



Draft 7.21.1

School Opening and Instructional Continuity Plan

Leveraging the Power of Us
July 2020









PEDRO MARTINEZ
SUPERINTENDENT OF SCHOOLS



School Opening and Instructional Continuity 2020–2021

Safe Practices Recommendations

DRAFT 7.21.1

	Level 1 Maximum Safety Level	Level 2 Intensive Safety Level	Level 3 Enhanced Safety Level	Level 4 Above Normal Safety Level	Level 5 Normal Safety Level
 Building Status (Link to the Plan)	Open with 100% of students learning remotely from home	Open with 25% or less learning in-person at school	Open with 50% or less learning in-person at school	Open with 75% or less learning in-person at school	Fully Open with 100% of students learning in person
 Safety Protocols	Not applicable	Social distancing required; face coverings required Gr. 3–12 and recommended ECE–2); hand sanitizing required; hand washing recommended once per hour (ECE – 5)	Social distancing required; face coverings required Gr. 3–12 and recommended for ECE–2); hand sanitizing required; hand washing recommended once per hour (ECE – 5)	Face coverings required Gr. 3–12 and recommended for ECE–2); hand sanitizing required; hand washing recommended once per hour (ECE – 5)	Standard sanitary measures
 Academic and Instructional Continuity	Fully Remote (Asynchronous with Synchronous Touchpoints)	Most students learning remotely from home; Up to 25% receiving in-person instruction	Up to 50% of students receive instruction in person per day. Some students learning remotely from home	Up to 75% of students receive in-person instruction per day; Few students learning remotely from home	100% of students receiving instruction in person
 Operations	Intensive sanitizing occurs weekly and after any space has been occupied.	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized hourly	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized hourly	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized hourly	Standard cleaning measures
 Transportation	No transportation provided	Social distancing and masks required; 1 student seated in every other seat near window; same home students together; every other window open; sanitizing after each run	Social distancing and masks required; 1 student seated in every other seat near window; same home students together; every other window open; sanitizing after each run	Masks required; 1–2 student seated in every other seat near window; every other window open; sanitizing after each run	Provided up to 100% capacity
 Nutrition	Curbside distribution; Meal delivery to bus stop locations	Curbside meals for students learning online; Pre-packaged meals on campus (classroom or dining room)	Curbside meals for students learning online; Pre-packaged meals on campus (classroom or dining room)	Curbside meals for students learning online; Pre-packaged meals on campus (classroom or dining room)	On-campus dining is provided

*Protocols are based on the most up-to-date safety recommendations from the [Centers for Disease Control \(CDC\)](#), the [City of San Antonio Metropolitan Health District](#), and the [Texas Education Agency](#) as of July 17, 2020.



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Students, Families, and Staff:

To say that educating students during the time of COVID-19 is challenging is an understatement. However, one of the defining characteristics of the San Antonio ISD community has always been our resilience and ability to thrive even during the most challenging times – and this situation is no different.

Last spring, our community rallied to ensure that our students had an exemplary online experience through Google Classroom and SeeSaw, and we were successful in reaching over 97% of our students. To ensure equity and access, we distributed more than 41,000 laptops and 3,500 Wi-Fi hotspots to our families. In addition, we launched our [Digital Learning Playground](#) and were able to deliver supplementary instruction through this platform throughout the summer. By the end of June, we had logged over 300,000 hits on this web site. I am extremely proud to say we were able to distribute more than 1 million meals during the spring and expect to hit the 2 million mark by the end of summer.



Now we are shifting our focus to preparing for an exemplary 2020-2021 school year.

Over the past month, our staff has been working hard to ensure a strong start to the school year. The contents of this document represent our plans for a coordinated and safe return to school informed by guidance from the:

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- Texas Education Agency
- San Antonio Metropolitan Health District
- Centers for Disease Control and Prevention (CDC)
- Aspen Institute for Education & Society
- Council of Chief State School Officers
- Council of Great City Schools

A complete compendium of resources is located in the References section of this document.

We greatly appreciate the input from our stakeholders in helping us to work through the many considerations and complexities of daily school operations, academics, school safety protocols, student transportation, meal service, and much more, to ensure safe environments for everyone. Your feedback is reflected in the contents of this document, and your voice will continue to inform our plans throughout the school year.

I thank you in advance for your role in ensuring our safe school start in August.

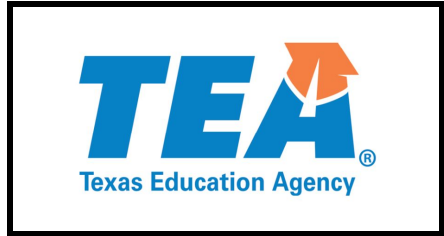
Pedro Martinez

Superintendent of Schools

INTRODUCTION

The purpose of this document is to inform our families and staff about our process and plans for the start of school and adapting to the environment throughout the year.

To help alleviate the uncertainty of school openings and closures, this document aims to provide both a high-level overview and details aligned to specific levels of school opening, closing, and the associated safety protocols, as well as plans for providing meals, transportation, extra-curricular activities, and other District operations.



This includes providing parents with two educational options for their child, with the assurance that strong academic programs will be in place for whichever option parents choose.



Our goal is to provide families the maximum amount of flexibility allowed to school districts while at the same time ensuring that we can accommodate our students and implement safety protocols effectively. This includes providing parents with two educational options for their child, with the assurance of strong academic programs will be in place for whichever option parents choose.

We are committed to ongoing stakeholder engagement, with a priority on the health and safety of our students and employees, and the delivery of high-quality educational experiences for all

students.

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To this end, we have conducted numerous surveys, convened working groups, and have invested over 1 million dollars in safety equipment, materials, and instructional software in preparation for the start of school. We will implement an intensive training program for all students and staff, including incorporating protocols that includes the wearing of masks, placing hand sanitizer in each classroom and other areas of our buildings, allocating time for students to wash their hands throughout the day, practicing physical distancing, and requiring daily disinfecting of buildings.

We also will continue to advocate for solutions to close the digital divide, working with families to ensure students have the devices needed for remote learning. We are most assuredly committed to making certain our most vulnerable students have access to appropriate resources and are learning in the academic model that best meets their needs.

In anticipation of the potential loss of instructional time, we have adopted an intersession calendar that adds time to the instructional calendar to make up missed days due to COVID-19 outbreaks. Additional breaks have been added during the Winter and Spring Breaks.

Finally, we intend to prioritize social emotional learning and mental health and well-being for students and staff. This has been a challenging time for all of us and we know that there is much we can do to help our students and staff cope with the stress of a global pandemic.

This comprehensive document is intended to ensure that we have strong communication with our stakeholders and can rapidly pivot, as necessary, in response to the changing context as a result of COVID-19.

GUIDING COMMITMENTS

SAISD's planning and decision-making process is informed by the following guiding principles.

- Health and Safety:** SAISD is committed to employing strict measures to preserve the health and safety of our families and staff. SAISD is also committed to continuing nutrition services throughout all levels of school opening and closure.
- Continuity, Mental Health, and Well-Being:** SAISD is committed to prioritizing continuity and the social, emotional, and mental health of our families and staff.
- High-Quality Instruction:** SAISD will ensure high-quality academics in both in-person and remote learning models.
- Educational Equity:** SAISD respects the cultural and linguistic heritages of our students, families, and staff, and will ensure that human and financial resources are distributed in ways that meet their diverse and unique needs.
- Accurate and Timely Communication:** SAISD is committed to providing timely and transparent communication to students, families, and staff.



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INPUT & ENGAGEMENT

The following groups have been instrumental in providing guidance and direction on the SAISD plan.

Back 2 School Task Force

The Back 2 School Task Force is an approximately 40-member team representing every department in the District. In addition, the following Working Groups were formed to contribute to the School Opening and Instructional Continuity Plan:

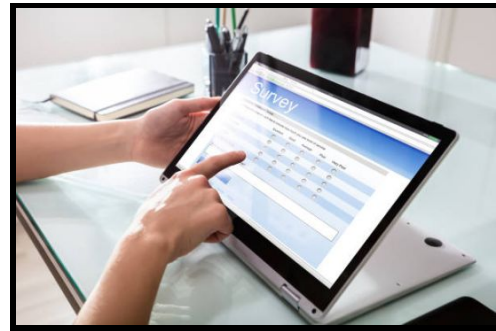
- o Academics
- o Access and Enrollment Services
- o Accountability, Research, Evaluation, and Testing (ARET)
- o Communications
- o Human Resources
- o Facilities
- o Family & Community Engagement
- o Financial Services
- o Health Services
- o Health & Safety
- o Operations Services
- o School Leadership
- o School Operations and Supports
- o Talent Management
- o Technology Services
- o Transportation

SAISD will also be accepting
feedback at
familyengagement@saisd.net.

Student, Family, and Staff Surveys

SAISD values stakeholder feedback. As such, the District routinely collects data via surveys and parent focus groups. The following surveys were released specifically to collect stakeholder feedback related to the August school opening:

- o Parent Survey Data
 - May 26 - June 12, 2020
 - June 24 - July 13, 2020
- o Student Survey Data
 - June 24 - July 13, 2020
- o Campus Staff Survey Data
 - May 26 - June 12, 2020
 - June 24 - July 13, 2020



Collaboration with External Partnerships

SAISD is appreciative of the contributions of time and resources to assist in our school opening. We would like to acknowledge the following partners:

- o City of San Antonio
- o Metropolitan Health District
- o Communities in School

Principals

Since March of 2020, Superintendent Martinez and his executive leadership have met weekly with school principals. Principal feedback during this process is critical to planning and executing a safe plan for school opening.

District Leadership Team (DLT)

The 48-member DLT committee, composed of campus-based professional staff, paraprofessional/classified staff, district-level professional staff, parents, and business and community members, will advise the Superintendent on various matters, including the School Opening and Instructional Continuity Plan.

Teacher Advisory Group (TAG)

The 2020-2021 Teacher Advisory Group will provide ongoing feedback and guidance regarding the School Opening and Instructional Continuity Plan, as well as provide guidance on other topics relevant to academic programming.

Principal Advisory Group (PAG)

The 2020-2021 Principal Advisory Group will provide ongoing feedback and guidance regarding the School Opening and Instructional Continuity Plan, as well as provide guidance on other topics relevant to academic programming and school leadership.



District Parent Advisory Council (DPAC)

The 2020-2021 District Parent Advisory Council will provide ongoing feedback and guidance regarding the School Opening and Instructional Continuity Plan, as well as provide guidance on other topics relevant to academic programming and schooling.

Student Advisory Committee (SAC)

Students from each of the comprehensive high schools will advise the Board of Trustees and the Superintendent on various matters, including the School Opening and Instructional Continuity Plan. The 2020-2021 Student Advisory Committee will be convened in August of 2020.



STAKEHOLDER FEEDBACK

The following data is from the most recent student, parent, and staff surveys, and is intended to provide an overview of data relevant to the school opening.

This survey opened on June 25 and closed on July 13, 2020.

[Student Survey \(696 participants\)](#)

SAISD

Student Survey Data (742 Responses)
School Opening and Instructional Continuity
July 13, 2020

OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

[Parent Survey \(15,834 participants\)](#)

SAISD

Parent Survey Data (15,834 Responses)
School Opening and Instructional Continuity
July 13, 2020

OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

[Staff Survey \(1,971 participants\)](#)

SAISD

Staff Survey Data (1,971 Responses)
School Opening and Instructional Continuity
July 13, 2020

OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT



INTERSESSION CALENDAR

In response to [stakeholder feedback](#) regarding the instructional calendar, the Board of Trustees approved an [Interession Calendar](#). This revised calendar protects instructional time by adding one-week interession breaks immediately before or after the originally scheduled Winter and Spring Breaks. The calendar also requires teachers and students to report to work one week later on August 10 and August 17, respectively. As part of our plan to prevent learning loss, schools might provide additional support to students during interession if it is safe to do so.



2020-2021

INSTRUCTIONAL CALENDAR rev. 7/20

San Antonio Independent School District
141 Lavaca St. | San Antonio, Texas 78210
210-554-2200 (phone) | www.saisd.net
@SAISD

'20 JULY

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

LEGEND

- Holiday
- Student Workday
- Student Holiday | Staff Development | Site Plan Time (Max 2 Hr)
- Instructional Days (Excluded Weeks)
- Staff Development | Teacher Workday
- Start of 9 Weeks | End of 9 Weeks
- End of 9 Weeks | End of 9 Weeks
- New Teacher Orientation

OCTOBER

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

'21 JANUARY

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

IMPORTANT DATES

2020

- June 29 - July 3 - District Closed; Independence Day
- July 27 - 31 - New Teacher Orientation
- August 10 - 14 - Staff Development | Teacher Workday
- August 17 - First Day of School | Start of 1st Semester
- September 7 - Holiday - Labor Day
- October 8 - End of 1st Nine Weeks
- October 9 - Student Holiday | Staff Development | Teacher Professional Time
- October 12 - Holiday
- October 13 - Start of the 2nd Nine Weeks
- November 23 - 27 - Holiday - Thanksgiving Break
- December 18 - End of 2nd Nine Weeks | End of 1st Semester
- December 21 - 31 - Holiday - Winter Break

2021

- January 1 - 9 - Holiday - Winter Break and Intersession
- January 11 - Student Holiday | Staff Development | Teacher Professional Time
- January 12 - Start of 3rd Nine Weeks | Start of the 2nd Semester
- January 18 - Holiday - Martin Luther King Jr. Day
- February 15 - Holiday - Presidents' Day | Bad Weather Makeup Day
- March 4 - End of 3rd Nine Weeks
- March 5 - 10 - Holiday - Spring Break and Intersession | Bad Weather Makeup Day
- March 22 - Student Holiday | Staff Development | Teacher Professional Time
- March 23 - Start of 4th Nine Weeks
- April 2 - Holiday - Easter Break
- April 23 - Holiday - Battle of Flowers
- May 31 - Holiday - Memorial Day
- June 17 - Last Day of School | End of 2nd Semester
- June 18 - Teacher Workday
- July 5 - 9 - District Closed; Independence Day
- July 26 - 30 New Teacher Orientation

APRIL

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


430 minutes per day
Calendar includes at least 76,800 minutes of instruction. Total = 78,640 minutes (without waiver)
9 Weeks: 1st = 38 days | 2nd = 44 days | 3rd = 38 days | 4th = 80 days
178 Student Days
187 Teacher Days

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On July 17, the Texas Education Agency (TEA) released its [Public Health Planning Guidance](#) document providing important information for the 2020-2021 school year. According to TEA, school districts must provide a daily in-person learning option for all parents who request it, and may provide flexibility to families to select remote learning at home. If a parent who chooses remote instruction wants their child to switch to an in-person instructional setting, they can do so, but school systems are permitted to limit these transitions to occur only at the end of a 9-weeks grading period, if it will be beneficial to the student's instructional quality. In addition, TEA has conferred authority to the Superintendent to determine how the first three weeks will be delivered.

Families will choose how they attend school.

Student participates in in-person instruction on campus 100% of the time.



Student participates in remote learning at home 100% of the time.



or

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**The Declaration window opens July 21.
Families are encouraged to declare their instructional preference for each child by August 17.**

The choices are:

- I want my child to attend school in person.
- I want my child to attend school remotely from home.
- I have no preference. Both in-person and remote options are fine for my child.

Selections will remain in effect for the first nine weeks of school. At the end of the nine weeks, parents may request a change to their child's Academic Option. A change in the Academic Option may result in a change of your child's teacher.

SAISD will begin classes on August 17, with 100% of our students fully online through September 4. On September 8, Declarations will be implemented and students will begin attending school in-person, as requested by parents.

For more information on the TEA guidance document, please visit the TEA websites at:

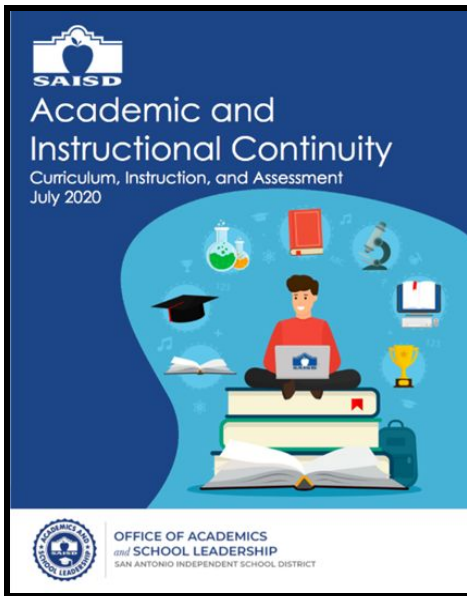
- [SY 20-21 Public Health Guidance](#) (PDF) July 17, 2020
- [SY 20-21 Attendance and Enrollment FAQ](#) (PDF) July 2, 2020
- [Overview of Remote Instruction Guidance for SY 20-21](#) (PDF) July 2, 2020



ACADEMIC & INSTRUCTIONAL CONTINUITY

SAISD will continue providing rigorous, TEKS-based instruction to all students through a hybrid instructional model that intentionally blends remote asynchronous and synchronous instruction using CANVAS, the district's learning management system (LMS). We know that the events around the COVID-19 pandemic make this a challenging year, but the District has taken a comprehensive and thoughtful approach to ensuring all teachers are prepared to address the socio-emotional needs of our students and deliver high-quality, rigorous remote instruction while keeping student academic progress as a priority. SAISD has incorporated survey feedback from teachers, parents and students to make numerous adjustments and modify our hybrid instructional model to apply the changing guidance around bringing students back to school and meeting the needs of all stakeholders.

The [SAISD 2020-21 Academic and Instructional Continuity Plan](#) and [SAISD Digital Learning Plan](#) provide further details that include academic plans by grade level, instructional schedules, remote learning best practices, instructional materials, professional development, and explicit communication and support for families to support remote learning at home.

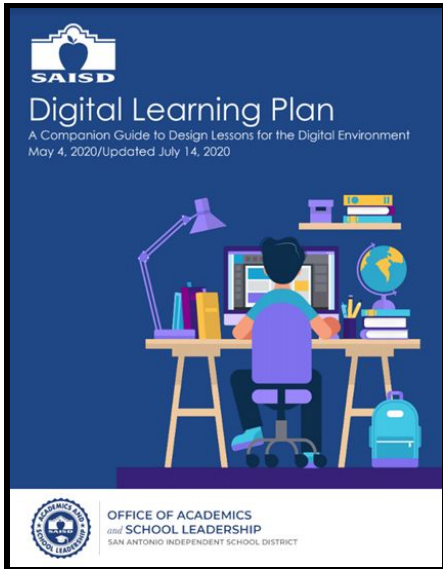


This document provides more details regarding the Academic plan, including sample schedules and instructional minutes.

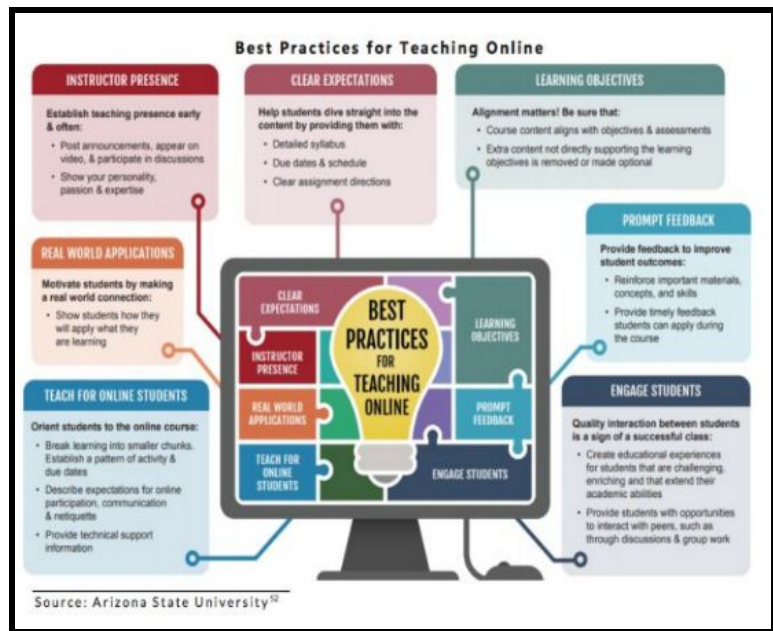
Grades	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Daily Total Minutes Real-Time Communication Sessions	60 - 80	60 - 80	70 - 90	70 - 90	80 - 100	90-120	90-120
Subject	Time	Time	Time	Time	Time	Time	Time
Literacy / Social Studies	75	75	75	75	75	75	75
Math	45	45	45	45	45	45	45
Science	40	60	60	60	60	60	60
Health, PE & Electives	35	60	60	60	60	60	60
Total Minutes	240	240	240	240	240	240	240

Time	Synchronous Instruction (65 min)		Synchronous/Asynchronous Instruction		
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Breakfast				
8:15 - 8:30	Morning Message				
8:30 - 8:50	Literacy Read Aloud Phonics Instruction	Literacy Read Aloud Phonics Instruction	Literacy Read Aloud Phonics Instruction	Literacy Read Aloud Phonics Instruction	Literacy Read Aloud Phonics Instruction
8:50 - 9:30	Literacy Close Reading Writing The Details	Literacy Close Reading Writing The Details	Literacy Close Reading Writing The Details	Literacy Close Reading Writing The Details	Literacy Close Reading Writing The Details
9:30 - 9:45	Literacy Reading Mini-lesson	Literacy Reading Mini-lesson	Literacy Reading Mini-lesson	Literacy Reading Mini-lesson	Literacy Reading Mini-lesson
9:45 - 10:00	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:00 - 10:30	Small Group Instruction				
10:30 - 11:00	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science	Science SE Instructional Model Scientific Investigation Language of Science
11:00 - 11:30	Lunch				
11:30 - 12:15	Health/PE Mindfulness, Nutrition, Moderate to Vigorous Physical Activity, SEL Teacher Conference				
12:15 - 12:35	Math Number Sense Focused Instruction	Math Number Sense Focused Instruction	Math Number Sense Focused Instruction	Math Number Sense Focused Instruction	Math Number Sense Focused Instruction
12:35 - 1:00	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop	Math Guided Math Math Workshop
1:00 - 1:30	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities	Social Studies Focused Instruction Inquiry Activities
1:30 - 1:45	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
1:45 - 2:15	Student Elective 1 / Teacher PLN				
2:15 - 2:45	Student Elective 2 / Teacher PLN				
2:45 - 3:30	Small Group Instruction, Enrichment, Oral Language Development, Services for Students with Disabilities, Gifted and Talented Services				
3:30 - 4:00	Office Hours				

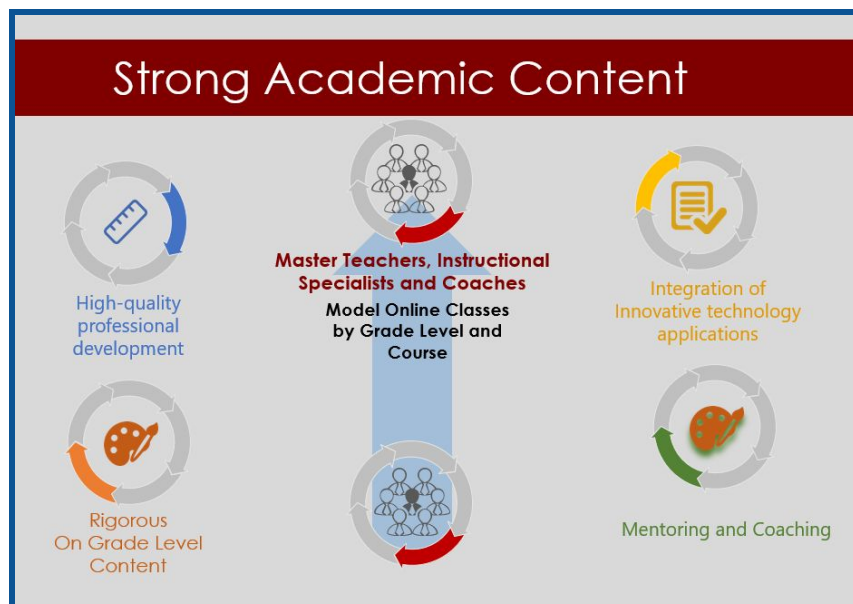
These are approximate times. Exact times for instructional blocks determined by each campus.
Office of Academics Working Draft Revised 07/2020 6



This document provides more details regarding the remote learning experience, including a definition of synchronous and asynchronous learning, best practices in remote learning, and highlights of lesson design in a remote learning environment.



To ensure a quality remote learning experience, Master teachers will assist with the creation of model online courses. These courses can be shared through the learning management system. Teachers are also supported with high-quality professional development, innovative technology applications, and supportive mentoring and coaching.



Level 1 – Buildings Closed

All students are expected to attend school remotely from home through Canvas, the District Learning Management System, in accordance with the [SAISD 2020-21 Academic and Instructional Continuity Plan](#). Remote learning at home will be equal to the work students receive over a normal school year in all content areas, with an emphasis on reading and math, and socio-emotional learning (SEL). Students will be engaged in direct content work that is equivalent to the normal school year. For all students, the measurement frequency is **daily**. Students learning remotely from home must be engaged in learning demonstrated by either of the following:

- Daily participation in Canvas; or
- Daily participation in Zoom; or
- Completion or submission of an assignment in Canvas from student to teacher.

All students will take required state assessments, including STAAR, STAAR EOC, and TELPAS. These assessments will likely be administered online, utilizing secure testing protocols.

All students in special programs (e.g., SPED, Dual Language, ESL, and Gifted and Talented) will receive instruction, accommodations, and resources based on their corresponding program requirements.

Level 2 – Open with 50% or Less

Students who report to school daily for in-person instruction will receive instruction based on the District curriculum and follow the campus-designated schedule. Students will be grouped in cohorts and remain in the same group throughout the day as much as possible. This will facilitate the provision of socio-emotional and academic support to increase academic achievement. These students will also have the opportunity to participate in extracurricular activities, following District safety protocols and CDC recommendations. Grading will follow District procedures stated in the Grading and Reporting section above.

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Students attending remotely will follow Level I procedures.

Level 3 – Up to 51% to 75%

Students who report to school daily for in-person instruction will receive instruction based on the District curriculum and follow the campus-designated schedule. Students will be grouped in cohorts and remain in the same group throughout the day as much as possible. This will facilitate the provision of socio-emotional and academic support to increase academic achievement. These students will also have the opportunity to participate in extracurricular activities, following District safety protocols and CDC recommendations. Grading will follow District procedures stated in the Grading and Reporting section above.

Students attending remotely will follow Level I procedures.

Level 4 – Open with Greater than 75%

Students who report to school daily for in-person instruction will receive instruction based on the District curriculum and follow the campus-designated schedule. Students will be grouped in cohorts and remain in the same group throughout the day as much as possible. This will facilitate the provision of social, emotional, and academic support to increase academic achievement. These students will also have the opportunity to participate in extracurricular activities, following District safety protocols and CDC recommendations. Grading will follow District procedures stated in the Grading and Reporting section above.

Students attending remotely will follow Level I procedures.

Level 5 – Fully Open

All students will report to school daily for in-person instruction following the District curriculum. Procedures return to normal.

The SAISD Department of Disability Services recognizes that students with disabilities may have unique needs that may impact their ability to participate meaningfully in different instructional settings. Because of this, special considerations may need to be made when planning for a return to an in-person instructional model. Additional considerations for these students may include learning style, access to specialized materials and equipment, and student health status. As with all students, safety is our priority.

Level 1 – Buildings Closed

All special education/dyslexia/§504 will be provided via a remote learning model. This includes specially designed instruction, provision of accommodations, and teletherapy.

Level 2 – Open with 50% or Less

For students attending in-person, instruction will be provided as indicated in the Individual Education Plan (IEP). Some related services and itinerant instruction may be provided via virtual means.*

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IEP. Related services and itinerant instruction will be provided via virtual means.

**Individual student needs must be considered in order to prioritize access to in-person instruction, including, but not limited to: IEP/IAP instructional intensity, environmental structures, behavioral supports and interventions, and access to specialized equipment. Priority should be given to students served in Early Childhood Special Education, Alternate Curriculum Environment, and Behavior Support Classrooms, as well as students receiving Resource, Coteach, RDSPD, or Dyslexia services.*

Level 3 – Up to 51% to 75%

For students attending in-person, instruction will be provided as indicated in the Individual Education Plan (IEP). Some related services and itinerant instruction may be provided via virtual means.*

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IE. Related services and itinerant instruction will be provided via virtual means.

**Individual student needs must be considered in order to prioritize access to in-person instruction, including, but not limited to: IEP/IAP instructional intensity, environmental structures, behavioral supports and interventions, and access to specialized equipment. Priority should be given to students with IEPs or IAPs or who require greater support and/or supervision in the implementation of §504 accommodations.*

Level 4 – Open with Greater than 75%

For students attending in-person, instruction will be provided as indicated in the Individual Education Plan (IEP). Some related services and itinerant instruction may be provided via virtual means.*

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IEP. Related services and itinerant instruction will be provided via virtual means.

**Individual student needs must be considered in order to prioritize access to in-person instruction, including, but not limited to: IEP/IAP instructional intensity, environmental structures, behavioral supports and interventions, and access to specialized equipment. Priority should be given to students with IEPs or IAPs or who require support and/or supervision in the implementation of §504 accommodations.*

Level 5 – Fully Open

All special education/dyslexia/§504 services and supports will be provided via the delivery model indicated in the IEP/IAP. This includes specially designed instruction, provision of accommodations, and therapy.

The SAISD Bilingual/ESL & Migrant Department will continue to ensure that all Emergent Bilingual and Migrant students have access to culturally and linguistically responsive curriculum and instruction, and other services in both remote and in-person settings.

Level 1- Buildings Closed

All English Learner (EL) services, instructional programs, and migrant services will be provided via a remote learning model. This includes Dual Language and ESL instruction by teachers, linguistic accommodations to the curriculum, and services from the EL Counselor. Additional self-paced, online programs, and opportunities will be available to supplement instruction for language development of students in both the Dual Language and English as a Second Language (ESL) programs. Instruction will be tailored to students' needs and language proficiency levels, following SAISD's Dual Language model. There will be an emphasis on Spanish instruction in the Digital Dual Language program to enhance the opportunities for students to listen, speak, read, and write in Spanish. In addition, synchronous Spanish opportunities will be scheduled so that students continue practicing Spanish. Native English speakers' participation will continue in the Dual Language program with ongoing support through a digital platform. See the [Digital Dual Language Model](#)

All students that are in their first three years in the U.S. will receive 30-45 minutes of daily instruction with a teacher that specializes in language development.

Instruction for English Learners will be based on the English Language Proficiency Standards (ELPS) and all English Learners will take the Texas English Language Proficiency Assessment System (TELPAS) exam this school year.

The International Welcome Center will operate with limited capacity for testing of students new to the country.

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Level 2 – Open with 50% or Less

For students attending in-person, instruction will be provided based on students' individual needs and language proficiency levels, following SAISD's Dual Language model. Supplemental, online self-paced language development programs will be available.*

For students attending remotely, instruction will be tailored to students' needs and language proficiency levels, following SAISD's Dual Language model whenever possible. Additional self-paced and community language development opportunities will be available to students participating in both the Dual Language and English as a Second Language (ESL) programs.

All students who are in their first three years in the U.S. will receive 30-45 minutes of daily instruction with a teacher that specializes in language development (preferably in person).

*Individual student needs must be considered in order to prioritize access to in-person instruction. Priorities include but are not limited to: students in their first three years in the United States, Students with Interrupted Formal Education (SIFE), asylee and refugee students, and English Learner students who did not engage in remote learning throughout the spring and summer.

The International Welcome Center will operate with limited capacity for testing of students new to the country.

Migrant students will receive support through online tutoring, devices, and clothing, when necessary. Coordination of these supports will occur through the Migrant Liaison.

Level 3 – Up to 51% to 75%

For students attending in-person, instruction will be provided based on students' individual needs and language proficiency levels, following SAISD's Dual Language model. Supplemental, online self-paced language development programs will be available.*

For students attending remotely, instruction will be tailored to students' needs and language proficiency levels, following SAISD's Dual Language model whenever possible. Additional self-paced and community language development opportunities will be available to students participating in both the Dual Language and English as a Second Language (ESL) programs.

All students who are in their first three years in the U.S. will receive 30-45 minutes of daily instruction with a teacher that specializes in language development (preferably in person).

*Individual student needs must be considered in order to prioritize access to in-person instruction. Priorities include, but are not limited to: students in their first three years in the United States, Students with Interrupted Formal Education (SIFE), English Learner students who did not engage in remote learning throughout the spring and summer, English Learners with Individual Education Plans (IEPs), and English Learner students who are at risk of not graduating with their cohorts.

The International Welcome Center will operate with limited capacity for testing of students new to the country.

Migrant students will receive support through online tutoring, devices, and clothing, when necessary. Coordination of these supports will occur through the Migrant Liaison.

Level 4 – Open with Greater than 75%

For students attending in-person, instruction will be provided based on students' individual needs and language proficiency levels, following SAISD's Dual Language model. Supplemental, online self-paced language development programs will be available.*

For students attending remotely, instruction will be tailored to students' needs and language proficiency levels, following SAISD's Dual Language model whenever possible. Additional self-paced and community language development opportunities will be available to students participating in both the Dual Language and English as a Second Language (ESL) programs.

All students who are in their first three years in the U.S. will receive 30-45 minutes of daily instruction with a teacher that specializes in language development (preferably in person).

*Individual student needs must be considered in order to prioritize access to in-person instruction. Priorities include, but are not limited to: students in their first three years in the United States, Students with Interrupted Formal Education (SIFE), English Learner students who did not engage in remote learning throughout the spring and summer, English Learners with Individual Education Plans (IEPs), and English Learner students who are at risk of not graduating with their cohorts.

The International Welcome Center will operate with limited capacity for testing of students new to the country.

Migrant students will receive support through online tutoring, devices, and clothing, when necessary. Coordination of these supports will occur through the Migrant Liaison.

Level 5 – Fully Open

All English Learner services, instructional programs, and migrant services will be provided in-person. The International Welcome Center will be operating at normal capacity.



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OPERATIONS



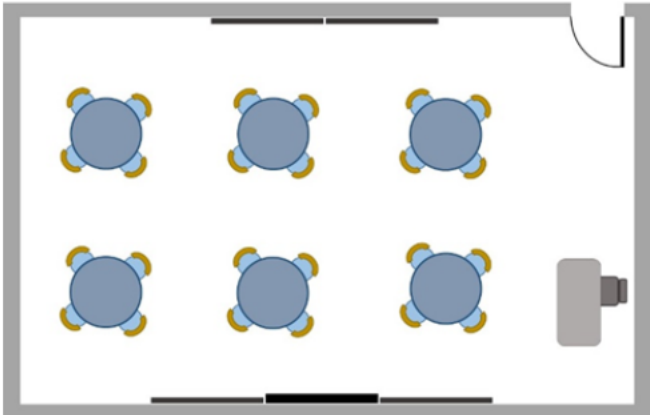
Level 1 – Buildings Closed

School buildings are closed, and only essential staff report to work.

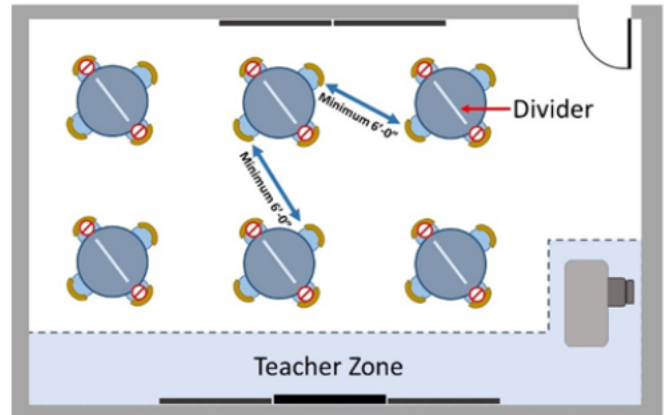
Level 2 – Open with 50% or less

Social distancing will be practiced in all occupied spaces, e.g., classrooms, student and adult restrooms, administrative offices, and student dining. Social distancing will be based on CDC and TEA Guidance of a minimum 6' of separation.

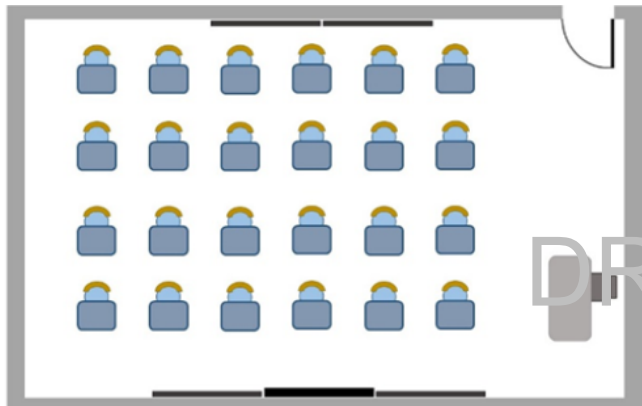
Typical classroom layouts:



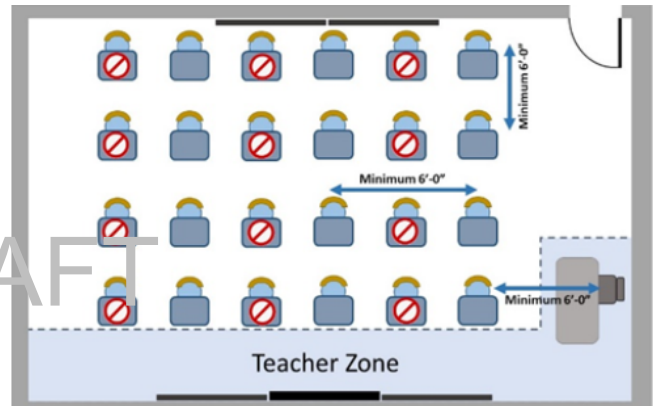
Typical Pre-K/Kindergarten classroom - Before



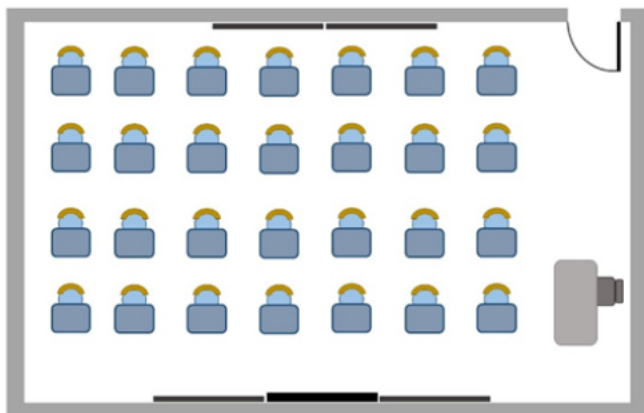
Typical Pre-K/Kindergarten classroom - After



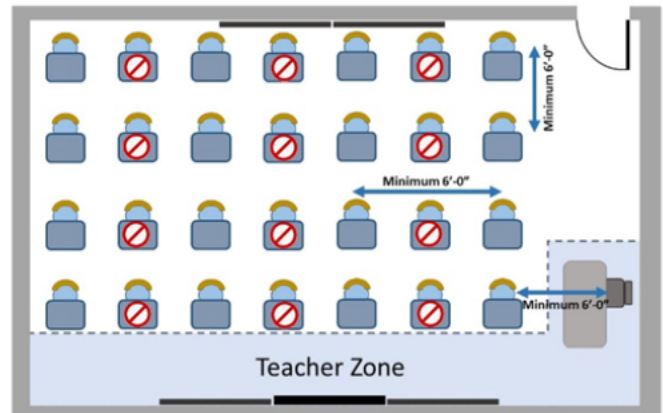
Typical elementary school classroom - Before



Typical elementary school classroom - After



Typical high school classroom - Before



Typical high school classroom - After

Space on each campus will be designated for quarantine, in the case of any student or staff exhibiting symptoms of COVID-19. Design criteria for area designated for quarantine include:

- Quarantine area will include a dedicated restroom for exclusive use of those in quarantine
- Quarantine area will be located directly adjacent to an exterior exit not being used as the main entrance
- Quarantine area will be located so it can be expanded, if necessary, without taking away from instructional space

In the case of an outbreak, spaces in use will be quarantined. Campus operations will be relocated to alternate locations within the remaining available space

Level 3 – Up to 51% to 75%

Same as Level 2

Level 4 – Open with Greater than 75%

Same as Level 3

Level 5 – Fully Open

Same as Level 4

CUSTODIAL SERVICES

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Level 1 – Buildings Closed

- Standard cleaning protocols.

Level 2 – Open with 50% or Less

To effectively maintain a safe and healthy learning environment, the following requirements are effective for the 2020-2021 school year. It is the responsibility of every person on campus to actively prevent the spread of germs, airborne allergens, and irritants, as well as other harmful substances. These guidelines are subject to adjustment based on state and/or local policy, and any changes will be communicated through the District website.

Both horizontal and vertical high-touch surfaces in learning areas will be cleaned daily using an Environmental Protective Agency (EPA) approved cleaning and disinfecting solution, followed by surface treatment using an electrostatic applicator.

High-touch surfaces in common areas such as hallways and bathrooms will be cleaned and disinfected several times daily using the EPA-approved solution.



Victory Electrostatic Applicators

An EPA-approved patented device provides an electrical charge to the solution. This allows the surface to be wrapped with an effective and even charge of disinfectant.

<https://www.youtube.com/watch?v=TOhXaBHT3Ho>

Electrostatic Treatment Schedule:

- For reports where a student or staff member has tested positive with COVID-19, we will treat all areas in which the individual had the possibility of entering.
- For reports of a student or staff member coming in contact with a COVID-19 positive person, and had not been adhering to social distancing and protective equipment rules, we will conduct everyday disinfecting procedures; no electrostatic treatment.
- If three or more people report positive for COVID-19, then the entire campus will be electrostatically disinfected, making it safe for students and staff to return the following day.

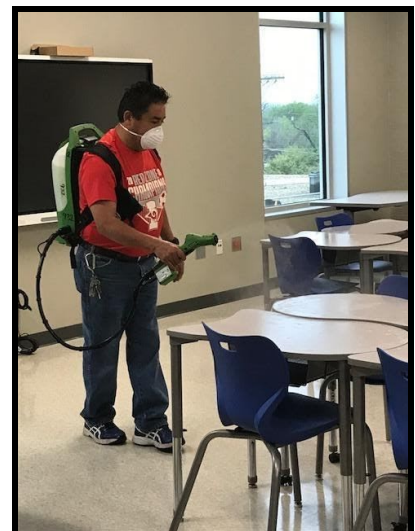
Each campus will be electrostatically disinfected a minimum of once per week.

Manual Application of Disinfectant

- Teachers in classrooms that have rotating cohorts will be provided with a ready to use peroxide-based cleaning solution with a 45 second effective time.
- The peroxide solution is sprayed on surfaces and wiped with a microfiber cloth or paper towels.
- Classrooms with cohorts that remain in the same space will be cleaned and disinfected daily.

Hand Sanitizer

- This Alcohol-based product is located in wall dispensers in each classroom, as well as throughout common areas of each campus. CDC recommends consumers use an alcohol-based hand sanitizer that contains at least 60% alcohol.
 - **Hand Sanitizer dispensers are available in every classroom, cafeteria, and multiple places throughout campus.



Daily Protocol for Custodial Staff

- All custodial staff will self-assess their health for any symptoms before arrival and clock-in for duty. They must call to advise their supervisor and SAISD Employee Benefits, Risk Management & Safety if unable to work. They must not report to their assigned location if exhibiting any known symptoms of COVID-19
- Head custodian will report any employee illness incident(s) to the area manager.
- Custodial staff will practice proper hand washing/sanitizing or wear gloves before entering classrooms, offices, or common areas.
- Custodial staff will wear a face covering (mask) when on District property.
- Custodial staff will always carry a bottle of disinfectant and microfiber cloth and disinfect all high-touch areas as they travel from point to point throughout their shift.
- Custodial staff will not congregate in groups greater than two and social distancing will be enforced at all times. No group lunches or breaks are permitted.
- Openers will begin the day opening and disinfecting doors throughout campus and propping open the entry exterior doors before disinfecting.
- A second custodian will then report to work after breakfast has ended. Once class instruction has begun, both custodians will begin disinfecting high-touch surfaces in common areas. They will repeat this process after each class period.
- After school, custodial staff will clean and disinfect all high-touch areas, excluding classrooms, but to include restrooms, lounge, library, main offices, clinic, athletic areas, and hallways.
- If necessary, a custodian will assist transportation staff in rapid disinfection of a bus if a student becomes ill en-route to a campus.

Daily Protocols for Faculty and Instructional Support Staff

- Under no circumstances will teachers bring, or allow students to bring, cleaning products or chemicals from outside the District.
- Perform manual disinfection of all student desks and high-touch surfaces following each class period. Staff will be:
 - Provided a spray bottle containing disinfectant provided by the Custodial Services Department, as well as paper or microfiber towels.
 - Responsible for securing the disinfectant bottle so it is out of the reach of students.
- All custodial needs, as it pertains to the classroom throughout the day, must be requested directly through the main office, e.g., picking up any supplies and/or deliveries from the main office.
- Only needs related to biohazard or safety will be responded to during school hours.
- Any tasks involving personal items must be tended to by the owner.
- At the end of the last class period each day, after disinfecting desktops, staff will stack or have students stack the chairs.

Level 3 – Up to 51% to 75%

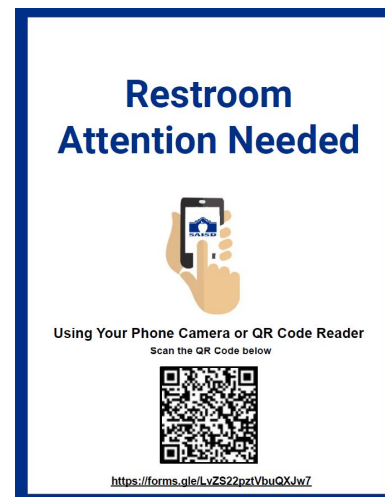
- Same as Level 2.

Level 4 – Open with Greater than 75%

- Same as Level 2.

Level 5 – Fully Open

- Standard cleaning protocols.



TRANSPORTATION

Level 1 – Buildings Closed

During a Level 1 closure, no home-to-school transportation will be provided. During this time, school buses will serve as a support role for the District. This means that school buses will help:

- Deliver meals in the community
- Serve as pick-up locations for technology
- Distribute educational materials or books
- Provide mobile hotspots for Wi-Fi
- Encourage student registration
- Lift morale through school parades and related events

During these events, bus drivers, monitors, and other staff will be wearing a face mask while on the school bus.



Level 2 – Open with 50% or Less

One student may be seated in every other school bus seat, nearest the window. This could change to one student seated in every school bus seat based on need and safety.

- Both school bus seats directly behind the bus driver may remain empty.
- If safety permits, students who live in the same home may be allowed to sit in the same school bus seat.



- If weather permits, every other bus window may be partially opened.
- School bus seats reserved for social distancing will be wrapped in red with safety signage stating that the seat is closed.
- Face masks will be required for all students, bus drivers, and monitors while on the school bus.
- Occupied school bus seats and handrails will be cleaned after each group of students departs from the bus with an approved Environmental Protection Agency COVID-19 sanitizing product.



Level 3 – Up to 51% to 75%

- One to two students may be seated in every seat.
- Both school bus seats directly behind the bus driver may remain empty.
- If weather permits, every other bus window may be partially opened.
- Face masks will be required for all students, bus drivers, and monitors while on the school bus.
- Occupied school bus seats and handrails will be cleaned after each group of students departs from the bus with an approved Environmental Protection Agency COVID-19 sanitizing product.

Level 4 – Open with Greater than 75%

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- One to two students may be seated in every seat.
- Both school bus seats directly behind the bus driver may remain empty.
- If weather permits, every other bus window may be partially opened.
- Face masks will be required for all students, bus drivers, and monitors while on the school bus.
- Occupied school bus seats and handrails will be cleaned after each group of students departs from the bus with an approved Environmental Protection Agency COVID-19 sanitizing product.

Level 5 – Fully Open

School bus transportation will be provided up to 100% standard capacity. During this time, all school buses will be 100% operational and providing full service for home-to-school transportation according to state and District standards.

CHILD NUTRITION



The proposed meal models align with current guidance from the Centers for Disease Control and Prevention (CDC), the local health department, and food safety and sanitation practices mandated by the Texas Department of Agriculture. They are designed to meet the nutritional needs of students who receive instruction in-person or in a remote learning environment.

Menu selections will provide a wide variety, to include both ready to heat and ready to eat items, like Chicken Tenders, Crisпитos, Protein Lunch Packs (e.g., deli meats, cheese, yogurt, crackers, hard-boiled eggs, etc.). Nacho kits, a variety of sandwiches, and an assortment of fresh fruits, vegetables, and milk will be available.

When students are attending remotely, meals will be made available through a curbside meal operation. This will allow for the distribution of meals at designated curbside locations at campuses districtwide. Curbside meal service reduces in person contact and provides students with multiple meals for multiple days.



Meals will also be available for pick-up at various bus stop locations throughout the District through the SAISD Eats program hosted by the Transportation Department. Meal delivery occurs daily at the designated bus stop locations and students receive multiple meals for the day.

When students are attending in-person, meals will be packaged in a closed container for consumption in the classroom or dining room. Social distancing measures will be in effect in dining rooms districtwide.



Level 1 – Buildings Closed

Child Nutrition will provide curbside meal service during building closures. In addition, meal delivery will be provided to various bus stop locations throughout the District.

Level 2 – Open with 50% or Less

Students attending in-person will receive pre-packaged meals for consumption on campus (e.g., classroom, dining room). Curbside meals will be available for students attending remotely.

Level 3 – Up to 51% to 75%

Students attending in-person will receive pre-packaged meals for consumption on campus (e.g., classroom, dining room). Curbside meals will be available to students attending remotely. Meal bundles will be available to students at the end of the school day to accommodate schedules.

Level 4 – Open with Greater than 75%

Students attending in person will receive pre-packaged meals for consumption on campus (e.g., classroom, dining room). Curbside meals will be available to students attending remotely. Meal bundles will be available to students at the end of the school day to accommodate schedules.

Level 5 – Fully Open

On campus dining is provided during level 5.



SOCIAL & EMOTIONAL SUPPORT

The impact of COVID-19 on our established learning structures spurred a rapid transition to new modalities of instruction and student interaction. The new need to keep physical distance amplifies the importance of relationships and human connection. As we work to bridge the social and emotional connection from the physical classroom into the online learning environment for staff, students, and families, there is a crucial shift in focus. The top priority of the District during digital learning is emphasizing well-being and the power of connection. Interactions that lead with a focus on the social and



emotional needs of our students, where students feel that adults care about them as a student, and as a human being, will serve as a protective factor for general mental health and well-being.

There is a substantial body of evidence that upholds the connection of schools as leading protective factors for students (Center for Disease Control, n.d.). Access to and relationships with educational staff, school resources, and opportunities to connect and grow contribute both directly and indirectly to mental health and well-being in significant ways. School connectedness is shown to decrease risk factors like substance abuse and emotional distress. It also supports healthy development, including essential skills for success in life such as self-regulation, self-agency, and sense of purpose. School connectedness improves positive outcomes; it is through the educator-student-family relationship that school connection

draws its power. As a result, schools-based relationships are one of the strongest protective factors in the lives of our students.



SAISD educators have a strong history of dedication to our students and local community. We purposefully cultivate a climate that honors student identities, reflects the distinct spirit of the community, promotes the importance of positive, healthy relationships, and meets students where they are. We are committed to providing safe, supportive learning environments for all students, families, communities, and staff by employing strategies that help support students in their social, emotional, and academic development.



This commitment has not changed during this time of digital learning; resilient and united, our District is uniquely equipped to meet evolving needs. It is this strength and passion for our work that will carry us all through this very challenging time. Together we will lead with compassion, teach for connection, and embrace patience and grace as we adapt our practices to continue providing quality support to our students and families.

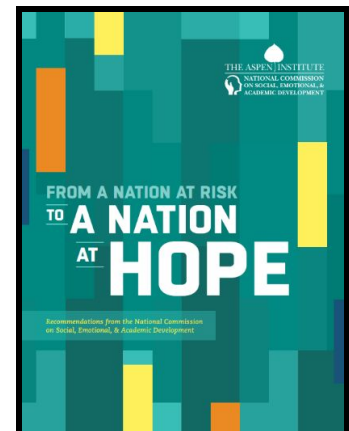
To ensure alignment to best practices in social, emotional, and academic development (SEAD), SAISD anchors its work around the Aspen Institute's National

Commission on Social, Emotional, & Academic Development report [From a Nation at Risk to a Nation at Hope.](#)

Social, emotional, and cognitive/academic opportunities to learn and grow are all imperative to long-term success, as they are intricately connected in the way students learn and experience the world. They are mutually beneficial and mutually reinforcing in the educational environment. The seamless blending and intentional scaffolding of social, emotional, and cognitive competencies results in deeper learning and the cultivation of a sense of self and community. As we design new learning experiences, we must elevate the importance of leveraging student interest and passion, to not only provide deep and meaningful learning, but also provide a rich outlet through which students can process their current experience.





Thus, student engagement emerges as the new primary measure of efficacy in the learning environment. During COVID-19, students will experience increased benefit from these tried and true approaches:

- Opportunities for self-reflection
- Opportunities for discussion and discourse



- Longer, student-driven assignments
- Student voice and choice

In planning for the school reopening, the critical practices outlined by the Collaborative for Academic, Social, and Emotional Learning's (CASEL) in their new guide, "[Reunite, Renew, and Thrive: SEL Roadmap for Reopening School](#)", frame our planning and commitment to support student and staff social-emotional well-being.

SEL Critical Practices for Reopening	
 <p>Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.</p>	<p>Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.</p>
 <p>Design opportunities where adults can connect, heal, and build their capacity to support students.</p>	<p>Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and well-being, providing ongoing professional learning, and creating space for adults to process and learn from their experiences.</p>
 <p>Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.</p>	<p>Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic and systemic racism on their lives and communities; and access needed support through school or community partners.</p>
 <p>Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.</p>	<p>Partner with students, families, staff and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts.</p>

In order to support the ongoing social-emotional needs of students, staff, and families, the district continues to create, curate, and adapt training opportunities, curriculum, and supporting resources. Explore these great resources for student and adult self-care-

- [Helping Children Cope](#) - a PK-12 developmental guide to student reactions and what adults can do to help.
- First Aid for Feelings ([English](#), [Spanish](#)) is a workbook from the Yale Child Study Center and Scholastic that helps kids K-6 cope during the Coronavirus Pandemic with activities for processing information and feelings, and strategies for taking care of themselves physically and emotionally.
- A Virtual Peace Area for grades PK-5 ([English](#), [Spanish](#)) and a [Self-Regulation Area](#) for grades 6-12 that provide healthy strategies for processing and responding to feelings.
- The [Self-Care Planning Worksheet](#) supports adults in planning for balance and self-care during this uncertain time.
- Upon return to instructional continuity, [SAISD PK-12 School Counselors](#) at all campuses will offer daily blocks of Zoom Office hours. Contact your School Counselor for details.
- SAISD School Social Workers have created a bilingual video on [Ten \(10\) tips to Handle Stress During the Pandemic](#). Follow their page on [Facebook](#) to learn more.

EMPLOYEE WELLNESS



SAISD cares deeply about the well-being of all staff. As we navigate COVID-19, the guiding pillars of this framework we will center upon are: Community, Care and Connect. District staff in conjunction with the Employee Benefits, Risk Management & Safety team are curating resources that support the well-being of all employee groups. The Employee Assistance Program (EAP) supports employees' well-being by offering a free array of services to all, regardless of Aetna enrollment. Information on the [Employee Assistance Program and Wellness Portal](#) can be accessed [here](#).

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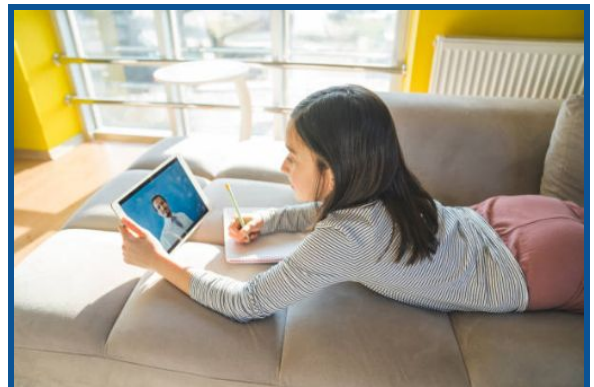
STUDENT ATTENDANCE



Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year whether attending classes at a campus in person or attending remotely from home.

For all students, the measurement frequency is **daily**. Therefore, students attending in-person and remotely from home must attend daily. Students learning remotely from home must log onto Canvas, our Learning Management System, each day and demonstrate:

- Daily participation in Canvas; or
- Daily participation in Zoom; or
- Completion or submission of an assignment in Canvas from student to teacher.



GRADING & REPORTING



The SAISD Grading and Reporting Procedures read, in part, "the objective of a student's education is to acquire knowledge and skills to achieve a meaningful and productive life. The evaluation of knowledge and skills is traditionally called grading. Grading should reflect a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Grades are to be based on curriculum-related criteria and will reflect academic achievement."



In response to schools remaining open or during temporary closures due to COVID-19, campuses will continue to follow the District's mandatory grading requirements outlined in [Administrative Procedure, E20](#). As such, numerical grades will be taken for grades 2-12. There will not be a difference in grading practices between the

In-person model and the remote learning from home model. The top priority of the District will be maintaining a fair and equitable way to reflect your child's mastery in these uncertain times.

Report Cards

The Texas Education Code, §28.022(a)(2) requires that districts, at least once every 12 weeks, give written notice to a parent of a student's performance in each class or subject.

Progress Reports

Texas Education Code, §28.022(a)(3) requires that districts, at least once every three weeks, or during the fourth week of each nine-week grading period, give written notice to a parent or legal guardian of a student's performance in a foundation subject if the student's performance in the subject is consistently unsatisfactory.

Parents will receive progress reports and final report cards by logging in to the [mySAISD](#) application. Parents will be able to monitor grades in real-time.

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RANK



For students in grades 9-12, the District's Rank Policy, described in [Administrative Procedures, E28](#), will be used in determining a student's Grade Point Average and their Class Rank.

AFTERSCHOOL PROGRAMS



SAISD will begin offering after school programs on September 8.

STUDENT CODE OF CONDUCT



Student discipline procedures will remain in effect. Please see the [Student Code of Conduct](#) for additional information.



SCHOOL UNIFORMS AND DRESS CODE

School Uniforms

School uniform requirements will be in effect for the 2020-2021 school year. That said, families choosing in-person instruction for their children must follow the uniform specifications outlined in FNCA (Local).

Families choosing remote instruction for their children do not have to follow school uniform requirements. However, dress code requirements will be in effect for all students.

School Uniform Assistance

The District has several programs available to assist families with the purchase of uniforms.

- Currently, SAISD Uniform Services has a uniform closet with the inventory to support approximately 5,000 students in need of a basic school uniform.
- Additional funding is available to help families purchase uniforms. Parents can submit an application to SAISD Uniform Services to receive uniform vouchers for use with any of the District's four approved vendors.
- The District also has support services, including uniform assistance, available to families experiencing homelessness.

For more information about any of these services, please email saisdschoolsocialworkers@saisd.net or call (210)554-2635.

Dress Code

All students, whether receiving instruction in-person or remotely must adhere to the District's dress code as outlined in FNCA (Local).

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SCHOOL SUPPLIES

Families choosing in-person instruction are required to purchase school supplies for the 2020-2021 school year.

Families choosing remote instruction are NOT required to purchase school supplies for the 2020-2021 school year.

[School Supply List English](#)

[School Supply List Spanish](#)

The following safety measures will be employed at all SAISD buildings:

Establish a Campus Safety Team

- Each campus will develop a safety committee.
- All campuses will identify a staff member who can address COVID-19 questions and who will also serve as the campus Point of Contact (POC).
- All school staff and families should know who the COVID-19 POC is and how to contact them.

Post Signs and Messages

- SAISD safety [signs](#) must be posted in highly visible locations (e.g., school entrances, restrooms)
- Schools may also use the CDC posters that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as the age appropriate posters for [properly washing hands](#) and [properly wearing a cloth face covering](#)).



Plan for Safety Training of Staff and Students

- Staff and students must receive training that includes:
 - [Handwashing](#) (with soap and water for at least 20 seconds)
 - Hand sanitizing (containing at least 60% alcohol can be used for staff and older children who can safely use hand sanitizer)
 - Covering coughs and sneezes
 - Properly putting on, wearing, and removing a face mask
 - Importance of physical distancing
 - Review of safety posters on
 - [Stop the Spread](#)
 - [Proper handwashing](#)
 - [Everyday protective measures](#)
 - [Properly wearing a face covering](#)

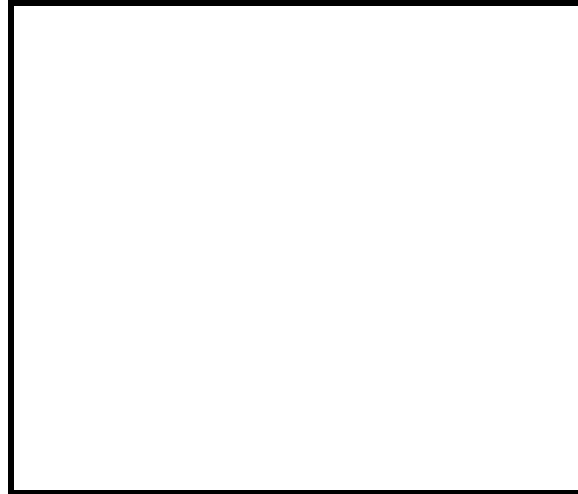
Cloth Face Coverings are Required

- [Cloth face coverings](#) are required.
- Face coverings will be worn by staff and students and are **most** essential in times when physical distancing is difficult.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected, but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- The Texas Education Agency has provided face masks for students; however, parents are welcome to use a different mask if they choose.
- The District will provide clear masks to deaf and hard of hearing students.

- o The District will provide face coverings appropriate for each grade level. For example, students in grades PreK-2 will have the option to wear a District-issued face shield in addition to, or in place of, a cloth face covering. (Note: These are only examples for illustration purposes and actual product issued may vary.)



Pre-K through 2nd Grade



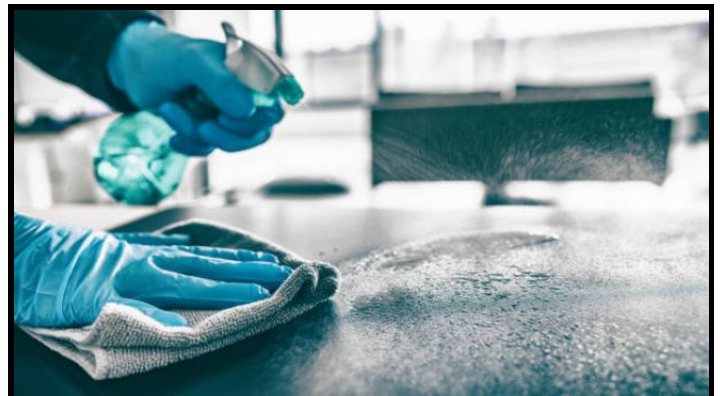
Grades 3 through 12

Recognize Signs and Symptoms

- Daily health checks will be conducted at each bus stop. Students who have a fever will be separated from other children and will report directly to the isolation room when arriving on campus.
- Daily health checks will also be conducted upon student and staff arrival. For grades ECE - 5, this will happen at drop off.
 - o temperature screening
 - o [symptom checking](#)
- Health checks will be conducted safely and respectfully, and in accordance with Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) .
- School administrators will employ methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.

Students and Staff Stay Home when Appropriate

- Students and staff who are sick or who have recently had [close contact](#) with a person with COVID-19 must stay home.
- [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#) until released by a physician.
- Parents of children diagnosed with COVID-19 must notify the school. Staff who test positive for COVID-19 should notify Employee Benefits.



- CDC's criteria can help inform when employees should return to work:
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)

Identifying Small Groups and Keeping Them Together (Cohorting/Teaming)

- Student and staff groupings will remain as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for middle school and high school students).
- Mixing between groups will be avoided to the maximum extent possible.

Staggered Scheduling

- Arrival and drop-off times or locations will be staggered to the maximum extent possible.
- When possible, office staff should report on alternate days, especially those that do not have enough room to maintain appropriate social distance.

Shared Objects

- SAISD will work with community organizations to provide school supplies; therefore, parents will not need to buy school supplies for the 2020-2021 school year.
- Teachers will discourage sharing items that are difficult to clean or disinfect.
- To facilitate cleaning of classroom items, each child's belongings will be separated from others' in individually labeled plastic bags.
- Classroom shelves will be cleared of unnecessary items that can be picked up or touched by students.

Cleaning, Disinfection, and Ventilation:

- [Cleaning and disinfecting](#) is required frequently on high touch surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- Each school will maintain a schedule for more frequent routine cleaning and disinfection.
- Each school will follow the [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Only SAISD-approved cleaning products may be used. No cleaning products should be brought from home.
- At the end of the 2019-2020 school year, teachers were provided with boxes and asked to take home personal and hard to clean items. This will facilitate the spraying and cleaning of classroom items.

Ventilation and Outdoor Spaces

- Ventilation systems should be operated allow circulation of outdoor air as much as possible.
- When possible, schools should leverage outdoor learning spaces.

Water Systems

- To minimize the risk of illness associated with water, SAISD will [take steps](#) to ensure that all water systems and features (e.g. sink faucets, drinking fountains, decorative fountains) are safe to use.



to

- Drinking fountains will be cleaned and sanitized, but staff and students are strongly encouraged to bring their own water bottles to minimize the use of and touching of water fountains.

Modified Layouts

- Student seating will be spaced at least 6 feet apart when in classrooms.
- Seating in classrooms and buses will be modified to ensure social distancing.

Physical Barriers and Social Distancing Guides/Signage

- Plexiglass barriers have been provided to schools to use in areas where 6 feet of social distancing might be a challenge (e.g., reception desks).
- Where appropriate, schools will provide physical guides, such as tape on floors or sidewalks and signs on walls, to facilitate staff and students remaining at least 6 feet apart in lines and at other times.

Communal Spaces

- Schools will limit the use of shared spaces such as cafeterias, libraries, and playgrounds and will stagger classroom use of these spaces to reduce the number of students occupying that space at any one time.
- All equipment and spaces will be [cleaned and disinfected](#) between use.

Gatherings, Visitors, and Field Trips

- To reduce risk to students, parents, guardians, nonessential visitors, volunteers, and activities involving external groups or organizations will not be allowed in the building except for emergencies.
- No in-person field trips will be allowed.
- Virtual field trips will be encouraged.

Decision to Close a Classroom, Building, School, or District

- Only the Superintendent, after careful consideration, shall determine whether a classroom, building, program, school or the District will be closed.

Communication Decision Tree

- SAISD has established a communication protocol that includes consulting the City of San Antonio Metropolitan Health District, when appropriate.
- In instances where a student or staff member has reported feeling ill, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), and Health Insurance Portability and Accountability Act (HIPAA).



Advise Staff and Families of Sick Students on Home Isolation Criteria

- Sick staff members or students should not return to a school building until they have met CDC's [criteria to discontinue home isolation](#).

Isolate Those Who are Sick

- Students and staff showing symptoms or testing positive for COVID-19 should not come to school, and staff or student's parents must notify school officials, e.g. the designated COVID-19 Point of Contact (POC).

- If a child becomes sick at school, the child will immediately be separated and the family will be contacted.
- An isolation room will be established to ensure the child is appropriately separated from other individuals, but is adequately supervised.

Sanitizing After an Exposure:

- Areas used by the individuals with COVID-19 will be temporarily closed.
- After 24 hours, the area will be cleaned and disinfected using a hospital-grade solution.

Positive Case Protocol

- If an individual who has been in a school is lab-confirmed to have COVID-19, the school will notify SAISD Student Health Services (if it is a student) or SAISD Employee Benefits, Risk Management & Safety (if it is an employee). The District will then notify the City of San Antonio Metropolitan Health District, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA), Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).
- SAISD Student Health Services and SAISD Human Resources will quickly work to identify anyone at the school who may have been exposed to that individual – and will notify those individuals and parents of those students – following all confidentiality laws and without identifying the name of the person testing positive. Individuals determined to have been potentially exposed will be asked to stay home for the number of days deemed necessary, and to watch for symptoms.
- The school will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in any on-campus activities.
- These same protocols apply to SAISD administrative buildings and will be used to inform staff.
- The school/building will close off areas that are heavily used by the individual with the lab-confirmed case until the non-porous surfaces in those areas can be disinfected, unless more than three days have already passed since that person was on campus.

Helpful Checklists:

- Parent Checklist:
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/schools-checklist-parents.pdf>
- Teacher Checklist:
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/schools-checklist-teachers.pdf>

COMMUNICATIONS



The Communications Office will provide timely, accurate information, with regular updates, to ensure parents, employees and the community are kept well-informed of the resources available to them and new protocols being implemented as we begin a new school year in an ever-changing environment. The Communications Office will use the following components:

Safe School Start - Communications Hub

- A **Safe School Start** web page will be launched to establish a one-stop source to house communication updates so stakeholders can easily locate important information. A tab titled **School Start** will be positioned at the top of the District's home page for easily identifiable and simple access, and will link to the *Safe School Start Communications Hub*.
- Major updates will be highlighted on the District home page through established web features, including rotating banners and featured stories, which will link to content that also is housed on

the *Safe School Start* web page. These homepage features will be an additional driver to the Communications Hub.

- An FAQ repository will be maintained on the *Safe School Start* page for parents and community stakeholders. A staff specific FAQ repository will be maintained on the Employee Portal.
- The *Safe School Start* page also will include links to relevant guidance, ordinances and executive orders from the Texas Education Agency and state and local officials.
- The home page alert button will be utilized for critical updates.

Parent Notifications

- All parent notifications and updates will be provided in English and Spanish.
- Distribution: Parent communications from the District may be issued through the District messenger system via email, or by text or automated telephone calls, depending on the urgency or nature of the notification.
- Other existing platforms may be used as needed, including social media (e.g., Facebook, Twitter, Instagram) and SAISD publications.
- All parent communications will be archived on the *School Start* web page.

Employee Notifications

- Superintendent emails to staff will be issued bi-weekly, along with any other needed updates.
- The Employee Portal will be utilized to communicate information to all staff. A landing page will be created with employee-specific FAQ and links to all staff letters, memos, and flyers. This page will be a companion site to the outward-facing **Safe School Start** page on the main District website.
- A portal home page graphic will drive employees to the page within the site. New content on the landing page also will be promoted in the portal's Latest News section, further notifying employees of current updates.

Positive Case Protocol

- If an individual who has been in a school is lab-confirmed to have COVID-19, the school will notify SAISD Student Health Services (if it is a student) or SAISD Employee Benefits, Risk Management & Safety (if it is an employee). The District will then notify the Metropolitan Health Department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA), Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).



potentially exposed will be asked to stay home for the number of days deemed necessary, and to watch for symptoms.

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- SAISD Student Health Services and SAISD Human Resources will quickly work to identify anyone at the school who may have been exposed to that individual – and will notify those individuals (and parents of those students –following all confidentiality laws and without identifying the name of the person testing positive. Individuals determined to have been

-
- The school will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on-campus activities.
 - These same protocols apply to SAISD administrative buildings and informing staff.
 - The school/building will close off areas that are heavily used by the individual with the lab-confirmed case until the non-porous surfaces in those areas can be disinfected, unless more than three days have already passed since that person was on campus.

Level Recommendations

- The Superintendent will make the decision on announcing any changes in recommendations for the number of people in a school or administration building due to safety needs.
- The Communications Office will issue Parent and Employee Notifications.

Safety Information

- Safety posters will be displayed on all main building doors. These posters outline the protocol required before staff, students, and visitors are able to enter an SAISD building.
- Safety flyers will be provided to each campus and administrative office building and will be updated as needed.
- A safety video outlines that the District is opening its buildings safely through disinfection methods and the provision of hand sanitizer and face masks, and lays out District expectations that staff, students, and visitors follow social distancing and safety protocols. This video will be updated as needed and shared on the *Safe School Start* web page and as a campus resource.

Principals' Toolkit

- Social media graphics
- Talking points
- Posters on measures to prevent the spread of COVID-19
- Videos
 - Registration
 - Safety
 - School bus expectations
 - How to put on and take off a face mask

Forums

The District will hold virtual and, possibly in-person forums, including town halls and Virtual Q&As to engage community members or employees when deemed necessary. These forums will supplement other communications methods.

News Media

The Communications Office will use all avenues to reach stakeholders, including news releases on major announcements. It also will place stories on the District's efforts surrounding its high-quality on-campus and remote learning models, social-emotional outreach, and meal and technology distributions.

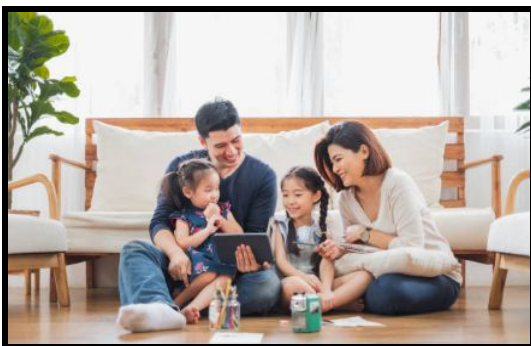
We are committed to supporting all families during this unprecedented time in partnership with you and our community partners, and we are here to:

Support the Social and Emotional Needs of Families

- Parent Education
 - Family Power Hour - Learn more about our [free virtual workshops](#) for adults and children on crafting, cooking, immigration, Zumba, etc.
 - Adult Basic Education - Learn more about [free GED, citizenship and other classes](#)
- Family Support
 - School Counselors - Email schoolcounselors@saisd.net or call us at (210) 354-9450 for support with coping skills for your children
 - Health - Email nursequestions@saisd.net for health-related questions
 - Nutrition/Meal Distribution - View [meal distribution](#) updates)
 - Family Information Hotline in the Office of Family and Community Engagement - Call us at (210) 554-2210 or email us at familyengagement@saisd.net with questions
 - [FACE Specialists](#) - Your school's Family and Community Engagement (FACE) Specialist can connect you to the resources you need.

Facilitate Communication with Families

- Are you looking for the latest communication to families from the district?
 - COVID-19 Resource Page - [View](#) all parent letters, informational videos, program updates, and other resources
- Receive important updates and reminders from the district by phone, email, and text!
 - SchoolMessenger - [Learn more](#) about SchoolMessenger, the system the district uses to communicate with families
 - If you are not receiving notifications from the district, call us at (210) 554-2210 or email us at text@saisd.net.



- Do you have a question, comment, or concern? We are at your service!
 - Customer Experience Center (CEC) - [Learn more](#) about this resource
- Need a little assistance navigating the different district departments?
 - Parents/Students Web Page - [Visit](#) this one-stop resource for new and current families

Recruit Potential Volunteers

- Our volunteer program may look a bit different, but our commitment to supporting your students has not changed. If you, or someone you know, are interested in investing your time as a mentor or tutor, let us know! This volunteer opportunity will be completely online and not in-person.
 - Volunteer Services - Becoming a [volunteer](#) in SAISD is a simple process!

Create Opportunities for Families to Provide Input and Feedback

- Your voice matters! Opportunities for families to participate in school decisions, governance, and advocacy – all virtually – include:
 - Campus Leadership Teams (CLT)

- PTA/PTO Groups
- Parent Advisory Groups
- Family Surveys
- For more information about these opportunities, [contact](#) your school's Family and Community Engagement (FACE) Specialist.

Identify Community Resources for Families

- Community Resource Hub - View a [directory of resources](#) for families
- Support Response Team - The SRT is a partnership between SAISD, Communities in Schools, and the City of San Antonio and offers support when a student or family member has been exposed and/or tested positive

Foster Learning at Home

- Learning [Resources](#) for Students
 - Digital Learning Playground
 - Online Book club
 - Learning Adventure
 - Makerverse
 - Edgenuity
- Tools and Support for Parents/Guardians
 - Family Check-ins - [Join us](#) LIVE on Zoom every Tuesday, Wednesday, and Thursday to check in with an SAISD teacher
 - Digital Onboarding Support - [View](#) information on how to access ClassLink, help parents log on to Google Classroom, etc.
 - SELF - [View](#) Summer Emotional Learning for Families program information
 - MySAISD Parent Portal - [Use this application](#) to access your students' usernames/passwords, grades, and report cards
 - Technology Help Desk - Call (210) 244-2929 or email helpdesk@saisd.net to request your mySAISD Parent Portal key or if you are having any issues with your district-issued devices
- Visit our [Resource Library](#) for additional information on these topics:
 - School Counselors
 - Special Education
 - Dyslexia/504
 - Dual Language, ESL, Migrant Programs
 - Gifted and Talented
 - Parent Guide to Positive Reinforcement
 - Creating a Learning Environment at Home
 - Managing Behaviors at Home

SAISD registration procedures will be adjusted, as needed, to accommodate for District operating conditions. The following guidelines provide further detail regarding registration modifications under each operational level.

Registration Online or By Phone

- At any time, families may complete their school registration through the District's online platform. The platform is accessible through the District's website.
- At any time, families may complete their school registration by phone. They may contact their school or the SAISD Enrollment Office to complete their registration.
- Documents can be texted or emailed to the campus or Enrollment Office for uploading to the registration account.

In-person Registration By Appointment Only

- When schools are opened under limited capacity, families may request to complete their registration in person by contacting the campus or the [Enrollment Office](#) at 210-554-2660 and making an appointment. Families must follow all building safety protocols when coming into an office to complete their registration.

Relaxed Notarized Form Requirements

- The District acknowledges that while the city and schools are not operating at 100% capacity, our families' ability to access notary services is limited. Therefore, the District will allow for relaxed notarization requirements until it can operate under Level 5 conditions.
- Families can use the following alternatives in lieu of notarized forms:
 - Submit the District form with only signatures without notarization
 - OR**
 - Submit a handwritten/typed letter with the following information for Verification of Address:
 - Name of owner
 - Who is being allowed to live in the home -- adult(s) and children
 - Address
 - Date
 - Signature of owner and signature of parent
 - Submit a handwritten/typed letter for other purposes (such as Grandparent Care Form) with date and signatures of all associated parties.

New Students Begin with Remote Learning Upon Enrollment

- If students new to the District enroll during the nine-week grading period, they may request in-person instruction upon enrollment. However, they may start with remote learning until the campus can adjust classroom protocols to accommodate for additional students in the classroom. Families may also choose to begin with remote learning and change to in-person instruction when other campus families are provided the option to change modalities.

New Students May Begin with In-person Instruction If Requested.

- When the District is operating under Level 5 conditions, campuses are more prepared to accommodate for the possibility of the entire student body opting for in-person instruction. New students may opt to begin with in-person instruction versus remote learning immediately upon enrollment.

Campus-to-Campus Transfer Requests Reviewed by District.

- Transfer requests may be submitted by families during the school year.
- Only transfers demonstrating crisis or transfers related to families moving (when families want to stay at the current school) are reviewed for approval. Other transfer requests will be rejected and families will be informed to submit transfers for the next school year during the designated transfer window.

- Remaining at the same school with remote learning will be the first option provided to families whose situations are demonstrated crises. This will allow for continuity of education for the student with teachers familiar with their academic needs.
- Families whose transfer requests are approved, and choose to switch schools, will have to participate in remote learning until the designated window at the end of each grading period to request in-person instruction. Under Level 5 conditions, transferred families may participate with in-person learning upon switching campuses.
- Families whose transfer requests are approved will transition at the end of the semester to the requested campus. This will allow for better academic continuity and smoother transition with course completion.

Registration Procedures Return to Normal

- Families may register online, by phone, or in-person with or without an appointment.
- Registrations going forward will need standard notarized forms.
- Campuses will not have to retroactively follow up with already enrolled families to submit notarized forms.

Level 1 – Buildings Closed

- Registration online or by phone (no in-person registration).
- Relaxed notarized form requirements.
- Campus-to-campus transfer requests reviewed by the District.

Level 2 – Open with 50% or Less

- Registration online or by phone.
- In-person registration by appointment only.
- Relaxed notarized form requirements.
- New students begin with remote learning upon enrollment.
- Campus-to-campus transfer requests reviewed by District.

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Level 3 – Up to 51% to 75%

- Registration online or by phone.
- In-person registration by appointment only.
- Relaxed notarized form requirements.
- New students begin with remote learning upon enrollment.
- Campus-to-campus transfer requests reviewed by the District.
-

Level 4 – Open with Greater than 75%

- Registration online or by phone.
- In-person registration by appointment only.
- Relaxed notarized form requirements.
- New students will begin with remote learning upon enrollment.
- Campus-to-campus transfer requests reviewed by District.

Level 5 – Fully Open

- Registration procedures return to normal.
- Campus-to-campus transfer requests reviewed by District.
- New students may begin with in-person instruction, if requested.

Protocols for the Use of Shared Technology

For Computer Labs

- Using gloves, disinfect devices at the end of each class period.
- Disinfect all devices and peripherals by:
 - Spraying an alcohol-based cleaner (containing at least 70% isopropyl alcohol) onto a clean cloth or lint-free paper towel provided by Custodial Services. (Do not spray the disinfectant solution directly onto the device),
 - Use disinfectant wipes

For Desktop Units

- Using gloves, wipe down the entire outside of the device as well as the keyboard, screen and surrounding bezel, and mouse
- For portable devices:
 - Do not spray directly onto the device.
 - Do not allow moisture to drip into the keyboard or open ports.



For Laptops

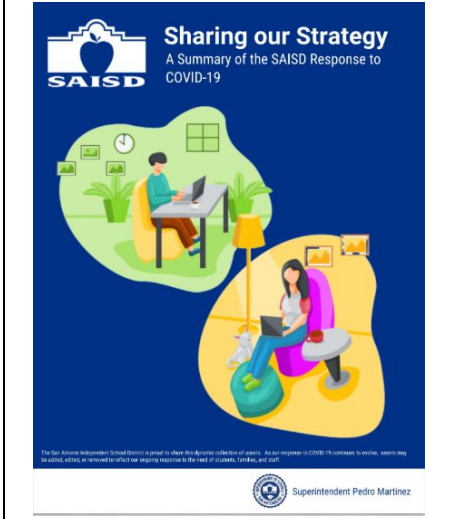
- Using gloves, wipe down the entire outside of the device. Open the device and wipe down the entire keyboard, screen and surrounding bezel.
- Do not allow moisture to drip into the keyboard or open ports.
- Allow the device to air-dry for a few minutes.
- Close the device and wipe down the entire charging cable.

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ADDITIONAL RESOURCES

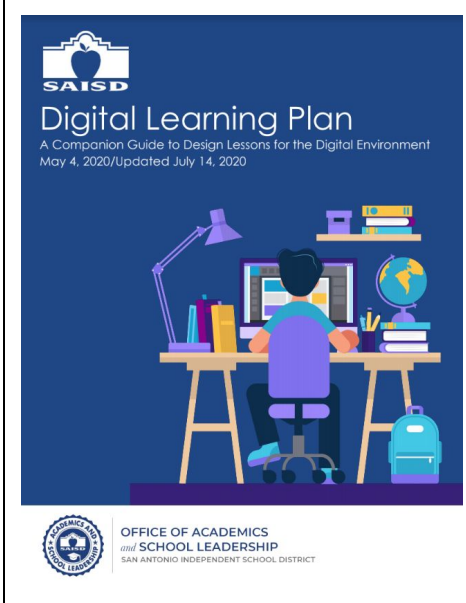


The [Safe School Start Communications Hub](#) is a one-stop source for information on preparing for the 2020-2021 school year, including school start updates, student learning options, letters to parents, and plans and protocols for the different District operations.



The [Sharing Our Strategy](#) document is a compilation of all resources produced in response to COVID-19 including those provided to district staff during the transition to remote learning in the spring of 2020. This strategy guide includes a Digital Learning Plan, SEAD Companion Guide, and digital service models for students in dual language programs and those with access to disability services. This document provides a wealth of resources useful in reflecting on the district's ongoing response to COVID-19. Many of these resources will be updated for the 2020-2021 school year to include the most up-to-date guidance.

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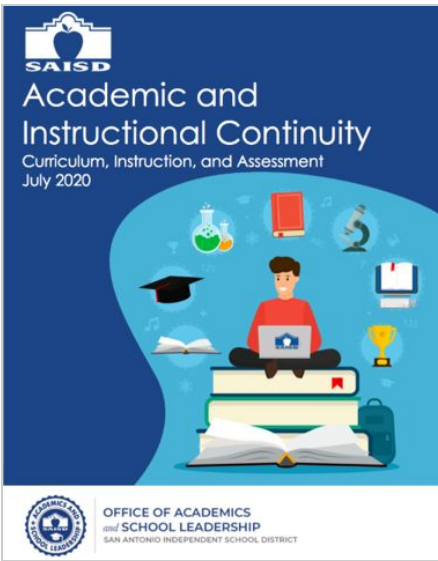


The [Digital Learning Plan](#) outlines how SAISD will continue to offer a digital learning model which includes both an asynchronous learning environment as well as synchronous, real time engagements. This plan includes guidance for teachers including formats for digital learning, digital learning roles and responsibilities, equity and safety, employee ethics and standards, and digital citizenship for students.

This plan also outlines the Canvas learning management system (LMS) and the ways this new LMS will be leveraged to support teachers, students, and families in remote learning.



The need to keep physical distance during COVID- 19 amplifies the importance of relationships and human connection. The district prioritizes student and staff well-being and recognizes the power of human connection. Interactions that lead with a focus on social and emotional needs, where students feel that adults care about them, serve as a protective factor for general mental health and well-being. The [SEAD Companion Guide](#) shares the evidence base for learning, student well-being, digital interface considerations, and SEAD practices.



The [Academic and Instructional Continuity](#) guide communicates the district plan for in-person and remote instruction during the 20-21 school year. This guide will provide targeted plans for Tier 1 instruction at each grade-level and core content areas, as well as direction for progress monitoring and tiered student supports. Specific guidance included will highlight the district plan for supporting instruction in both synchronous and asynchronous learning environments, and how a learning management system will be utilized to capitalize on tracking student progress in learning.

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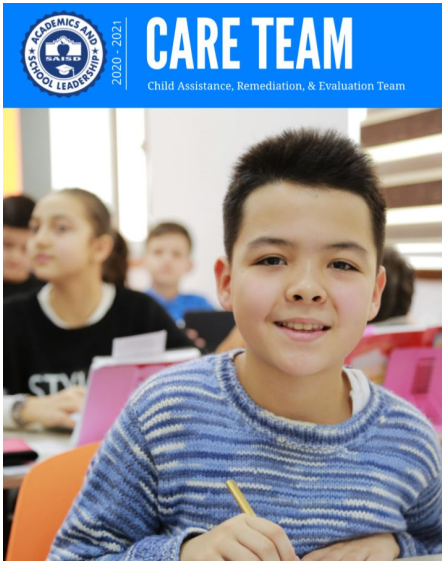


The [Digital Dual Language Models](#) outline the recommendations regarding best practice in digital dual language that protects the district's 80/20 Dual Language Model for elementary students and the Dual Language Model for Secondary students during remote learning.



Special Education

The [Digital Disability Services Model](#) outlines how teachers can accommodate and modify for students with disabilities in the different support settings we provide to meet students' needs including co-teach settings, in-class support, self-contained settings (ACE, BSC, Resource, ECSE), itinerant services, and dyslexia programs.



 **CARE TEAM**
Child Assistance, Remediation, & Evaluation Team

SAISD provides many layers of support for the emotional and mental well-being of all students. Through the use of Multi-Tiered Systems of Support (MTSS) and practices included in Social, Emotional and Academic Development (SEAD), students receive explicit instruction in social emotional learning as well as targeted supports to assist individual students who may be struggling. This guide outlines the CARE Team approach to student support.

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2021 RESTORATIVE PRACTICES 

Restorative practices is an approach to building healthy relationships and a sense of community campus-wide. This innovative method establishes positive school climate by addressing student behavior in a manner that proactively promotes relationships, fosters belonging over exclusion, and uses social engagement to address conflict and meaningful accountability over punishment. This guide describes the District's restorative approach.



The [SAISD Digital Learning Playground](#) is a one-stop shop for student digital learning. Here students and families can find student centered lessons and activities designed to engage students in continuous learning. The site includes grade level modules, a book club, and choice boards updated weekly with activities in Reading, Writing, Math, Science, Social, Studies, Physical Education, and Fine Arts. Embedded in the lessons are supports such as Immersive Reader. All lessons are delivered in both English and Spanish to meet the needs of our students.

Resources - Getting Started

Use any of the following to support your learning adventure:

- Using Classlink
- Soap & Read
- Immersive Reader
- Voice Typing
- Using Flipgrid
- Using your Digital Journal

Use the following digital **Superhero's Journal** to record any data, collect images of your work, brainstorm or take notes.

Click on Journal above to make a copy for yourself!

SAN ANTONIO ISD
VIRTUAL FAMILY POWER HOUR
FAMILY WORKSHOPS
TALLERES PARA FAMILIAS

Support your child socially, emotionally, and academically
Apoye a su hijo social, emocional y académicamente

Throughout the spring and summer, the district has provided family engagements, platicas, and training. The Virtual Family Power Hour, hosted by the [Family and Community Engagement](#) team has featured sessions about digital resources, ways to help students continue learning during the summer, and other topics of interest to our parents and caregivers. These one hour training sessions are designed to support children's social, emotional, and academic success.

SAISD

Envisioning Our Return to School: Fall 2020

The District has engaged families and staff in discussions about a safe start for 2020-2021. These discussions and surveys, in addition to guidance from local, state, and federal agencies, continue to be used in crafting the School Opening and Continuity Plan.

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UT Health
San Antonio
The University of Texas
Health Science Center at San Antonio

tcmhcc
Texas Child Mental Health Care Consortium

Beginning in Fall 2020 as part of the System of Care, SAISD in conjunction with The University of Texas Health Science Center of San Antonio Department of Psychiatry, will locally implement the Texas Child Health Through Telemedicine (TCHAT) project. This initiative will provide all schools with remote access to clinical behavioral health telemedicine services for at-risk students identified by counselors, social workers, Licensed Specialists in School Psychology, school nurses and other school-based mental health professionals.

The San Antonio Police Department and SAISD have partnered through the [Handle With Care](#) program to alert SAISD campus administration anytime a student is a victim or witness to a crime. The protocol for supporting students has been shared with all district support staff personnel. During the COVID-19 pandemic, the city of San Antonio has experienced a higher intake of crime reports and SAISD Support Services Program Social Workers and School Counselors go above and beyond to support students and their families with this important initiative.



As the plan for Instructional Continuity develops, The School Age Parenting Program (SAPP) aims to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant and at-risk of dropping out of school. Working through health protocols in a COVID-19 atmosphere, the SAPP program uses a case management model to provide support services that will remove barriers participants face in achieving academic success. SAPP Includes: SAPP School (Homebound Instruction) and the SAISD Learning Child Care Center. The Child Care Center is a four star child care provider accredited by [Texas Rising Star](#) and serves 0-3 year olds. The Center will adhere to all COVID-19 state regulated guidelines including functioning at a reduced child to provider ratio.

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