need to be returned. <b>Only technology, magnetic lettering and math manipulatives should be returned at the end of the school year.</b> See column on right →</p> <p><b>3-5 Return Policy:</b> ALL 3-6 basic supplies are provided as “forever” items and do not need to be returned. <b>Technology, magnetic lettering, math manipulatives and classroom novels must be returned at the end of the school year.</b> See column on right →</p> <p>Families have access to a <a href="#">multilingual library</a> of things to do and read at home to support <u>native language literacy</u>.</p>	<p><input type="checkbox"/> BPS Technology: Chromebooks, headphones, chargers</p>  <p><input type="checkbox"/> Individual magnetic dry-erase boards, math or literacy classroom manipulatives: grades 3-6 (fraction tiles, base-10 blocks, letter tiles, Wilson or Fundations Reading Program materials)</p>  <p><input type="checkbox"/> Novels (Grades 3-6) must be returned at the conclusion of each unit. Examples:</p>  <p style="color: red; font-style: italic;">*Please take care of these items to the best of your ability so they can be reused for several years!</p>

## **Access to BPS Chromebooks & Online Sites:**

Students are responsible for bringing their Chromebook or laptop/device to-and-from school. All students will receive New 1-1 Chromebooks from Boston Public Schools for this upcoming school year, unless they already received a new Chromebook from the district's Spring deployment. **Due to delays in shipping across the country, families will be contacted with a pick-up date and time as Chromebooks are delivered to the school in phases throughout September. Families with greater needs will be prioritized for first-round distribution.**

To request support with your chromebook, or any issue at all, [use this form!](#)

**Students access most online instruction from Clever and Google Classroom:**



- [Clever](#), or the “BPS Digital Backpack” is where students access many online learning apps used by the district or their teacher’s classroom. Clever has apps in all major content areas. Go to [www.bostonpublicschools.org/backpack](http://www.bostonpublicschools.org/backpack) and log in using your BPS Gmail and password.
- [Google Classroom](#) is the online classroom where students access resources and assignments shared by their teachers. Students go to [classroom.google.com](https://classroom.google.com) and sign in with their BPS Gmail and password.

### **18. Student login and password information:**

Students log into Google, Clever and all assigned apps using their BPS Gmail (\_\_@bostonk12.org) and password. If you are unsure about your student’s email or password you can contact the BPSTechnology Help Desk at 617-635-9200, or follow the steps below.

- Need to reset your (student) password?
  - Watch this short video: [Password Reset Video](#) for instructions on how to reset your student password, or read this [Doc](#). Then, follow this link to reset your password: [Password Reset Link](#)

### **19. Student & Parent Tutorials:**

- Review [How to Access Google Classroom from Home](#), a website with videos in English, Español, Portugués, and Français.
- Review [How to Access Clever at Home](#) or watch an interactive [Clever Login Tutorial](#).

### **20. Misuse of and/or Damage to Chromebooks:**

- BPS Chromebook usage statistics are monitored by schools (recorded as a total # of daily sign-ons per device to BPS sites) and can be turned off remotely in the event of loss, damage, or misuse.

### **21. Return of Kenny School (2019-2020) Chromebooks:**

- Chromebooks should be returned to the Kenny School with their chargers and any other items (such as headphones) that were borrowed at the start of the school year.

### **22. Low and No-Cost Internet Options**

- Eligible families will receive a coupon code to use with Comcast that will allow BPS to pay the full cost of your internet service. Families are encouraged to sign up for the 60-day free trial until coupon codes are available and activated.

## Remote & Hybrid Learning Models & Schedules:

School Hours: 9:30-4:10pm



### Synchronous vs. Asynchronous Time:

Synchronous = “Live” Instruction Facilitated by an Educator

- Face-to-face instruction, in-person or using online tools such as Zoom, Seesaw or Nearpod.

Asynchronous = Student-guided, independent learning

- Includes project-based learning, Lexia, online enrichment or academic programs that are completed independent of a teacher.

### In-Person “Hybrid” learning weekly schedule:

**Cohort A:** Monday + Tuesday in-person --- Wednesday-Friday remote.

**Cohort B:** Thursday + Friday in-person --- Monday-Wednesday remote.

All Cohorts: Wednesday remote-learning only

- Remote & Hybrid Start Time: 9:30am Morning Meeting, breakfast and attendance.
- Remote & Hybrid End Time / Dismissal: 4:00-4:10pm
- Students will have frequent “screen breaks” and scheduled “mask breaks” throughout each day.

### Remote / Hybrid Structure:

- A grade level team consisting of homeroom, ESL, Special Education and paraprofessional educators will collaboratively plan the learning of all students in each grade. Educators work as a team to flexibly group and regroup students based on their strengths and skills. Teams will communicate vital information to monitor academic and social-emotional progress, and to develop additional supports as needed.
- Throughout the day, students have breaks to stretch and move, in addition to mask breaks and outdoor time. There are scheduled breaks for both in-person and remote students.
- Asynchronous (independent learning) opportunities take place for all students on Wednesday afternoons to allow for teacher teams to analyze student work, plan for groupings, and adapt curricula for student and teacher needs. Wednesdays also include electives, project-based learning time, and small group intervention or 1-1 tutoring. Some students will receive small group instruction while others work independently, peer-to-peer, or in a small group.
- Students who are at home remotely will log into their online classroom through Clever (SeeSaw or Google Classroom) for joint whole class and small group instruction, and will have time to engage with peers in learning, or to receive one-to-one support from a member of their team of educators.
- **The original school selection form for remote or hybrid preferences is closed. Families who would like to request a change between remote and hybrid or group A and B should visit [this site](#) to submit the change request form. Students eligible for 4 days of in-person learning received a form on 9/14 from Panorama to allow them to indicate a preference for 2 or 4 days.** Families may complete the form using the link above for each student you would like to request:
  - A change from Group A to Group B OR A change from Group B to Group A OR
  - A change from Hybrid to Remote OR A change from Remote to Hybrid
- Group changes (from Group A to Group B, or from Group B to Group A) will only be allowed to accommodate siblings who are not assigned to the same group, or in cases of extreme emergency. BPS will do their best to grant requests when possible while adhering to health and safety guidelines. Changes from Remote to Hybrid prior to the end of the first marking period may only be allowed in a small number of cases. The district will respond to you as soon as possible, generally within one week.

## Daily Schedules:

Students and parents can access daily and weekly schedules on their individual Google Classroom sites, or through our [Home Learning Site](#). To request support with your schedule - or any issue at all - [use this form!](#)

### Sample Schedule: Kindergarten

	Monday	Tuesday	Thursday	Friday		Wednesday
9:30-10:00			Morning Meeting/SEL on zoom		9:30-10:00	Morning Meeting Daily Overview
			5 minute break			5 minute break
10:05-10:30			Read Aloud & discussion on Zoom		10:05-10:25	Read Aloud zoom
			5 minute break			
10:30-11:00			Fundations/Literacy Centers on Zoom		10:25-10:40	Writing/Drawing asynchronous
			turn of mic & post on seesaw			10 minute break
11:00-11:15			Listening & Feedback on Zoom		10:50-11:05	Math on zoom
			turn off mic and camera or leave zoom			
11:15-12:15			Recess, Lunch, Quiet Reading time		11:05-11:15	Closing on zoom
			return to zoom			leave zoom
12:15-12:50			Writing/Drawing on Zoom		11:15-1:15	Recess and Lunch Quiet Reading Time
			10 minute stretch break			
1:00-1:55			Math/Math Centers: turn off mic, post work on SeeSaw!		1:15-2:15	Centers Google Classroom
			check group schedule			
1:55-2:20	Group A on zoom Group B Seesaw	Group B on zoom Group A on seesaw	Group A on zoom Group B Seesaw	Group B on zoom Group A on seesaw	2:30-3:00	Independent Work
			10 minute snack and stretch break			
2:30-3:00	ART	Phys-Ed	MUSIC	ART	3:00-3:45	Independent Work
			10 minute stretch and bathroom break			
3:10-3:45			Centers turn off mic, post on seesaw		3:45-4:00	Independent Work
			5 minute			
3:45-4:00			Closing Zoom			

### Sample Schedule: Upper Elementary (Grades 5 & 6)

Grade 6 Homeroom 206 with Ms. Stone					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30-9:45					
9:45-10:00	Ms. Stone's Morning Meeting	Ms. Stone's Morning Meeting	Ms. Stone's Morning Meeting	Ms. Stone's Morning Meeting	Ms. Stone's Morning Meeting
10:00-10:15					
10:15-10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:30-10:45					
10:45-11:00	MATH (Ms. Anderson and Ms. Tucker)	MATH (Ms. Anderson and Ms. Tucker)	Identity Project (with Ms. Stone)	MATH (Ms. Anderson and Ms. Tucker)	MATH (Ms. Anderson and Ms. Tucker)
11:00-11:15					
11:15-11:30	BREAK	BREAK	BREAK	BREAK	BREAK
11:30-11:45					
11:45-12:00	ELA (Ms. Stone and Ms. Kenneally)	ELA (Ms. Stone and Ms. Kenneally)	Technology Check-In (with Ms. Stone)	ELA (Ms. Stone and Ms. Kenneally)	ELA (Ms. Stone and Ms. Kenneally)
12:00-12:15					
12:15-12:30	Recess / Break		Lunch / Recess	Recess / Break	
12:30-12:45					
12:45-1:00	Phys-Ed	ART		Digital Music Production	Digital Music Production
1:00-1:15					
1:15-1:30	Lunch / Break		Independent Work	Lunch / Break	
1:30-1:45					
1:45-2:00	SOCIAL STUDIES (Mr. Grande)	SOCIAL STUDIES (Mr. Grande)		SOCIAL STUDIES (Mr. Grande)	SOCIAL STUDIES (Mr. Grande)
2:00-2:15					
2:15-2:30					
2:30-2:45	BREAK	BREAK	Come to the Kenny to pick up School Supplies!	BREAK	BREAK
2:45-3:00					
3:00-3:15	SCIENCE (Ms. Wilson)	SCIENCE (Ms. Wilson)		SCIENCE (Ms. Wilson)	SCIENCE (Ms. Wilson)
3:15-3:30					
3:30-3:45	EXTRA HELP	EXTRA HELP	EXTRA HELP	EXTRA HELP	EXTRA HELP
3:45-4:00					

## Attendance & Participation Policies:

Through consistent daily attendance and participation, students will get more out of their online learning experience than just a grade. Online classrooms run differently than traditional classrooms. These classrooms have the potential to feel cold or distant. Daily attendance and participation impacts student connectedness to their school community. Students must be truly involved on a daily basis to learn and grow with peers in ways that they can not do on their own if just turning in assignments.

Students who are not physically present at school but who demonstrate evidence of participation through work submission and participation in scheduled Zoom sessions will be counted as present.

### Daily Attendance

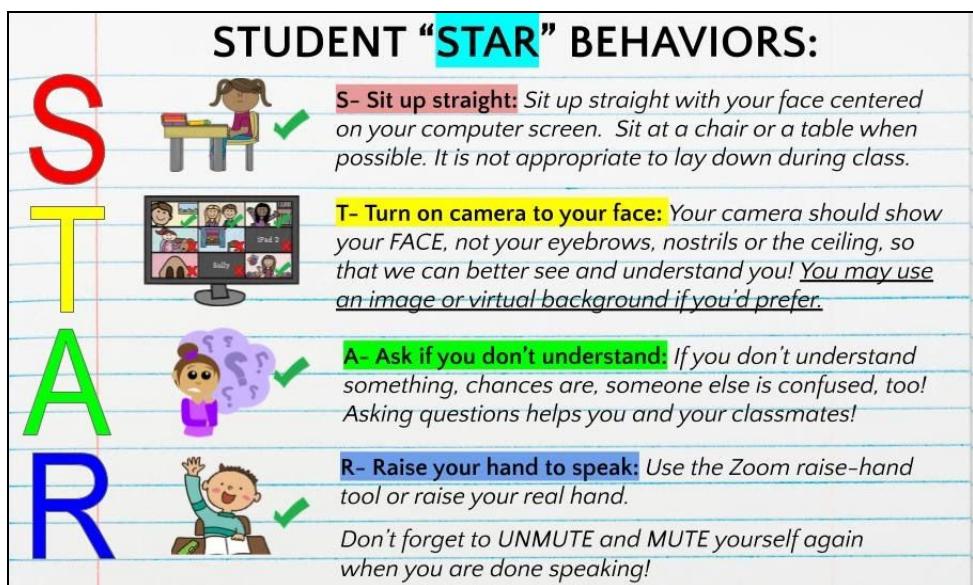
- Kenny students are expected to participate in daily scheduled instruction, and to demonstrate our “STAR” computer behaviors during live/synchronous sessions, whether they are remote learning or receiving in-person instruction.
- In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, and statewide student performance assessments.”

### Fully Remote Attendance:

- Starting September 21st, when all students are remote, students will be marked:
  - A = Remote Absent
  - P = Remote Present

### Hybrid / Remote Attendance

- Starting October 1, when some students will be fully remote, and others in-person on certain days, students will be marked:
  - Remote Absent
  - Remote Present
  - In-Person Absent
  - In-Person Present
- Students who cannot be reached, who convey they are unable to participate that day, or who demonstrate less than half of the day’s scheduled structured learning time activities or assignments will be marked as absent.
- Staff will reach out to all students to ensure they report for school before October 1, which is the date that BPS is required to report enrollment to DESE. Students who do not report by October 1st will be withdrawn from their assigned schools and marked as “DNR” or, “did not report”.



## **Summary of Arrival, Dismissal & Transportation Information:**

### **Bus Transportation:**

- Bus schedules will be sent to parents/guardians by the district on Sept 1. Buses are limited to 1 student per seat, significantly reducing bus capacity. Siblings may sit together to maximize available seating. This is likely to also impact bus arrival/departure times, and cause additional traffic and congestion during arrival and dismissal hours. Please plan ahead for anticipated delays with transportation.
- Masks/face coverings must be worn by everyone on the bus during school bus transportation. Students will be checked at dismissal and arrival and will be provided with a mask if needed.
- Students will receive bus seating assignments that are as static as possible to allow for efficient contact tracing if needed. Bus attendance will be tracked daily (am/pm) for contact tracing purposes.
- Bus windows will be opened prior to departure to provide adequate air flow.
- Please anticipate delays at the start of the school year as a result of these new policies.

### **Parent Drop-Off / Pick Up:**

- All students, staff and visitors must adhere to our one-way pathways and designated entrances/exits.
- A map with detailed arrival and dismissal times and locations will be provided to reduce congestion during these transitions.
- Parent-pick up (early dismissal) and late arrivals will require screening of all students and adults prior to entering.
- A parent or guardian must sign in/out students who enter outside of normal arrival or dismissal hours. This log must be kept and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit. This is especially important for the purpose of contact tracing.
- No outside visitors or volunteers are permitted to enter, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.

### **Summary of Dismissal Procedures:**

- **3:45–4:30pm:** There is no-entry to the building for parent-pick up during this 45 minute period.
- All guardians must wear a mask when picking-up students at the field between 4:10–4:20pm.
- **4:00pm:** All parent-pick up / walkers exit with assigned staff at 4pm to designated spaces on the field.
- Older siblings join younger siblings at their class locations (cohabitants do not require distancing).
- **4:15pm:** Bus students are called to exit as buses arrive using Exit B (main floor) and Exit C (top floor).

## Summary of Key Supports For Families:

### Family Communication:

- Aspen, also known as “SIS,” is BPS’ student information system. This is a safe, secure, online tool that helps families engage in their child’s education. It’s important that your SIS information is kept up-to-date to ensure you receive important information and updates.
  - **\*\*If your phone and address are not updated in SIS, you will not receive school-based phone calls, attendance alerts, student report cards or mailings.** [Update your information using this link](#). You can update your contact and emergency information. **\*\*[Set up a Family Portal account here](#)\*\***
- **TalkingPoints App:** TalkingPoints provides a family engagement platform with two-way translation, coaching and content using a text-to-text app platform for communication in English and a parent’s native language. All staff have access to TalkingPoints to provide translated communication during the 2020-2021 School Year.
- **Support Request Form:** Families can request support or information regarding online platforms, academics, family resources and more using this link: [Kenny Elementary School Support Request](#). A staff member will respond to your request as soon as possible and/or within 24 hours. Families can also call our “key contacts” or email [tikennyschool@gmail.com](mailto:tikennyschool@gmail.com) to receive support with any school or home-related topics. Don’t be shy, we will do our best to support you!
- **Families will receive a predictable weekly learning schedule** and times when they can expect or initiate communication regarding academic progress, assignments, events, and school-related updates. Students, families and staff have multiple ways to communicate, including phone, email, and opportunities to schedule 1-1 time. See section “Family Engagement” for structures, policies and details.
- **All families are encouraged to attend our Parent University Sessions**, geared towards providing parents and guardians with easy-to-use resources and helpful tips to support students and families at home. **RSVP for session 1 in our “Key Events” section above.**
- All parents are automatically members of our Parent Council, and invited to attend our School Site Council meetings, which will be held virtually. Dates and times are communicated through automated messages, in addition to the Kenny Community Google Calendar.

### Equity Roundtables:

- Equity Roundtables are families + staff discussions related to how the school is prioritizing and addressing issues of equity. This includes resource distribution, supporting families in need, and shining the light on the successes and challenges of our school’s remote learning plans. These sessions are an opportunity for staff and families to hear and share ideas on how we might make improvements for our entire school community, but especially, our most vulnerable students and families.

### Race-based affinity groups:

- All parents are invited to join our race-based affinity groups. These discussions bring families and staff who share a common element of identity, in this case, race, an opportunity to collectively reflect on their experiences and realities. Many people of color have experiences in speaking about their own racial identities, and how society identifies them as members of a racialized group. White people rarely have this shared experience, and often come to interracial dialogues without having had these conversations.
- **In our affinity groups, we can:** be honest; ask possibly ‘ignorant’ questions; share and process personal experiences and emotions around race; strengthen our whole community; consider our responsibility in – and ways we can – respond to racism in our environment; gain knowledge to become better participants

in interracial conversations about race; critically reflect on ourselves and our actions; share resources and opportunities; and consider information or messages to share with the larger community.

### **“Family Fridays” – Student, Parent & Teacher Class Meetings**

- We define families as the people in our lives who care for us. These sessions are not limited to the traditional definition of a “parent” and may include a god-mother, uncle, sibling, mentor, or other adult who is important in the life of each student.
- Care takers are encouraged to attend a 30-minute full-class morning meeting on the first Friday of each month, beginning Friday, October 2, 2020. During this time, students, families and teachers have an opportunity to join together in their virtual classroom, participate in class discussion, and share in appreciating others in our school community. Each homeroom teacher will send a Zoom link in advance of these sessions.

### **Parent/Teacher Communication:**

- The primary contact method between teachers and families will be determined based on guardian preference, and may include phone, email, Google Hangout or Zoom calls at least 1x monthly for students who are meeting learning and attendance expectations.
- Parents/guardians will be contacted each day their child is absent from instruction by their homeroom teacher, or through a connect-ed (automated) phone call from the Kenny School.
- Frequent student absences and/or a need for additional supports will result in the creation of a Student Success Plan which will be created in partnership with students and families.
- To schedule an appointment with a teacher, parents can use the contact information included on our home-learning site, or by using our support request form above.

### **Student/Teacher Communication:**

- If a student is engaged in a remote-only or hybrid learning, they will be given a schedule for a regular 1-1 phone or 1-1 Zoom check-in with their teacher (or mentor staff member).
- Staff will reach out to students and families prior to (or at) the start of the school year to develop a check-in schedule.

---

### **Additional Places For Information:**

- **Kenny School:**
  - [Kenny School Website](#)
  - [Kenny School Home-Learning Website](#)
  - [Kenny School Facebook, Parent Council Facebook, Instagram, Twitter](#)
  - [Kenny School Community Calendar](#) \*link this calendar to your existing Google Calendar\*
- **Boston Public Schools:**
  - [Daily At-Home Screening Checklist](#)
  - [BPS Community & Events Calendar](#)
  - [Boston Public Schools Remote Learning Site](#)
  - [BPS “We Dream Together” Resources for Immigrant Families](#)
- **City of Boston Coronavirus Information:** [City of Boston Coronavirus Information](#)

## Key Contacts

Families can request support using this link: [Kenny Elementary School Support Request](#). Families may also contact the following individuals:

Topic	Staff Name(s) & Role(s)	Email & Phone
All Urgent Matters	Principal Bryan BPS Helpline - Translation Available!	Principal Bryan: 617-909-4613 Helpline: 617-635-8873 Mon-Fri, 9am-5pm
Questions specific to classrooms	Contact your child's teacher!	Contact information listed on: <a href="#">Home Learning Site</a>
Enrollment, Attendance, Scheduling, Records, General Questions	Mr. Mitchell, <i>School Secretary</i>	School Secretary: Rondelle Mitchell Contact Phone: 857-333-5331 Contact Email: <a href="mailto:rmitchell7@bostonpublicschools.org">rmitchell7@bostonpublicschools.org</a>
General Policies: Academics/Instruction, Operations, Grading, Attendance	Ms. Cruz, <i>Principal Fellow</i> <b>Hablo español!</b>	Principal Fellow: Frangie Cruz Contact Phone: 860-463-2651 Contact Email: <a href="mailto:fcruz@bostonpublicschools.org">fcruz@bostonpublicschools.org</a>
	Mr. Fleming, <i>Instructional Coach</i>	Instructional Coach: Brian Fleming Contact Phone: 617-775-2592 Contact Email: <a href="mailto:bfleming@bostonpublicschools.org">bfleming@bostonpublicschools.org</a>
Meal/Food/Housing Assistance, Parent University, Parent/School Site Councils, Family Engagement Events & Initiatives	Ms. Wilson <i>Dir. of Family Engagement</i>	Family Engagement: Maren Wilson Contact Phone: <a href="mailto:mwilson9@bostonpublicschools.org">mwilson9@bostonpublicschools.org</a> Contact Email: <a href="mailto:gdesir@bostonpublicschools.org">gdesir@bostonpublicschools.org</a>
	Mr. Fleming, <i>Instructional Coach</i>	Instructional Coach: Brian Fleming Contact Phone: 617-775-2592 Contact Email: <a href="mailto:bfleming@bostonpublicschools.org">bfleming@bostonpublicschools.org</a>
Physical Health & Safety: (Also, to report COVID-19 symptoms or exposure)	Ms. James, <i>School Nurse</i>	School Nurse: Pallas James Contact Phone: 857-701-0457 Contact Email: <a href="mailto:pjames@bostonpublicschools.org">pjames@bostonpublicschools.org</a>
	Mr. St. Leger, <i>Safety Coordinator</i> <b>Mwen pale kreyòl ayisyen!</b>	Safety Coordinator: Steeve St. Leger Contact Phone: 857-334-1043 Contact Email: <a href="mailto:sstleger@bostonpublicschools.org">sstleger@bostonpublicschools.org</a>
Mental Health & Crisis Support Code of Conduct, Reports of Bullying and/or Discipline, Transportation	Mr. Bustamante <b>Hablo español!</b>	Dean of Students: Robert Bustamante Contact Phone: 857-544-3596 Email: <a href="mailto:rbustamante@bostonpublicschools.org">rbustamante@bostonpublicschools.org</a>
	Mr. St. Leger <b>Mwen pale kreyòl ayisyen!</b>	Safety Coordinator: Steeve St. Leger Contact Phone: 857-334-1043 Contact Email: <a href="mailto:sstleger@bostonpublicschools.org">sstleger@bostonpublicschools.org</a>
Technology & Online Programs	Ms. Doyle, <i>Admin Assistant</i> <b>Hablo español!</b> OR Call the BPS Tech Helpline	Administrative Assistant: Ms. Doyle Contact Email: <a href="mailto:kdoyle3@bostonpublicschools.org">kdoyle3@bostonpublicschools.org</a> BPS Tech Helpline: 617-635-9200
Special Education	Ms. Geagan, Coordinator of Special Education Services, Meetings, Testing	Coordinator of Special Ed: Krystyna Geagan Phone: 508-284-3705 Email: <a href="mailto:kgeagan@bostonpublicschools.org">kgeagan@bostonpublicschools.org</a>
ESL	Ms. Nguyen, <i>ESL Team Facilitator</i>	Ms. Nguyen: <a href="mailto:tnguyen7@bostonpublicschools.org">tnguyen7@bostonpublicschools.org</a> ,

## **2021 Priority-Driven Actions:**

### **Summary of Priority Actions:**

The actions below are aimed at achieving our SY2021 priorities. Further details are included within each section of this handbook [sections: Academics, Social-Emotional Learning, Professional Development, Family Engagement].

---

### **Launch: September 8 – October 9 – Key Actions**

- A [Weekly learning overview](#) will be shared with students and families at the start of each week to assist families in supporting students with learning at home.
- Students, staff and families will receive the technology, materials and support needed to engage in in-person and remote instruction. All stakeholders will have opportunities to learn and practice new technology and instructional routines so they can thrive within these learning models.
- Students will engage in culturally responsive instruction and social-emotional learning opportunities that allow for collective healing, reflection and relationship building.
- Teachers will engage in collaborative planning and professional development to:
  - Create and/or adapt scope and sequences that address the most critical prerequisite skills and content knowledge for each subject area and grade level, in addition to how / when unfinished learning will be addressed.
  - Develop consistent grade-level lesson plans, learning schedules, morning meetings and practices that are grounded in equitable, culturally sustaining pedagogy.
  - Develop support plans for students and families who need additional assistance.
  - Develop clear, consistent systems for communication and engagement among students & families.

***Instructional Focus / Priority #1: Students will engage in independent and collaborative learning tasks that are grounded in grade-level standards, culturally responsive practices, and include necessary accommodations to meet their individual academic and social-emotional needs.***

### **Priority #1: Summary of Key Actions:**

- Lessons will reinforce a sense of belonging through personalized learning that includes student choices, collaborative projects, student-created weekly goals, and assignments that connect to students' interests and identities.
- Lessons will be grounded in [prioritized grade-level standards](#), with backwards-design planning of questions and tasks from them.
- Lessons will include multiple paths students can take to reach learning goals, including collaborative and independent learning tasks that include necessary accommodations that don't require the continuous support of teachers or families.
- Lessons will include opportunities for timely feedback and reflection through live response tools, teacher comments, and reflection/feedback that promotes metacognition.

**Priority #2:** Students, families and staff will cultivate and deepen relationships through consistent communication and collaboration to create a safe, supportive and equitable environment for all members of our school community.

**Priority #2: Summary of Key Actions:**

- Students will engage in morning meetings and classroom discussions that bring them into relationships with their teachers and peers to create personal bonds that increase confidence and academic motivation. Care takers are encouraged to attend a 30-minute full-class morning meeting on the first Friday of each month, beginning Friday, October 2, 2020. During this time, students, families and teachers have an opportunity to join together in their virtual classroom, participate in class discussion, and share in appreciating others in our school community. Teachers will send a Zoom link in advance of these sessions.
- Students will have consistent opportunities within morning meetings and daily instruction to discuss the pandemic, systemic racism, and their lived experiences in developmentally appropriate ways.
- Using culturally responsive practices, educators will provide consistent opportunities for students and families to learn about, reflect on, and practice SEL skills that create personal bonds and increase confidence and motivation.
- Students will have many opportunities for social interaction, not just between them and staff, but through tools that allow students to work, share, interact, and learn together. Students will feel a sense of belonging and community through personalized learning and discussions that celebrate diversity, and the beauty, joy, resiliency, and variety of Black, Brown, and Indigenous experiences.
- Families will receive a predictable weekly learning schedule and times when they can expect or initiate communication through phone, email, or 1-1 Zoons. Families and staff will continuously discuss their ongoing strengths and needs, and engage in communication related to opportunities and resources that can address existing challenges.

**Priority #3:** All staff will actively engage in adult learning and collaboration that results in consistent, whole-school remote and in-person planning, instruction, and SEL norms that are rigorous, equitable, and anti-racist.

**Priority #3: Summary of Key Actions:**

- Teachers and students will engage in common curriculum and professional development across grade levels to ensure instruction addresses the critical grade-level standards, skills and content for each subject area.
- Assignments will be scaffolded with step-by-step directions, rubrics, exemplars, and individual accommodations as needed.
- Teams will develop consistent instructional practices and remote/in-person classroom routines that are grounded in equitable, culturally sustaining pedagogy. Learning will include regular opportunities for students to:
  - Learn from and about the contributions, strengths and histories of culturally different individuals.
  - Discuss, challenge and propose solutions to address stereotypes, prejudice, and other forms of intolerance, injustice, and oppression.
  - Assess, reflect and provide feedback on their learning and growth through scheduled reflection time built into exit tickets, closing rituals, and class discussions
- Teachers will continuously assess & adjust through scheduled teacher and student reflection and feedback opportunities.

## **Breakfast, Lunch, Recess & Dismissal**

### **23. Meals & Recess:**

- All lunch and recess periods will take place outdoors (weather permitting), with social distancing and safety measures in place. Breakfast will take place in classrooms.
- Students will receive daily guidance in the proper removal and placement of masks before eating. Meals, classes and recess will continue to limit students to their assigned cohorts.
- Masks will be removed once seated with meals.
- While eating, masks will be placed inside of a designated zip-lock bag attached to each student's desk. Masks will be put back on before leaving their seat.
- During in-person learning, all breakfasts will take place in classrooms. Students will submit meal preferences from our fresh My Way Cafe' in advance using a Google Form (grades 2-6).



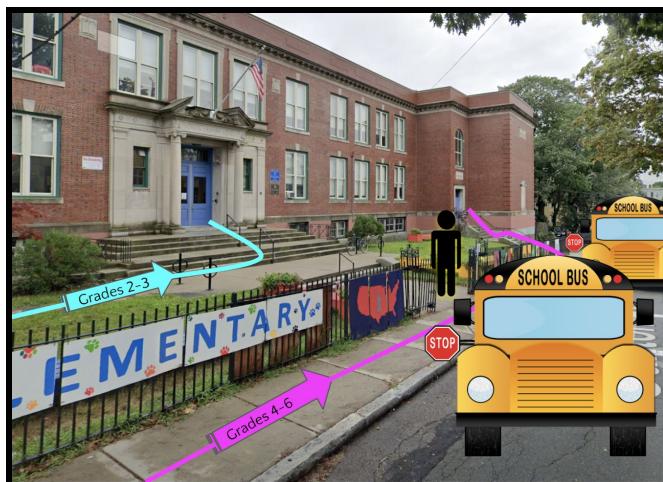
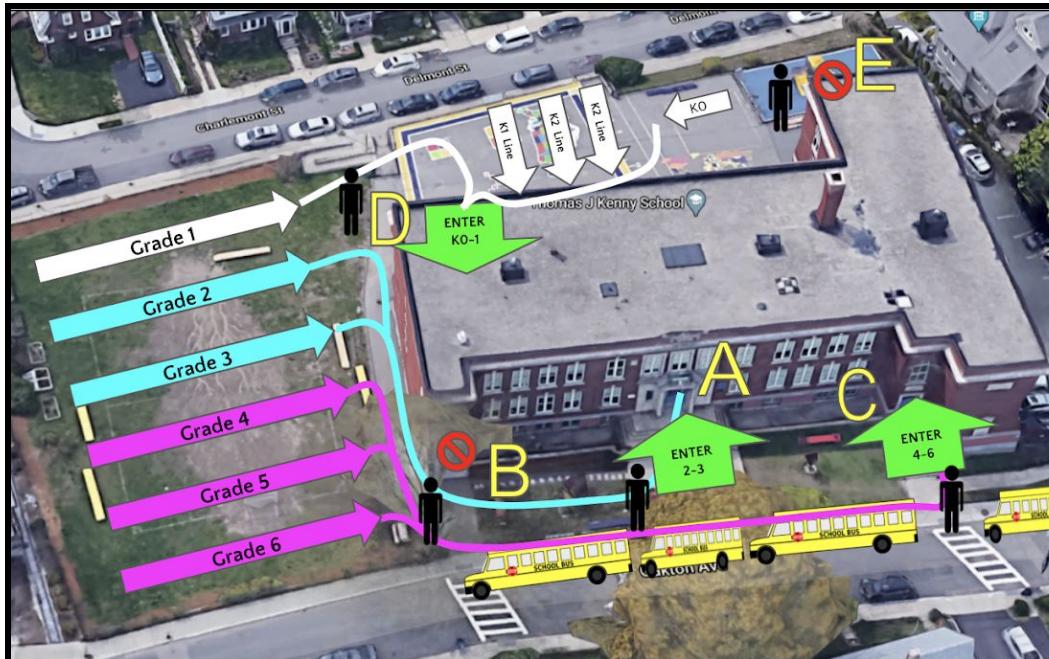
### **24. Recess:**

- Daily recess for all students, outdoors when weather permits.
- During remote instruction, students will have the option to join a virtual "recess" where they can see and socialize with all of their classmates.
- Students will wash their hands or use available hand sanitizer upon entering and leaving recess spaces.
- Outdoor spaces will be designated to separate cohorts and provide physical distancing while still providing recess opportunities with structured games supported by our Playworks partnership.
- If students are outdoors and maintain a distance of at least 6 feet, recess will offer unmasked time for students. During inclement weather, when indoor recess is necessary, all masks will remain on.
- Playgrounds can be used with staff monitoring to ensure physical distancing and masking.
- High-touch surfaces and shared equipment made of plastic or metal will be cleaned and disinfected between use.
- Masking: If students are outdoors and maintain a distance of at least 6 feet, recess may be used as an unmasked time.

## Arrival:

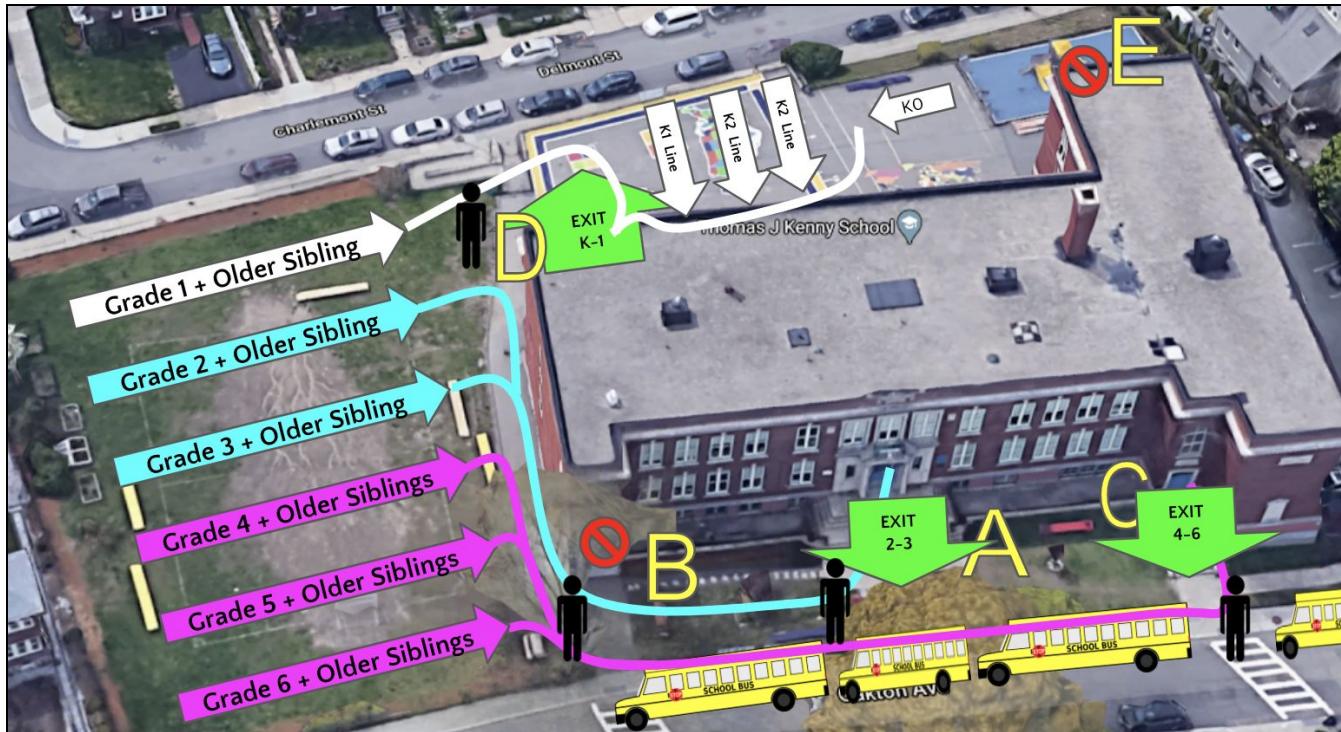
25. Exterior pathways and entrances/exits are designated for lining up and building access, with social-distancing and masks required of all students, staff and visitors (including parent pick-up/drop-off).

- **9:10–9:20:** Students who arrive as walkers/parent drop-off line up using distanced markers on the field by grade level (20–25 per grade with hybrid model).
- **9:18–9:25:** Students exit buses at 9:18 and transition directly to their classrooms for breakfast and morning meeting. Staff will be assigned to support hand sanitizing, face masks and social-distancing at entrances, hallways & stairwells.
- **9:18–9:25:** Early Childhood (K0-1) paras will meet K0-1 students who depart from buses at **EXIT: B** and transition them to classrooms through **EXIT: D**.
- **9:25–9:30:** Walker/drop off lines enter the building using **EXITS: B, C & D**, with staff support.
- Staff will be assigned for exterior set-up and supervision beginning at 9am, daily.



## Dismissal

- **3:45–4:30pm:** There is no-entry to the building for parent-pick up during this 45 minute period. All guardians must wear a mask when picking-up students at the field between 4:10–4:20pm.
- **4:00pm:** All parent-pick up / walkers exit with assigned staff at 4pm to designated spaces on the field. Older siblings join younger siblings at their class locations (cohabitants do not require distancing).
- **4:15pm:** Bus students are called to exit as buses arrive using Exit B (main floor) and Exit C (top floor).



---

### **26. Fire code and safety:**

- Fire code and safety plans will adhere to existing guidelines. In addition:
  - Desks will not block means of egress and will be adequately spaced from radiators and heating or cooling elements.
  - Dividing doors will be propped open to improve air circulation and reduce the number of times people touch door handles.
  - Students will line up at their “dismissal” locations while maintaining 6’ of social distance.

## **Morning Meetings & Social-Emotional Learning**

### **SEL & COVID-19:**

Our SEL plan allows us to cultivate trust and amplify the voices and experiences of students, parents and teachers within our school community. SEL is at the forefront of our reopening model, and the anchor to every student's school day. Throughout this pandemic - and the isolation it creates - students are craving connectedness to their peers, teachers and communities more than ever. Through daily SEL practices, we will encourage students to feel and navigate the full range of their emotions, with guidance and support from their peers, teachers and families.

Whether in a hybrid teaching situation or working entirely online, students and staff will spend substantial time on relationship-building throughout this school year.

### **27. Whole-School SEL Actions To Achieve Our Goal / SEL Priority:**

- Students will engage in morning meetings and classroom discussions that bring them into relationships with their teachers and peers to create personal bonds that increase confidence and academic motivation. Care takers are encouraged to attend a 30-minute full-class morning meeting on the first Friday of each month, beginning Friday, October 2, 2020. During this time, students, families and teachers have an opportunity to join together in their virtual classroom, participate in class discussion, and share in appreciating others in our school community. Each homeroom teacher will send a Zoom link in advance of these sessions.
- Students will have consistent opportunities within morning meetings and daily instruction to discuss the pandemic, systemic racism, and their lived experiences in developmentally appropriate ways.
- Using culturally responsive practices, educators will provide consistent opportunities for students and families to learn about, reflect on, and practice SEL skills that create personal bonds and increase confidence and motivation.
- Students will have many opportunities for social interaction, not just between them and staff, but through tools that allow students to work, share, interact, and learn together. Students will feel a sense of belonging and community through personalized learning and discussions that celebrate diversity, and the beauty, joy, resiliency, and variety of Black, Brown, and Indigenous experiences.
- Families will receive a predictable weekly learning schedule and times when they can expect or initiate communication through phone, email, or 1-1 Zoms. Families and staff will continuously discuss their ongoing strengths and needs, and engage in communication related to opportunities and resources that can address existing challenges.

## **28. Overview of Morning SEL Meetings:**

Materials Adapted from: Impact Public Schools' SEL Model; CASEL School Guide to SEL; Racial Justice and Abolitionist SEL

Every day begins with a “Morning Meeting” which includes 30–35 minutes of Social-Emotional Learning (SEL) work. This model improves on our previous SEL model by providing students with opportunities for team building, goal setting, mindfulness, movement, and opportunities to support themselves and each other within a remote or hybrid learning model. Additionally, it provides opportunities for breakout group student-led discussions and 1-1 or 2-1 student/teacher “check-backs” where staff can connect with specific students who may require additional social-emotional support that day.

During morning meetings, teachers meet with their whole class or cohort (A or B). Teachers are provided with a consistent routine for structuring Morning Meeting time which is laid out in a Scope and Sequence below, with various resources for teachers to individualize and adapt based on the needs of their class. Specialist teachers, mentor teachers and service providers (ESL, special ed) are also expected to engage in morning meetings with an assigned group or by joining a regular group, and to apply social emotional learning strategies to lessons that support students with their goals and growth.

## **29. Key components of Morning Meetings:**

1. Whole Group Check-in (identify emotions) (10)
2. Weekly schedule & learning overview (5)
3. Whole class, small group and “check-back” activities (10)
4. Goal setting / Review (Monday & Friday) (10 – Mon/Fri only)
5. Joyful Team-building Activity **OR** Mindfulness Moment (5)
6. Appreciations (Friday) / Family Fridays (monthly) (10 – Class meetings / 15 – Family meetings)
7. Review today’s schedule of learning (5)

SEL Weekly Arc			
Monday (whole class) 35 minutes	Tuesday-Thursday (whole class & small groups) 35 minutes	Wednesday (whole class & small groups) 35 minutes	Friday (whole class) 35-40 mins
<ol style="list-style-type: none"> <li>1. Whole Group Check-in (10)</li> <li>2. Weekly schedule &amp; learning overview (5)</li> <li>3. Goal setting (10)</li> <li>4. Mindfulness Moment (5)</li> <li>5. Today’s schedule &amp; learning overview (5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Group Check-in (10)</li> <li>2. Weekly schedule &amp; learning overview (5)</li> <li>3. <b>Whole Class Circle (10)</b></li> <li>4. Joyful Team-building Activity (5)</li> <li>5. Today’s schedule &amp; learning overview (5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Group Check-in (10)</li> <li>2. Weekly schedule &amp; learning overview (5)</li> <li>3. <b>Small group and “check-back” circles (7)</b></li> <li>4. Reminder of class goal (3)</li> <li>5. Mindfulness Moment (5)</li> <li>6. Today’s schedule &amp; learning overview (5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Group Check-in (5)</li> <li>2. Appreciations (10-15)</li> <li>3. Class Goals – Review (10)</li> <li>4. Mindfulness Moment (5)</li> <li>5. Today’s schedule &amp; learning overview (5)</li> </ol> <p><b>*OR Family Appreciation Circle, first Friday of ea. Month beginning 10/2/2020</b></p>

## **Crisis Assistance & Support:**

**30. BPS Adaptive Challenge:** *"Boston Public Schools has systemic (current and historical) challenges facing our district that have maintained achievement gaps, especially for our black and brown students. Additionally, all students have lost learning time due to the pandemic. We must take bold action using equitable and anti-racist practices built into our multi-tiered system of supports (MTSS). Teams of adults must work together and take responsibility to build on student assets rather than view students as deficient. We must act with urgency and accelerate the progress for those needing it the most."*

**31. Universal School Expectations for Panorama Student Success Use**

The Panorama online platform allows the district (and each school) to establish a uniform system that provides school level views for teachers and leaders to access data to foster a collaborative approach as we take action through a system of individualized support.

**Each Boston Public School Will:**

1. Establish and/or continue a Student Support/Success Team(s) (SST)
2. Use the Panorama platform to access school-level and individual student data: Student Success Indicators/Early Warning Indicators (attendance, behavior, course grades), multiple assessments, and demographics.
3. Utilize "on-track thresholds" that will help guide schools and teams to create Student Success Plans (SSPs)
4. Use Panorama Student Success to house Student Success Plans (SSPs), assign team members for communication and collaboration, and help track information in one place.
5. Leverage the Student Support/Success Team (SST) to support staff and other teams to create, implement, monitor, update, and revise (as necessary) Student Success Plans (SSPs)

**32. Refocus:**

In addition to restorative justice circles/SEL practices and supports, the Kenny School provides a system we call "Refocus" to support the academic and emotional growth of students in collaboration with families. The "Refocus Team" (composed of members of the SST and administration) facilitates a process that incorporates four key components: **prevention, reflection, restoration and family involvement**.

Prevention is achieved through clear teacher actions that include: morning meetings, differentiated classwork, intentional seating or remote-grouping arrangements, individualized academic and behavioral support plans, use of incentive systems (for example, earning "Wildcat Paws" that are entered into raffles), frequent positive communication with families, and lessons that are intentionally designed to incorporate relevant content that is tailored to students' needs.

When a student is unable to meet our school's expectations and preventative measures are unsuccessful, a member of the Refocus Team is contacted to provide greater support. Refocus team members work with students to help them identify and reflect on their feelings, discuss alternative choices, and repair harm when necessary. Parents and guardians are immediately contacted by Refocus Team members or teachers so that issues can be addressed in a collaborative manner.

Consequences are aligned to students' actions and typically include a way to repair community harm or peer mediation. Additionally, the Student Support Team meets twice monthly to review refocus data and teacher referrals to create or assess existing action plans. Resources for mental health services and out-of-school supports are also available to students and families through community partnerships.

### **Additional Crisis Support Resources For Students and Families:**

- [Mayor's Office for Immigrant Advancement: Services for Boston Residents Affected by COVID-19](#)
- **Boston Office of Housing Stability:** Call if you are at immediate risk of becoming homeless, M-F, 9-5pm; 617) 635-4200; [housingstability@boston.gov](mailto:housingstability@boston.gov)
- [Crisis Text Line:](#) For free, confidential support for anyone in any crisis. Text "Hello" to 741741
- [National Suicide Prevention Lifeline:](#) Call the Lifeline or visit their website for online chat. (800) 273-8255
- [SafeLink:](#) MA statewide 24/7 toll-free domestic violence hotline and a resource for anyone affected by domestic or dating violence. Advocates are bilingual in English and Spanish and have access to a service that can provide translation in more than 130 languages. (877) 785-2020. TTY: (877) 521-2601.
- [National Domestic Violence Hotline:](#) highly-trained expert advocates are available 24/7 to talk confidentially with anyone who is experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of their relationship. (800) 799-7233. Español: [espanol.thehotline.org](http://espanol.thehotline.org).

### **Additional Social-Emotional, COVID-19, and Race/Equity Resources:**

- [Variety of Kenny Curated SEL Resources \(E-Learning Site\)](#)
- [SEL Roadmap for Reopening Schools](#)
- <https://wideopenschool.org/programs/educator/prek-5/sel/>
- [COVID-19 SEL E-Resources for Educators](#)
- [Responsive Circles for COVID-19](#)
- [Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action](#)
- [Kenny School Compilation of Anti-Racist Resources for Educators](#)

## Curriculum, Instruction & Academics:

### Culturally Responsive Teaching:

Culturally Responsive Teaching is defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of students. Culturally responsive teaching is an intentional expression of knowledge, beliefs and values that recognize the importance of racial and cultural diversity in learning. See the [Culturally and Linguistically Sustaining Practices \(C.L.S.P.\) Continuum](#) here.

### Culturally Responsive Practices Include:

- Seeing cultural differences as assets;
- Creating caring learning communities where culturally different individuals and heritages are valued;
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students;
- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Being change agents for social justice and academic equity;
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and
- Accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

- From: Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.), p.31

### Culturally Responsive Teacher's Checklist:

The curriculum reflects an integration of ethic and cultural content throughout programming rather than assigning the study of diverse cultural groups to a single unit or one month.	✓
The curriculum provides opportunities for students to investigate and understand how cultural assumptions and biases influence subject areas.	✓
The curriculum fosters respect and understanding for diverse cultures by providing materials that help students develop positive attitudes toward different racial, ethnic, cultural, language, and ability groups.	✓
The curriculum supports and values the experiences and information students have learned within their cultural groups.	✓
The curriculum helps students make connections between what they are learning in schools and their personal choices.	✓
The curriculum situates specific cultural and local knowledge in a global context.	✓
The curriculum explicitly teaches cultural capital (the norms, behaviours, and attitudes) that provide access to achievement.	✓
The curriculum uses the local language and cultural knowledge (funds of knowledge) as a foundation for the rest of the curriculum.	✓
Teachers relate content and instructional strategies to the cultural backgrounds of their students.	✓
Teachers utilize instructional materials that reflect images and perspectives from diverse groups.	✓
Teachers helps students appreciate current and historical events from multiple perspectives.	✓
Teachers help to organize activities and projects that enable students from diverse racial, ethnic, cultural, and language groups to work together.	✓
Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.	✓

## **English Language Learners & ESL Instruction:**

Our ESL Program aims to prepare students for success as multilingual learners and leaders in our interconnected, global world. We strive to develop our students' mastery of the English Language, both socially and academically, while empowering them to leverage the power of their background knowledge, culture, native language, and unique talents. We accomplish this through a combination of push-in and pull-out ESL models beginning in K2. 2/4 of our ESL instructors are bilingual in Haitian Creole or Vietnamese. 3/4 hold multiple licenses in ESL, reading intervention and special education.

**Multilingual Library Resource:** In addition to grade-level resources and ESL instruction, ESL students and families have access to a multilingual library of things to do and read at home to support native language literacy.

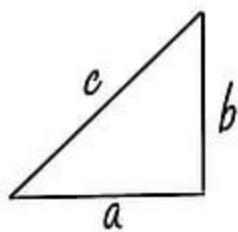
### **33. Special Education:**

Our special education model is grounded in the belief that all people benefit from a supportive and inclusive environment, and that we are strengthened by diversity. Homeroom teachers, special-education service providers and partners will continue to work together to provide students with the tools and skills needed to engage remotely or in-person as equal and valued members of our school community. 28% of our student body is composed of students with disabilities, beginning in K0 with our center-based preschool. We are proud to meet the diverse needs of our students with disabilities through a variety of classroom models and teaching methods that include substantially separate classrooms, inclusion classrooms, and general education classrooms that receive the support of licensed special educators. All students, including our students with IEPs, engage in the same grade-level standards, assessments and curriculum as their grade-level peers, with additional accommodations and supports as defined by their IEP.

### **34. Academic Acceleration & Intervention:**

At the Kenny School, we expect all students to achieve at high levels, and to make substantial academic progress each year. Our weekly schedule and class assignments allow for flexible student groupings to provide opportunities for targeted intervention, collaborative work, peer support, and academic acceleration (for those performing beyond grade-level proficiency) multiple times each week, remotely or in-person. More details are included in the section: "Daily schedule."

## Mathematics:



In grade K0/K1, students engage in the Building Blocks math curriculum. All K2–5 classrooms implement the **EngageNY** curriculum, and in grade 6, students utilize the CMP math curriculum. Specific details related to remote learning schedules and daily academic expectations will be shared by your child's homeroom teacher at the start of school. [Click here](#) to see a curriculum map, your grade's specific units, and other guiding documents for K2–5 EngageNY.

### **35. Mathematics K0-K1**

In BPS, we use the terms K1 instead of Pre-K and K0 for three-year-old students. For mathematics, BPS uses the Building Blocks curriculum in K0 and K1 classrooms. You can find more information about the learning goals and a typical learning schedule [here](#). Specific details related to remote learning schedules and daily academic expectations will be shared by your child's homeroom teacher at the start of school.

Materials for families and teachers to support children's learning at home, as well as helpful technology resources can be found here: [Pre-K: https://www.bpsearlylearning.org/prek](#)

#### **Math iPad Apps for Early Childhood:**

- [ABC and Me](#) – The ABCs flashcards contain large font letters (and their names), phonetic pronunciations, and vivid images. Kids can click on the letter or the image to hear the corresponding audio in English. Numbers flashcards help teach the order of the numbers and counting. Each number card shows a different quantity of items preschoolers and toddlers can count.
- [ABC Magnetic Alphabet Lite](#) – Pre-reading and pre-math skills.
- [DotToDot Number Lite](#) – Number sequencing – connect the dots.
- [Kid Apps: All in 1](#) – This application to teach your young children fundamental reading, writing and math skills. Kids App has 17 different apps ranging from math games, over 800 flash cards, interactive tracing drills and more.

### **36. Mathematics Grade K2 Learning Summary:**

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten will be devoted to number than to other topics. The units, also called “modules” are outlined below.

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10–20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

### **37. Mathematics Grade 1 Learning Summary:**

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. The units, also called “modules” are outlined below.

- Module 1: Sums and Differences to 10
- Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
- Module 3: Ordering and Comparing Length Measurements as Numbers
- Module 4: Place Value, Comparison, Addition and Subtraction to 40
- Module 5: Identifying, Composing, and Partitioning Shapes
- Module 6: Place Value, Comparison, Addition and Subtraction to 100

### **38. Mathematics Grade 2 Learning Summary:**

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. The units, also called “modules” are outlined below.

- Module 1: Sums and Differences to 100
- Module 2: Addition and Subtraction of Length Units
- Module 3: Place Value, Counting, and Comparison of Numbers to 1000
- Module 4: Addition and Subtraction Within 200 with Word Problems to 100
- Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
- Module 6: Foundations of Multiplication and Division
- Module 7: Problem Solving with Length, Money, and Data
- Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

### **39. Mathematics Grade 3 Learning Summary:**

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. The units, also called “modules” are outlined below.

- Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
- Module 2: Place Value and Problem Solving with Units of Measure
- Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
- Module 4: Multiplication and Area
- Module 5: Fractions as Numbers on the Number Line
- Module 6: Collecting and Displaying Data
- Module 7: Geometry and Measurement Word Problems

#### **40. Mathematics Grade 4 Learning Summary:**

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. The units, also called “modules” are outlined below.

- Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- Module 2: Unit Conversions and Problem Solving with Metric Measurement
- Module 3: Multi-Digit Multiplication and Division
- Module 4: Angle Measure and Plane Figures
- Module 5: Fraction Equivalence, Ordering, and Operations
- Module 6: Decimal Fractions
- Module 7: Exploring Multiplication

#### **41. Mathematics Grade 5 Learning Summary:**

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. The units, also called “modules” are outlined below.

- Module 1: Place Value and Decimal Fractions
- Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
- Module 3: Addition and Subtraction of Fractions
- Module 4: Multiplication and Division of Fractions and Decimal Fractions
- Module 5: Addition and Multiplication with Volume and Area
- Module 6: Problem Solving with the Coordinate Plane

#### **42. Mathematics Grade 6: CMP Learning Summary:**

Sixth grade students engage in the CMP (Connected Mathematics Project) curriculum. Fundamental features of the CMP program include a focus on big ideas and the connections among them, teaching through student-centered exploration of mathematically rich problems, and using continuous assessment to inform instruction. The Focus Questions below are documents that contain all of the Goals, Focus Questions, and Mathematical Reflections in a two-page format for each unit. The Goals of the unit describe the mathematics content developed in the unit. The Focus Question documents can serve as an overview of the mathematics in a Grade or Unit and as a guide for planning, teaching and assessing the Unit.

View all of [Grade 6 Focus Questions](#) or select a specific unit below.

- [6-1 Prime Time](#)
- [6-2 Comparing Bits and Pieces](#)
- [6-3 Let's Be Rational](#)
- [6-4 Covering and Surrounding](#)
- [6-5 Decimal Ops](#)
- [6-6 Variables and Patterns](#)
- [6-7 Data About Us](#)

## **Eureka Math Digital Suite & Materials K2-5**

To support educators with various configurations of in-person and virtual instruction, the Kenny School will provide students and staff with access to the Eureka Math (EngageNY) “in Sync” program and student workbook.

### **Eureka Math Online “In Sync” Program:**

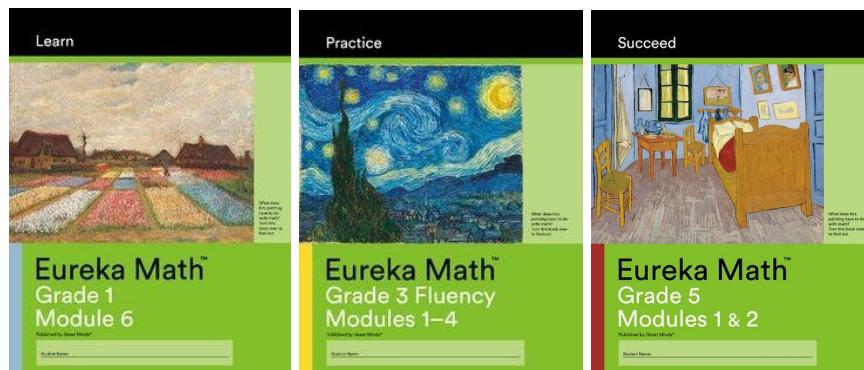
This program modifies the full Eureka Math curriculum, streamlining content while providing opportunities for discussion and collaboration around lesson content. The program monitors student progress; meets specific student needs; and supports families with videos and home-tips that can be viewed in English and Spanish.

### **Additional Resources:**

- **Log into the digital platform here:** [digital.greatminds.org](https://digital.greatminds.org)
- [Eureka Math in Sync – greatminds](#)
- [Grade 2 in Sync Lesson Video](#)
- [In Sync and Equip Inf In Sync and Equip Information/Help Center](#)
- [Priority Standards](#)

### **Student Workbooks:**

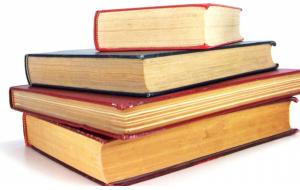
Great Minds created new **Learn, Practice, Succeed books** (Grades K-8) that combine the three books below into 1 workbook, allowing teachers to differentiate instruction, provide extra practice, and assess student learning. Learn more below.



### **Workbook Contents:**

- **Application Problems:** Problem solving in a real-world context to build confidence and perseverance as students apply their knowledge in new and varied ways.
- **Problem Sets:** A carefully sequenced Problem Set with multiple entry points for differentiation.
- **Exit Tickets:** These exercises check student understanding, providing the teacher with immediate, valuable evidence of the efficacy of that day’s instruction and informing next steps.
- **Templates:** Learn includes templates for the pictures, reusable models, and data sets that students need for Eureka Math activities.
- **Sprints:** Sprints leverage tempo to build a low-stakes adrenaline boost that increases memory and recall. Their intentional design makes Sprints inherently differentiated – the problems build from simple to complex, with the first quadrant of problems being the simplest, and each subsequent quadrant adding complexity.
- **Additional Problem Sets:** Ideal for Homework or extra practice, these additional problem sets align lesson-by-lesson with what is happening in the classroom. They are sequenced from simple-to-complex to naturally scaffold student practice.
- **Homework Helpers:** A set of worked examples that illustrate how similar problems are solved. The examples, viewed side by side with the homework, support students as they reinforce the day’s learning. Homework Helpers are also a great way to keep parents informed about math class.

## ELA / Literacy



### Guided Reading K-6:

All curriculum specific books are available to borrow virtually for free, [here](#).

All teachers K-6 are expected to have a designated time each day to implement small-group Guided Reading. A recommended time for this is included in the master schedule. Additionally, all teachers K-5 are expected to have an independent and leveled library (online and in-classroom) available for students to access. This can be in the form of individual, leveled student book bags (in classrooms), or an online site where books can be located by student or level.

Teaching teams can choose to hold guided reading groups as homerooms, or to share students across classrooms and grade levels, schedule permitting. Students' independent and instructional reading levels will be formally assessed at the beginning, middle and end of each academic year using the F&P and MAP assessments, in addition to the completion of running records / individual student data.

#### 43. Guided Reading Resources:

- See an example of 3-Days worth of Guided Reading Lesson Plans [here](#).
- 5 Ways a Running Record Informs Guided Reading Instruction: [here](#).
- 4 Practical Steps to Running Guided Reading Remotely: [here](#)
- Remote Learning Literacy Recommendations from Fountas & Pinnell: [here](#)
- Look up a book's Lexile Level here: <https://hub.lexile.com/find-a-book/search>

#### Reference Chart: Text Lexile Levels for Beginning & End of Year:

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L

## **English Language Arts Grades K-2:**

**All curriculum specific books are available to borrow virtually for free, [here](#).**

### **45. Focus on Pre-K:**

Focus on Pre-K is Boston Public Schools' nationally acclaimed curriculum for three and four-year olds. The integrated curriculum follows a scope and sequence of skill and conceptual development across content areas. Focus on Pre-K is implemented in over 200 district and community-based classrooms. [Research](#) has identified Focus as one of the strongest, most consistently proven interventions for closing the achievement gap. Click here to watch the [Focus on Pre-K video introduction](#), [Focus in action](#), and [interviews with Focus teachers](#).

---

### **46. Focus on K2:**

Kindergarten students learn through our Focus on K2 curriculum. In the BPS, we use the term K2 instead of kindergarten, referring to our five-year-old students. Focus on K2 was written to help teachers promote children's creativity and their abilities to collaborate, communicate and think critically. It was written to develop essential literacy and numeracy skills, connect children with their city, and give our K2 students the adventure in learning they deserve.

- [Guiding documents](#)
  - [Video overview of Focus on K2](#)
  - [Additional video exemplars](#)
  - Note: A remote version of Focus KO-2nd will be shared with teachers by the Early Childhood Department.
- 

### **47. Focus on First:**

In the revised Focus on First (Fo1) curriculum, children and teachers work together to develop understandings and communicate meaningfully through various media across six broad topics. Focus on First is designed to take advantage of, build upon, and expand children's established understandings and skills. With text at the core of classroom experiences, children ask questions about the world around them and consolidate ideas about their place in it as learners and contributors.

- [Design and Structure](#)
  - [What's new in Focus on First?](#)
  - [Full Introductory Documents](#)
  - [Resources for BPS Teachers](#): Photos, Teacher-Created Resources, and PD (BPS only)
  - Note: A remote version of Focus KO-2nd will be shared with teachers by the Early Childhood Department.
- 

### **48. Focus on Second: Find Free Online Access to Grade 2 Books [Here](#)**

In the second grade Focus on Second (Fo2) curriculum, students are guided by their teachers to deeply analyze meaningful topics. Fo2 structures opportunities for children and adults to work together to analyze texts, ideas, images, structures, works of art, and words. Students investigate Science and Engineering topics, consider stories of history and community, and experiment with new and familiar materials to communicate powerful ideas through multidimensional projects. Please note – for full access to these resources you need to have logged into a BPS email account.

- [Design and structure](#)
- [Guiding documents](#)
- [Video exemplars](#)

## English Language Arts Grades 3–6:

Most curriculum specific books are available to borrow virtually for free, [here](#).

Grade Level	Priority Standards	Grade Level	Priority Standards
Third Grade	RI/RL 3.1, RI/RL 3.4, RI/RL 3.9, RF 3.1, 3.2, 3.3, 3.4 L 3.4, 3.5, 3.6 SL 3.1 W 3.8, 3.9	Fifth Grade	RI/RL 5.1, RI/RL 5.4, RI/RL 5.9 L 5.4, 5.5, 5.6 SL 5.1 W 5.8, 5.9
Fourth Grade	RI/RL 4.1, RI/RL 4.4, RI/RL 4.9 L 4.4, 4.5, 4.6 SL 4.1 W 4.8, 4.9	Sixth Grade	RI/RL 6.1, RI/RL 6.4, RI/RL 6.9, L 6.4, 6.5, 6.6 SL 6.1 W 6.8, 6.9

**A Note on Priority Standards:** All standards should be addressed over the course of the year. The priority standards are standards that research indicates are critical in supporting college and career readiness and require sufficient practice in order to acquire. Emphasis will be given to these standards.

---

### **49. Grade 3 ELA:**

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the overarching themes of courage and friendship by reading a variety of culturally relevant and diverse texts. Over the course of the year, students will explore what it means to be a true friend, how friendships evolve and strengthen through conflict, and the ways in which friendships can influence our actions. Students will also grapple with what it means to show courage, what types of situations call for courage, and how an act of courage can affect others.

#### **Sample of Grade 3 Texts: Click the links below to access free online versions of the texts:**

- ✓ [The Twits](#) by Roald Dahl (Puffin Books, 2007) – 750L
- [The Enormous Crocodile](#) by Roald Dahl (Turtleback Books; Bound for Schools & Libraries ed. Edition, 2002) – 600L
- [Tales of Uncle Remus: The Adventures of Brer Rabbit](#) by Julius Lester (Puffin Books, 2006) – 760L
- ✓ [Tales Our Abuelitas Told, A Hispanic Folktale Collection](#) by F. Isabel Campoy and Alma Flora Ada [Her Stories, African American Folktales, Fairy Tales, and True Tales](#)
- [The Hundred Dresses](#) by Eleanor Estes (HMH Books for Young Readers, 2004) – 870L
- [Garvey's Choice](#) by Nikki Grimes (WordSong, 2016) – 620L \*not available free online\*

**50. Grade 4 ELA:**

- Through the Match Fishtank curriculum and additional supplemental resources, students explore how people form identities, values, and beliefs and how those beliefs and values influence a person's behavior by reading a variety of culturally relevant and diverse texts.

**Sample of Grade 4 Texts: Click the links below to access free online versions of the texts:**

- ✓ [Shiloh](#) by Phyllis Reynolds Naylor – 890L \*Bookshare App Only\*
  - ✓ [Where the Mountain Meets the Moon](#) by Grace Lin – 810L \*not available free online\*
  - ✓ [The Wild Book](#) by Margarita Engle – 1050L \*Bookshare App Only\*
  - [I am Arachne: Fifteen Greek and Roman Myths](#) by Elizabeth Spires (Square Fish, 2009)
  - [The McElderry Book of Greek Myths](#) by Eric A. Kimmel (Margaret K. McElderry Books)
  - [Echo Echo: Reverso Poems about Greek Myths](#) by Marilyn Singer – 670L \*Bookshare App Only\*
  - [Joey Pigza Swallowed the Key](#) by Jack Gantos (Square Fish, 2014) – 890L \*Bookshare App Only\*
- 

**51. Grade 5 ELA:**

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the different factors that can both positively and negatively influence a community as they read and analyze a set of carefully selected, culturally relevant texts. Over the course of the year students see how war, immigration, civil rights, and poverty both shape and inspire individuals and the communities in which they live.

**Sample of Grade 5 Texts: Click the links below to access free online versions of the texts:**

- ✓ [Seedfolks](#) by Paul Fleischman (Harper Trophy, 2004) – 710L \*Bookshare App Only\*
  - ✓ [The Breadwinner](#) by Deborah Ellis (Groundwood Books, 2015) – 710L
  - ✓ [Return to Sender](#) by Julia Alvarez (Yearling, 2010) – 890L \*Bookshare App Only\*
  - [Julie of the Wolves](#) by Jean Craighead George (HarperCollins; First Edition edition, 2016) (pp. 5-25)-860L
  - [Endangered](#) by Eliot Schrefer (Scholastic Paperbacks; Reprint edition, 2014) (pp. 76-83, 90-95, 98-103)
  - [Hatchet](#) by Gary Paulsen (Simon & Schuster Books for Young Readers, 2006) (pp. 113-120, 161-170) -1020L
  - [One Crazy Summer](#) by Rita Williams-Garcia (HarperCollins Publishers, 2011) – 750L
- 

**52. Grade 6 ELA:**

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the topic of “coming of age.” They read texts that feature protagonists from diverse backgrounds, places, and time periods, all of whom face significant challenges as they struggle to define their identities and claim their place in the world.

**Sample of Grade 6 Texts: Click the links below to access free online versions of the texts:**

- ✓ [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis (Yearling, 1997) – 920L
- ✓ [The Giver](#) by Lois Lowry (HMH Books for Young Readers, 1993) – 760L
- ✓ [The Outsiders](#) by S.E. Hinton (Speak, 2006) – 750L
- [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown (\*not available online\*)
- [Refugee](#) by Alan Gratz (Scholastic, Inc., 2017) – 800L \*Bookshare App Only\*

## History / Social Studies:



### **53. Overview of Social Studies K-6**

In addition to utilizing BPS history and social studies curriculum, students in grades K-6 will receive supplemental history / social studies content through [“Open Social Studies.”](#) formerly called “Understanding Our World.” This literacy-focused curriculum leverages the richness of social studies content to help students learn to read, write, and think critically while exploring the past and present world around them. Moreover, it aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States. Students in grades 5 & 6 will receive social studies daily as a core-content class. Grades 5 & 6 incorporate the use of the PBS Curriculum, “Inspiring Middle School Literacy,” in addition to “Open Social Studies” and the book: [“A Young People’s History of the United States”](#) by Howard Zinn.

#### **Grades K-2 Curriculum:**

- Social studies standards are addressed within the Focus curricula
- Supplemented with [Open Social Studies](#).

#### **Grade 3 Curriculum:**

- The Massachusetts Story curriculum
- Supplemented with [Open Social Studies](#).
- Grade 3 [Digital Resources](#)

#### **Grade 3-4 Curriculum:**

- The Social Studies Alive – Regions of Our Country curriculum
- Supplemented with [Open Social Studies](#).

#### **Grades 5-6 Curriculum: *Click the links below to access free online versions of the texts:***

- PBS [Inspiring Middle School Literacy](#), s
- Supplemented with [Open Social Studies](#)
- Grades 5 & 6 also use the book: [“A Young People’s History of the United States”](#) by Howard Zinn.  
\*Available free online using Bookshare App\*

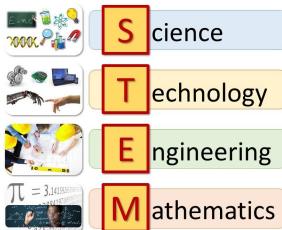
#### **Social Studies Resources:**

- [Introduction to Elementary Social Studies slides](#)
- [BPS Implementation Guide](#)
- [K-12 standards and instructional practices for history and social studies](#)
- [BPS History Website](#)
- [BPS Place-Based Social Studies Learning Resources](#)
- [BPS Civic Education Resources](#)
- [Resources for Supporting Immigrant Students and Families](#)

## Overview of Social Studies Topics K-6

Pre K	<p><b>Building a Foundation for Living, Learning, and Working Together</b>            Students are introduced to four major fields of social studies: civics (respecting one another, cooperating, and obeying rules); geography (understanding the connections between places and people); history (recalling personal experiences); and economics (understanding working, earning money, and buying things).</p>
K	<p><b>Many Roles in Living, Learning, and Working Together</b>            Students continue their introduction to the four major fields of social studies: civics(classroom democracy), geography (local geography), history (the histories of United States and community traditions), and economics (working, earning money, and buying things).</p>
1	<p><b>Leadership, Cooperation, Unity, and Diversity</b>            Students learn about leadership on many levels, the meaning of citizenship, reading and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services.</p>
2	<p><b>Global Geography: Places and Peoples, Culture, and Resources</b>            Students learn about global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they earn a living, exchange goods and services, and save for the future.</p>
3	<p><b>Massachusetts, Home to Many Different People</b>            Students study Massachusetts and New England, beginning with their own city or town. They explore current day local government as a basis for understanding the historical content that follows later in the year. They also study interactions of Native Peoples and European explorers and settlers and the Massachusetts people who led the American Revolution. The standards introduce students to primary sources such as the founding documents of Massachusetts and United States to inform discussion about ideas on self-government.</p>
4	<p><b>North American Geography and Peoples</b>            Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent, early European exploration and expand map reading and mapmaking skills and approaches to geographic reasoning introduced in grades 2 and 3, applying concepts of how geography affects human settlement and resource use, and how the United States grew from its original 13 colonies to a nation of 50 states and 16 territories.</p>
5	<p><b>United States History to the Civil War and the Modern Civil Rights Movement</b>            (c.1650–1865 and the Civil Rights Movement of the mid-20<sup>th</sup> century) Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the Revolution, the development of the Constitution and early Republic, the expansion of the United States, sectional conflicts over slavery that led to the Civil War, the Civil Rights Movement of the 20<sup>th</sup> century and how it served as a model for other movements for civil rights.</p>
6	<p><b>Grades 6: World Geography and Ancient Civilizations</b>            Sixth grade students examine how the perspectives of political science, economics, geography, history, and archaeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, and Central America, the Caribbean Islands, and South America.</p>

## Science /STEM:



### 54. Science Overview: Grades K-6

- Massachusetts is facing a serious problem: The science and technical education of our children. Of the 130,000 open tech jobs in Massachusetts, 60% of employers have unfilled positions, and in the next decade, nearly all of the fastest growing occupations in MA will require a strong background in **science, technology, engineering and math (STEM)**. At the Kenny, we believe that all of our students can and *must* achieve at high levels, and in our increasingly digital world, it is necessary for students to develop critical thinking, collaboration, literacy *and* STEM skills that prepare them for future success. Students and teachers must know how to use modern instructional technology with purpose, skill and critical thought.
- As we expand to a K-6 elementary school in September 2020, students will be exposed to increasingly rigorous academic instruction, meaningful enrichment, and daily STEM opportunities embedded within core-content instruction and through new enrichment and specialist classes. Fifth and sixth graders will receive daily instruction in science, social studies, mathematics and literacy using 1-1 laptops, Google Classroom and adaptive, creative software.
- In K-6, students will participate in STEM specialist classes that provide students with the skills needed to research, evaluate, design and present digital information. As students rise from grade-to-grade, they will be exposed to advancing Google Apps, Coding, digital music production, video and photo editing, engineering and graphic design. Lessons will be designed to connect to their interests and identities, while building critical thinking and collaboration skills that provide them with the knowledge and confidence to act as leaders in our increasingly digital world.
- This year in an effort to support equitable access to high quality standards, BPS has aligned science instructional materials district wide to create a common sequence of units for grades K2-8. The Focus on K1 -Grade 2 curricula embeds science content and standards that align to the [FOSS science curriculum](#).

### Science Apps Available in Students' Clever Backpacks:

- FOSS Web
- Defined STEM
- PhET Simulations
- Celebrate Urban Birds
- Carolina Science Online

## 55. Science Units: Grades K2-6

Science Units & Distribution Schedule			
GRADE	FALL Sept 8-Nov 20	WINTER Dec 7-March 8	SPRING March 15- June 7
K2	<a href="#">FOSS Next Generation Animals 2X2</a>	<a href="#">FOSS Next Generation Materials &amp; Motion</a>	
1	<a href="#">FOSS Next Generation Air &amp; Weather</a>	<a href="#">FOSS Next Generation Plants &amp; Animals</a>	<a href="#">FOSS Next Generation Sound &amp; Light</a>
2	<a href="#">FOSS Next Generation Pebbles, Sand, &amp; Silt</a>	STC Solids & Liquids	<a href="#">FOSS 2nd Edition Insects</a>
3	<a href="#">FOSS Next Generation Water &amp; Climate</a>	<a href="#">STC Motion &amp; Magnets including Engineering</a>	<a href="#">FOSS 2nd Edition Structures of Life</a>
4	<a href="#">FOSS Next Generation Soils, Rocks, &amp; Landforms</a>	<a href="#">FOSS Next Generation Energy</a>	<a href="#">Smithsonian How Can We Provide Energy to People's Homes?</a>
4	Geo-tech Engineering Enhancement		
5	<a href="#">FOSS Next Generation Earth &amp; Sun</a>	<a href="#">FOSS Next Generation Mixtures &amp; Solutions</a>	STC Ecosystems
6	<a href="#">FOSS Weather and Water</a> (Sept. 8 - Jan. 22)		<a href="#">FOSS Human Systems Interactions</a> (Feb. 1 - Jun 7.)

KEY	Blue = Physical science	Orange = Earth science	Green = Life science
	Purple = Engineering		

### STEM Websites and Resources:

- [Science Spring 2020 Remote Learning Overview](#)
- [Digital Citizenship Curriculum K-6](#)
- Science teachers are encouraged to join the BPS Science Google Classroom using the code: [goncy23](#)
- Science resources can be found on the BPS Science Weebly: <https://bpsscience.weebly.com/>
- <https://app.definedstem.com/manager> [science, math, ELA, social studies: remote learning project based assignments]
- [DESE Prerequisite Standards K-5](#) [DESE prerequisite standards]
- <http://www.corestandards.org/> [standards]
- <https://www.matchfishtank.org/curriculum/english-language-arts/> [Match Fishtank, Sci & S.S. K-5]
- [Code.org](#): Provides learning resources that help students learn about computer science and programming on their own. Offerings include [Computer Science \(CS\) Fundamentals](#) for K-5 and online courses and labs for middle and high school (CS Express, App Lab, Game Lab, and Web Lab).
- [PhET Online Simulations](#): A library of online simulations that students can play with and explore to investigate scientific and mathematical models. Can be sorted by grade level.
- [Smithsonian Science How Webcast](#): These webcasts originally aired live from the National Museum of Natural History in Washington, D.C. They're great for students in 3-8 and are optimized for students in grades 3-5.

## 2020-2021 BPS Assessment Expectations

In addition to the assessments provided through the Office of Data and Accountability, educators utilize a variety of assessment tools and practices within the classroom, from curriculum-embedded assessments to exit tickets, discussion questions, student observations and performance assessments. All of these assessment experiences support teachers and students in improving student learning outcomes.

### 56. Adjustments to Assessment System due to COVID-19

#### **As we enter SY20-21:**

- We have cut the length of the interim assessments for ELA and math, allowing schools the option to choose between shorter assessments aligned to the schedule of assessed standards.
- We have eliminated, where possible, assessments that do not serve an instructional purpose (TerraNova).
- For assessments that may be given multiple times (MAP Reading Growth) we have indicated the minimum requirement for administration, so educators may determine the assessment administration schedule that will best serve their instructional needs.
- **All students** are expected to experience rigorous, standards-aligned interim assessments in ELA and math three times per year. Students in grades 3-11 may also take the science interim assessments up to three times per year.

### 57. 2020-2021 Formative Assessments

Assessment	Grade	Frequency	Assessment Overview
PALS	K1	Fall, Spring	For all 4-year-old students in K1. Data from PALS must be entered into Illuminate, directions forthcoming. Optional: Winter
MAP Reading Fluency	K2-2	Fall, Winter, Spring	A computer adaptive assessment that measures oral reading fluency, foundational literacy skills such as phonological awareness and word recognition, and reading comprehension. Schools may choose to administer monthly progress monitoring assessments for some of all students. Assessment is available in English and Spanish.
MAP Reading Growth	3-11	Fall, Winter Optional: Spring	Computer adaptive universal screening tool that assess reading comprehension, identifies where a student is on a long-term trajectory of growth in reading achievement, and provides learning statements on what a student is ready to learn next. MAP Growth performance has been validated as a strong predictor of performance on Next Gen MCAS. Schools may administer two to three times per year, with students receiving more intensive intervention benefiting from more frequent screening. Assessment is available in English and Spanish.
Interim Assessments in ELA and math	2-11	Fall, Winter, Spring	A standardized assessment that is administered at intervals during the year to measure what a student knows and what concepts teachers must focus on to ensure grade-level performance. The BPS Interim Assessments utilize content developed by Cognia and Inspect, were developed by BPS educators, and are administered through the Illuminate platform. These assessments follow an established schedule of assessed standards (SAS) built in alignment with BPS curricula, and they should be administered during the identified testing windows. In SY20-21, ELA interims and math interims aligned to Investigations, CMP3 and Math 1-3 will be available in two sections (A and B) to allow for shorter test administration and greater connection classroom instruction.
Interim assessments in Science	3 - 11	Optional: up to three times	Science interim assessments are unit-based and if given, should be administered following the appropriate unit. Schools are encouraged to give at least one science interim assessment in grades 5 and 8 to expose students to a standardized assessment in science prior to taking the MCAS.

## **58. 2020-2021 Summative Assessments**

Summative assessments are required across grade levels. All assessments below are planned to be administered, but administration requirements may be changed due to COVID-19, and adjusted district or state policies.

<b>Assessment</b>	<b>Grade</b>	<b>Frequency</b>	<b>Assessment Overview</b>
MCAS	3 – 12	Spring	Annual assessment of grade level content standards for state and federal accountability. <b>Grades 3 – 8:</b> Students in grades 3 – 8 will take the ELA and Math MCAS in spring 2021. Students in grades 5 and 8 will take the Science MCAS.
ACCESS for ELLs	K2 – 12	Winter	Measures annual English language proficiency and progress in compliance with federal law.
NAEP	4, 8 <i>(Random sample)</i>	Winter	Measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Results are released every two years as part of the “Nation’s Report Card.” <b><i>The sample of participating schools is determined by the federal Department of Education.</i></b>

The goal in all assessment administration, regardless of in-person or remote assessment, will be to provide students with the most supportive assessment environment possible so that teachers can use assessment results to inform instruction and close gaps.

## SY 2021 Assessment Calendar

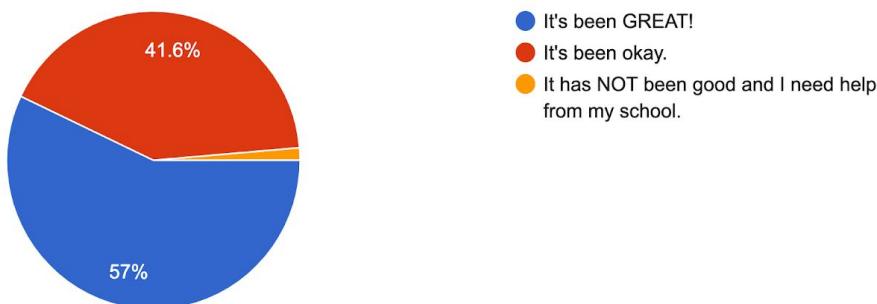
Week of...	Report Cards	Literacy	ELA	Math	English Language Proficiency	PALS
	K2 - 2	Gr K2 - 2	Gr 2	Gr 2	Gr K2 - 2 ELs	K1
9/7	DELAY OF FIRST DAY OF SCHOOL					
9/14	DELAY OF FIRST DAY OF SCHOOL					
9/21						
9/28						
10/5						
10/12	MAP Fluency BOY					
10/19						
10/26						
11/2						
11/9	Interim 1 (Grade 2)					
11/16						
11/23						
11/30	K-5 Report Cards					
12/7						
12/14						
12/21	Winter Vacation					
12/28						
1/4						
1/11	MAP Fluency MOY					
1/18						
1/25						
2/1	Interim 2 (Grade 2)					
2/8						
2/15	February Vacation					
2/22						
3/1	Interim 2 (Grade 2)					
3/8						
3/15	K-5 Report Cards					
3/22						
3/29						
4/5						
4/12						
4/19	April Vacation					
4/26						
5/3	Interim 3 (Grade 2)					
5/10						
5/17	Interim 3 (Grade 2)					
5/24						
5/31	MAP Fluency EOY					
6/7						
6/14						
6/21	K-12 Report Cards					
						Spring Window

## APPENDIX A: Data Used To Inform SY2021 Plan

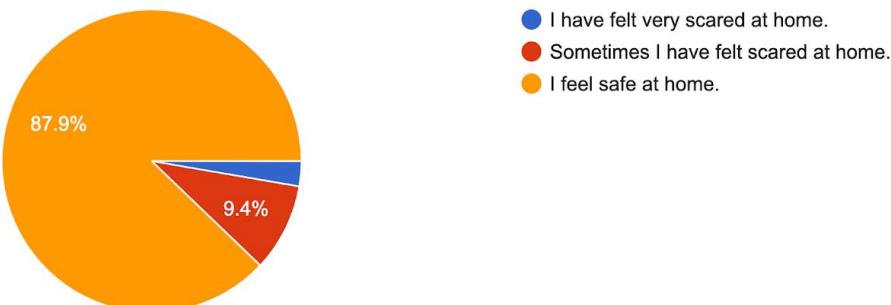
### High-Level SY2020 Summary [Student Survey Feedback]

Student Survey Feedback: Kenny-specific survey administered in June, 2020: This does NOT include the results of the BPS (district generated) summer survey.

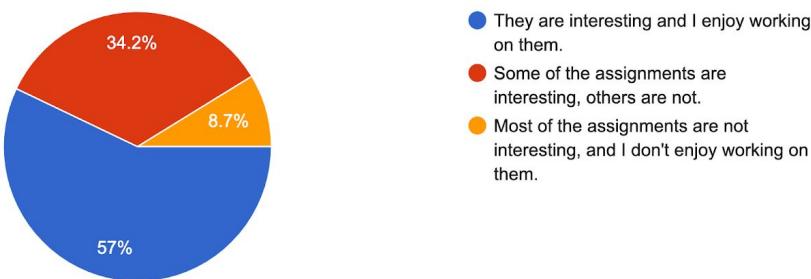
How has it been going for you and your family at home? [Student Responses]



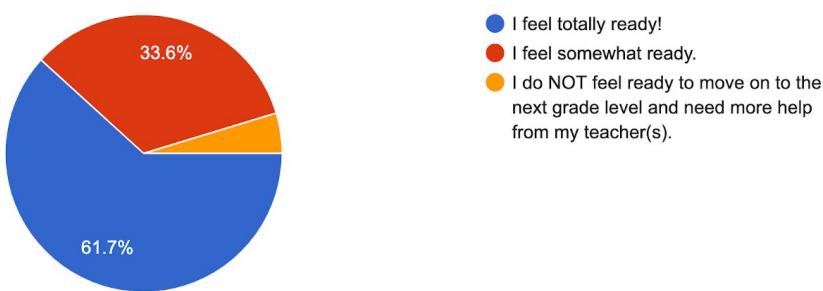
Have you felt scared at home during the school closure? [Student Responses]



How do you feel about the lessons and activities your teachers are assigning you? [Student Responses]



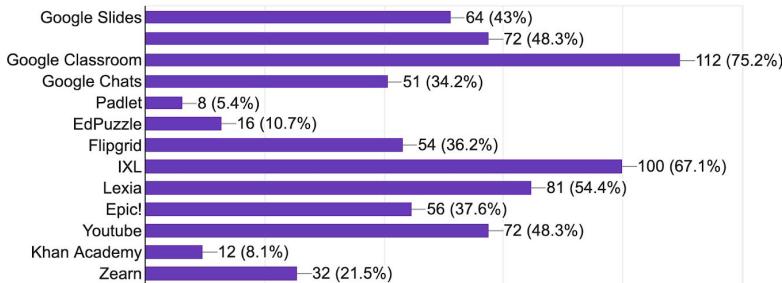
Do you feel ready to move on to the next grade? [Student Responses]



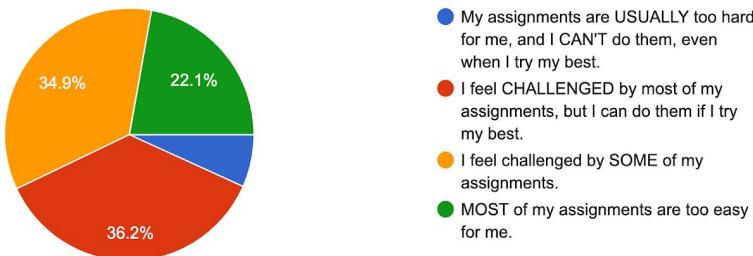
Do you understand your teacher's directions and how to complete assignments? [Student Responses]



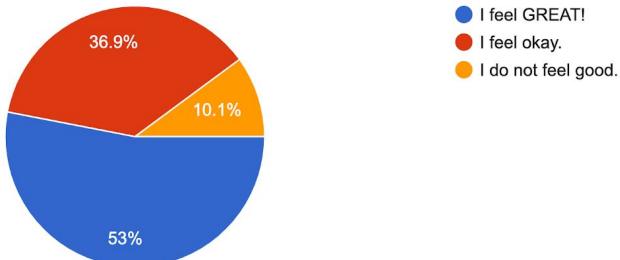
What online tools are most helpful and enjoyable for you?



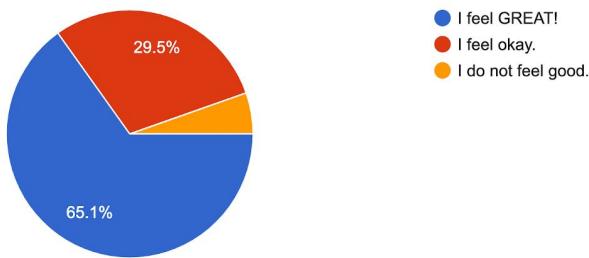
Do you feel challenged by your online assignments? [Student Responses]



How do you feel about attending classes on Zoom? [Student Responses]



How confident do you feel using Google Classroom? [Student Responses]



What has been most challenging about online learning? [Student Response Trends]

**STUDENT SURVEY TOP TRENDS:**

1. Technology
  2. Getting Help
  3. Being Away From Others
  4. Staying Focused
  5. Motivation
1. Technology: [Trends in Student Responses]
    - *Internet*
    - *Getting a hotspot*
    - *The several websites you need to go to*
    - *Getting on all the zooms, and the different Zoom links*
    - *Having to be on the computer a lot of the time.*
  2. Getting help [Trends in Student Responses]
    - *Sometimes the work is hard and my family doesn't know how to help me.*
    - *The hardest challenge is that you can not just raise your hand and just get help you have to email your teacher and wait for their response and sometimes your own family that you live with don't know either.*
    - *Some of it is confusing because in normal school we can just ask our teachers anytime but now they can't always answer our questions.*
    - *The work is hard to do without my teacher.*
  3. Being Away from Peers & Teachers / Social Interaction [Trends in Student Responses]
    - *That we are not at school, I work so much better there*
    - *Not being in my class*
    - *You don't get to see anyone and not being able to do projects.*
    - *Not being able to see friends and being inside the house all day is hard.*
  4. Staying Focused / Being Distracted
    - *Focusing on the work and doing it because I get distracted.*
    - *Trying to focus because [parent health issues] and my mom is still at work and my sister too.*
  5. Motivation
    - *The challenge has been wanting to wake up*
    - *Waking up in the morning [multiple responses]*
    - *Being frustrated, giving up*
    - *Sometimes I don't understand stuff and so I don't do my work*

**What materials or supplies would have been helpful for you to have at home during online learning?**

[Student Responses]

**Most popular responses (nearly all students):**

1. Individual computer (not shared with household)
2. Pencils, erasers and pens
3. Individual whiteboard and dry-erase markers
4. Subject workbooks (math, science, reading)
5. Copies of texts/books/novels

6. Notebooks to write in for each subject
7. Paper to write on
8. Glue and scissors
9. Art supplies (crayons, paint)

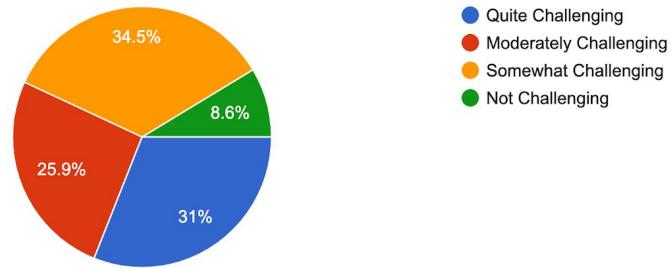
**Other popular responses: (several student responses)**

10. Breakfast
11. Snacks (food)
12. Folders for papers
13. Doing a monthly survey to see how students are doing
14. Bookmarks or apps on the computer for sites used daily
15. A computer mouse
16. A Wifi Hotspot

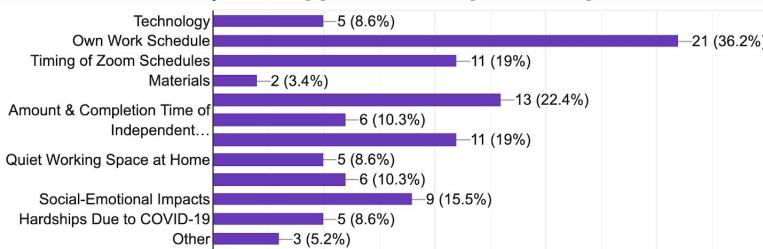
## High-Level Summary [Parent/Guardian Responses]

Parent Survey Feedback: Kenny-specific survey administered in June, 2020: This does NOT include the results of the BPS (district generated) summer survey.

Please rate the level of challenge regarding remote learning in your home:

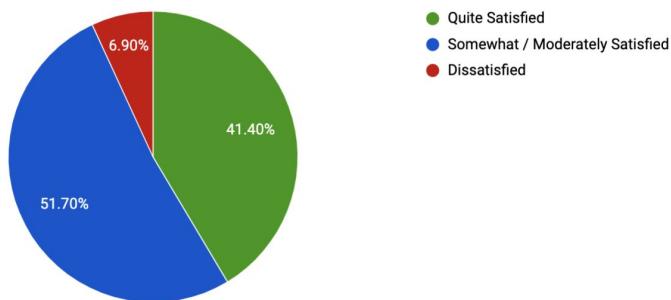


What have been your biggest challenges during remote learning?

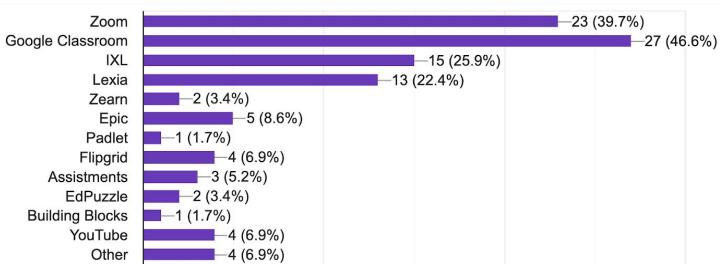


Please rate the level of support the Kenny Staff have offered to you during remote learning:

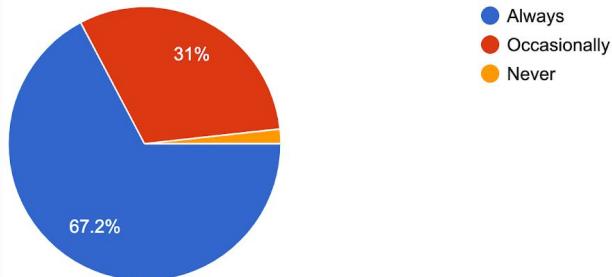
How satisfied are you with the remote learning opportunities provided to your child?



What learning activities worked best for your child that you would like to see continued?



Did your child receive feedback on the work they submitted?



Q. What could the Kenny School have done better to support your family during remote learning? (technology support, access to resources/materials, meal distribution, healthcare support):

#### PARENT SURVEY TOP TRENDS:

1. Create simple, consistent remote learning platforms with clear information shared to parents about work expectations, programs being used and class schedules.
  2. Support in how to keep kids more active
  3. Tech Support
  4. Access to resources and materials to support learning at home
1. Create simple, consistent remote learning platforms with clear information shared to parents about work expectations, programs being used and class schedules.
- *"Release the weekly class assignments/schedules prior to Monday to allow parents of multiple children to organize the assignments and schedules for each child before the week begins. Also, for assignments to be posted the night before so students who are up early (and function better in the mornings) may start their work early. This would also allow me to get to my own work earlier in the day."*
  - *"I would rather all zooms before lunch time - getting the kids back on screens after lunch was challenging."*
  - *"Schedule to allow for more outside time off of a computer."*
  - *"Clear communication with parents through parent email as opposed to receiving all directions via student email addresses."*
  - *"Reduce the number of platforms: "The sheer number of platforms for select subjects was at times too many. We got the hang of it as time went on with the google classrooms, but there were so many times we thought we had completed the work only to find out something from a different program wasn't quite finished - that was quite defeating. Everything else was handled really really well, I commend the Kenny School staff and community for their efforts."*
  - *"More 1:1 interaction, separate from small groups."*
  - *"For staff to reach out right away if kids are not connecting to their classes."*
  - *"Not have as many zooms for the little ones."*

2. Support in how to keep kids more active
  - “*Too much screen time for our kid is not healthy. Also spent so much on ELA and Math hard to do any other classes due to tech difficulties and/or screen time /zoom overload*”
  - “*My child cannot bear the Zoom meetings - too much sitting and watching other kids and teachers.*”
3. Tech Support
  - *Free WiFi*
  - *Bigger computers*
  - *Mouse attachments*
  - *Support for Zoom meeting malfunctions*
  - *Support with Google Classroom*
4. Access to resources and materials to support learning at home
  - “*Without a printer or a smartphone that takes pictures, we can't print and upload evidence of the home schooling that we're doing.*”
  - “*Access to resources*”
  - “*Access to materials for an offline environment.*”
  - “*Materials for completing assignments and projects at home.*”
5. Offer more social emotional supports
  - “*Provided more social emotional support and social interaction, fun activities to help fill in the socialization deficit of online school*”
  - “*Social Emotional Support for students*”

**Q. What went well with remote learning this Spring? [Trends in parent responses]**

**PARENT SURVEY TOP SUCCESSES:**

- **Quick response to unexpected situation**
  - “*The Kenny School was right on the ball from the get-go.*” [high number of responses]
- **Supportive Staff**
  - “*Teacher support and availability was outstanding*” [high number of responses]
  - “*Staff were great - it was just impossible with two working parents*”
  - “*While we were sick every teacher and paraprofessional who supports our family offered to bring us food and/or help with my own kindergarten google classroom.*”
- **Staff Communication / Phone Calls and Emails**
  - “*Teachers did a great job. I was emailed and kept up with what was going on with school work. What they need from my child and how I could help. They did more than okay given the situation!*” [high number of responses].

## **Staff feedback in the development of our SEL Plan:**

Draft Feedback Participants: Ms. Colleary, Ms. Cruz, Ms. Fahey, Ms. Feuerstein, Mr. Fleming, Ms. Geagan, Ms. Herel, Ms. Patton, Ms. Wilder, Ms. Wilson

1) **CASEL roadmap for reopening: Based on sections: "Leveraging Learning" and overview + prepare sections for 1.1-1.4. What KEY recommendations from this document would you want to see included in our plan?**

- Parent Survey-questions they have, feelings, student information, home languages, holidays celebrated.  
Morning Meeting-connect with families, get to know each other, connect with each other  
Back to school Zoom - one for families only, one to include students
- Connecting families to seesaw/dojo/parent communication app, Family information night to share new information from district/school, Q&A
- Surveys, Focus groups, Q&A's in family's home language, needs survey--who needs internet, food, child care. Where their focus and concerns are
- Open House, Town Hall/Coffee Hours, Easy to navigate calendar to share dates of events
- Focusing on families that were harder to get in touch with, getting feedback from them.
- Streamline some kind of communication (schedules, regular consistent methods)
- Personalized outreach and creative strategies to engage families and students (1.1)
- Identify and build on communication channels that worked well (1.2)
- Deep dive into surveys that district and school administered already
- Opportunities for educators within Kenny to share what is working well for relationship building / SEL practices (grade level and across school) (1.3)
- Improving Equity Roundtables (1.4)
- Competencies to focus on: Self-awareness and relationship skills (Sept / Oct / Nov -- during remote)
- Whole school options on zoom

2) **Draft Plan Feedback: What do you like about the plan? What is likely to be successful?**

- Gives teachers and students opportunity to form relationships with daily interaction
- Ease of use - a lot of the work was already done, visuals
- Easier now to differentiate, supplement, enhance abstract concepts with what already exists
- Goal setting and revisiting the goal setting
- Mindfulness and movement combined to be more engaging
- Learning specific skills to deal with problems they are having at home
- Acronym of STAR behaviors.
- Provides service providers and non-homeroom teachers with a consistent framework to be able to support students during morning meetings and within service delivery.

3) **Draft Plan Feedback: What revisions or additions to the existing plan would your team suggest?**

- Second step really breaks down the skills and language kids need to reach the level of doing these types of lessons. The whole beginning of Second Step gives them the tools to engage in these sorts of activities.
  - Would there be a way to marry Second Step with this to allow BOTH consistency across the school and differentiation for Early Childhood.
- Making sure that we aren't following a procedure or routine before forming a community. Don't want a routine to eliminate opportunities for authentic community building.
- With KO center-based, it's a lot of "me talking to myself" when using Zoom with communication impairments, there's much more pointing than verbal responding – presentation (of slides) would not be the best tool for messaging to KO/K1 center-based. Could be incorporated but would need more scaffolding.

4) **Process / Meeting Feedback:**

- Would be great to have more break-out time to delve into the draft itself, and extra time to think about how it relates to (my specific) grade level.

- **Time for grade-levels to make it their own will be important:** “I get worried that people won’t work on it enough ahead of time and not pre-plan because it’s ‘already done’. Will they not own it as much because it’s done already? Recommendation: Offer team planning time to personalize the scripts and differentiate materials as needed.

5) **SEL Leadership Team Next Steps:**

- Finalize scripts for first weeks (daily template and first days of school) to match the slide decks.
- Differentiate the scripts and slide deck to ensure grade-appropriate content.
- Consider how this can be blended with Second Step for Early Childhood.
- Finalize a list of circle prompts and categorize by SEL standard for grade-level teams.
- Determine additional resources, PD or supports for adult learning & implementation.



**NEXT SECTION FOR STAFF ONLY**

*NOT SHARED IN COMMUNITY VERSION OF HANDBOOK FOR STUDENT PRIVACY PURPOSES*

*(INCLUDES SCHOOL DATA AND ADDITIONAL POLICIES)*