Strong Start Plan

Runge ISD

Fall 2020

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GOALS of Strong Start Plan:

- Ensure physical safety of RISD Students and Staff
- Address social-emotional needs of RISD students and staff
- Ensure high levels of learning for all students

RISD strives to continue ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as advance learning by progressing through the state standards. We realize that learning will be modified in remote and digital environment. RISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students; academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS.
3. RISD will have Chromebooks for checkout.
4. Families will supply the required internet services needed to access the remote educational materials.
5. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
6. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; progress from teacher to student interaction made that day; evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, line instruction between students and teachers through the computer or other electronic devices or over the phone.

Runge ISD will implement the model of Asynchronous Instruction. Our Learning Management System for Runge ISD is Google Classroom for grades PK-12.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the parent's decision form, RISD will configure the on campus and remote learning instructors. As the number of students may change over the course of the year, teachers will accommodate serving each student in either remote or online instruction. In the schedules provided, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and virtual parent meetings.

In order to maintain the movement of students between remote and on-campus learning, it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain as consistency in learning so students will maintain growth.

ON-SITE LEARNING

Students will attend school on a regular instructional schedule and will engage in face-to-face learning on campus during school hours. Elementary students will be assigned to grade level classes that will be taught by teachers at their home campus. Secondary students in grades 6-12 will follow their class schedules by transitioning to different classrooms for course instruction. Classroom instruction will be designed for mastery of students learning outcomes based on academic standards, Texas Essential Knowledge and Skills (TEKS) for each content area.

The following are characteristics of On-Site/In-Person Learning:

- Available for students in Prekindergarten through Grade 12
- Student participation required 5 full days per week
- Implementation of preventive safety measures
- Instruction provided by Runge ISD teachers
- Instruction in core content and elective areas
- District curriculum, unit sequencing and pacing of instruction
- Social-emotional support
- Accommodation an support services provided
- Attendance will follow Texas law
- Runge ISD grading policy will be utilized

Health and Safety Protocols

Screening
- All staff members are required to self-screen for COVID-19 symptoms prior to reporting to work each day. If a staff member is experiencing any of the symptoms listed below in a way that is not normal for them, the campus administrator will be notified, and the staff member will not report to the campus. Symptoms to screen for include:

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

- Parents/guardians are expected to screen their students for these COVID-19 symptoms each day prior to sending their student to school. Students who are experiencing symptoms in a way that is not normal for the student will be kept home from school. Students who ride the bus must be screened by the parent/guardians before boarding the bus each morning.
- Teachers will monitor students throughout the day and refer to the nurse if symptoms are present in a way that is not normal for the student.

Presence of Symptoms
- Each campus will designate an office or room for the nurse with sufficient space to allow for social distancing (at least 6 ft.).
- When a student displays symptom of COVID-19, the school nurse will provide a clinical assessment to determine if and when the student needs to be sent home.
- Students who are ill will be removed from the classroom. Parents/guardians will be notified and should plan to pick the student up within 30 minutes. After being sent home, students must meet the district defined criteria before returning to school.
- Students exhibiting mild symptoms who are able to complete work from home may engage in remote learning while absent from school.
- Staff members displaying COVID-19 symptoms will follow district protocols for separation from students and other staff members, testing and returning to work. For individual guidance, staff members should contact the RISD Risk Management or Employee Benefits offices.

Confirmed Diagnosis
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school district will notify Karnes County 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).
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools 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 on any on campus activities.
- When a student or staff member receives a confirmed diagnosis of COVID-19, the district will notify staff members and parents/guardians of students known to have had close contact with a COVID-19 positive student or staff member.
  Close contact is considered someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before the infected person's illness onset or 2 days prior to them tested for COVID-19.
- Students and staff who have tested positive for COVID-19 will be required to submit a medical release from a physician's office or health department prior to returning to school. Any students or staff who themselves either:

  a. is lab-confirmed to have COVID-19; or
  b. experience the symptoms of COVID-19 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:
  - 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.

  - 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.

- 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
    i. obtains a medical professional's note clearing the individual for return based on an alternative diagnosis or
    ii. 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/.

Face Coverings
- To create a safe environment for RISD staff and students, CDC recommendations for face coverings will be followed. All staff and students will utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, etc. Face coverings will also be utilized to the greatest extent possible in the regular classroom setting.
- For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
- It may be impractical for students to wear masks or face shields while participating in some activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students and staff who are not wearing masks or face shields.

Social Distancing
Every effort will be made to implement recommended social distancing in the school setting.
See *Work and Learning Environment* section of document for details.

Campus Visitor Protocols

Family ownership is encouraged and celebrated in RISD schools; however, during this time we must work together to find innovative ways to partner with families while keeping staff and students safe and healthy. Participation through virtual meetings and interaction will be encouraged.

Visitor Access to Building
- In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office.
- Families are encouraged to contact the office by phone rather than entering the building.

Visitor Screening & PPE Requirements
- All individuals entering the building and visiting the office area will be required to wear a face covering.
- In extremely rare situations when individuals must move beyond the office area:
    o All visitors will be screened through the use of a symptom screening form.
    o Physical distancing of a minimum of 6 ft. will be followed.

Disinfecting and Hand Sanitizing Protocols

Hand Washing/Sanitizing Expectations
- On the first day a student attends school on campus, the school will provide instruction on appropriate hygiene practices and other mitigation practices adopted in the local school system.

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Hand sanitizer will be provided each time students enter or leave the classroom.
- Hand sanitizer will be provided if students move to a different work location within the classroom.
- Students will be required to thoroughly wash hands after recess, before eating and following restroom breaks.

Supplies and Materials
- The sharing of RISD educational supplies will be extremely limited. When supplies must be shared, they will be sanitized after each use.
- Each student will keep their supplies in a personal container. No sharing of individual school supplies is permitted.
- Staff will utilize disinfectant wipes to sanitize high-touch and working surfaces.

Campus Cleaning Protocols

Daily Campus Cleaning
- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected throughout the day every day.
- Cleaning cloths will be changed for each classroom and common area to maximize room to room cleanliness.

- Custodians will utilize face coverings and will sanitize hands before moving from room to room.
- If in use, the cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Additional Cleaning Measure for COVID-19 Positive Cases on Campus
- If a staff member or students receives a confirmed COVID-19 diagnosis, the school will close off areas that were heavily used by the individual and thoroughly clean the areas using Clorox 360 disinfectant, unless more than 3 days have already passed since that person was on campus.

Work and Learning Environments

Classroom Configurations and Procedures
- Desks or tables will be socially distanced as much as instructionally possible with a goal of maintaining a distance of 6ft between individuals. In classroom spaces that allow it, student desks will be placed a minimum of six feet apart. In classrooms where students are regularly within six feet of one another, more frequent hand washing and/or hand sanitizing will occur.
- Class sizes will be kept small when possible.
- To the greatest extent possible, contact with individuals from other designated student groups will be limited.
- Group work may be implemented while maintaining appropriate distancing and safety measures.
- Any materials or furnishings that must be used by multiple students will be cleaned with disinfectant wipes following each use.
- Students will have their own designated materials and supplies. This includes individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.

- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain separation from other classroom groups to the greatest extent possible.
- Supplemental services will be provided while maintaining safety protocols.
- The recommended procedures will be applied to all classroom settings, including special education locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Common Areas
- Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings, and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms, and other meeting rooms.
- Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between uses. When needed, students will bring personal supplies from the classroom.
- All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- Virtual meetings will be utilized when possible.
- In-person meetings will maintain social distancing and facial coverings will be required.

Restrooms
- Proper handwashing technique will be taught to all students and consistently reinforced.
- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure monitoring of social distancing guidelines.
- The number of occupants utilizing each restroom at any given time will be limited to mitigate the chance of exceeding maximum occupants per social distancing.
- After a restroom break, students will be required to use hand sanitizer before reentering the classroom.
- Restrooms will be disinfected at multiple times throughout day.

Transitions, Arrival and Dismissal

Transitions
- Where possible, one-way traffic throughout campus corridors will be established.
- Walking pathways throughout the building will be designated "stay to the right." This includes the entrance and exit doors.
- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.

Arrival
- Buildings will open at 7:30 a.m. with students reporting directly to classrooms.
- Students arriving prior to 7:30 a.m. will wait in cars with parents until the buildings open.
- Families of walkers who arrive prior to 7:30 will be contacted and asked to adjust arrival times.
- When possible, separate entrances will be utilized to reduce traffic.
- All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.

- Visitors will not be allowed in the building during arrival.
- Campus-specific bus procedures will be established.

Dismissal
- Student groups will remain separated until students are called for pickup.
- Campus may designate staggered dismissal groups. (for example, staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.)
- Separate exits will be utilized if possible.
- Campus-specific bus procedures will be established.

Daily Schedule

Teachers
- Daily Time: 7:30 am – 4:00 pm

Breakfast
- Breakfast will be served in the cafeteria following the breakfast procedures.
- Social distancing protocols will be followed during breakfast with the goal of having students sit 6 ft. apart.
- Pre-Kindergarten and Kindergarten will eat in the classroom.
- Interaction between classroom groups will be limited during breakfast.

Lunch
- Lunch will be served in the cafeteria following the lunch procedures.
- Social distancing protocols will be followed during lunch periods with the goal of having students sit 6ft. apart.
- Interaction between classroom groups will be limited during lunch periods

Recess
- Staggered recess schedules will be utilized with classroom groups assigned to different outdoor areas for recess.
- All students and staff will be required to use hand sanitizer before entering the playground and upon exiting the playground.
- In addition to recess, classroom brain breaks will be implemented to ensure students have ample opportunities for movement within the classroom setting.

PE/Library/Guidance
- PE classes will be conducted outdoors when possible with classroom groups separated as much as possible. Appropriate social distancing measures will be followed. Students and staff will wear face coverings when transitioning to PE and recess but will not be required to wear them during exercise while maintaining social distancing.
- PE equipment will be sanitized and wiped down after each use.

Benchmark Assessments

- Pre-Kindergarten will assess students with Circle
- Kindergarten will assess with Renaissance Learning Early Literacy/Math Assessment and STAR Reading and Math when applicable to student, and Texas Primary Reading Inventory (TPRI)
- First Grade will use Renaissance Learning Early Literacy/Math Assessment and STAR Reading and Math when applicable to student, and Texas Primary Reading Inventory (TPRI)
- Second Grade will assess with TPRI, and Sharon Wells Benchmarks
- Third – Fifth Grade will assess with Sharon Wells Benchmarks, and STAAR Benchmarks
- Sixth – Twelfth Grade will assess with STAAR Benchmarks

Progress Monitoring Assessments

- Pre-Kindergarten will progress monitor using the Circle and Frog Street
- Kindergarten will progress monitor using Renaissance Learning Early Literacy/Math Assessment and STAR Reading and Math when applicable
- First Grade will progress monitor using Renaissance Learning Early Literacy/Math Assessment and STAR Reading and Math
- Second Grade will progress monitor using Renaissance Learning STAR Reading and Math Assessment, Sharon Wells Math, and curriculum monitoring
- Third – Fifth Grade will progress monitor using Renaissance Learning STAR Reading and Math Assessment, Sharon Wells Math, SIRUS, and curriculum monitoring
- Sixth – Twelfth Grade will progress monitor using Renaissance Learning STAR Reading and Math Assessment, SIRUS, and curriculum monitoring

State Assessments

- 3rd – EOC – STAAR Assessment
- TELPAS – if applicable to students

Grade Span	Subject Area	HMH Reading	Sharon Wells	STEMscopes	Studies Weekly	Current Adoption	TEKS Resource System	Lohman SS	SIRUS	Eduphoria	Pearson Math	Renaissance Learning	Texas Home Learning Phase 3.0	Texas PBS	Teacher Identified Resources	Mentoring Minds
		Core Material for Teacher & Student Use					**Teacher Resource**					**Support Material for Teacher & Student Use**				
PK-1		PK- Frog Street & Circle	K HMH SS Weekly	1st HMH SS Weekly		*	*			*		*	*	*	*	
2-5	Reading Language Arts	*				*	*		*	*		*	*	*	*	
2-5	Math		*			*	*		*	*		*	*	*	*	
2-5	Science			*		*	*		*	*			*	*	*	*
2-5	Social Studies				*	*	*			*			*	*	*	
6-8	Reading Language Arts	*				*	*		*	*		*	*	*	*	
6-8	Math					*	*		*	*	*	*	*	*	*	
6-8	Science			*		*	*			*			*	*	*	*
6-8	Social Studies				*	*	*	*		*			*	*	*	
9-12	Reading Language Arts	*				*	*		*	*		*	*	*	*	
9-12	Math					*	*		*	*	*	*	*	*	*	
9-12	Science			*		*	*		*	*			*	*	*	*
9-12	Social Studies				*	*	*	*	*	*			*	*	*	

CTE courses will utilize iCEV curriculum in person and remote.

Busing

- Students who need to ride the bus will complete a bus registration process.
- In order to reduce the number of students on the bus, families are encouraged to provide their own transportation if at all possible.
- A student exhibiting ANY symptom of COVID-19 may not board the bus and needs to remain at home. Students with mild symptoms who are able to complete work at home may contact the school for remote learning assignments.
- Students will use hand sanitizer when boarding the bus.

Field Trips

- Field trips will be conducted virtually.
- At this time, off-campus field trips will not be scheduled.

Campus Events

- No in-person assemblies will be held in the fall.
- Technology-training sessions will be held to familiarize parents with district instructional programs.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.
- Parents will be allowed to attend class parties and performances virtually.

Remote Instruction Information

General Expectations for Remote Learning

- The goal of remote instruction is high levels of learning for all students.
- In grades Pre-K through 5th, the remote instruction model for students requires a strong partnership between the teacher and family. Family training sessions to ensure families are able to access online resources and have the information necessary to successfully access work will be conducted during the first week of the school year, and ongoing, two-way communication between the teacher and the family is an essential component of the remote instruction model.
- Remote instruction and activities are designed to ensure that students continue learning at the pace of the current Runge ISD scope and sequence and gain the reading, writing, and mathematics skills essential to their future success. Student academic work will ensure engagement that is equivalent to direct content work that the students would be engaged in over a normal school year.
- To ensure high levels of learning for all students, the students' learning schedule will require students to participate in synchronous (live, interactive) and asynchronous learning. It will be vital for teachers and parents to openly communicate the schedules for the students.
- Teacher interaction with students will be predictable, following a regular, clearly defined schedule.
- Teachers will schedule live, interactive sessions with students and will have daily office hours during which they will be available to provide additional instructional support to parents and students.
- **Students will be expected to participate in live learning sessions and submit assignments on a daily basis (Monday- Friday).**
- ARD committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school virtually to ensure all IEP requirements are met.

Each student's daily participation status will be determined by monitoring:
- Student progress (as defined in the approved learning plan)
- Student progress (as defined in the approved learning plan) as assessed during live teacher/student interactions
- Student submission of daily assignment(s)

Families should expect to spend a **<u>minimum</u>** of 180 minutes daily completing synchronous and asynchronous learning activities and an additional 45 minutes of ongoing practice and application of skills.

Instructional Design of Remote Instruction

Remote instruction in grades PK-12 will include both synchronous and asynchronous instruction.
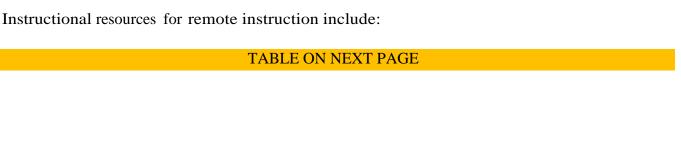
Synchronous instruction is defined as two-way, real-time, live instruction between teachers and students, through the computer or other electronic devices or over the phone.

Asynchronous instruction is defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Asynchronous instruction includes pre-recorded videos.

All remote instruction will include:
- Daily interactions with the teacher
- TEKS-aligned curriculum resources that follow a logical course sequence
- Formal and informal assessments that ensure continued information on student progress
- Continued opportunities to review and reinforce essential skills
- Specifically designed resources and/or accommodations and modifications to support students with disabilities, English Learners, and students in need of enrichment

Families selecting the remote instruction option will receive a syllabus for the course that includes the scope and sequence for instruction, a schedule for synchronous instruction, a suggested schedule for asynchronous work, log in information and guides for using Teams. In addition, families will receive a unit outline at the beginning of each unit of instruction. The unit outline will identify essential skills, student learning targets and a calendar of instruction of the upcoming unit.

Instructional resources for remote instruction include:

Grade Span	Subject Area	HMH Reading	Sharon Wells	STEM Scopes	Studies Weekly	Current Adoption	TEKS Resource System	Lohman SS	SIRUS	Eduphoria		Renaissance Learning	Texas Home Learning Phase 3.0	Texas PBS	Teacher Identified Resources	Mentoring Minds
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9-12	Reading Language Arts	*					*		*	*		*	*	*	*	
9-12	Math		*			*	*		*	*		*	*	*	*	
9-12	Science			*		*	*		*	*			*	*	*	*
9-12	Social Studies				*	*	*	*	*	*			*	*	*	

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Remote Instruction Schedule

Grade Level	Estimated Daily Minutes Students will engage in Synchronous Instructions	Estimated Daily Minutes Students will engage in Asynchronous Instructions	Additional Practice/ Enrichment	Estimated Daily Minutes
Pre-K	60 to 80 (3 or 4 sessions of 20 minutes)	90-120	45	195-245
Kinder	60 to 80 (3 or 4 sessions of 20 minutes)	90-120	45	195-245
1st Grade	90-120 (3 or 4 sessions of 20-30 minutes each)	90-120	45	225-285
2nd Grade	90-120 (3 or 4 sessions of 20-30 minutes each)	90-120	45	225-285
3rd Grade	90-120 (3 or 4 sessions of 20-30 minutes each)	90-120	45	225-285
4th Grade	90-120 (3 or 4 sessions of 20-30 minutes each)	90-120	45	225-285
5th Grade	90-120 (3 or 4 sessions of 20-30 minutes each)	90-120	45	225-285
6th Grade	90-120 (3 or 4 session of 20-30 minutes each)	90-120	45	225-285
7th Grade	90-120 (3 or 4 session of 20-30 minutes each)	90-120	45	225-285
8th Grade	90-120 (3 or 4 session of 20-30 minutes each)	90-120	45	225-285
9-12 Grade	90-120 (3 or 4 session of 20-30 minutes each)	90-120	45	225-285

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, separated into some live, online times and some offline times.

Small group time will be provided to differentiate instruction within the instructional block or day. This will require teachers to set up small group instruction schedules for students. Communication between parent and teacher will be vital. Remember, parents or a caregiver may be needed at home to assist their young student with logging into Google Classroom, joining an online meeting and ensuring completion of asynchronous activities.

Runge Elementary & High School:

Daily schedules are provided to parents and students.

Students will attend live sessions for lessons, community building, counselor guidance, and intervention or enrichment.

The teacher will communicate curriculum and lessons weekly through Google Classroom.

The teacher will communicate office hours and set up conferences as needed before school, during school, or after school.

Grades will be posted in gradebook weekly.

It is important that students understand that virtual school attendance is based on daily engagement, not solely the completion of assignments. State law and Runge ISD policy require students to attend at least 90 percent of their classes or calendar days to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement. It is important that students understand that virtual school attendance is based on daily engagement, not solely the completion of assignments.

Determining Student Progress

To ensure high levels of learning, student progress must be monitored on a daily basis. During remote instruction, student progress will be assessed using both informal and formal assessment practices. Daily formative assessments will be utilized during synchronous learning sessions to determine level of mastery and plan for intervention or enrichment.

Essential skills and student learning targets for each unit will be identified in the unit outline provided to families. Throughout the unit, progress will be monitored using:
- Daily formative assessment
- Teacher observation and informal assessment during synchronous instruction
- Completed independent practice assignments
- Performance assessments

For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

Grading Practices

Grading policies for remote student work are consistent with district grading guidelines as outline in policy online at www.rungeisd.org.

Intervention and Enrichment

Intervention and Enrichment through small group instruction will be scheduled for students to best meet their individual academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group instruction and digital platforms. Teachers will provide students a plan for the activity to be completed during this designated time.

Plan Quick View

Assessment Framework

- Individual Education Plans will be adhered to in all testing environments.
- Teachers and school testing coordinators will be trained on how to deliver online assessments.
- Test security protocols will be put in place in school and remotely.
- Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
- All assessments will guide instruction.

Lesson Design

Runge ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

Runge ISD will adhere to the TEKS Resource System scope and sequence and GAP tool, which teachers can leverage to identify possible gaps and plan appropriately.

Academic Interventions and Enrichments

Runge ISD will serve students in daily small group instruction as needed. Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student.

Educator, Parent, and Student Support

Classroom teachers, students and support assistants need on-going supports during this time. Runge ISD will create On-Site or Virtual Professional Learning team by combining the expertise of the principal, interventionists, and curriculum leaders to support the campus staff and families of remote learners and the students' on-campus. Parent support will be provided training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselor to students, staff, and families. We will maintain strong communication with the families of students in order to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers to share best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Teachers/Instructional Paraprofessionals

Teachers and instructional paraprofessionals will receive training on Google Classroom, Trauma and Mental Health, differentiation, as well as TEKS Resource GAP tool.

Principals and Other Administrators

Runge ISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- Excellence in Remote Instructional Delivery conducted by the Texas Education Agency July 20 – August 7
- Designing a Remote School Modules 1-3 conducted by the Texas Education Agency July 29-31
- RISD will work closely with our Educational Service Center
- Principal will ensure the following accountability process are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families – attendance, family engagement, and progress monitoring data

Ongoing Communication/Learning

Professional Learning Community planning time is conducted weekly for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

- Gradebook
- Eduphoria
- Google Classroom
- Google Meets
- Google GSuite
- www.rungeisd.org
- Runge ISD Facebook
- Strong Start Plan

Resources to Maximize Remote Learning

- The previously identified curriculum resources
- The previously identified digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
- Deployment of Student Devices beginning the week of August 3, 2020.
- Meet the teacher plan during the week of August 10, 2020 virtually and on campus.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete Assignments with integrity and academic honesty.
- Submit assignments daily. Assignment cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day,
- Attend live instruction appropriately dressed in accordance to RISD dress code.

Parent Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend meetings/conference as requested.
- Use teacher office hours to help strengthen asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Contact Us / Who to Contact

- For assistance regarding a course, assignment, or resource:
  - The relevant teacher
- For assistance regarding a technology-related problem or issue:
  - The RISD technology specialist, Mr. Everett.
- For personal, academic or social emotional concern:
  - The RISD counselor, Mrs. DuBose.
- For other issues related to distance learning:
  - The RISD Remote Learning Support
  - The Principal

Runge ISD (830) 239-4315 Overall progress on learning outcomes will be communicated in a "traditional" format using numeric grades. Assignments and grades will be entered into Gradebook. Please utilize the parent portal for monitoring your child's grades. The expectations for coursework and guidelines for grading for In-Person Learning and At-Home Learning will be the same.