

Reopening Instructional Plan 2020-2021 School Year

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

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Introduction

We have a long tradition of excellence in AHISD, and this year will continue that tradition. Please know that our administrative team, our teachers, and our staff are all working diligently to welcome our students back on August 17th. The health and wellbeing of our AHISD community is at the forefront of all our decision-making. We are committed to providing an engaging learning experience for our face-to-face learners as well as a robust online learning experience for our Heights at Home learners. We are excited for another year to begin. At the same time, we must recognize that this is an uncertain time in San Antonio. While we would love for all of our students to be on campus this fall, we recognize that some students may not be able to join us, for a variety of reasons.

Our planning for fall face-to-face learning prioritizes health and wellbeing. We are implementing a layered approach to safety that includes multiple health commitments to mitigate the transmission of COVID-19 and to encourage a healthy campus community. In support of our health commitments, our facilities will look and operate differently than they have in the past. The health and safety guidelines that are shared here are our preliminary plans based on the guidance that we received from the Texas Education Agency on July 7, 2020.

AHISD will offer both face-to-face and remote (Heights at Home) learning options for all students. Parents must select one of those two options through an online sign-up survey. All parents will receive the sign-up survey through email, or the survey may be accessed through the district's website. There was an initial commitment survey July 13- 19, which was not a binding commitment, but was essential to our staffing and planning. The Final Commitment Survey will be open until August 2. The following pages describe our fall plans and include information that we think you will find helpful in discussing the fall with your student(s). The goal is to return to learn with plans and systems that are safe, healthy, and rigorous. Please note that all information is subject to change based on state and local governmental directives about health or education. As the public health situation unfolds, we will continue to navigate and act on decisions that are in the best interest of our AHISD school community and pledge to keep you informed about these decisions. Together, we will ensure that AHISD students and staff emerge stronger than ever.

AHISD studied three different instructional models as options for fall 2020. Based on stakeholder feedback and TEA funding guidance, AHISD is providing all families with a choice of two options: Face-to-Face instruction and Heights at Home remote instruction. This plan addresses specific expectations and systems for Heights at Home remote learning. Heights at Home will be offered as a choice for all students and also remote learning will also be deployed in cases of school closure or in observance of local or state public health directives..

Subject to Change

AHISD will reopen on August 17, 2020. Like all things with the COVID-19 pandemic response, this plan must remain flexible. It will likely be modified as we learn more about the virus itself and as public health conditions in Bexar County fluctuate. It is probable that all students and staff will learn and operate within a remote learning model at some point within the year.

All Hands-on Deck Moment

This summer, AHISD developed multiple contingency plans for multiple scenarios for next year. However, it is impossible to identify all possibilities in advance, and unidentified challenges remain as “unknown unknowns” until they are identified or actually happen. It is going to take partnerships between students, teachers, administrators and parents trying to be as coordinated and as collaborative as possible to ensure we have a year of productive excellence. This means asking our community to support health protocols, transition timelines, and necessary changes. Administrators and other non-teaching staff will be asked to step up and support direct student instruction when needed. Teachers will be asked to be flexible with teaching assignments, Heights at Home teachers will be asked to report to campus to support the face-to-face learning environment, and face-to-face teachers will be asked to support Heights at Home learners. All Hands-on Deck is what a ship’s captain calls out in the face of a storm so all can come to together to help navigate through a storm. Together, AHISD will be able to navigate all storms that come our way in the coming year.

This Reopening Guide for Parents includes:

- **Face-to-Face Option-** All students able to return to campuses
- **Heights at Home-** Virtual learning opportunities for students whose parents choose for their children to receive instruction remotely
- **Emergency Closure Schedule for “Remote For All”** - Instruction (to include synchronous and asynchronous learning) to use during 100% staff/student remote situations in response to local or state public health directives
- **Hybrid Plan-** Approach that could be activated in the event attendance is strictly limited by county and/or state officials (which alternates smaller groups of students attending in person with virtual activities)



Face-to-Face Health Protocols



AHISD Health Commitments FALL 2020



1. Vigilantly assess for COVID19 symptoms in students and staff and respond to active cases



2. Promote hand hygiene



3. Practice physical distancing



4. Face coverings for students and staff (Masks or Face Shields) (as per Governor's order)



5. Thoroughly clean and sanitize our school facilities

[Link to Full Health Guidelines](#)

AHISD Curriculum Department

Alamo Heights ISD | 7101 Broadway, San Antonio, TX 78209 | www.ahisd.net



Face-to-Face Key Logistics



Adjusted Lunch and Recess Protocols

These will include but not be limited to:

- Designated areas for groups of students (to minimize exposure) which may include split groups or additional lunch spaces; socially distanced apart; may include outdoor seating, weather permitting
- Limited lunch options that can be assembled/packaged in advance
- Staggered movement times to/from lunch and recess to avoid additional exposure
- Limit number of classes on the playground at one time and keep students within classes to minimize exposure

Safety Protocols in Halls/Restrooms

These will include but not be limited to:

- In High School and Junior School backpacks instead of lockers (to avoid hallway congestion)
- Staggered passing periods
- Limited number of students entering a bathroom at one time
- Limited number of individuals in an elevator
- Students bring own water bottles instead of using common water fountains
- Directional signage in the hallways to limit close contact
- One-way staircase direction when needed to limit exposure and congestion
- All students to wear face coverings when traveling in hallways

Safety Protocols to Limit Group Interactions

These will include but not be limited to

- Hold faculty meetings/gatherings through virtual platforms when 6-foot spacing is not possible
- Hold ARD, §504, LPAC and other parent meetings virtually
- Hold parent and teacher conferences virtually
- Host back to school nights and other large events through a livestream

Face-to-Face Schedules



Campus Schedules Adjusted as Needed for Safety

Daily instruction will follow the traditional campus schedule as much as feasible

- Large gatherings of students (i.e., assemblies), including after-school events and activities, will be suspended until risks have been reduced
- Elementary Specials schedules will be modified, and homeroom classes kept together. Outdoor spaces will be maximized, and classes held outdoors, when feasible
- Individual campuses will communicate specific plans for staggered arrival and dismissal plans. Parents will not be allowed in the buildings for arrival and dismissal

Secondary Block Schedule

Daily schedules will be modified at the Junior and High Schools to limit the number of classes and passing periods. This modified block schedule provides an anchor day on Monday for all students to attend all classes to preview the objectives, activities and due dates for the week. Tuesday- Friday are block schedules with longer classes that allow for extended discussion and academic time on task. Students attend Tuesday/Thursday and Wednesday/Friday classes, much like a university schedule.

Opportunity Block

To provide additional academic and remediation services for students and allow additional time for deep cleaning of buildings, there will be modifications to the daily schedule.

Elementary Opportunity Block: A planned one day a month will be designated as an Opportunity Block Day. Most students will be dismissed early while others remain on campus for academic and remediation services. These dates will be publicized and communicated in advance.

Secondary Opportunity Block: In secondary, it is essential that Face-to-Face and Heights at Home classes have similar schedules and course times to allow for live-streaming or simulcasting of classes. Additionally, flexible time is needed so that students who are in Heights at Home still have access to the full robust course offerings and our specialized facilities (i.e., Heights at Home students in Rocketry need access to the fabrication shop). Tuesday - Fridays are designated as Opportunity Block Days. Some students will leave the campus early around 3:00 (specific times designated by each campus) while other students will remain on campus for academic services and activities as well as extracurricular and athletic practices. **Specific campus schedules will be publicized and communicated in advance.**

Face-to-Face Grading and Attendance



Regardless of instructional method (Heights at Home or Face-to-Face), we will return to accurate grading that supports and reflects the quality of student work. [See AHISD Grading Guidelines](#)

- Employ standards-based checklists in PK-2 and numerical grades in 3- 12.
- Return to regular progress report formats and reporting intervals.

In High School, Exam exemptions will not include attendance. Exemptions will be based solely on grades and behavior. This is an effort to encourage students to feel like they need to come to school when they are ill or risk losing an exam exemption.

Attendance will be taken at a designated time each day and in each class. Students must attend 90% of school days to earn credit for a specific grade or course.

Health Concerns and Quarantine

Students who need to miss more than two weeks of face-to-face instruction will transition to the Heights at Home program. This decision is a collaborative decision between the family, nurse, administrators and teachers. Students who need to quarantine for less than two weeks will remain in their regular face-to-face schedule with support from their regular teachers. Students will be provided with at-home learning tasks to complete during any transitional time. Students will be expected to engage in each class/subject every school day throughout the day. Younger students may need assistance accessing the virtual platforms from home. Students electing the Face-to-Face option who are absent due to health reasons will be allowed to return to the Face-to-Face option when health criteria are met.

Students electing the Face-to-Face option who wish to change their option for any other reason before the end of a grading period should work with the campus administrator on possible options. There may be up to a 2-day transitional period from face-to-face learning to Heights at Home to get students enrolled and schedules updated.

Heights at Home Key Logistics



Roles and Responsibilities

Heights at Home District Coordinators

Mr. Jamie Locklin, Director of Technology

Dr. Jimmie Walker, Executive Director of Curriculum and Instruction

Heights at Home Campus Facilitators

Mrs. Megan Massey, Instructional Coach Howard ECC

Mrs. Jenny Aderholdt, Instructional Coach Cambridge Elementary

Mrs. Salena Valdez, Instructional Coach Woodridge Elementary

Mrs. Cristie Christopher, Instructional Coach Junior School

Mrs. Valerie Alvarez, Instructional Coach High School

Heights at Home students are supported by home-campus administrators and counselors. This mean behavior and counseling services will be provided by home campus staff rather than Campus Facilitators.

Technology

All students will receive technology devices

- PK- Grade 5 – iPads
- Grades 6-12- Chromebooks

There is a designated HELP desk phone number for staff, students and families to call for technology support. This HELP desk (210-832-5780) is available from 7:30- 4:30 Monday-Thursday and 7:30- 4:00 on Fridays.

Commitment

Students must commit to a minimum of a full grading period (9 weeks) to sign up for Heights at Home. We encourage families to consider a semester-long commitment to support instructional continuity and staffing stability. Students may transition into face-to-face learning at the end of each grading period. There will be a commitment form sent to families in the 6th week (to align with secondary progress reports) of each 9-week grading period so parents can choose to remain in Heights at Home for the next grading period or transition into face-to-face learning.

Note- Schedules and teachers will change as students move from Heights at Home to Face-to-Face learning.

Health Concerns and Quarantine

Students who need to miss more than two weeks of face-to-face instruction will transition to the Heights at Home program. This decision is a collaborative decision between the family, nurse, administrators and teachers. Students who need to quarantine for less than two weeks will remain in their regular face-to-face schedule with support from their regular teachers. There may be up to a 2-day transitional period from face-to-face learning to Heights at Home to get students enrolled and schedules updated. Students will be provided with at-home learning tasks to complete during any transitional time.

Staffing

Staffing for Heights at Home will be by application. This will allow teachers a voice in the determination of staffing assignments. The number of staff needed for Heights at Home will be proportional to the number of students enrolled in Heights at Home. For example, if 30% of students are in Heights at Home, then about 30% of staff will be needed to support Heights at Home learners. One goal of offering both face-to-face and Heights at Home options is that most teachers are not tasked with supporting students across both face-to-face and Heights at Home options. Inevitably, some singleton teachers (the only teacher of a specific course or service) will need to support both groups of learners. In those cases, live face-to-face classes may be live streamed or simulcast for students at home in Heights at Home. Teachers in Heights at Home will be asked to report to campus daily for instruction and support.

At the elementary level, if there are not enough students who elect the Heights at Home option to warrant a grade-level section on each campus, students may participate in a grade-level section that includes students from different campuses (Cambridge and Woodridge). Elementary students in the Heights at Home classroom will be expected to interact synchronously with the teacher at multiple points throughout the day and also complete asynchronous activities. Elementary Heights at Home students will also engage synchronously and asynchronously with specials teachers for PE, art, music, and Strings and any required specialists (dyslexia therapy, speech therapy, etc.); however, they might not be the teachers from the student's home campus.

Heights at Home Instructional Schedules



Common Expectations

1. Teacher interaction with students is predictable, sufficient to support schedule.
2. Teacher availability for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus and one website.
3. Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
4. Students are provided clear means to engage with academic material on a daily basis.
5. Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
6. Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:

Half day PreK – 90 instructional minutes

Full day PreK – 180 instructional minutes

K through 5th grade – 180 instructional minutes

6th through 12th grade – 240 instructional minutes

Heights at Home Elementary PK- 5 Schedules

School Day 7:45- 2:55 Howard Early Childhood Center
8:15- 3:30 Cambridge and Woodridge Elementary Schools
Opportunity Block provides an extended day for Special Education

**Approximate times. Exact times for instructional blocks determined by each campus by August 12, 2020.*

8:00- 8:30	Morning Meeting on Google Meet with all students
8:30- 10:00	Literacy Block on Google Meet (direct instruction on and guided reading groups)
10:00- 11:00	Numeracy Block on Google Meet (direct instruction and small groups)
11:00- 11:45	Lunch
11:45- 1:15	Integrated Block on Google Meet (Science, Social Studies, Project-Based Learning)
1:15- 3:30	Opportunity Block on Google Meet (scheduled student support services, social hour) Special education additional and compensatory services Office hours (student tutoring, parent conferences) Teachers planning time (45 mins) Team planning time twice a week (30 mins)

- All students are provided small group instruction with teachers in math and reading a minimum of three times a week. These small groups may be with a single homeroom teacher or with a departmentalized teaching pair.
- Opportunity Block provides extended time for special education, dyslexia, RtI, and GT services. Optional social hours can be scheduled for class and group bonding.
- Specials rotations (Music, Art, PE) will be a combination of videos and live Google Meets sessions.
- HEIGHTS courses will be structured around pull-out times on specific days of the week.
- There may be times that the schedule changes such as guest speakers, testing calendars, etc. All changes must adhere to key district and TEA requirements.

Heights at Home Secondary 6-12 Schedules

School Day 8:45- 4:00 Alamo Heights Junior School

8:45- 4:00 Alamo Heights High School

Opportunity Block provides an extended day for Special Education

Heights at Home uses an integration of a traditional and block schedule. A traditional seven-period day allows teachers to preview the week's goals, objectives, and activities on Monday. The block schedule allows for additional time for small group instruction. It will also provide continuity when transitioning into face-to-face instruction whether a traditional or block schedule is used on campuses.

**Approximate times. Exact times for instructional blocks determined by each campus by August 12, 2020.*

Monday Traditional		Tuesday/Thursday (BLUE)		Wednesday/Friday (GOLD)	
1st Period	8:45-9:30 am	1st Period	8:45-10:10	3rd Period	8:45-10:10 am
2nd Period	9:35-10:45 am 45 minute class 25 minute Adviosry 1 hr 10 min	2nd Period	10:15-11:40	7th Period	10:15-11:40 am
3rd Period	10:45-11:30 am	4th Period	11:45-12:30	4th Period	11:45-12:30
4th Period	11:35-12:20 am	5th Period	12:35-1:20	5th Period	12:35-1:20
5th Period	12:25-1:10 pm	6th Period	1:25-2:50	8th Period	1:20-2:50
6th Period	1:15-2:00 pm	2:50-3:45	Opportunity Block	2:50-3:45	Opportunity Block
7th Period	2:05-2:50 pm				
8th Period	2:55-3:45 pm				

Secondary 6-12 Heights at Home Schedules

Small Group Instruction Students are provided direct small group instruction in each core course.

Office Hours There are scheduled times for teacher availability for student and/or parent conferences. This office hours can vary by teacher, but all office hour times are published and equate to 2 hours a week.

Mentor Teacher Each Heights at Home student will be matched with one Mentor Teacher. This teacher will serve as a “homeroom” teacher and communication hub between the family and school. The Mentor Teacher will meet with the student weekly to check in, motivate, and support independent study skills. This check-in can be via Google Meet, email, or phone call.

Blended Learning Teachers will use district adopted materials to support the curriculum through a blended learning model.

- While not engaged in direct instruction with the teacher, students will be working on independent tasks within Google Classroom or working on pair or group work.
- Students are expected to be engaged in direct content work for a minimum of 60 minutes within a 90-minute block schedule. Teachers are expected to be engaged in direct work with students for a minimum of 75 minutes within a 90-minute block.

Daily Schedule Because of the complexity of multiple courses and teachers, a combination of Google Meet and simulcast classes will be used. All Google Meet and simulcast courses will be recorded for later viewing. Specialized courses (e.g., AP Statistics, Yearbook, AP European History) may be simulcast through Swivl technology since there is only one teacher for those courses who will be supporting both face-to-face and Heights at Home students.

Opportunity Block This is a designated time for support services (Special Education, RtI, dyslexia, etc.) or enrichment, clubs, practices, and on-campus course activities. A phased-in approach will be used to scheduling Opportunity Block beginning with special education services and phasing in additional opportunities over time.

Enrichment Provided there are no health concerns, AHISD will allow remote learners to participate in before and after school athletics, fine arts, clubs, and other school-sponsored activities. Parents will be responsible for transportation to and from enrichment and extracurricular activities. Participation is contingent on schedule availability on the campus. Extracurricular activities and high school athletics participation will follow face-to-face guidelines.

More details to come as additional guidance from UIL becomes available

Heights at Home Materials Design



Common Expectations

1. AHISD has adopted a full, TEKS-aligned curriculum can be executed in a remote learning environment.

This includes:

- Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
2. Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
 3. There is a plan to ensure adopted instructional materials are used during instruction and in the hands of students.

Heights at Home Elementary PK- 5 and Secondary 6-12 Materials

Curriculum: District-adopted materials are all 100% TEKS aligned, available in English and Spanish, and provided in both print and digital format. Students will have online access through Class Link single sign on. Print materials will be sent home through the Home Learning Kits* for each grade level. All district-adopted materials have provisions for ELPS and instructional modifications. Year at a Glance pacing guides are created by teachers and available on the Curriculum Department webpage. Academic teams will collaboratively create lesson plans that will support the potential transition of students and teachers from Heights and Home into face-to-face environments and vice versa.

Assessments: Universal screeners are given to all students three times a year and have grade-specific benchmark scores. Students in RtI are provided with more frequent progress monitoring using universal screening tools. Content mastery is evaluated through common grade level assessments.

Differentiation: All district adopted resources will be differentiated to meet the unique needs of AHISD learners. This includes providing students with formative assessments to better match the pace and path of the curriculum to specific learner needs. While the expectation is that all curriculum will be delivered in a sequential and logical manner, it is not the expectation that all teachers begin with unit one of a textbook and follow the book page-by-page without regard for the need to enrich or reteach the content based upon student progress and prior learning.

**Home Learning Kits are individual boxes students take home. They include textbooks, novels, workbooks, reference materials, manipulatives, and other learning resources.*

Elementary District Adopted Resources

	Reading and Language Arts	Math	Science	Social Studies
PK	Our World of Learning			
K-5	HMH Into Reading First Strokes Handwriting ¡Arriba la Lectura! Handwriting without Tears SPA	Pearson EnVisions Math	Stem Scopes	TCM Explore Texas Social Studies

Secondary District Adopted Resources

	Language Arts	Math	Science	Social Studies	World Languages
6-8	HMH Into Literature	HMH Texas Go Math	HMH Texas Science Fusion	McGraw Hill US History to 1877	SAME AS HS
9-12	English I-IV Pearson my Perspectives English Language Arts (TX), 9 th – 12 th Grade	Algebra	Biology	Geography	Spanish
		McGraw Hill TEKS Texas, Algebra 1 & Algebra II	Stem Scopes Camp AP Bio	Glencoe World Geography (TX)	SAVVAS Autentico 1, 2 & 3, Wayside Azulejo
		Cengage College Prep Algebra	Pearson Biology, TX Edition		
	Calculus	Chemistry	World History	Latin	
	Cengage Calculus of a Single Variable (AP Edition)	HMH Modern Chemistry	HMH World History (TX)	Cambridge University Press, Cambridge Latic Courses 1, 2, 3 & 4	
		McGraw Hill Integrated Physics & Chemistry, Texas Student Bundle			
		Cengage AP Chemistry			
AP Enlish	Bedford AP Literature & Composition2e Bedford AP The Language of Composition 3e	Geometry	Physics	US History	French
		McGraw Hill TEKS Texas, Geometry	HMH Physics	HMH American US History Since 1877 (TX)	Wayside APprenons Francais
			HMH Texas Physics	Cengage American Pageant	
		Precalculus	IPC	Gov. Econ	
	Kendall/Hunt Precalculus with Trigonometry Concepts	McGraw Hill Integrated Physics & Chemistry, Texas Student Bundle	Wadsworth American Government and Politics Today		
Statistics	Pearson Magruder’s Government				
	Prentice Hall Stats in Your World	Glencoe Economics (TX)			
			Cengage Principles of Economics		

Heights at Home Student Progress



Common Expectations

1. Expected student progress in Heights at Home learning is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.
2. Daily, trackable student engagement exists to ensure curricular progress in Heights at Home. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day: SeeSaw (PK-2) and Google Classroom (3-12)
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
3. Teachers have systems to measure academic progress of all students to inform instructional practice in an remote environment.
4. Progress monitoring includes **all** students
5. Direct feedback is provided from the teacher to each student at least weekly and includes next steps or necessary academic remediation to improve performance.
6. School grading policies for remote student work are consistent with those used before COVID for on campus assignments

Heights at Home Elementary PK- 5 and Secondary 6-12

Grade level teams developed common lesson plans that include daily objectives (content and language) and that align to the Year at a Glance pacing guide. Directions, assignments, and resources are managed through a learning management system of either SeeSaw (PK-2) or Google Classroom (3-5). Lesson plans and student experiences are similar across face-to-face and Heights at Home environments. Likewise, assessments and progress measurement tools and intervals are equitable.

Teachers will maintain detailed records of student progress on a class spreadsheet and enter all grades into the district online gradebook (TAC) in accordance to the AHISD grading policy. Student process includes data from observational notes, task completion, social skills and work habits, and skill acquisition.

Student engagement is tracked daily through multiple means

- Attendance in Google Meet lessons
- Submission of assignments into SeeSaw or Google Classroom
- Direct interaction between the student and teachers through Google Meet or phone calls
- Participation in Opportunity Block supplemental services (e.g., special education, speech, RtI intervention, gifted and talented, or counseling sessions).

Student feedback is defined as specific, detailed and actionable two-way communication between the teacher and the student. A grade on an assignment does not constitute direct feedback. Teachers will provide direct, specific, individual, and actionable feedback to students at a minimum of once a week. This can occur during small group instruction or individual conferences.

We will return to accurate grading that supports and reflects the quality of student work. [See AHISD Grading Guidelines](#)

- Employ standards-based checklists in PK-2 and numerical grades in 3- 12.
- Return to regular progress report formats and reporting intervals.

In High School, Exam exemptions will not include attendance. Exemptions will be based solely on grades and behavior. This is an effort to encourage students to feel like they need to come to school when they are ill or risk losing an exam exemption.

Heights at Home Implementation



Parent Communication and Engagement

AHISD will offer a back to school orientation training to support parent with Heights at Home remote learning. This training will occur over a week in August and all sessions will be recorded and posted on the website for later viewing. This parent orientation will include sessions on topics identified as being areas of need and interest.

Training on Google Meet

Training on Google Classroom

Training on digital textbooks

Training on supporting social emotional needs of students

Training on preventing spread of COVID19

Training on age-appropriate practices to support learning at home

- Parents will receive progress reports and report cards at regular intervals, as defined in the AHISD grading guidelines. Parents in grades 3-12 can view all grades in the AHISD Home Access Center.
- Parent conferences are scheduled twice a year in the fall and in the spring for grades PK-5 and cluster meetings are available by request in grades 6-12.
- All teachers have scheduled office hours where parents can schedule conferences.
- AHISD identified key parent communication methods to include email and SeeSaw in grades PK- 2. In grades 3-12, email is also a key communication method and all parents will be given class codes for all Google Classrooms.
- There will be a monthly Heights at Home newsletter that will include curriculum highlights and student celebrations as well as a calendar previewing upcoming important dates and event. This newsletter will be available in English and Spanish.

August Professional Development for Educators

Tech in AHISD - Come and learn more about technology in AHISD. HELP desk, Google Drive navigation, online HELP files, intro to the tech staff, and more!

All Things Google - Come get your Google On and learn the basics of Google that will start your year off right. We will cover Google Docs, Slides and Forms.

Organizing Google Classroom- Learn how to make your Google Classroom more user-friendly. This session includes how to effectively use the Stream, organizing content by topics, utilizing the Calendar feature, and Google Meet links.

Seesaw 101- Seesaw is a fantastic tool for teachers, parents and students. This session will walk you through how to get started to use it in your classroom.

Seesaw Beyond the Basics- Dive deeper into Seesaw and explore ways Seesaw goes beyond a digital portfolio.

Choice Boards- Creative ways to differentiate while also allowing the student to explore content and master TEKS. Learn to create a digital choice board workflow using a combination of Google Suites and Piktochart.

TEKS Resource System - The TEKS Resource System (TRS) is a systematic K-12 curriculum model designed, maintained, and continuously developed by a collaborative of Education Service Center personnel and exemplary educators from Texas school districts. Let's set up your account and look at the different components.

Nearpod for Beginners - See how Nearpod can be used to facilitate collaboration as a class or small group, as well as provide teachers with instant feedback. This presentation and assessment tool is versatile for many grade levels and content, and we will talk about the basics of getting started, as well as carve out some time to explore how this could work for you in your classroom! (You have a district account!)

Instructional Strategies that Stick! - Let's have fun with instructional strategies that engage learners, provide practice without penalty, encourage interaction, and see and hear students' thinking.

The Wonders of Wakelet - Wakelet is a content curation platform where teachers and students can save links, social media posts, videos, and images as items to later be organized into private or public collections. Come see various ways to use Wakelet in your classroom.

Edpuzzle or Digital Notebooking-

- Edpuzzle: Explore this awesome tool and learn how to create interactive video lessons that integrate seamlessly to Google Classroom.
- Digital Notebooking: Take your classroom activities up a notch by creating digital interactive notebooks. Learn how to use Google Slides to create fun engaging activities for students.

Emergency Remote For All Closure Schedule for Elementary Campuses (Howard, Cambridge, Woodridge)

The Emergency Remote for All asynchronous learning plan will be employed in response to local or state directive closures will allow students to engage in both synchronous and asynchronous activities with their homeroom and specials teachers. Sample schedules are included below.

Students will learn how to engage with the applicable virtual classroom for their grade level through both pre-recorded videos and direct teach activities. Staff will be expected to provide approximately half of the daily instruction in each subject through a synchronous method. This could be a whole group daily Google Meet or provided through small group Google Meet sessions; some of the synchronous time may include teachers observing students engaging in an activity or Office Hours. Total minutes, however, must equal TEA guidelines for instructional time. Teachers should consider the off-line activities they are asking students to complete and avoid prolonged screen time when possible. Instructional materials may need to be cycled through a contactless pick up process at the campus during any prolonged closure.

NOTE: Campus administrators will work with their campus staff to develop and publish the specific Emergency Remote for All schedules for each classroom during the professional learning week in August.

8:00- 8:30	Morning Meeting on Google Meet with all students
8:30- 10:00	Literacy Block on Google Meet (direct instruction on and guided reading groups)
10:00- 11:00	Numeracy Block on Google Meet (direct instruction and small groups)
11:00- 11:45	Lunch and Recess
11:45- 1:15	Integrated Block on Google Meet (Science, Social Studies, Project-Based Learning)
1:15- 3:30	Opportunity Block on Google Meet (scheduled student support services, social hour)
	Special education additional and compensatory services
	Office hours (student tutoring, parent conferences)
	Teachers planning time (45 mins)
	Team planning time twice a week (30 mins)

Emergency Remote For All Closure Schedule for Secondary Campuses (Junior and High School)

The Emergency Remote for All asynchronous learning plan will be employed in response to local or state directive closures will allow students to engage in both synchronous and asynchronous activities.

The following schedule represents a remote learning approach that ensures a minimum of 240 minutes of direct, synchronous instruction for students five days each week and a flexible block of time called Opportunity Block. During Opportunity Block teachers will provide office hours to support individual student needs.. Teacher will provide lessons and activities through Google Classroom or Edgenuity (as determined by the teacher) for daily student engagement and monitoring of progress. Assessments may occur during synchronous class times when teacher monitoring is necessary, or parents may be asked to proctor assessments.

To provide an opportunity to build positive rapport allow teachers to get to know individual students, the August Remote for All plan alternates between synchronous and asynchronous classes. Synchronous classes include teacher-led instruction and small group live-lessons. During asynchronous classes , teachers will schedule individual conferences with students to begin the year and build rapport. Teachers will be available to work with students for the entirety of the instructional block.

NOTE: Campus administrators will work with their campus staff to develop and publish the specific Emergency Remote for All schedules during the professional learning week in August.

Monday Traditional		Tuesday/Thursday (BLUE)		Wednesday/Friday (GOLD)	
1st Period	8:45-9:30 am	1st Period	8:45-10:10	3rd Period	8:45-10:10 am
2nd Period	9:35-10:45 am 45 minute class 25 minute Adviosry 1 hr 10 min	2nd Period	10:15-11:40	7th Period	10:15-11:40 am
3rd Period	10:45-11:30 am	4th Period	11:45-12:30	4th Period	11:45-12:30
4th Period	11:35-12:20 am	5th Period	12:35-1:20	5th Period	12:35-1:20
5th Period	12:25-1:10 pm	6th Period	1:25-2:50	8th Period	1:20-2:50
6th Period	1:15-2:00 pm	2:50-3:45	Opportunity Block	2:50-3:45	Opportunity Block
7th Period	2:05-2:50 pm				
8th Period	2:55-3:45 pm				

Reopening: Special Education Priorities & Considerations

Decision making protocols to support students served through special education and 504

Parameters:

1. Students in special education and students supported by a 504 plan are general education students first and are included in all general education structures
2. All IEPs and 504 plans and services will be met to the degree feasible
3. The same allowable activities and restricted duties that apply to all staff apply to Special Education and 504 staff
4. Need to follow compliance guidelines, ARD and testing timelines

Decision Making Protocols:

1. Campus Coordinators have an updated list of students and the supports and services needed
2. Follow IEPs/504 plans as written
3. Follow general ed schedule to the degree possible
4. Schedule related services (speech, OT, PT, counseling, etc.) around class schedules
5. Hold internal staffings and fall ARD meetings for SE students
6. Case Managers communicate with parents for SE services and student SE specific needs.
7. Counselors communicate with parents for 504 services and specific student needs
8. Document and take data to monitor progress

Compensatory Services and ESY Services:

At its core, the distinction between compensatory services and ESY can be described as follows:

- Compensatory services provide a student with a disability the educational services needed to make up for skills or learning that have been lost when services described in an IEP were not provided.
- ESY services provide individualized instruction and services to prevent the severe or substantial loss of skills or learning during the time beyond the regular school year when schools are not in session. ESY services are not a substitute for compensatory services. If services are not provided as a result of the pandemic response, a consideration of compensatory services would need to be completed and an individualized plan created as needed. For some students, it may be appropriate to provide compensatory services beyond the regular school year (such as during the summer), but this would be a separate consideration from the student's ESY needs.

Compensatory services are generally defined as educational services that a student needs to make up for skills lost because an LEA did not provide the services required by the IEP. When it comes to compensatory services needed to make up for services that could not be provided because of the COVID-19 pandemic, the ARD committee's determination should not be viewed as remedy for a failure on the part of the LEA, but rather as a

means to mitigate the impact of the loss of critical skills or learning that might have occurred as a result of special education and related services that could not be provided during the pandemic.

If the student's data show that the student has not lost progress, or that the student will be able to make up for the lost progress in a short amount of time without the need for compensatory services, then the ARD committee might determine that the student does not need compensatory services.

- If the student's data show that the student has lost progress, then the ARD committee must consider and, as applicable, include in the student's IEP the type, location, duration, and frequency of the services the student needs to make up for that lost progress. The decision must be made based on data regarding student progress and should not be misconstrued to necessarily require an hour for hour or minute for minute makeup in services.
- ARD committees should keep the student and the family in mind when determining the duration and frequency of compensatory services. Overloading a student with compensatory services may ultimately do more harm than good. Likewise, removing a student too often from his/her routine settings, peers, and classes once school reopens in order to provide him/her with compensatory services may have a negative impact on the student's social and educational progress. The ARD committee should consult with the student, as appropriate, about how best to deliver compensatory services

Reopening: Student Services Information

Speech

Face-to-Face Instruction	Heights At Home Instruction
Small group instruction	Small group or individual instruction
Consistent groups of students	Teletherapy with consistent schedule
Social distancing during class	Based upon individual goals
Plexiglass dividers	Instructional packets
Based upon individual goals	Parent consultation
Progress Monitoring	Video recordings
	Progress Monitoring

Dyslexia

Face-to-Face Instruction	Heights At Home Instruction
Small group instruction	Small group or individual instruction
Consistent groups of students	Google Meet sessions with consistent schedule
Social distancing during classes	Based upon program placement
Plexiglass dividers	Regular Dyslexia Report Cards
Based upon program placement	
Regular Dyslexia Report Cards	

Gifted and Talented

Face-to-Face Instruction	Heights At Home Instruction
Weekly pull-out services	Google Meet weekly pull-out services
Consistent groupings during GT services	At-home learning kits include any needed home resources
No sharing of materials	Project based learning
Project based learning	Twice a year GT Progress Report
Twice a year GT Progress Report	Twice a year newsletter
Twice a year newsletter	Can transition back into Face-to-Face learning at grading period break.
Capitalize on outdoor learning spaces	

Reopening: Language Programs Information

Language Allocation: Traditionally, Spanish is the dominant language of instruction in first and second grade language programs. For the upcoming year, Spanish will remain the dominant language of instruction during Google Meet and direct instruction with the teachers. To begin the year, there will be additional flexibility with English to allow students to build authentic relationships with their new teachers and peers.

Homework Help: We will have native Spanish speaking AHISD educators and staff available Monday through Thursday in the fall to offer on-demand office hours to help with home learning. This will be through a consistent Google Meet link.

Parent Training: In August we will offer parent orientation to language programs to ensure parents have a solid understanding of the key resources and routines that will be used with their students. We will also schedule informal Cafesitos to answer specific questions and address any concerns as they arise in the fall.

Language Buddies: Developing a second language is so much more than mastering basic phonics and memorizing vocabulary words. To develop authentic conversational skills, we will match our youngest members of the language program family with older students in our programs, to include high school helpers. There will be scheduled times to interact with older students and practice conversational language skills.

Week at a Glance: All communication and online work will be through the Seesaw online platform. This will streamline home-school communication. Additionally, there will be a Week-at-a-Glance document provided each week to highlight instructional objectives, learning activities, due dates, and target vocabulary words and definitions in English and Spanish.

Summer Academy: Finally, while we recognize the need for more flexibility in the early years of our language programs, we also want to maintain the 26-year tradition of excellence with those programs. So, we are creating a new summer program only for our 1st and 2nd grade students in Spanish Immersion and Dual Language.

Summer Programs: We will offer a half-day program for the entire month of June next summer. Participation will be optional, and there will be no cost for the program. Think of this like a Summer at Heights class for language program students. It is our sincere hope that this extended school year opportunity will help us to ensure our students have the opportunity to learn and practice Spanish and reach our AHISD fluency expectations.

Additional Information: Our teachers created short videos and documents to further explain these supports for fall 2020.

English Video	Spanish Video
English Documents	Spanish Documents

Please know these are the supports we will have in place to begin the year. We will evaluate their effectiveness and make modifications as needed to meet the needs of our language program community.

Dual Language and Spanish Immersion Grades 6-8

The ability to offer Spanish Immersion sections of courses at the Junior School depends of enrollment in Heights at Home. Options like simulcasting classes may be considered.

Reopening: Screen Time Considerations

Continuous Learning Screen Time

Technology Use in Online Classrooms

AHISD is responsive to the latest research on the amount and type of screen time in our classrooms to ensure that students are maximizing the benefits on technology in our classrooms both face-to-face and online.

During this time of continuous learning, we will ensure that we are committed to the same principles in our Continuous Learning Classrooms as we have been in our face-to-face classrooms.

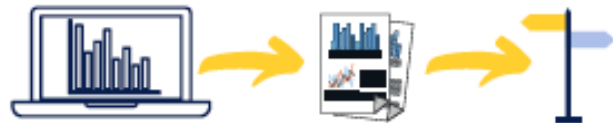
In Alamo Heights ISD, we are looking for active, creative, community-building use of technology in our continuous learning classrooms.



When we use technology in online with students...

1

We will collect meaningful information that impacts the pathway of learning moving forward.



2

We will leverage technology to allow for personalized small groups of students, including 1 on 1 with the teacher.



3

We will intentionally ground the digital with the physical (i.e. textbooks, printable outlines) and encourage the use of handwriting to help cement learning with students.





Heights at Home Academic Integrity Agreement

In a traditional classroom, there are expectations for behavior, work habits and quality of assignments. The same expectations hold true in a remote classroom as well.

Traditional on-campus expectations for integrity are communicated through our district's Student Handbook, Acceptable Use Policy Agreement, Academic Integrity Guidelines & Procedures, and Extracurricular Code. Alamo Heights ISD students learning remotely are required to adhere to these stated policies and are subject to the stated consequences.

HONOR CODE: All students will be expected to do their own work and exhibit academic integrity. (see *Academic Integrity Guidelines*)

ACCOUNTS: Students will register and maintain singular user accounts unless otherwise instructed

POSTING ASSESSMENT MATERIALS: Students shall not post assessment questions or answers for access online for students to view unless explicitly directed by the instructor to do so.

ACADEMIC DISHONESTY: Alamo Heights ISD students shall not engage in academic dishonesty, including cheating, and plagiarism.

Cheating is a form of academic dishonesty that deceives or attempts to deceive a teacher with regard to tests and/or assignments. Examples of cheating include, but are not limited to the following:

- engaging in activities that will dishonestly improve results or hurt the results of others
 - sabotaging the projects or work of other students
 - copying from another student or allowing the copying of an assignment
 - passing quiz or test information to another student
- submitting pre-written writing assignments when such assignments are to be composed in class
 - unauthorized collaboration on an assignment (for example, having a parent or peer do your work for you)
 - utilizing study aids, notes, books, data, or other information, including those from electronic sources when not specifically authorized
 - using unauthorized electronic devices during assessment
 - exceeding time limits on timed assignments
 - committing computer fraud
 - offering to sell or trade work
 - multiple submissions of the same or significantly similar assignment without prior instructor approval

AHISD applies the University of Oxford's definition of plagiarism: **Plagiarism** is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. (Oxford, 2016). The determination that a student has engaged in plagiarism shall be based on the judgement of the classroom teacher, taking into consideration written materials, observation, or information from students (EIA LOCAL). Plagiarism includes but is not limited to:

- copying of the language, structure, ideas, and/or thoughts of another and passing off the same as one's own original work
- presenting as new and original an idea or product derived from an existing source
- having a parent or another person write whole or part of an essay or other assignment
- turning in someone else's work as one's own
 - obtaining pre-written essay or any portion of an essay online or by any other means
 - failing to provide proper documentation
 - self-plagiarism, or reusing ideas or phrases that one used in a prior work without citing that prior work

Heights at Home Academic Integrity Agreement

In a traditional classroom, there are expectations for behavior, work habits and quality of assignments. The same expectations hold true in a remote classroom as well.

As a Heights at Home student, I understand and agree to adhere to the expectations and policies set forth in *Heights at Home Academic Integrity Policy*. I also understand and agree that I am required to adhere to policies and guidelines previously stated by the district (Student Handbook, Acceptable Use Policy, Academic Guidelines & Procedures, and Extracurricular Code).

Student Name: _____

Student's Signature: _____

Date: _____

I understand the expectations of Heights at Home, and I agree to help my son/daughter to adhere to the expectations and policies set forth in *Heights at Home Academic Integrity Policy*, as well as the policies and guidelines previously stated by the district (Student Handbook, Acceptable Use Policy, Academic Guidelines & Procedures, and Extracurricular Code).

Parent/Guardian's Signature: _____

Date: _____

AHISD Health and Safety **Back-to-School Guidance**

TEA Requirement: Providing Notice

AHISD is providing notice to parents, families, and the community regarding back-to-school plans and instruction through this initial planning document. This is only preliminary information and guidance. As further required, one week prior to the start of school, a final plan and guidelines to mitigate COVID-19 will be disseminated to all families and posted on the district and school websites. Any plan and guidance, whether preliminary or final, is subject to change based on state and local orders and decisions.

COVID-19 Response Team – AHISD has developed a COVID-19 Response Team to respond to concerns and communicate district decisions. Members of the team and email addresses are noted below:

Dr. Frank Alfaro	Assistant Superintendent of Administrative Services
Dr. Jimmie Walker	Executive Director of Curriculum and Instruction
Mike Hagar	Assistant Superintendent of Business and Finance
Jamie Locklin	Director of Technology
Frank Stanage	Human Resource Coordinator
Melissa Benavidez	Director of Special Education
Patti Pawlik-Perales	Communications Coordinator
Kathi Martinez	Health Service Coordinator, Howard ECC RN

TEA Requirement: Prevent and Mitigate

AHISD will work diligently to mitigate or reduce the likely spread inside our school. Therefore, district practices and guidelines have been established for various areas noted below:

Health and Safety Guidance

- **Pre-Screening** – Before coming onto campus each day, students and staff will self-screen for COVID-19. Parents and staff will be provided with a reusable reminder of pre-screening questions. Likewise, all visitors (who have essential business on campus) must be screened before being allowed on campuses. Per Centers for Disease Control and Prevention(CDC) guidelines, initial monitoring of symptoms begins at home. Individuals who are feeling ill, including symptoms like fever, cough, shortness of breath, sore throat, abdominal pain, fatigue, muscle aches, or headache, should stay at home and consult with a medical professional regarding school participation.

TEA Guidance is as follows for students:

“Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also

be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school."

- **Handwashing/Sanitizing** - Students and staff are required to use hand sanitizer when entering a school bus, building, classroom, and/or office. Frequent handwashing and sanitizing will also be incorporated in the daily schedules. Campuses will have hand sanitizer at each entrance and require students, teachers, and staff to use it whenever they enter the building. Students will be instructed in good handwashing techniques and given frequent opportunities to wash their hands, in addition to being encouraged to wash hands after using the restroom and before eating. Students and staff will also use hand sanitizer prior to entering our school buses.
- **Physical Distancing** – Staff and students will maintain six feet of physical distance in indoor and outdoor settings, to the extent possible. Classrooms will be arranged to allow for six feet of space between seating areas, as feasible, and transitions will be limited in the elementary campuses. At the elementary campuses, students will be assigned to classroom and student cohorts to minimize the potential for spread or transmission. At this time, students will not be brought together in assemblies, field trips, or other group gatherings outside of their class group, unless distancing of 30 feet between groups can be maintained. Nurses will monitor health clinic traffic and designate alternate areas to maintain physical distancing in the clinic.
- **Masks** – TEA mandates that schools are expected to comply with the Governor's Executive Order for wearing masks, or face shields. This requires, with specific exceptions, that all persons aged 10 and older must "wear a face covering over the nose and mouth when inside a commercial entity or other building or space open to the public, or when in an outdoor public space, wherever it is not feasible to maintain six feet" of physical distancing. Therefore, to maintain a consistent environment for students and staff all employees, visitors to campus for necessary business, and students in grades four and above will wear masks or face shields. All students, regardless of age, will wear masks or face shields when riding the bus and upon arrival to and dismissal from campus given the inability to maintain physical distance during these times.

It is not developmentally appropriate for students younger than fourth grade (and for some students with disabilities) to wear masks at all times. We will work to provide these younger students with face shields to use in the classroom when physical distancing is not feasible and to be able to promote appropriate social interaction and learning in a way that is mindful of safety concerns for all. We recognize that these younger students will be challenged with rigid physical distancing throughout the day, and know that this will help create more natural interactions.

Students and staff will not wear masks or face shields during lunch breaks and times throughout the day where appropriate social distancing can be ensured. It is recommended that masks be rotated and thoroughly cleaned daily. Sharing of masks with other family members is extremely risky and discouraged.

Campuses and Classrooms

- **Cohorts** – In elementary schools, students and staff will be assigned to cohorts or groups that will stay together for defined periods of time. Each cohort will use common areas, such as cafeterias, gyms, playgrounds, etc., together as a group. This concept is intended to minimize the widespread opportunity for potential virus spread or transmission.

- **Visitors, Drop-off, and Pick-Up** – Campuses will plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. We will ask that parents remain outside during drop-off and pick-up. To the degree feasible, during arrival and dismissal, we will prop open doors to limit touching doorknobs and doors.

At this time, schools will restrict visits to campuses to only those essential to school operations. All campus visits must be scheduled via an appointment. Sanitizing will occur before and after each campus visit and any visitor must follow the same protocols outlined here for staff. The number of visitors in the school will be limited to ensure that students are safe; therefore, alternative meeting options may be scheduled, including virtual meetings, when appropriate. Each school will have procedures in place for daily drop-off and pick-up. This information will be communicated prior to the first day of school.

AHISD parents and guardians play a crucial role in facilitating our campus environments. At this time, we are still considering how best to balance parent involvement on our campuses with the health concerns for all. Traditional campus events such as Open House, Parent Nights, etc., have been temporarily suspended and campuses will use other means to keep parents and families up-to-date and engaged in their child's learning, including through the use of live online platforms.

- **Classroom Configurations** – To the extent possible, student learning spaces will be arranged to provide spacing between students. In some instances, plexiglass dividers will be provided and common areas may be used for instruction with similar distancing practices.
- **Restrooms and Water Fountains** – Students' physical needs are extremely important. Physical distancing and hand washing will remain the priorities during restroom breaks. Because water dispensers have shared surfaces, these will not be able to be utilized. Students should bring water bottles to school. Further information will be communicated prior to the start of the school year.
- **Materials and Supplies** – We will limit the sharing of materials and devices. Students will be expected to use their own materials and supplies which will be kept in individually assigned boxes. In instances where technology, books, calculators, etc., are used with multiple students, proper sanitation protocols will be followed.
- **Backpacks and Other Personal Items** – For the first few weeks of school, elementary students will not be permitted to bring backpacks and other personal items from home. All supplies will be kept in the classroom to minimize contact. Additional guidance will be provided regarding Junior School and High School students.
- **Additional Instructors in Classrooms** – In certain instances, additional staff members may be assigned to classrooms to instruct specific students. These individuals will sanitize prior to entering and exiting the classroom, and masks will be required as they interact with students using physical distancing.
- **Class Transitions for Secondary Campuses** – We are currently developing recommendations for traffic patterns and timing of transitions to provide for physical distancing in hallways as feasible.
- **Outdoor Spaces** – When feasible, safe, and appropriate, it is preferable for students to gather outside rather than inside, because of likely reduced risk of virus spread outdoors

Transportation

- **Transportation** - AHISD will reduce the number of students on a bus route by encouraging families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses. Students and staff will be expected to use hand sanitizer when entering the bus, and to wear appropriate face coverings. When possible, we will keep the windows open to circulate air on the bus.

Buses will be thoroughly cleaned after each bus trip, particularly high-touch surfaces such as bus seats, steering wheels, knobs, and door handles.

Cleaning of Facilities

- **Frequency** - AHISD will employ additional custodial staff to assist with a more frequent cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, and high touch devices such as shared laptops or tablets. Campuses will arrange for cleaning of classrooms between different class groups if the same room will be used by multiple class groups
- **Classroom Supplies** - Campuses will have adequate supplies to support healthy hygiene behaviors, including soap in classrooms where there are sinks, and hand sanitizer, paper towels, tissues, and no-touch trash cans. Classrooms will provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate, such as using a disinfectant wipe to wipe off their desk and putting individual school supplies in plastic bags.

TEA Requirement: Respond

Alamo Heights ISD must identify and implement responsive actions to address the situation if there are lab-confirmed cases in a school.

- **[AHISD COVID-19 Exposure Process Map](#)** - Students or employees who suspect exposure should follow this process.
- **Staff Positive Screening** – The self-screening will include staff taking their own temperature. Staff must report to the school system if they themselves have COVID-19 symptoms or are lab confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, teachers must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, must remain off campus until the 14-day incubation period has passed.
- **Student Positive Screening** – Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed.

- **Communication** – Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students on a school campus if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any campus activities.
- **Separation of Individuals Exhibiting COVID-Like symptoms** – TEA requires schools to “immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.” Consequently, each campus will identify a separate room or area by which to separate any student who exhibits COVID-like symptoms until that student is able to leave campus. Any staff member who begins to experience COVID-like symptoms while on campus will follow a similar protocol.
- **Re-Entry Conditions** – Any teacher, staff member, or student who experiences any of the symptoms of COVID-19 (listed on the final page of this document) should self-isolate until the below conditions have been met.
 - In the case of an individual who was diagnosed with COVID-19, the individual may return when all three of the following criteria are met: at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); and the individual has improvement in symptoms (e.g., cough, shortness of breath); and at least ten days have passed since symptoms first appeared; or
 - In the case of an individual who has symptoms that could be COVID-19 and does not get evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to work until the individual has completed the same three-step criteria listed above; or
 - If the individual has symptoms that could be COVID-19 and wants to return to work before completing the above self-isolation period, the individual must obtain a medical professional’s note clearing the individual for return based on an alternative diagnosis.

TEA Guidance on Individuals Confirmed or Suspected with COVID-19:

Any individuals who themselves either:

- (a) are lab-confirmed to have COVID-19; or
- (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - o In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - o In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - o If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional’s

note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must 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.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Has the individual recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty Breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain
- Diarrhea

Definition of Close Contact

As referenced in the TEA Guidelines: For clarity, close contact is defined as: (a) being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or (b) being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield; if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.