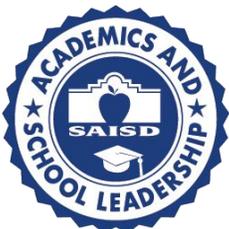




School Opening and Instructional Continuity Plan

Leveraging the Power of Us
January 2021



PEDRO MARTINEZ
SUPERINTENDENT OF SCHOOLS



School Opening and Instructional Continuity

Spring 2021

Safe Practices Guidelines

Revised 1/6/2020

	Level 1 Maximum Safety Level	Level 2 Intensive Safety Level	Level 3 Enhanced Safety Level	Level 4 Normal Safety Level
 Building Status	Limited in-person instruction; social distancing required to the maximum extent possible	In-person instruction; social distancing required in most spaces	In-person instruction up to 70%	In-person instruction up to 100%
 Guidance from TEA, CDC, and Metro Health	Schools are open to limited in-person instruction unless TEA has directed a closure. Metropolitan Health is encouraging remote instruction.	In-person instruction options; Metropolitan Health recommends limiting the number of students on campus with social distancing	In-person instruction options; Metropolitan Health recommends in-person instruction with safety protocols	Communities are operating under minimal to no restrictions; Decisions are made with input from Metropolitan Health
 Safety Protocols	Face coverings required for in-person instruction; hand sanitizing required; hand washing recommended once per hour for PK-5	Face coverings required for in-person instruction; hand sanitizing required; hand washing recommended once per hour for PK-5	Face coverings required for in-person instruction; hand sanitizing required; hand washing recommended for PK-5	Standard sanitizing/cleaning measures
 Academic and Instructional Continuity	Limited in-person instruction; daily virtual contact with teacher for students in remote instruction	In-person instruction for students in greatest academic need and by parental request; daily virtual contact with teacher for students in remote instruction	In-person instruction for most students; daily virtual contact with teacher for students in remote instruction	100% of students receiving in-person instruction
 Operations	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized several times per day	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized several times per day	Intensive sanitizing occurs daily; restrooms, handrails, and other common areas are sanitized several times per day	Daily standard sanitizing and cleaning measures
 Transportation	Social distancing and masks required; one student seated in every other seat near window; same home students together; every other window open; sanitizing after each run	Social distancing required; masks required; at least one student in every seat; every other window open; sanitizing after each run	Social distancing required; masks required; at least one student in every seat; every other window open; sanitizing after each run	One student in every seat up to 100% capacity; daily standard sanitizing and cleaning measures
 Nutrition	Meals for students receiving in-person instruction; Curbside and bus stop meal delivery for students receiving remote instruction	Meals for students receiving in-person instruction; Curbside and bus stop meal delivery for students receiving remote instruction	Meals for students receiving in-person instruction; Curbside and bus stop meal delivery for students receiving remote instruction	Meals for students receiving in-person instruction; Curbside and bus stop meal delivery for students receiving remote instruction

Protocols are based on the most up-to-date safety recommendations from the [Centers for Disease Control and Prevention \(CDC\)](#), the [City of San Antonio Metropolitan Health District](#), and the [Texas Education Agency \(TEA\)](#) as of January 4, 2021. Please note that TEA is the governing authority over public schools in Texas, and the SAISD safety recommendations may change as a result of additional requirements from the agency.

For additional information regarding the School Opening and Instructional Continuity Plan, please see the [Frequently Asked Questions \(FAQ\)](#) document.

Information regarding extracurricular activities is available on the Parents & Students web page under [Extracurricular Participation During COVID-19](#) in the Quicklinks section.

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Students, Families, and Staff:

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

Throughout this pandemic, we have had to continually assess the delicate balance of the health and safety of students and staff with the positive academic growth of our students. For a large percentage of our families, in-person instruction is best and necessary. We believe parents should not have to choose between safety and strong academic support. We are confident we can do both.



From the time the pandemic started to now, we have learned that the safety processes and COVID-19 testing protocols we have put into place have protected school environments from being sources of widespread outbreaks. We are grateful for this outcome and continue to be proud of the staff, parents, and students who continue to support and follow our safety efforts.

Our new understanding of the virus and its effects has allowed us to update our instructional continuity plan and safety matrix, which continue to be informed by guidance from the following entities:

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

A complete compendium of resources is located in the References section of this document. All school districts, including SAISD, are doing the best we can with the information and resources we have and within the constraints of the authoritative bodies that oversee us.

Since August, we have communicated our school opening plan with our principals, staff and families, and have asked for feedback through our Student, Teacher and Principal advisory groups. We have been the most conservative among area school districts with our low student occupancy rates that gradually increased up to 30% since September, and we have launched the most robust COVID-testing program – with testing available at all of our campuses districtwide. Based on what we now know, we believe we can safely begin phasing more students back into the classroom this spring semester.

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

I thank you in advance for your role in ensuring our schools remain as safe as possible for our students.

Pedro Martinez
Superintendent of Schools

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

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



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



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

To this end, we have conducted numerous surveys, convened working groups, and have invested over 1 million dollars in safety equipment, materials, and instructional software in preparation for the start of school.

We will implement an intensive training program for all students and staff conducted by licensed health professionals, and we will ensure safe practices across all of our buildings, including requiring masks, placing hand sanitizer in each classroom and other areas of our buildings, allocating time for students to wash their hands throughout the day, practicing physical distancing, and requiring daily disinfecting.

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

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

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

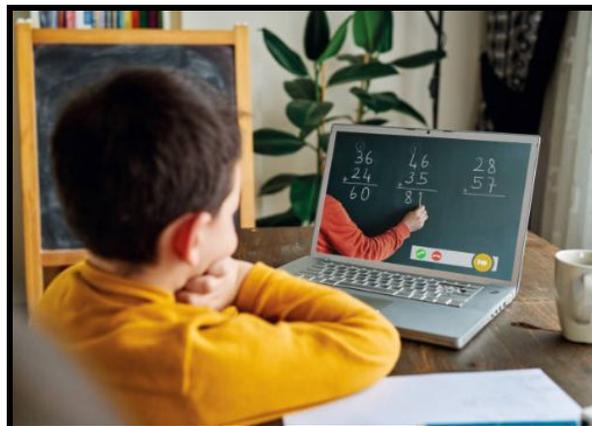
This comprehensive document is intended to ensure that we have strong communication with our stakeholders and can rapidly pivot, as necessary, in response to the changing context as a result of COVID-19.

GUIDING COMMITMENTS



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

- **Health and Safety:** SAISD is committed to employing strict measures to preserve the health and safety of our families and staff. SAISD is also committed to the social emotional well-being of our students. This includes creating physically and psychologically safe and nurturing spaces.
- **High-Quality Instruction:** SAISD will ensure high-quality academics in both in-person and remote learning models.
- **Educational Equity:** SAISD respects the cultural and linguistic heritages of our students, families, and staff, and will ensure that human and financial resources are distributed in ways that meet their diverse and unique needs.
- **Accurate and Timely Communication:** SAISD is committed to providing timely and transparent communication to students, families, and staff.



INPUT & ENGAGEMENT



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

Back 2 School Task Force

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

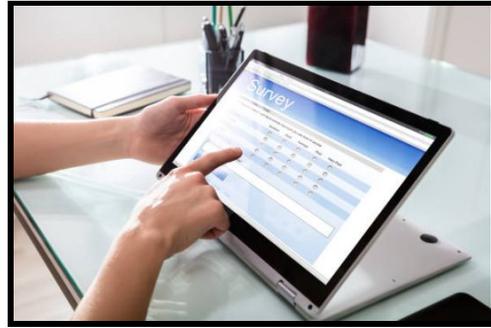
- Academics
- Access and Enrollment Services
- Accountability, Research, Evaluation, and Testing (ARET)
- Communications
- Human Resources
- Facilities
- Family & Community Engagement
- Financial Services
- Health Services
- Health & Safety
- Operations Services
- School Leadership
- School Operations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

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

Student, Family, and Staff Surveys

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

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



Collaboration with External Partnerships

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

- 3M Foundation
- A+ Academics
- AFCEA Education Foundation
- ATT Center
- Beldon Roofing
- Brown & Ortiz
- Charles Butt Foundation
- City of San Antonio
- City of San Antonio Metropolitan Health District
- Communities in School
- Connect Campaign & Food and Necessities Campaign
- CPS Energy
- Firstmark Credit Union
- Frost Charitable Foundation
- Google Fiber
- Greehey Family Foundation
- GTS Solutions
- HEB
- ImmSchools
- Myra Pryor Stafford Charitable Trust
- Nature Sweet Foundation
- O'Connell Robertson
- Pearl
- Randolph-Brooks Federal Credit Union (RBFCU)
- Rotary Club
- SA YES
- SAISD Foundation
- San Antonio Area Foundation
- San Antonio Food Bank
- San Antonio Housing Authority
- Spectrum

- Spurs Give
- Spurs Sports & Entertainment
- Tech Bloc
- USAA
- USAA Foundation
- Valero Energy Foundation
- VIA
- Wells Fargo Foundation

Principals

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

District Leadership Team (DLT)

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

Teacher Advisory Group (TAG)

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



Principal Advisory Group (PAG)

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

District Parent Advisory Council (DPAC)

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

Student Advisory Committee (SAC)

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

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

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

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



SAISD

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

 OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

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

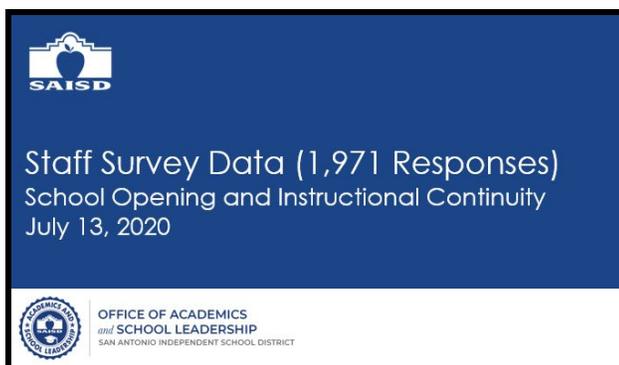


SAISD

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

 OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

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



SAISD

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

 OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

INTERSESSION CALENDAR



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



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

Families will choose how they attend school.

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



or

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



The choices are:

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

Selections will remain in effect for the first nine weeks of school. At the end of each nine weeks, parents may request a change to their child's Academic Option. Please note that changes in the Academic Options may result in changes to childrens' teachers.

SAISD began classes on August 17, with 100% of our students fully online through September 4. On September 8, students will begin attending school in-person, in alignment with the SAISD Safe Practices Guidelines.

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

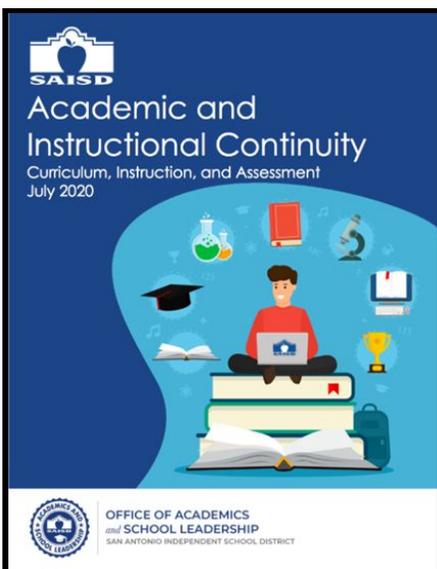
- [SY 20-21 Public Health Guidance](#) (PDF) December 10, 2020
- [SY 20-21 Attendance and Enrollment FAQ](#) (PDF) December 10, 2020
- [Overview of Remote Instruction Guidance for SY 20-21](#) (PDF) July 2, 2020

ACADEMIC & INSTRUCTIONAL CONTINUITY



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

TEA has approved the [SAISD Asynchronous Continuity Plan](#) for the 2020 - 2021 school year. The [SAISD 2020-21 Academic and Instructional Continuity Plan](#) and [SAISD Digital Learning Plan](#) provide further details that include academic plans by grade level, instructional schedules, remote learning best practices, instructional materials, professional development, and robust communication and support for families to support remote learning at home. Into the spring semester, the District will continue to provide rigorous instruction aligned to on-grade-level, prioritized standards, while simultaneously closing instructional gaps, as outlined in the [Academic Acceleration Plan](#).

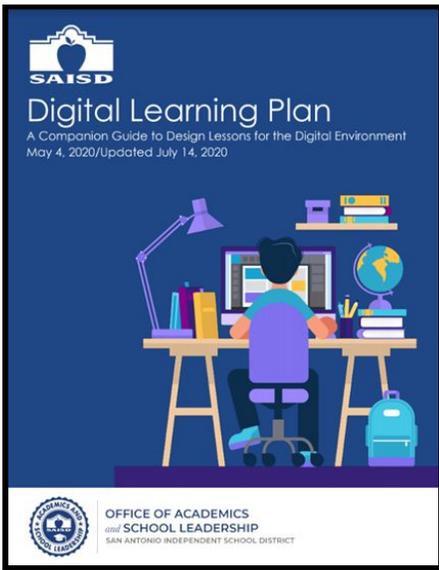


This document provides more details about the Academic plan, including sample schedules and instructional minutes.

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

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

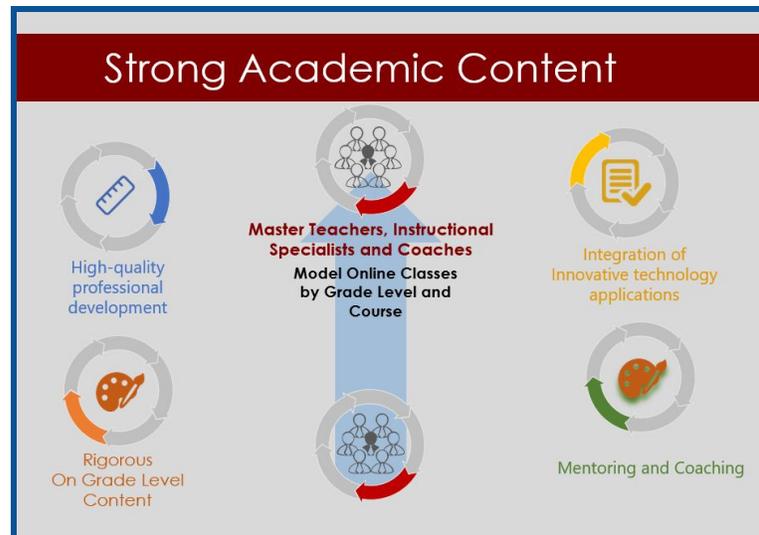
These are approximate times. Exact times for instructional blocks determined by each campus.
Office of Academics Working Draft Revised 07/2020 6



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



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



LEVEL 1— MAXIMUM SAFETY

Most students are recommended to attend school remotely from home through Canvas, the District's learning management system (LMS), with daily virtual contact with teacher(s), in accordance with the [SAISD 2020-21 Academic and Instructional Continuity Plan](#). In-person and remote learning at home will be equal to the work students receive over a normal school year in all content areas, with an emphasis on reading and math, and socio-emotional learning (SEL). Students will be engaged in direct content work that is equivalent to the normal school year. For all students, the measurement frequency is **daily**. Students learning remotely from home must be engaged in learning demonstrated by either of the following:

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

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

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

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

LEVEL 2— INTENSIVE SAFETY

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

Students attending remotely will follow Level 1 procedures.

LEVEL 3— ENHANCED SAFETY

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

Students attending remotely will follow Level 1 procedures.

LEVEL 4— NORMAL SAFETY

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

Students attending remotely will follow Level 1 procedures.

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

Parents and guardians are encouraged to support their child's learning and skill maintenance while students are working from home. Activities such as reading together, journaling back and forth, or watching an educational video and discussing the content are great ways to support learning. You may also find helpful resources on the [SAISD Digital Learning Playground](#). We also encourage parents to reach out to their child's IEP/IAP service providers to learn more ways to help their child grow. It is important to remember that actual therapy can only be provided by a fully licensed provider, but parents are encouraged to partner with us in their child's education.

LEVEL 1— MAXIMUM SAFETY

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

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IEP. Related services will be provided via in-person or teletherapy for students attending in-person. Related services will be provided via teletherapy for remote students, unless unique circumstances require an in-person consultation or therapy.

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

LEVEL 2— INTENSIVE SAFETY

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

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IEP. Related services will be provided via in-person or teletherapy for students attending in-person. Related services will be provided via teletherapy for remote students, unless unique circumstances require an in-person consultation or therapy.

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

LEVEL 3— ENHANCED SAFETY

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

For students attending remotely, instruction will be provided virtually in a manner commensurate with the IEP. Related services will be provided via in-person or teletherapy for students attending in-person. Related services will be provided via teletherapy for remote students, unless unique circumstances require an in-person consultation or therapy.

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

Priority should be given to all students with IEPs or IAPs.

LEVEL 4— NORMAL SAFETY

Students will attend in-person, receiving instruction, supports, and related services as outlined in the IEP/IAP. If a student is unable to attend in-person due to their unique circumstances, an ARD or §504 committee meeting may be held to review the student's unique needs and determine options for instructional accommodations. Students attending remotely will follow Level 3 guidelines.

DUAL LANGUAGE, ESL & MIGRANT



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

LEVEL 1— MAXIMUM SAFETY

Individual student needs will be considered in order to prioritize access to in-person instruction. Priorities include, but are not limited to: students in their first three years in the United States, Students with Interrupted Formal Education (SIFE), asylee and refugee students, and English Learner students who did not engage in remote learning throughout summer. Most English Learner (EL) services, instructional programs, and migrant services will be provided via a remote learning model.

This includes Dual Language and ESL instruction by teachers, linguistic accommodations to the curriculum, and services from the EL Counselor. Additional self-paced, online programs, and opportunities will be available to supplement instruction for language development of students in both the Dual Language and English as a Second Language (ESL) programs.

Instruction will be tailored to students' needs and language proficiency levels, following SAISD's Dual Language model. There will be an emphasis on Spanish instruction in the Digital Dual Language program to enhance the opportunities for students to listen, speak, read, and write in Spanish. In addition, synchronous Spanish opportunities will be scheduled so that students continue practicing Spanish.

Native English speakers' participation will continue in the Dual Language program with ongoing support through a digital platform. See the [Digital Dual Language Model](#).

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

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

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

LEVEL 2— INTENSIVE SAFETY

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

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

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

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

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

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

LEVEL 3— ENHANCED SAFETY

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

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

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

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

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

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

LEVEL 4— NORMAL SAFETY

Up to 100% of students in Dual Language and ESL will receive instruction in person. Instruction will be provided based on students' individual needs and language proficiency levels, following SAISD's Dual Language model.

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

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

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

When normal conditions are in place, all English Learner services, instructional programs, and migrant services will be provided in-person. The International Welcome Center will be operating at normal capacity.



Physical activity is important for students' overall well-being. As such, SAISD will continue to provide opportunities for outdoor play, outdoor learning, and physical education.

Location & Grouping

Teachers will select a location for outdoor play and outdoor learning where students can respect physical distancing guidelines and remain six feet apart. If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for the physical distancing of six feet apart.

Students will be grouped in cohorts and remain in the same group throughout the day as much as possible. Classes and cohorts should not be combined, and class size should not be increased for outdoor play and outdoor learning. More space for instruction may be required for outdoor play and outdoor learning due to increased respiration of students when participating in moderate-to-vigorous physical activity.

Use of Communal Spaces

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

If students are not able to go outdoors and are required to stay in the classroom for specific situations, such as air quality checks or bad weather, teaching staff will rotate through the classroom and provide instruction for movement, health, and physical education.

When possible, windows will remain open to maximize circulation and airflow to accommodate increased respiration by students participating in physical activity.

Students should come to school dressed in clothes that are appropriate for participation in physical activity, whether indoors or outdoors.

Social Distancing & Cleaning

When appropriate, spaces will be marked off (e.g., poly spots, cones, visual aids, signs) to ensure social distancing among students and reduce cross-contamination.

- All equipment and spaces will be cleaned and disinfected between use according to SAISD safety protocols.
- Students will follow all SAISD safety procedures.
- Only district approved cleaners and disinfectants will be used.

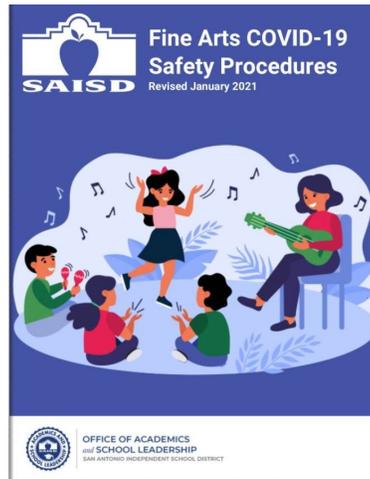
Water Systems

Students must bring their own water bottles to minimize the use of and touching of water fountains.

Face Coverings

- Face coverings must be worn while indoors or when outside if six feet of social distancing cannot be maintained.
- The school nurse will be consulted for students with asthma or other underlying conditions which may prohibit them from wearing face coverings during physical activity.

The [Fine Arts Safety Procedures](#) outlines Fine Arts instruction protocols at the different safety levels.



LEVEL 1— MAXIMUM SAFETY

View Fine Arts Safety Procedures for guidelines on Fine Arts instruction in Level 1.

LEVEL 2— INTENSIVE SAFETY

View Fine Arts Safety Procedures for guidelines on Fine Arts instruction in Level 1.

LEVEL 3— ENHANCED SAFETY

View Fine Arts Safety Procedures for guidelines on Fine Arts instruction in Level 1.

LEVEL 4— NORMAL SAFETY

The District will phase in to 100% of students reporting to school daily for in-person instruction, in consultation with the San Antonio Metropolitan Health District, until normal Fine Arts instruction protocols are in place.

Assessments Included in Accountability

The following tests play a significant role in determining District and campus accountability ratings:

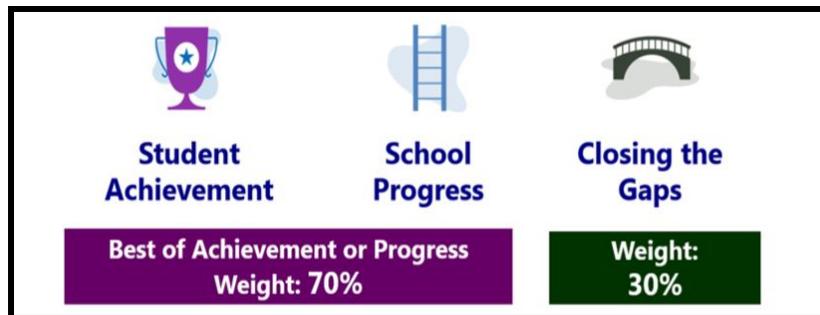
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
EOC				8-11				6-8	4-6
STAAR								6-7	6-13
TLPAS									
TSI	8-11	5-8			25	5	26		
SAT		14					24		
ACT		6					1-4* & 16-18		
AP									3-14
IB								30	21

GREEN indicates dates cross 2 months.
ACT 1-4 is Online, Grade 11 Only*

State Accountability Domains

On December 10th, TEA announced that ratings will not be issued this school year for either districts or campuses. However, all of the STAAR assessments will be administered. Data will be provided for analysis over the summer and will be published in the 2020-21 TAPR in Fall 2021.

In a regular school year, Accountability ratings reflect Student Achievement, School Progress, and campus efforts towards Closing the Gaps for student groups. Overall domain breakdown and weights are provided below.



Student Achievement includes:

- STAAR Performance (40%)
- Graduation Rates (20%)
- College/Career/Military Readiness (40%)

School Progress includes:

- Academic Growth – Individual student growth on STAAR/EOC Reading and Math, grades 4-8, Algebra I and English II
- Relative Performance – STAAR/EOC performance adjusted for campus/district percent Economically Disadvantaged Students

Closing the Gaps reflects the count of student groups meeting State targets. Groups include: Race/Ethnicity, Economically Disadvantaged, Special Education, English Language Learners, and Continuously/Non-Continuously Enrolled.

The following indicators are measured:

- STAAR Performance at the Meets Grade Level in Reading & Math
- English Language Proficiency
- Student Growth (Elementary & Middle Schools Only)
- Overall STAAR Performance for All Subjects (Elementary & Middle Schools Only)
- Graduation & College/Career/Military Readiness (High Schools Only)

For more detailed information on accountability, [click here](#).

OPERATIONS



Building Environmental and Ventilation Plans

The District has implemented an aggressive preventive maintenance program of the HVAC systems over the spring and summer to ensure systems are functioning as intended. In response to COVID-19, staff moved early to improve the air filtration of these systems by changing standard filters to higher efficiency filters designated as MERV-11. These filters are intended to remove micro particles from the air as they move through air handling devices. With the issuance of more recent guidelines of Indoor Air Quality by the CDC and ASHRAE (American Society of Heating, Refrigeration, and Air Conditioning), staff are now testing the HVAC systems for viability to operate with a MERV-13, an even higher efficiency filter, and have already ordered these filters to be used where possible.

If the air conditioning/ventilation at a campus or department is not working or cooling properly, contact Facilities Services at (210) 354-9305. If repairs cannot be made within three (3) hours, a mobile air conditioning unit will be provided. Facilities Services will prioritize infant rooms, PK, special needs rooms, building wings, and entire campuses.

Filter Replacement Schedule

The filter replacement schedule has also been updated to increase the frequency of filter replacements in all schools and supporting facilities. These air filters will complement the detailed cleaning and safety protocols in place to reduce micro particles from the air. Additionally, the occupied operation schedule for the air conditioning system will be extended to two hours beyond school start and dismissal times to increase air filtration time.

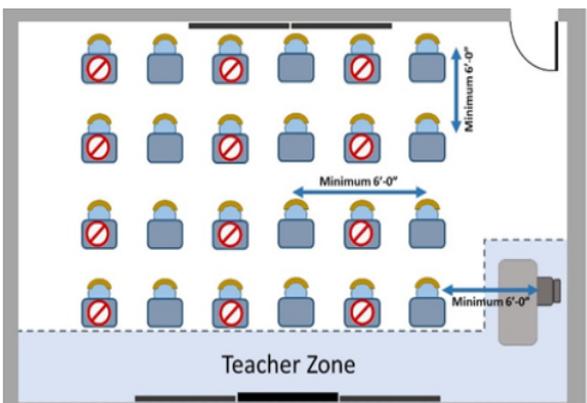
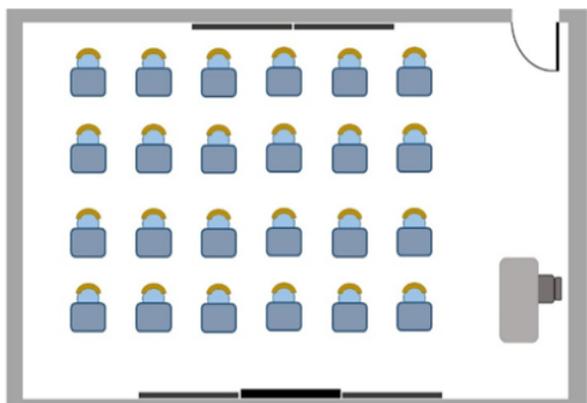
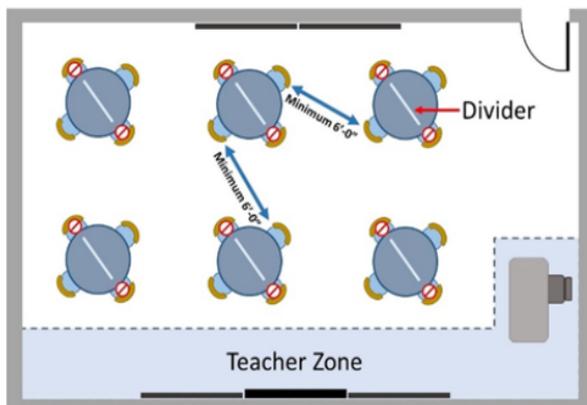
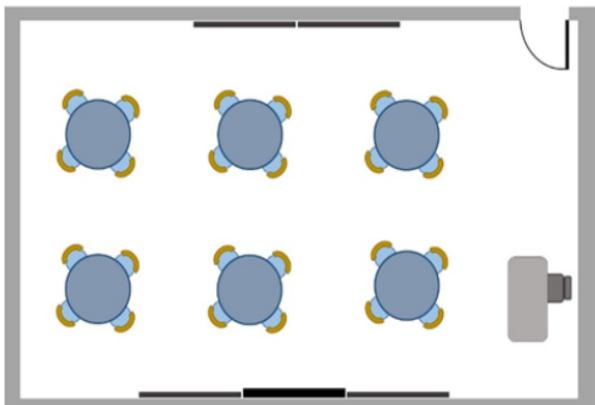
With an emphasis on the potential benefits of ventilation involving the introduction of outside air, the District has assessed the ventilation of HVAC systems in instructional facilities. These systems have been evaluated and maintained to maximize their ventilation capacity, and to ensure proper operation to filter outside air and exhaust inside air. Facilities have been assessed for introduction of additional outside air through natural and forced methods. Natural and forced ventilation involves opening doors and windows, and possibly using exhaust fans at a limited and preset schedule taking into account the temperature and humidity of outside air and other factors as recommended by HVAC experts working with staff. Also, outside air will be strategically introduced and distributed through exterior doors into hallways and open spaces.

LEVEL 1— MAXIMUM SAFETY

Limited in-person instruction; social distancing required to the maximum extent possible. Social distancing will be based on CDC and TEA Guidance of a minimum six feet of separation. Face coverings required for in-person instruction; hand sanitizing required; hand washing recommended once per hour for PK-5.

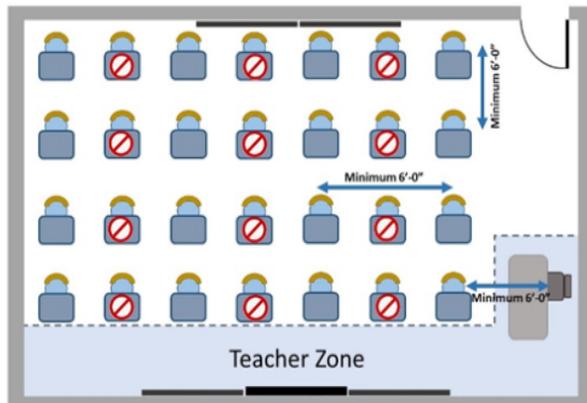
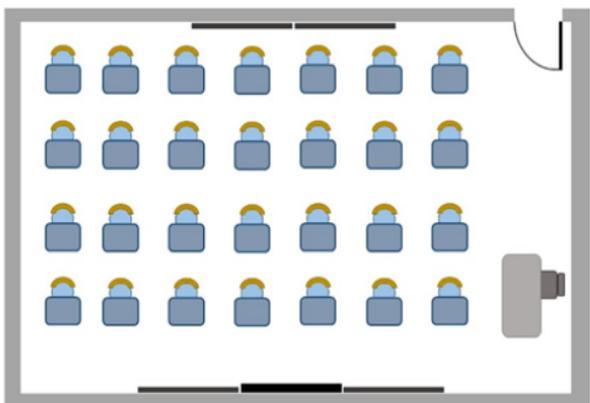
LEVEL 2— INTENSIVE SAFETY

Social distancing will be practiced in all occupied spaces (e.g., classrooms, student and adult restrooms, administrative offices, and student dining). Social distancing will be based on CDC and TEA Guidance of a minimum six feet of separation. Face coverings required for in-person instruction; hand sanitizing required; hand washing recommended once per hour for PK-5.



Typical elementary school classroom - Before

Typical elementary school classroom - After



Typical high school classroom - Before

Typical high school classroom - After

LEVEL 3— ENHANCED SAFETY

Same as Level 2

LEVEL 4— NORMAL SAFETY

Same as Level 3

The District will phase in to 100% of students reporting to school daily for in-person instruction, in consultation with the San Antonio Metropolitan Health District, until normal Operations procedures are in place.

Campus Isolation Areas

Space on each campus will be designated for isolation, in the case of any student or staff exhibiting symptoms of COVID-19, for the safety of others. Design criteria for areas designated for isolation may include:

- Isolation area will include access to a dedicated restroom
- Isolation area will be located near an alternate door away from the entrance, when possible
- Isolation area will be located so it can be expanded, if necessary, without taking away from instructional space

In the case of an outbreak, spaces in use will be closed off for cleaning and disinfecting, per protocol. Campus operations will be relocated to alternate locations within the remaining available space.

LEVEL 1— MAXIMUM SAFETY

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

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

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



Victory Electrostatic Applicators

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

View this video for more information: <https://www.youtube.com/watch?v=TOhXaBHT3Ho>

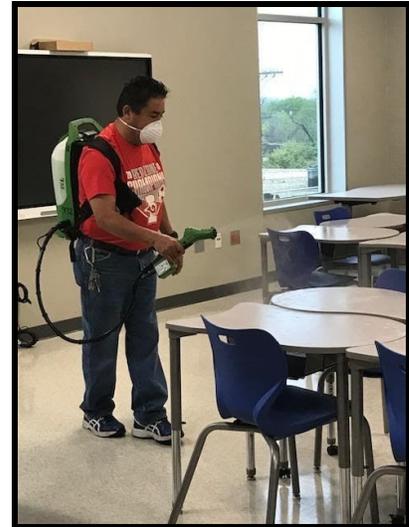
Electrostatic Treatment Schedule

- For reports where a student or staff member has tested positive with COVID-19, our Custodial Emergency Response Team (CERT) will treat all areas in which the individual had the possibility of entering.
- For reports of a student or staff member coming in contact with a COVID-19 positive person, and the individual had not been adhering to social distancing and protective equipment rules, we will conduct everyday disinfecting procedures with no electrostatic treatment.

- If three or more people report positive for COVID-19, then the entire campus will be electrostatically disinfected by the Custodial Emergency Response Team (CERT), making it safe for students and staff to return the following day.
- Each campus will be electrostatically disinfected a minimum of once per week.

Manual Application of Disinfectant

- Teachers in classrooms that have rotating cohorts have been provided with a ready to use peroxide-based cleaning solution with a 5 minute effective time.
- The peroxide solution is sprayed on surfaces and wiped with a microfiber cloth or paper towels.
- Classrooms with cohorts that remain in the same space will be cleaned and disinfected daily by the custodial staff.



Hand Sanitizer

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

Hand Soap

- Hand soap is provided in all student and staff bathrooms.
- Soap dispensers will be checked for operation and fill level prior to school start, prior to lunch period, and immediately after lunch period. Dispensers will be replaced within one school day if damaged and filled immediately if empty.

Daily Protocol for Custodial Staff

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

- If necessary, a custodian will assist transportation staff in rapid disinfection of a bus if a student becomes ill en-route to a campus.

Daily Protocols for Faculty and Instructional Support Staff

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

LEVEL 2— INTENSIVE SAFETY

Same as Level 1

LEVEL 3— ENHANCED SAFETY

Same as Level 2

LEVEL 4— NORMAL SAFETY

Standard daily sanitizing and cleaning measures.

The District will phase in to 100% of students reporting to school daily for in-person instruction, in consultation with the San Antonio Metropolitan Health District, until normal Custodial Services procedures are in place.

QR Codes and Restroom Attention Needed Signage

The QR codes are provided to all SAISD schools as a safety measure to ensure a non-contact process for requesting supplies/materials required in the restrooms.

Campuses received an individualized Google Folder with the following items:

- Google Form - Restroom Attention Needed
- Unique QR Code
- Spreadsheet that will capture the responses for their campus
- Restroom Attention Needed Sign to be placed outside of the student/adult restrooms
- Attention Needed Sign to be placed in the hallway
- Directions for the non-contact process



Process

Students/teachers will scan the QR code, which is directly linked to a Google Form.

- The Google Form will include a list of supplies required, such as toilet paper, paper towels, soap, and hand sanitizer.
- When the form is completed, an automated email notification will be sent to the campus principal or campus designee, and the area custodial manager.
- The campus principal/designee will have access to the Google Spreadsheet titled “[Campus] Sign-in (Responses)”. The spreadsheet will update automatically, and the campus designee can sort and filter the information as needed.

Notification Emails

- Campus principals will have the opportunity to edit/change the recipients that receive the email notifications.

OFFICE OF ACADEMICS
and SCHOOL LEADERSHIP
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

1. A link to the Google folder for your respective campus is being shared via email. The folder includes the following items:

- Campus Google Form- Restroom Attention Needed
- The spreadsheet that will capture the responses for your respective campus
- A Restroom Attention Needed Sign to be placed outside of the student and adult restrooms. Students will have the opportunity to use the non-contact process to notify if a need arises for paper towels, toilet paper, soap, and hand sanitizer.
- An Attention Needed Sign that can be placed in the hallway.

Restroom Attention Needed Only

Attention Needed (Cleaning, etc.)

2. Print and post the Restroom Attention Needed flyer outside the restrooms. The Attention Needed flyer can be placed in the hallway.

3. You will be able to access the sign in responses on the Google Spreadsheet titled “[Your Campus] Sign-in (Responses)”. The spreadsheet will update automatically, and you can sort and filter the information as needed.

4. The forms are set to notify the campus principal and area custodial managers when supplies are being requested. The email information for the campus principal and custodial area manager are pre-populated on the form. Campus principals were provided editing rights to the Google Form should you choose to designate a staff member that will receive the email notifications. Directions for updating the email recipients are included below. Please ensure that the area custodial manager's information remains on the Google Form.

LEVEL 1— MAXIMUM SAFETY

One student may be seated in every other school bus seat, nearest the window. This could change to one student seated in every school bus seat based on need and safety. If social distancing cannot occur on a bus, then that bus will make a second trip back to pick up students.

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



LEVEL 2— INTENSIVE SAFETY

At least one student seated in every school bus seat.

- If weather permits, every other bus window may be partially opened.
- Face masks will be required for all students, bus drivers, and monitors while on the school bus.
- Occupied school bus seats and handrails will be cleaned after each group of students departs from the bus with an approved Environmental Protection Agency sanitizing product.

LEVEL 3— ENHANCED SAFETY

At least one student seated in every school bus seat.

- If weather permits, every other bus window may be partially opened.
- Face masks will be required for all students, bus drivers, and monitors while on the school bus.
- Occupied school bus seats and handrails will be cleaned after each group of students departs from the bus with an approved Environmental Protection Agency sanitizing product.

LEVEL 4— NORMAL SAFETY

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

School buses will serve as a support role for the District through all levels. This means that school buses will help:

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

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



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

Menu selections will provide a variety of options, to include both ready to heat and ready to eat items, like chicken tenders, Crispitos, protein lunch packs (e.g., deli meats, cheese, yogurt, crackers, hard-boiled eggs, etc.). Nacho kits, a variety of sandwiches, and an assortment of fresh fruits, vegetables, and milk will also be available.

LEVEL 1— MAXIMUM SAFETY

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



Meals will also be available for pick-up at various bus stop locations throughout the District through the SAISD Eats program hosted by the Transportation Department. Meal delivery occurs at designated bus stop locations and students receive multiple meals for multiple days. Meal bundles are designed to meet the meal pattern requirements put in place by the Texas and United States Department of Agriculture. Families are required to take the meal bundle as-is.

Visit the [Child Nutrition Services](#) website for curbside and bus meal distribution locations and schedule.

When students are attending in-person, meals will be packaged in a closed container for consumption in the classroom or dining room. Social distancing measures will be in effect in dining rooms districtwide. Should an A/B day schedule for high school students be implemented, students would eat their meal in-person on the days they are physically on campus, and take a meal home for consumption the next day when they are attending school remotely.

The child nutrition program does not regulate what students bring from home for their own consumption. In fact, we encourage students to supplement their meal from home with the abundance of fresh fruits, vegetables, and milk the District makes available daily, if they choose to do so.



Sample Meal Bundle

LEVEL 2— INTENSIVE SAFETY

Same as Level 1

LEVEL 3— ENHANCED SAFETY

Same as Level 1

LEVEL 4— NORMAL SAFETY

Same as Level 1

The impact of COVID-19 on our established learning structures spurred a rapid transition to new modalities of instruction and student interaction. The new need to keep physical distance has amplified the importance of relationships and human connection. As we work to bridge the social and emotional connection from the physical classroom into the online learning environment for staff, students, and families, there is a crucial shift in focus. The top priority of the District during digital learning is emphasizing well-being and the power of connection. Interactions that lead with a focus on the social and emotional needs of our students, where students feel that adults care about them as a student, and as a human being, will serve as a protective factor for general mental health and well-being.



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



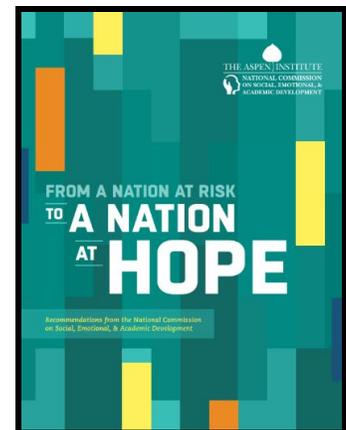
SAISD educators have a strong history of dedication to our students and local community. We purposefully cultivate a climate that honors student identities, reflects the distinct spirit of the community, promotes the importance of positive, healthy relationships, and meets students where they are. We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



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

To ensure alignment to best practices in social, emotional, and academic development (SEAD), SAISD anchors its work around the Aspen Institute's National Commission on Social, Emotional, & Academic Development report [*From a Nation at Risk to a Nation at Hope*](#).

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

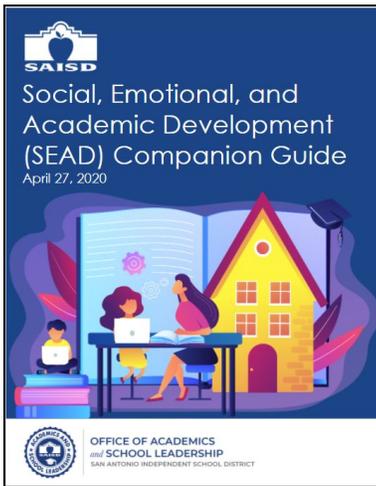


Thus, student engagement emerges as the new primary measure of efficacy in the learning environment. During COVID-19, students will experience increased benefit from these tried and true approaches:

- Opportunities for self-reflection
- Opportunities for discussion and discourse
- Longer, student-driven assignments
- Student voice and choice

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

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



Because the power of connection is elevated during physical distancing and is needed for students to access and engage in digital learning opportunities, the district's Digital Learning Plan that was released in March was quickly and intentionally followed by the [SEAD Companion Guide](#).

This guide is a robust resource that addresses the evidence base for learning, student well-being, digital interface considerations, and SEAD signature practices. The SEAD department also supports activities on Canvas for teachers, a twitter account @SAISD_SEAD, and a SEAD Google Classroom.

In order to support the ongoing social-emotional needs of students, staff, and families, the District continues to create, curate, and adapt training opportunities, curriculum, and supporting resources.

Explore these great resources for student and adult self-care:

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

HOME LEARNING SPACES



Setting up a learning space at home will increase student engagement in learning, productivity for completing assignments, and provide a sense of comfort in structure and routine. Preparing for success entails planning for the logistics of where the student will engage in learning, what supplies may be needed, and establishing a support system. Additional tips to support a positive remote learning experience include creating a visual schedule and engaging in daily goal setting and celebrations. The following considerations around the use of a dedicated space and the mindset we have toward the remote learning experience will help us navigate the uncertainty and support students through this unique experience.

Dedicated Space

Students and adults alike associate tasks with particular settings and objects, which helps with the transition to different activities and expectations throughout the day. Set aside a space in your home that will be used each day for remote learning. This can be a desk, a table, or even a placemat at a table. Consider collaborating with your student to make decisions about what will work best for them. Creating this space together will foster ownership and build excitement for learning.

Add familiar items that the student associates with school and that will support learning through the day, such as earbuds or headphones, pencils, pens, crayons, colored pencils, erasers, a calculator, and/or paper. This will vary by age. Some students may want to keep their supplies in their backpack to help with organization and establish the routine of “going to school”.

- Choose a space that will help minimize distractions during learning and as much as possible creates the feel of school.
- Add familiar school-related items.
- Create the space together.

Support System

Establish a system for your student to ask for help. This is a new experience for us all. Mistakes will happen and issues will come up. Creating a system that works for everyone involved will make the process smoother and less stressful when help is needed.

- If a student is working with their teacher and experiences technical difficulties or has a challenge completing an assignment, who is the best person to go to for assistance?
- Does the student know how to ask a teacher for help? For younger students, it may be helpful to practice what to say when asking a teacher for help.
- Is there a family member or friend in the home or that is available by phone call or text that can help? How should the student get that person’s attention? Is this support available throughout the day, or at specific times?

Visual Schedule

A consistent schedule can provide a sense of comfort, especially when introducing new routines. Revisit and revise the schedule as you learn more about what works for your family. Having a visual schedule in the home learning space will help the student move through predictable parts of their day. It may be helpful to enhance the visual schedule with pictures, drawings, and cues. If possible, start out the day by reviewing the schedule together - talk through potential challenges, identify something that they are looking forward to, and highlight time for snacks, breaks, and lunch.

- Involve your student - have them make suggestions and enhance the schedule with pictures.
- Review the schedule each morning.
- Revisit and revise the schedule as needed.

Daily Goals & Celebrations

With so much change and opportunities for learning, there is sure to be something to celebrate each day. We can all tap into the power of positivity and keep interest in learning and energy levels high by identifying daily goals and celebrating the small and big victories along the way. Consider setting daily goals for assignment completion, preparedness for learning, new social connections with classmates, self-care, active engagement and/or self-advocacy. Looking for the positive and celebrating accomplishments will not only support their transition to a remote start to school, but also their mental health and emotional well-being.

- Set daily goals around school-work and self-care.
- Celebrate accomplishments.
- Promote forward-thinking and positivity.

The school year looks very different this year - be sure to continue to check-in with your student regularly on how they are doing - both educationally and emotionally.

The pandemic has resulted in increased stress for many adults and children, whether due to the need for physical distancing or job, food, or housing insecurity caused by the uncertainty of the economy. For this reason, it is important for students and staff to have access to counseling services that support mental health. In SAISD, students and SAISD employees have some options to access counseling services in a private, digital format.

Students

On July 20, 2020 the SAISD School Board approved the partnership between SAISD and the UT Health Department of Psychiatry and Behavioral Sciences for telehealth access. This partnership provides short-term evidence-based interventions at no cost to SAISD students via telehealth, also known as Texas Children's Health Access through Telehealth, or TCHATT. Wherever the family is able to access technology and the internet, they can access their scheduled TCHATT appointment. The SAISD School Based Health clinics are available to access the needed technology for these services at the scheduled appointment time when internet or technology is unavailable. See any of the 136 SAISD School Counselors across 91 SAISD campuses for a TCHATT Referral Form. Parent/guardian written consent is required to participate in this service.

Students with special education services who receive counseling as a related service - as part of their Individualized Education Program (IEP) - will access their counseling services through telecounseling. Providers will obtain consent from parent or guardian prior to delivery of services via telecounseling. Counseling will be provided through a remote, virtual platform and the services will be in an individual or group format, as outlined in the IEP. The teletherapy format will be used for the first nine weeks of school with consideration for extension of this format, as needed, for the 2020-2021 school year. This service delivery model will be aligned with the City's health department guidelines for face-to-face delivery. All students will receive the frequency and duration of services as outlined in their IEP. Counseling goals and objectives will continue to be monitored by the service provider and special education teacher during each grading period. Upon return to in-person instruction, this service will be provided via in-person delivery.

Employees

The SAISD Employee Assistance Program (EAP) provides free and confidential access to telehealth via the Aetna Resources for Living Program. All employees can access these services, whether or not they are enrolled in the Aetna health insurance Plan. This program provides access for up to three visits to behavioral health specialists at no cost. Visit the EAP program website at www.resourcesforliving.com.

- Username: SAISD
- Password: EAP

[You may also visit this link for more information on this resource.](#)

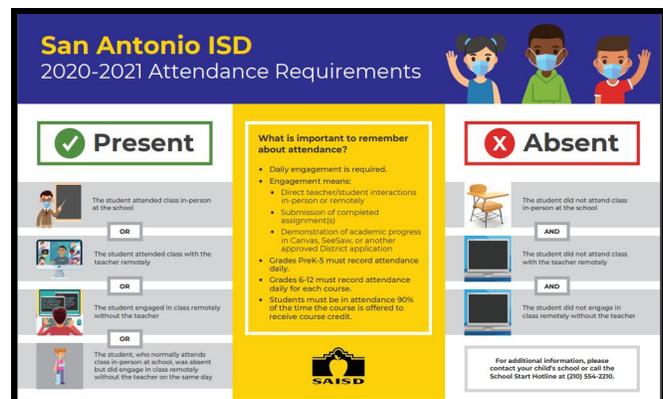
SAISD cares deeply about the well-being of all staff. As we navigate COVID-19, the guiding pillars of this framework will center upon the 3 Cs: Community, Care and Connect. District staff, in conjunction with the Employee Benefits, Risk Management & Safety Team, are curating resources that support the well-being of all employee groups. The Employee Assistance Program (EAP) supports employees' well-being by offering a free array of services to all, regardless of Aetna enrollment.

Information on the [Employee Assistance Program and Wellness Portal](#) can be accessed here.

STUDENT ATTENDANCE

Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year, whether attending classes at a campus in-person or attending remotely from home.

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



San Antonio ISD
2020-2021 Attendance Requirements

Present

- The student attended class in-person at the school
- OR
- The student attended class with the teacher remotely
- OR
- The student engaged in class remotely without the teacher
- OR
- The student, who normally attends class in-person at school, was absent but did engage in class remotely without the teacher on the same day

What is important to remember about attendance?

- Daily engagement is required.
- Engagement means:
 - Direct teacher/student interactions in-person or remotely
 - Submission of completed assignments
 - Demonstration of academic progress in Canvas, SeeSaw, or another approved District application
- Grades PreK-5 must record attendance daily.
- Grades 6-12 must record attendance daily for each course.
- Students must be in attendance 90% of the time the course is offered to receive course credit.

Absent

- The student did not attend class in-person at the school
- AND
- The student did not attend class with the teacher remotely
- AND
- The student did not engage in class remotely without the teacher

For additional information, please contact your child's school or call the School Start Hotline at (214) 556-2206.

- Daily participation in Canvas; or
- Daily participation in Zoom; or
- Completion or submission of an assignment in Canvas from student to teacher. This could be through turning in hardcopies of work, email communication, a telephone assessment, or other forms of verification of student engagement.
- Criteria for student engagement can be found on the SAISD Attendance Requirements document in [English and Spanish](#).

GRADING & REPORTING



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

In response to schools remaining open or during temporary closures due to COVID-19, campuses will continue to follow the District's mandatory grading requirements outlined in [Administrative Procedure, E20](#). As such, numerical grades will be taken for grades 2-12. There will not be a difference in grading practices between the in-person model and the remote learning from home model. The top priority of the District will be maintaining a fair and equitable way to reflect your child's mastery in these uncertain times.



Progress Reports

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

Report Cards

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

RANK



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

AFTERSCHOOL PROGRAMS

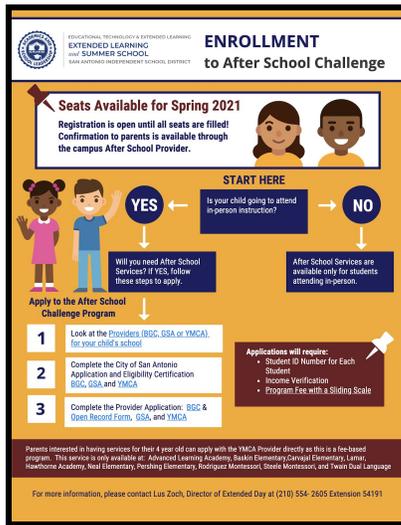


SAISD is offering after school programs at 71 campuses for students attending in-person instruction in grades K-8. Registration will continue in Spring 2021 until all available seats are filled at each campus. The After School Challenge Program provides a safe and supportive environment for students with continued academic and enrichment opportunities. Services are delivered through a partnership between SAISD and the City of San Antonio Department of Human Services. Providers include the YMCA, Boys and Girls Club, and Greater San Antonio All Stars. Students receive homework assistance and engage in reading daily and [STEM activities](#) each Friday. Nutritional snacks are provided.

Due to COVID-19, additional safety protocols have been initiated for this program.

After School Challenge Registration

Safety Protocols Manual for COVID-19



ENROLLMENT to After School Challenge

EDUCATIONAL TECHNOLOGY & EXTENDED LEARNING
EXTENDED LEARNING and SUMMER SCHOOL
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Seats Available for Spring 2021
Registration is open until all seats are filled!
Confirmation to parents is available through the campus After School Provider.

START HERE

Is your child going to attend in-person instruction?

YES → Will you need After School Services? If YES, follow these steps to apply.

NO → After School Services are available only for students attending in-person.

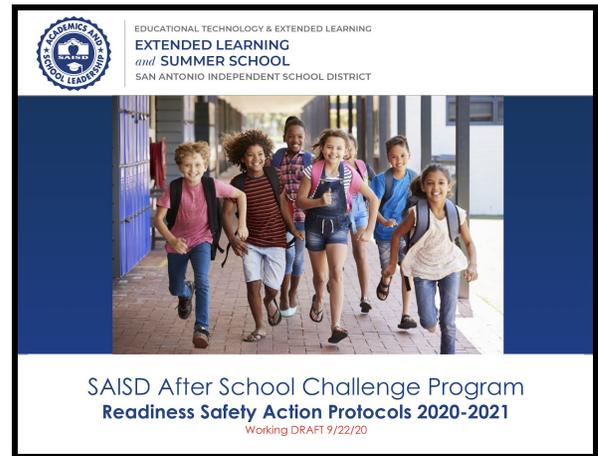
Apply to the After School Challenge Program

- 1 Look at the Providers (BGC, GSA or YMCA) for your child's school.
- 2 Complete the City of San Antonio Application and Eligibility Certification (BGC, GSA and YMCA).
- 3 Complete the Provider Application: BGC & Open Record Form, GSA, and YMCA.

Applications will require:
• Student ID Number for Each Student
• Income Verification
• Program Fee with a Sliding Scale

Parents interested in having services for their 4 year old can apply with the YMCA Provider directly as this is a fee-based program. This service is only available at: Advanced Learning Academy, Beale Elementary, Central Elementary, Lamy, Hawthorne Academy, Neal Elementary, Pershing Elementary, Rodriguez Montessori, Steele Montessori, and Twain Dual Language.

For more information, please contact Luz Zach, Director of Extended Day at (210) 554-2605 Extension 54191



EDUCATIONAL TECHNOLOGY & EXTENDED LEARNING
EXTENDED LEARNING and SUMMER SCHOOL
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

SAISD After School Challenge Program
Readiness Safety Action Protocols 2020-2021
Working DRAFT 9/22/20

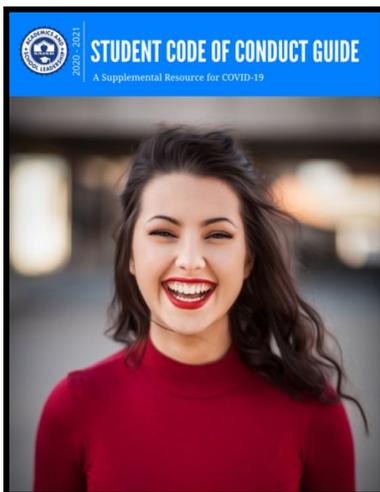
Click here to find the [Provider for your Campus](#). For more information regarding after school programs, including how to register, please visit the [Extended Day Program Website](#).

Additional information is also available in the after school program flyers in [English](#) and [Spanish](#).

STUDENT CODE OF CONDUCT



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



A supplemental guide for the Student Code of Conduct has been developed to assist teachers and parents to support students in learning new expectations for remote and in-person learning during the pandemic. The guide is available in [English](#) and [Spanish](#).

School Uniforms

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

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

School Uniform Assistance

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

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

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

Dress Code

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

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

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

All students will begin the school year remotely, so families may choose to purchase a limited number of supplies for their student's at-home learning. School supplies purchased to support remote learning can transition to in-person instruction.

The District has been working with various community partners to secure school supply donations to supplement what families are purchasing. Families with questions about school supplies or in need of assistance, may call us at (210) 554-2210 or contact their child's campus. Assistance is available, while supplies last.

[School Supply List English](#)

[School Supply List Spanish](#)

Education Rights & Responsibilities During COVID-19

As a result of COVID-19, many families must make decisions about their children's education that factor in student and family safety, as well as student learning. This flyer from the Texas Education Agency (TEA) is intended to outline some of the options parents have when returning to school and to share some information regarding those options. Click [here](#) to view the flyer in English and Spanish.

Education Rights & Responsibilities During COVID-19

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Reducing the risk of COVID-19 spread on campus:

COVID-19 is a risk to staff, students, and families. Your school will take steps to reduce that risk to the extent possible, including:

- **Keeping individuals who have the virus or were recently exposed to the virus off campus.** This means that you are required to keep your child off campus if they have any symptoms of COVID-19.
- **Restricting access to learning on campus, in three cases:**
 - ➊ Many schools will phase in the start of school on campus. During this phase-in period, your child may be required to participate in school remotely, even if you want your child to be educated on campus.
 - ➋ At some point in the year, your child may be required to temporarily switch to remote instruction to prevent the spread of the virus, even if you want your child to be educated on campus.
 - ➌ Families of high school students should be aware that some schools will allow high school students on campus only on certain days or at certain times.
- **Requiring students, staff, and visitors, including students' families, to adopt some new practices to reduce COVID-19 spread, including, in most cases, wearing masks.** This may mean that your child will be required to wear a mask to attend school on campus.

On-Campus and Remote Instruction:

Other than the exceptions listed above, every student should have access to on-campus instruction if the family chooses on-campus instruction. Every student also has the option to stay home and receive remote instruction if the family chooses that option, although this may require the family to change schools or school systems.

- If families choose the remote instruction option, a school may limit the ability for them to switch back to on-campus instruction to specific times during the year. Schools may also choose to prevent remote-only students from participating in extra-curricular activities.

Choices for Families: Most - but not all - public schools in Texas offer remote instruction this year. Many schools accept student transfers for remote instruction. Some can typically change schools for any reason, as long as the school you would like your child to attend is accepting transfers.

Attendance Requirements: With some exceptions, your student must attend at least 90% of their daily classes in order to get credit for the class and/or be promoted to the next grade. This is true whether your child attends school on campus or whether your child receives instruction remotely.

Derechos y responsabilidades de la educación durante COVID-19

Como resultado de la COVID-19, muchas familias deben tomar decisiones sobre la educación de sus hijos que tengan en cuenta la seguridad de los estudiantes y la familia, así como el aprendizaje de los estudiantes. Este folleto tiene como objetivo describir algunas de las opciones que tienen los padres al regresar a la escuela y compartir información sobre esas opciones.

Reducir el riesgo de propagación de COVID-19 en el campus:

La COVID-19 es un riesgo para el personal, los estudiantes y las familias. Su escuela tomará medidas para reducir ese riesgo en la medida de lo posible, las cuales incluyen:

- **Mantener fuera del campus a las personas que tengan el virus o que hayan estado expuestas recientemente al virus.** Esto significa que debe mantener a su hijo fuera del campus si tiene algún síntoma de COVID-19.
- **Restringir el acceso al aprendizaje en el campus, en tres casos:**
 - ➊ Muchas escuelas introducirán gradualmente el inicio de la escuela en el campus. Durante este período de incorporación gradual, es posible que se requiera que su hijo participe en la escuela de forma remota, incluso si desea que su hijo reciba educación en el campus.
 - ➋ En algún momento del año, es posible que se le solicite a su hijo que cambie temporalmente a instrucción remota para evitar la propagación del virus, incluso si desea que su hijo reciba educación en el campus.
 - ➌ Las familias de los estudiantes de secundaria deben saber que algunas escuelas permitirán que los estudiantes de secundaria sigan en campus solo en ciertos días o en ciertos momentos.
- **Exigir a los estudiantes, al personal y a los visitantes, incluidas las familias de los estudiantes, que adopten algunas prácticas nuevas para reducir la propagación de COVID-19, incluido, en la mayoría de los casos, el uso de mascarillas.** Esto puede significar que su hijo deberá usar una mascarilla para asistir a la escuela en el campus.

Instrucción en el campus y remota:

Aparte de las excepciones enumeradas anteriormente, todos los estudiantes deben tener acceso a la instrucción en el campus si la familia elige la instrucción en el campus. Cada estudiante también tiene la opción de quedarse en casa y recibir instrucción remota si la familia elige esa opción, aunque esto puede requerir que la familia cambie de escuela o sistema escolar.

- Si las familias eligen la opción de instrucción remota, una escuela puede limitar su capacidad para volver a la instrucción en el campus en momentos específicos durante el año. Las escuelas también pueden optar por evitar que los estudiantes que reciben instrucción remota participen en actividades extracurriculares.

Opciones para familias: La mayoría de las escuelas públicas de Texas, pero no todas, ofrecen instrucción remota este año. Muchas escuelas aceptan la transferencia de estudiantes a la instrucción remota. Algunas aceptan las transferencias a la instrucción en el campus. Usted por lo general, puede cambiar de escuela para cualquier motivo, siempre que la escuela a la que le gustaría que asista su hijo acepte transferencias.

Requisitos de asistencia: Con algunas excepciones, el estudiante debe asistir al menos al 90% de sus clases diarias para obtener crédito por la clase o ser promovido al siguiente grado. Esto es así ya sea que su hijo asista a la escuela en el campus o si su hijo recibe instrucción de forma remota.

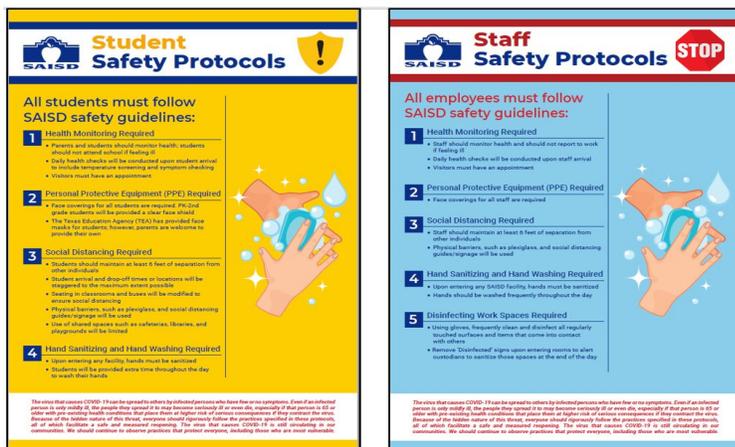
The following safety measures will be employed at all SAISD buildings:

Establish a Campus Safety Team

- Each campus will develop a safety committee, which will include Logistics, Evaluation, Assessment, and Development (LEAD) teachers. LEAD teachers are teachers who serve as safety advisors to the principals and who elected to return to work on August 17.
- All campuses will identify a staff member who can address COVID-19 questions and who will also serve as the campus Point of Contact (POC).
- All school staff and families should know who the COVID-19 POC is and how to contact them.
- Contact information for the campus POC will be shared with all families.

Post Signs and Messages

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



Plan for Safety Training of Staff and Students

- The first day of in-person instruction will be designated as a training day for all students and staff, followed by daily safety reinforcement with all students for 20 minutes. This is in addition to any training and planning the LEAD teachers have completed prior to the first day of in-person instruction.
- Training for staff and students will be conducted by the school nurse.
- Staff and students will receive training that includes:
 - [Handwashing](#) (with soap and water for at least 20 seconds)
 - Hand sanitizing (containing at least 60% alcohol can be used for staff and older children who can safely use hand sanitizer)
 - Covering coughs and sneezes
 - Properly putting on, wearing, and removing a face mask and a face shield
 - Properly washing/cleaning a face mask or face shield
 - Importance of physical distancing
 - Protocol for using restrooms
 - Protocol for water fountains and water bottles
 - Review of safety posters on
 - [Stop the Spread](#)
 - [Proper handwashing](#)
 - [Everyday protective measures](#)
 - [Properly wearing a face covering](#)

Cloth Face Coverings are Required

- Approved [face coverings](#) are required for all students, staff, visitors, or other individuals on site at an SAISD facility.
- Face coverings are meant to protect other people in case the wearer is unknowingly infected, but does not have symptoms.
- The District and the Texas Education Agency have provided reusable face masks for students; however, parents have an opportunity to use another type of approved face mask if they choose. All masks must meet CDC guidelines on how the mask should be [selected](#), [fit](#), be [worn](#) and [washed](#). **Note:** Face masks with vents, gaiters, and bandanas are not allowed. The exception to the use of gaiters is for athletes during practice or games only. Athletes shall follow District protocol and cover the mouth and nose area by folding over the gaiter at all times during practice or games.

- Students in grades PK-2 will be provided a face shield, in addition to the face mask.
- Students in grades PK-2 are asked to wear both a face mask and a face shield for maximum protection; however, as young learners, PK-2 students may not understand the need for a face mask or may be working toward proficiency in wearing it. In these cases, students may only wear the face shield.
- The District will provide clear masks to deaf and hard of hearing students.



Pre-K through 2



Grades 3 through 12

Recognize Signs and Symptoms

- Daily health checks will be conducted upon student and staff arrival.
 - temperature screening
 - [symptom checking](#)
- Health checks will be conducted safely and respectfully, and in accordance with Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
- School administrators will employ methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.

COVID-19 Testing for Students and Campus Staff

- The District will be offering free COVID-19 testing for students and campus staff during the Spring 2021 semester at all campuses.
- Testing will be available on a weekly basis with parent permission.
- Parents may contact their student's campus for more information.



Students and Staff Stay Home when Appropriate

- Students and staff who are sick or who have recently had [close contact](#) with a person with COVID-19 must stay home.
- [Staff and students are required to stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#) until released by a physician.

- Parents of children who are showing symptoms or are diagnosed with COVID-19 must notify the school's POC immediately. Staff who test positive for COVID-19 are required to notify Employee Benefits.
- CDC's criteria can help inform when employees should return to work:
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)

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

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

Staggered Scheduling

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

Shared Objects

- Teachers will discourage sharing items that are difficult to clean or disinfect.
- To facilitate cleaning of classroom items, each child's belongings will be separated from others' in individually labeled plastic bags.
- Classroom shelves will be cleared of unnecessary items that can be picked up or touched by students.

Cleaning and Disinfection

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



Water Systems

- To minimize the risk of illness associated with water, water fountains will be converted to water bottle filling stations.
- Students and staff will be asked to bring water bottles daily.

Modified Layouts

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

Physical Barriers and Social Distancing Guides/Signage

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

Communal Spaces

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

Events, School/Building Access, and Field Trips

Events

SAISD values and encourages parental involvement. To ensure the safety and well-being of our families, all school and District family events or meetings shall be held in an online/virtual environment until further notice. Indoor events are not allowed, but outdoor events hosted by schools will be considered on a case by case basis.

- Schools may submit their outdoor event request to the Office of Family and Community Engagement for consideration and must follow all District health, safety, and facility reservation protocols and procedures
- Parent organizations or advisory groups must convene virtually
- Student activity fundraisers, or other fundraisers held to benefit the school, may only be hosted in an online/virtual environment or offsite (e.g., A school's parent organization may partner with a restaurant to host a fundraiser to benefit the campus where the restaurant will donate 10% of sales to the school on a specific day)
- All fundraising activities, including online/virtual platform campaigns, must be approved by the principal and School Leadership before the activity can begin
- To reduce the risk to students and staff, parent organizations may not have any food or drinks delivered to any school or building until further notice

Parent/Guardians

SAISD welcomes parents, but due to COVID-19, protocol changes have been implemented to limit the access of parents and guardians in District buildings until further notice.

- Parents and guardians must make an appointment prior to arriving to any school or building (Curbside service is encouraged, by appointment, and will be utilized when possible)
- Parents and guardians must wear a mask or other face covering

- Parents and guardians must comply with any school or building COVID-19 screening requirements and any other health and safety procedures in place (e.g., parent/guardian sign-in process, physical distancing markers, standing behind the plexiglass shield when speaking to front office staff, limiting visitors to one adult per family)
- Parents and guardians with COVID-19 symptoms, who have tested positive for COVID-19, or who have been in contact with someone who has tested positive for COVID-19 should not enter any school or building
- Parents and guardians are not allowed beyond the front office of the school or any other area as designated by the campus or department
- Visiting classrooms, eating lunch with students, and dropping off materials or other personal items are not considered essential visits

Volunteers and Partners

While our volunteer program may look different this year due to COVID-19, our commitment to supporting students and their families has not changed. Visitors are restricted to essential school operations.

- To reduce risk to students and staff, volunteers and activities involving external groups or organizations will not be allowed in any school or building, during and out of instructional hours, until further notice
- This includes parent and community volunteers, classroom helpers, classroom speakers, mentors, tutors, guest speakers, etc.
- Community use of school or building facilities will not be allowed
- SAISD will work with approved volunteers and partners to provide support remotely and explore new ways to support families this school year that follow District health and safety protocols.

Staff and Service Providers

Staff and approved service providers visiting campuses will limit their visits to those required for essential school operations. Essential operations include, but are not limited to, facilities support, District meal service, social emotional support, approved deliveries, and services from providers that directly support the educational needs of students. Staff and service providers visiting campuses must follow all District health and safety protocols, including:

- Making an appointment prior to arriving to any school or building, when possible
- Wearing a mask or other face covering
- Complying with any school or building COVID-19 screening requirements and any other health and safety procedures in place (e.g., staff/service provider sign-in process, physical distancing markers, standing behind the plexiglass shield when speaking to front office staff)
- Any staff with COVID-19 symptoms, who has tested positive for COVID-19, or who has been in contact with someone who has tested positive for COVID-19 should not enter any school or building



Field Trips

- No in-person field trips will be allowed until further notice
- Virtual field trips will be encouraged

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

- Only the Superintendent, after careful consideration and coordination with the City of San Antonio Metropolitan Health District and the CDC, shall determine whether a classroom, building, program, school or the District will be closed.

Communication Decision Tree

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

Advise Staff and Families of Sick Students on Home Isolation Criteria

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

Isolate Those Who are Sick

- Students and staff showing symptoms or testing positive for COVID-19 should not come to school, and staff or student's parents must notify school officials, e.g. the designated COVID-19 Point of Contact (POC).
- If a child becomes sick at school, the child will immediately be separated and the family will be contacted.
- Please see the Operations section in this document for more information on the design criteria for areas designated for isolation.

Sanitizing After an Exposure

- Areas used by the individuals with COVID-19 will be temporarily closed.
- After an appropriate amount of time, the area will be cleaned and disinfected using a hospital-grade solution.

Positive Case Protocol

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

- The school/building will close off areas that are heavily used by the individual with the lab-confirmed case until the non-porous surfaces in those areas can be disinfected; unless, more than three days have already passed since that person was on campus.

Helpful Checklists

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

COMMUNICATIONS



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

Safe School Start - Communications Hub

- A **Safe School Start** web page was launched to establish a one-stop source to house communication updates so stakeholders can easily locate important information. A tab titled **School Start** is positioned at the top of the District's home page for easily identifiable and simple access, and it is linked to the *Safe School Start Communications Hub*.
- Major updates will be highlighted on the District home page through established web features, including rotating banners and featured stories, which will link to content that also is housed on the *Safe School Start* web page. These homepage features will be an additional driver to the Communications Hub.
- An FAQ repository will be maintained on the *Safe School Start* page for parents and community stakeholders. A staff specific FAQ repository will be maintained on the Employee Portal.
- The *Safe School Start* page also will include links to relevant guidance, ordinances and executive orders from the Texas Education Agency and state and local officials.
- The home page alert button will be utilized for critical updates.

Parent Notifications

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

Employee Notifications

- Superintendent emails to staff will be issued bi-weekly, along with any other needed updates.
- The Employee Portal will be utilized to communicate information to all staff. A landing page will be created with employee-specific FAQ and links to all staff letters, memos, and flyers. This page will be a companion site to the outward-facing **Safe School Start** page on the main District website.

- A portal home page graphic will drive employees to the page within the site. New content on the landing page also will be promoted in the portal's Latest News section, further notifying employees of current updates.



Positive Case Protocol

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

Level Recommendations

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

Safety Information

- Safety posters will be displayed on all main building doors. These posters outline the protocol required before staff, students, and visitors are able to enter an SAISD building.
- Safety flyers will be provided to each campus and administrative office building and will be updated as needed.

- A safety video outlines that the District is opening its buildings safely through disinfection methods and the provision of hand sanitizer and face masks, and lays out District expectations that staff, students, and visitors follow social distancing and safety protocols. This video will be updated as needed and shared on the *Safe School Start* web page and as a campus resource.

Principals' Toolkit

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

Forums

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

News Media

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

FAMILY & COMMUNITY ENGAGEMENT



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

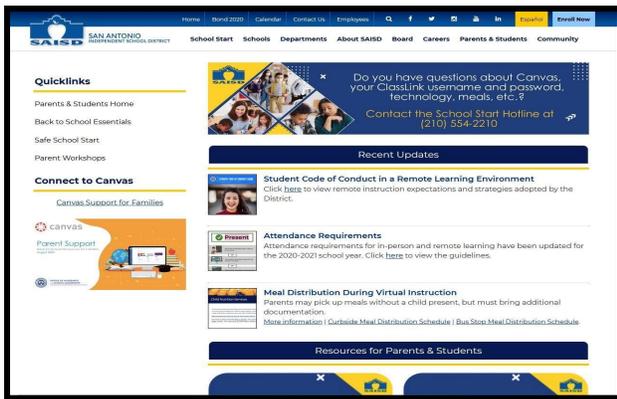
Support the Social and Emotional Needs of Families

- Parent Education
 - [Family Power Hour](#) - Learn more about our free virtual workshops for adults and children on Canvas, Parent Portal, setting up an at-home study area for your student, crafting, cooking, immigration, Zumba, etc. Visit our [Parent Workshops](#) webpage for the latest workshop offerings for families!
 - [Canvas for Parents](#) - View videos, guides, and other resources on Canvas
 - Adult Basic Education - Learn more about [free basic computer, GED, citizenship and other classes](#)
- Family Support
 - School Counselors - Email schoolcounselors@saisd.net or call us at (210) 354-9450 for support with coping skills for your children
 - Health - Email nursequestions@saisd.net for health-related questions
 - Nutrition/Meal Distribution - View [meal distribution](#) updates
 - School Start Hotline - Call us at (210) 554-2210 or email us at familyengagement@saisd.net with questions

- o School social worker services - email saisdschoolsocialworkers@saisd.net or call 210-554-2635 for support
- o [FACE Specialists](#) - Your school's Family and Community Engagement (FACE) Specialist can also connect you to the resources you need

Facilitate Communication with Families

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



- Do you have a question, comment, or concern? We are at your service!
 - o [Customer Experience Center \(CEC\)](#) - Learn more about this resource
- Do you have a question? We have an answer!
 - o [Parents/Students Web Page](#) - Visit this one-stop resource for new and current families. All new resources and reminders for families will be posted here

Recruit Potential Volunteers

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

Create Opportunities for Families to Provide Input and Feedback

- Your voice matters! Opportunities for families to participate in school decisions, governance, and advocacy – all virtually – include:
 - o Campus Leadership Teams (CLT)
 - o PTA/PTO Groups
 - o Parent Advisory Groups
 - o Family Surveys
- For more information about these opportunities, [contact](#) your school's Family and Community Engagement (FACE) Specialist.

Identify Community Resources for Families

- [Community Resource Hub](#) - View a directory of resources for families

- Support Response Team - The SRT is a collaboration between SAISD and partners - including Communities in Schools and the City of San Antonio - that works to provide assistance and resources when a student or family member has been exposed and/or tested positive
- City of San Antonio - Assistance and resources can be found at <https://covid19.sanantonio.gov/Assistance>

Foster Learning at Home

- [Learning Resources](#) for Students
 - [Canvas](#)
 - Digital Learning Playground
 - Online Book club
 - Learning Adventure
 - Makerverse
 - Edgenuity
 - [Parent Portal](#)
- Tools and Support for Parents/Guardians
 - Call the SAISD School Start Hotline (210) 554-2210 to get your student's ClassLink username and password
 - Technology Help Desk - Call (210) 244-2929 or email helpdesk@saisd.net if you are having any issues with your District-issued devices
- Visit our [Resource Library](#) for additional information on these topics:
 - School Counselors
 - Special Education
 - Dyslexia/504
 - Dual Language, ESL, Migrant Programs
 - Gifted and Talented
 - Parent Guide to Positive Reinforcement
 - Creating a Learning Environment at Home
 - Managing Behaviors at Home

ACCESS & ENROLLMENT



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

Registration Online or By Phone

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

In-person Registration By Appointment

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

Relaxed Notarized Form Requirements

- The District acknowledges that while the city and schools are not operating at 100% capacity, our families' ability to access notary services is limited. Therefore, the District will allow for relaxed notarization requirements until it can operate under more comprehensive operational conditions.
- Families can use the following alternatives in lieu of notarized forms:
 - Submit the District form with only signatures without notarization

OR

- Submit a handwritten/typed letter with the following information for Verification of Address:
 - Name of owner
 - Who is being allowed to live in the home -- adult(s) and children
 - Address
 - Date
 - Signature of owner and signature of parent
- Submit a handwritten/typed letter for other purposes (such as Grandparent Care Form) with date and signatures of all associated parties.
- Campuses **will not** have to retroactively follow up with already enrolled families to submit notarized forms once the City and the District operates under more normalized conditions.
- Relaxed notarization requirements will continue until schools can operate with 100% capacity.

New Students May Begin with Remote Learning Upon Enrollment

- Students new to the District may request in-person instruction upon enrollment. However, they may start with remote learning pending current District safety level and campus ability to accommodate for the in-person instruction request. All students during remote learning will be assigned a device and hot spot upon request.

Campus-to-Campus Transfer Requests Reviewed by District

- Transfer requests may be submitted by families during the school year.
- Only transfers demonstrating crisis or transfers related to families moving (when families want to stay at the current school) are reviewed for approval. Other transfer requests will be withdrawn, and families will be informed to submit transfers for the next school year during the designated transfer window.
- Remaining at the same school with remote learning will be the first option provided to families whose situations are demonstrated crises. This will allow for continuity of education for the student with teachers familiar with their academic needs.
- Families whose transfer requests are approved, and choose to switch schools, may have to participate in remote learning until the school can safely accommodate the request for in-person instruction.

- Families whose transfer requests are approved will transition at the end of the semester to the requested campus. This will allow for better academic continuity and smoother transition with course completion.

TECHNOLOGY



Protocols for the Use of Shared Technology

The use of technology is an important aspect of the educational experience. San Antonio ISD offers devices and internet connectivity for **all** students. Depending on the student's grade level and academic program, they may receive an iPad, Chromebook, or laptop. The purpose of this equipment loan is for the student to actively participate in the virtual learning opportunities offered by SAISD. At the conclusion of the school year, the device and its accessories must be promptly returned to the District in satisfactory condition.

If the student does not have internet access at home, they are eligible to receive a hotspot for educational internet use. Every device has a free Children's Internet Protection Act (CIPA) compliant content filter to block inappropriate content and malware. Technology devices may be requested by contacting your child's school.

Students are required to use devices appropriately. Failure to adhere to Administrative Procedure '[Use of Communication Technologies-F26](#)', may result in disciplinary action including, but not limited to, temporary or permanent loss of use of technology resources.

Protocols

For Computer Labs

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



For Desktop Units

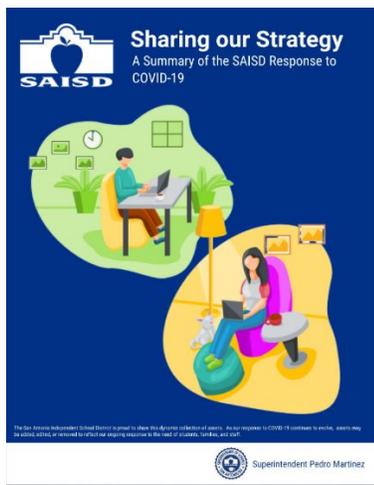
- Using gloves, wipe down the entire outside of the device as well as the keyboard, screen and surrounding bezel, and mouse.
- Do not spray directly onto the device.
- Do not allow moisture to drip into the keyboard or open ports.

For Laptops

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



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

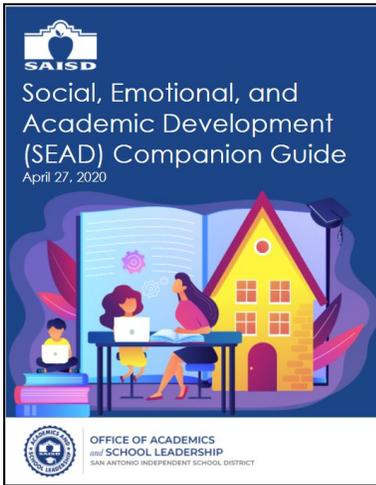


The [Sharing Our Strategy](#) document is a compilation of all resources produced in response to COVID-19, including those provided to District staff during the transition to remote learning in the spring of 2020. This strategy guide includes a Digital Learning Plan, SEAD Companion Guide, and digital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

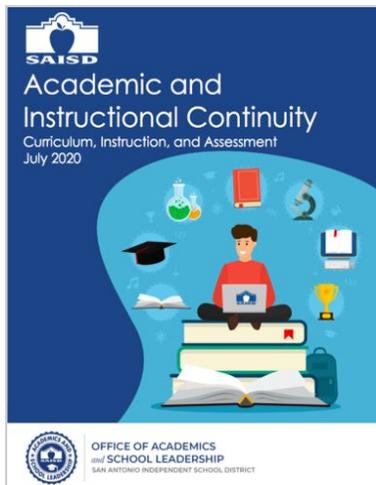


The [Digital Learning Plan](#) outlines how SAISD will continue to offer a digital learning model which includes both an asynchronous learning environment, as well as synchronous, real-time engagements. This plan includes guidance for teachers including formats for digital learning, digital learning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

This plan also outlines information about the Canvas Learning Management System (LMS) and the ways this new LMS is being leveraged to support teachers, students, and families in remote learning.



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



The [Academic and Instructional Continuity](#) guide communicates the District plan for in-person and remote instruction during the 2020-2021 school year. This guide provides targeted plans for Tier 1 instruction at each grade-level and core content areas, as well as direction for progress monitoring and tiered student supports. Highlights include the District plan for supporting instruction in both synchronous and asynchronous learning environments, and how a learning management system will help us track student progress in learning.



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



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



The [CARE Team](#) provides an overview of the District's response to students in crisis who may require substantial attention and intervention to fully address mental health. This guide outlines the CARE Team approach to student support for those students for whom campus level interventions and strategies are insufficient to meet the needs of the student during the crisis. The CARE Team both intervenes during the crisis and also provides follow-up support such as consultation on the behavior intervention plan, crisis management plan, professional development, modeling, and expedited evaluation for special education services when appropriate.



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



Resources - Getting Started

Use any of the following to support your learning adventure:

- Using Classmate
- Zoom & Seesaw
- Immersive Reader
- Google Training
- Using Flipgrid
- Using your Digital Journal

Use the following digital Supplement to record any data, collect images of your work, brainstorm or take notes.

Click on Journal above to make a copy for yourself!

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

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

The District empowers families to support their children through family engagement workshops and platicas. The Family Power Hour Workshop Series, hosted by the [Family and Community Engagement](#) team, features sessions about Canvas, digital resources, Parent Portal, ways to help students continue learning at-home, and other topics of interest to our parents and caregivers. These one hour training sessions are designed to support children's social, emotional, and academic success. All sessions are offered in English with Spanish interpretation, or Spanish with English interpretation.

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



The University of Texas
Health Science Center at San Antonio



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



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



The [Canvas Family Toolkit](#) is a collection of resources to help navigate the Canvas Learning Management System that is used by teachers for daily instruction. Students receive their lessons and upload their assignments in this system.

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