



# **The Austin Independent School District**

## **Open for Learning Plans for the 2020–21 School Year**

September 24, 2020 - Version Four

## Additions and Highlights of Version Four of the Open for Learning Plan



Sections of the Open for Learning plan with new or updated information from the previous version of the plan are noted with this symbol. Highlights for these sections are provided below.

- **Updated: Second Four Weeks of School (Oct. 5 - Oct. 30)**
  - Second four weeks Oct. 5 - Oct. 30
  - Students will be phased-in during the second four weeks
- **New: Phase-In Process**
  - Austin ISD is aligned with the Austin Public Health Interim Guidance for Reopening Schools
  - Weeks 5 and 6 will allow for 25% building capacity (aligns with stage 4 of APH)
  - Weeks 7 and 8 will allow for 50% building capacity (aligns with stage 3 of APH)
- **Updated: Teaching and Learning**
  - Campuses are using survey results to design on-campus learning
  - High School students have a hybrid option
  - On-campus teachers will provide a blended learning experience for students who return for in-person school
- **New: On-campus Learning Beginning October 5**
  - Instructional delivery may vary from campus to campus
  - Safety protocols and the number of students who return for on-campus learning will inform the level of interactivity between students and between teacher and students on campus
- **New: Early Childhood Education**
  - Both on- and off-campus remote learning will be available for students
  - Early childhood students will only be on Zoom for a maximum of 15-30 continuous minutes at one time
  - Zoom sessions will provide both whole group and small group opportunities
- **Updated: Participation in UIL Activities**
  - Student athletes are allowed to wear gaiters in place of face masks
- **Updated: On- and Off-Campus Activities and School Wide Events**
  - As access to technology allows parent/guardian meetings will be held remotely
  - Off-campus walking field trips to adjacent nature spaces are allowed
- **New: Community Learning Spaces**
  - Community Learning Space is a space where a student receives in-person

- supervision and access to digital resources and other learning supports
  - Community Learning Spaces are not monitored, managed or sponsored by Austin ISD staff
- **New: Afterschool Learning Opportunities**
  - Austin ISD partners with a variety of groups to provide safe, enriching, and structured learning experiences for all students after school
- **Updated: Physical Environment - Safety Protocols**
  - Air scrubbers for air circulation were installed in large corridors at schools
  - HEPA air filters were installed in campus administrative spaces and health rooms
  - Filters in all HVAC systems across schools have been replaced
  - The Rapid HVAC Filter Replacement Program is in place to address timely filter replacement needs
- **Updated: Social Distancing Measures**
  - Social distancing measures implemented in each classroom will depend on the number of students who return for on-campus learning and the size of the classroom
- **Updated and New: Screenings**
  - Both students and adults will have a series of screening questions
  - Student screening questions will differ slightly from adult screening questions
- **Updated: Responding to a Lab-Confirmed Case at a School**
  - Students and staff will be required to quarantine for 14 days if they have had close contact or primary exposure with an affected school member
- **Updated: Criteria for Returning to School or Work of a Confirmed or Suspected Case of COVID-19**
  - Students and staff will provide documentation to be cleared to return to campus
- **New: Understanding the Difference Between Isolation and Quarantine**
  - Isolation and quarantine help protect our Austin ISD community
  - Isolation separates sick people with a contagious disease from people who are not sick
  - Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick
- **Updated: Transportation**
  - Students will have a temperature screen prior to boarding the school bus
  - Parents/guardians will be responsible for transporting students home who become sick or do not pass a screening check at school
- **Updated: Meal Service**
  - Lunch will be served either in the classroom or the cafeteria



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## A Letter from the Superintendent

Dear Austin ISD,

I am so excited to welcome you to the new school year. It is a privilege and honor to serve as your superintendent.

One of the many things that has impressed me in joining Austin ISD is the engagement of the entire community in the Open for Learning Taskforce in developing plans to reopen schools for the 2020-21 school year. Your participation and input have been critical and has been taken into account in preparing this guidebook.

Austin ISD is officially “Open for Learning.” I want to thank everyone for a successful virtual launch of this new school year. This pandemic has forced us to stop and given us the time to truly reimagine education in Austin. It has also challenged us to be at the cutting edge of technology and innovation for scholars ages 3-26. Our children are the future of Austin.



Thank you to the greater Austin community for joining forces with our educators, families, and education partners to provide meals for our families, childcare for our essential workers, innovative ways to ensure our students have wifi in their homes and safe places for our children to learn.

Please know that your safety is at the forefront of our minds as we plan to methodically phase in our return to work and school. We commit to continue to follow the health guidance from local, state, and federal governing bodies in order to make the best decisions to keep our students, staff, and families safe. This plan reflects our staffs’ hard work to make sure we all stay safe and healthy. I invite you to read it carefully and to become familiar with the information.

We look forward to the day when we can welcome everyone back to our schools and facilities. Until then, Austin ISD remains committed to providing all students with equitable, rigorous, and engaging learning experiences each day. We also commit to maintaining open communication with our community, and keeping the health and safety of our Austin ISD family at the forefront.

Thank you for being a part of our family. #WeAreAISD #SomosAISD

Stephanie S. Elizalde, Ed.D.  
Superintendent



## **Better Together**

Preparing for the 2020-21 school year has been a collaborative effort among students, staff, families, and our community. Throughout our planning, we have listened, learned, planned, and adjusted as we prepare to welcome students, staff, and families back to Austin ISD on Sept. 8. We know that as a community, we will rise to the challenges this school year may bring.

***We continue to be committed to ensuring the health and safety of the entire AISD community.***

Ensuring the health and safety of our school community continues to be our priority as we prepare for the 2020-21 school year. With this in mind, Austin ISD's Open for Learning Task Force has reviewed possible structures for the reopening of schools, considered our local COVID-19 context, and been guided by our federal, state and local governing bodies. Additionally, the many voices of students, families and community members who have engaged in this process through participating in the task force, sharing their thoughts during a conversation circle or Facebook Live session, and using the [Let's Talk](#) platform have shaped and informed the work of the task force and the Open for Learning plan.

Throughout our planning, we have been committed to our guiding principles:

- **Maintain the health, wellness, and safety of the entire school community.**
  - Flexibility for our most at-risk students, staff, and families
  - Compliance with social distancing recommendations and Personal Protective Equipment (PPE) as required
  - Preparedness for responding to local, state, and federal orders
- Commit to developing equitable and innovative re-opening approaches that meet the academic and social-emotional needs of all students
- Support all staff to adapt and respond to the instructional and operational needs of all stakeholders
- Secure a strong financial and operational future
- Sustain open communication with the Austin ISD community

In Austin ISD, we are fortunate to have engagement from so many who are a part of our school community. The willingness of our community members to share their thoughts and ideas, provide feedback, and champion our school district has been instrumental in making decisions that we know impact so many people during this uncertain time. We thank our community for the continued support, understanding, and flexibility.

The plan that follows encompasses what Austin ISD intends to do based on the most current available information regarding our local health conditions, guidance from federal, state, and local entities, and feedback from the Austin ISD community. **Please know these plans will be**



**modified in response to the ever-changing health conditions and guidance we receive.** We will continue to communicate these changes to the community as they occur. For the most current information, please refer to our [COVID-19](#) web page regularly.

## Academic Calendar

### The First Four Weeks of School (Sept. 8 - Oct. 2)

Austin ISD began the school year on Sept. 8 with four weeks of off-campus remote learning. The revised [calendar](#) has been published on the Austin ISD website. During the first four weeks of school, our intent is to have all students remain in a remote off-campus learning environment in order to ensure the health and safety of students, families, and staff by minimizing the number of people on campus.

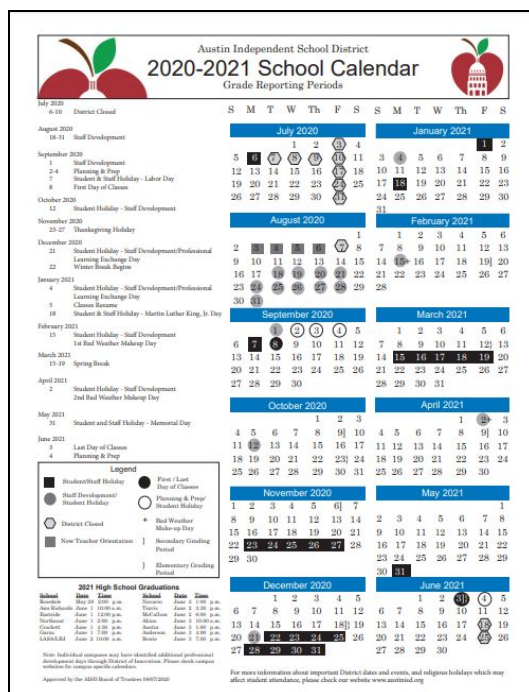
Campuses have continued reaching out to all families to help secure the needed devices and/or access to wifi for off-campus remote learning. Students will remain in an off-campus remote setting as long as access to a [device and connectivity](#) is available beginning on Sept. 8 and continuing through Oct. 2. Based on Austin Public Health and CDC guidance, exceptions will be made on a case-by-case basis for a small number of students who are receiving certain specialized services.

During the first two weeks, from Sept. 8 - Sept. 18, a specified number of staff will be allowed to be on campus, not to exceed 25% of building capacity. We know that there are teachers across the district who prefer to provide their students with the remote learning experience from their classroom and we will work to make this best practice available to them. For the second two weeks, from Sept. 21 - Oct. 2, additional teachers will be allowed on campus, not to exceed 50% of building capacity, based on the recommendation from Austin Public Health (APH). This slow build will allow campuses to systematically implement, practice, and test all health and safety protocols before the students who choose on-campus learning return beginning Oct. 5.

### The Second Four Weeks of School (Oct. 5 - Oct. 30)



During the month of Sept., families were surveyed regarding their options for the four weeks from Oct. 5 through Oct. 30. Beginning Oct. 5, campuses will phase-in, or bring back groups of students to campus, who have chosen to



return for on-campus learning.

During these four weeks of school, the intentional phase-in of more students to on-campus learning will occur if health conditions continue to indicate that we can do so in a safe and healthy way for staff and students. BLEND will remain the common platform and access point for students who are continuing with remote instruction and will also be used by those who attend school on campus. Safety protocols and the number of students who return for on-campus learning will inform the level of interactivity between students and between teachers and students on individual campuses. On-campus teachers will provide a blended learning experience for students who return for in-person school. Blended learning is defined as an approach in which students learn via electronic and online media as well as traditional face-to-face teaching.

## **Phase-In Process**



The phase-in process during weeks five through eight is designed to align with the [Austin Public Health \(APH\) Interim Guidance on Reopening for Austin-Travis County Schools](#) and with the district's commitment to the health and safety of all students, staff, and families in mind.

The four week transition is planned so that, to the greatest degree possible, each facility remains at the same percentage of facility capacity for two weeks before increasing to the next allowable level based on guidance from APH. In Austin ISD, we will phase-in as follows:

- Week 5: 25% of facility capacity (aligns with stage 4 of APH Risk-Based Stages and Dr. Escott's recommendation that we continue to behave as if we are in stage 4)
- Week 6: 25% of facility capacity (Up to 50% if Needed)
- Week 7: 50% of facility capacity (aligns with stage 3 of APH Risk-Based Stages, the current stage for Austin Travis County)
- Week 8: 50% of facility capacity

Campuses will plan for the return of students who choose on-campus learning following the building capacity guidance outlined above. In addition, students from each campus that have chosen on-campus learning will be welcomed back to campus in small groups over the course of the four weeks. Consideration for which groups of students to bring back each week will be based on factors such as support services being received, grade level, newcomer and refugee status, and status as a child of an Austin ISD staff member.

For all staff and students that return to campus, we are committed to strong implementation of hand hygiene, masking, and social distancing. Per CDC guidance, our goal is 6 feet social distance whenever feasible. Social distancing measures implemented at each campus will be dependent on the number of students that return for on-campus learning and the size of the

classroom(s).

We will continue to monitor updates from the Texas Education Agency (TEA) and local health authorities to inform our decisions to keep students, families, and staff safe. Please know that the plans shared in this document may change in the coming weeks. For the most updated information, please refer to our [Open for Learning](#) webpage.

## **Teaching & Learning**



Beginning Oct. 5, Austin ISD will ensure that we are ready to smoothly transition between on-campus learning and remote off-campus learning as our local COVID-19 conditions change. To keep students and staff safe while at school, social distancing and other mitigation measures will be put in place.

This will include having fewer students on campus each day, screening staff and students as they arrive at school, requiring that students and staff wear a face mask, and limiting the number of visitors to a campus.

We are committed to ensuring that all students receive the support and services they need. We understand the importance of choice for families, so earlier this month families were able to choose how their children will learn beginning Oct. 5. Campuses will use survey results to further develop how instruction is delivered both on- and off-campus. Families either selected on-campus learning or to continue with remote off-campus learning. Parents/guardians of high school students were also able to select hybrid learning. These instructional models are explained below. At this time, our instructional models are designed based on the current guidance for safety, therefore the duration for remote off-campus learning access is yet to be determined. No matter the choice, there is a place for every student in Austin ISD. We offer robust and engaging instruction in a supportive and learner-centered environment.

**Below are the instructional models we are preparing for beginning on Oct. 5:**

### **On-Campus Learning**

On-campus learning occurs when students are physically in a classroom where they engage in learning with social distancing and health and safety measures in place.

### **Remote Off-Campus Learning - Available Throughout the 2020-21 SY**

Remote off-campus learning occurs when the student and teacher are separated by distance and either meet online at an agreed-upon time (live/synchronous), or the student receives instructions for learning and completes their daily assignments at a time that works for them (independently/asynchronous). The teacher and student do not meet in a traditional physical classroom setting.

### **Hybrid Learning (Available at high school campuses only)**

Hybrid learning is a combination of on-campus and remote off-campus learning. Students will participate in an intentionally designed mix of on-campus and remote learning. Students will have specific days assigned for when they participate on-campus and when they participate remotely.

Families will have the flexibility to change their choice(s) throughout the school year. Both remote off-campus learning and on-campus learning will be offered all year so long as health conditions allow. Students will be able to transition from **remote off-campus learning to on-campus learning** as soon as possible after communicating with their campus, but not to exceed five school days. Students will be able to transition from **on-campus to remote off-campus learning** when they choose to do so; a transition period will not be required after parents/guardians communicate their decision with their campus. As stated before, all models will be adjusted as needed based on guidance from federal, state, and local governing bodies and local health conditions. Additional information about what can be expected regarding instruction is included in the following section.

### **On-Campus Learning Beginning October 5**



The information gathered from the September Family Pulse Survey will allow principals to appropriately plan for both on- and off-campus instruction. How instruction is delivered could vary from campus to campus and among levels based on specific campus needs. As we begin the intentional phase-in of more students to on-campus learning, BLEND will remain the common platform and access point for students who are continuing with remote instruction and will also be used by those who attend school on campus at all levels in conjunction with face-to-face learning.

**At the middle and high school level**, students will be assigned to learning groups. Learning groups are groups of students that work to complete the same content lesson objectives as those students working remotely off-campus, in a designated learning space with safety measures in place while also being provided instruction by a subject-matter teacher. This may be a blend of online and face-to-face instruction. During asynchronous learning time, students have the opportunity to interact with each other. Teachers and staff will interact and support students with their school work.

A hybrid learning model will be implemented for **high school students** who choose on-campus learning. A hybrid model means that students will attend school on-campus and remotely off-campus following an A/B schedule. Students receiving specialized services will have the opportunity to attend school on campus daily if they so choose.

**At the elementary school level**, safety protocols and the number of students who return for on-campus learning will inform the level of interactivity between students and between teacher

and students on campus. Rest assured that on-campus learners will complete their full daily schedule of all core content classes, as well as their special area classes.

On-campus learning will consist of a child-centered blended learning experience for students who return for in-person schooling. Blended learning is defined as an instructional delivery model in which students learn via electronic and online media as well as the more traditional face-to-face teaching. The use of electronic and online media is carefully planned and well connected to the instructional focus in the classroom. Blended learning is recognized for its personalized approach to learning and the resulting increased engagement it promotes. In some instances, a teacher will facilitate both virtual and in-person learning for students. While our goal is to keep students with their current classroom teacher, this will depend on the number of students that return for on-campus learning, the ability to implement social distancing and the number of teachers reporting to campus.

**At all levels** students will be served breakfast and lunch in the most appropriate setting available. In some instances, this may be in the classroom. Teachers are encouraged to use outdoor spaces for both learning and brain breaks throughout the day. All students will have access to restrooms at school.

We will continue to monitor updates from the Texas Education Agency (TEA) and local health authorities to inform our decisions to keep students, families, and staff safe. Please know that the plans shared in this letter may change in the coming weeks. For the most updated information, please refer to our [Open for Learning](#) webpage.

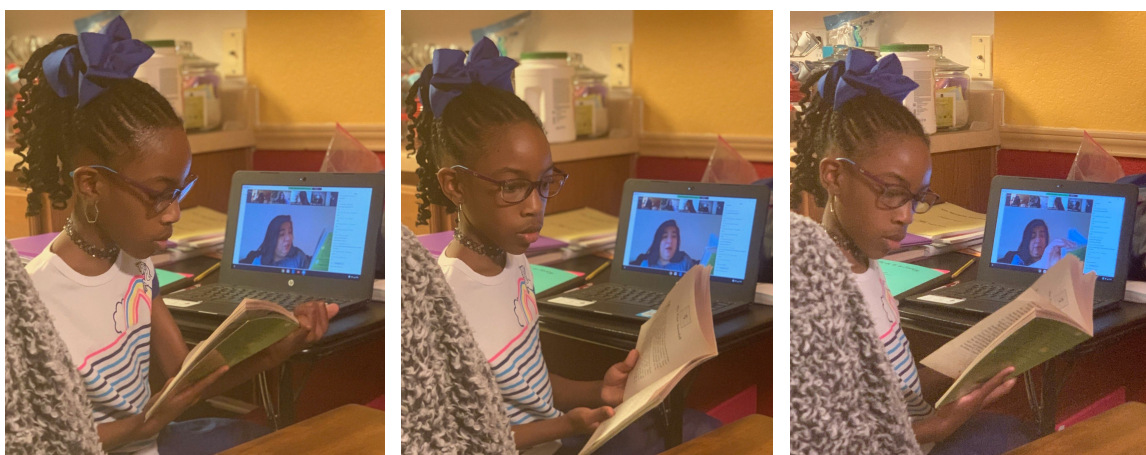
## **Instructional Overview - Engaging Students in Learning**

Austin ISD is committed to ensuring that all students receive TEKS-aligned, robust, and engaging instruction whether delivered on campus or remotely. Following is information regarding what families can expect teachers to do regarding teaching and learning:

- Implement research-based, best instructional practices in on-campus and remote online instruction settings.
- Prioritize instruction on essential standards (what students need to know by the end of the year in order to be prepared for the next grade level) for each grade level and in each subject or course.
- Deliver lessons in every subject area and course. The progression of learning will address the following questions:
  - What are students expected to know and be able to do based on the essential standard?
  - How will we know if a student learned the essential standard?
  - How will we respond if a student did not learn the essential standard?
  - How will we extend the learning for a student who has mastered the essential

standard?

- [Special Education](#): Provide support for students receiving special education services that aligns with their Individual Education Plan (IEP). Teachers will provide modifications and accommodations and stay in close contact with parents/guardians regarding progress.
- [Dual Language](#): Provide instruction in both program languages according to the language allocation plan in support of the goals of biliteracy and bilingualism, high academic achievement, and positive cross-cultural competence.
- Differentiate instruction to ensure that every student is receiving what he or she needs to be successful.
- Incorporate [Social-Emotional Learning](#) (SEL) strategies and specific lessons into their instruction.
- Use a student goal-setting process with students so they understand their own progress toward mastering standards.



- Provide regular feedback on and progress monitor student work to ensure they are making progress on the essential standards.
- Record grades, according to board policy, in every subject area and course.
- Provide a full report card with grades.
- Hold “office hours” when teaching in the remote setting. These times are an additional opportunity for students, teachers, and families to connect.
- Call, email, and use other communication methods, along with other staff members, to connect regularly with families.

To ensure the delivery of a high-quality, rigorous learning experience for all our students, groups of Austin ISD instructional coaches, members of the technology design team, and some teachers have developed exemplar lessons aligned to the essential standards. These will be available to all core content teachers in grades PreK–12 during remote online learning and on-campus instruction, and may be enhanced/adjusted based on a teacher's personal style and students' needs. The information shared provides instructional highlights, but is by no means



inclusive of everything that will be provided to accomplish our goal of ensuring success for all Austin ISD students.

While we continue to work toward every student having access to a device and the Internet, we also will continue to provide an alternative to online learning for students without access. This will include the delivery of instructional packets and/or instructional resources with an assignment list for each week of remote instruction.

## **Instructional Platform**

We are happy to announce that all schools and all teachers will be using BLEND (also known commercially as Canvas) as the main electronic platform to allow families, students, and teachers to communicate regarding lessons, assignments, and other learning expectations. In grades PreK–2, Seesaw will be available as an additional resource that teachers can link to BLEND.

The consistent use of BLEND across all classrooms in Austin ISD will enhance connectivity and engagement for all. Parents/guardians will be able to monitor their student’s courses, including assignments, announcements, grades, and feedback. Families will also be able to communicate directly with their children’s teachers and view upcoming assignment due dates and scheduled events and activities using the BLEND calendar.

## **Technology and Internet Access**

Austin ISD continues to distribute iPads, Chromebooks and WiFi hotspots to students at all grade levels. In addition to the 24,000 iPads for students in PreK through second grade, we have also obtained 10,000 additional WiFi hotspots (with yet another 10,000 on the way) for families who do not have access to the Internet. [Access to technology](#) will continue to be a priority and supports our continuing efforts to accelerate an equitable shift to more blended and personalized learning.

To get technology to families who need it, we have created an Austin ISD Cloud Technology Distribution tile for both staff and families. Through this tile in the [Parent Cloud](#), families will be able to submit device requests and monitor status. Families who are not able to use the Parent Cloud can contact their campus, and campus staff can log the family’s request in the Austin ISD Staff Cloud. We encourage parents/guardians to provide this information as soon as possible so that students can receive technology support as soon as it becomes available.





To help families prepare for this system, we encourage them to set up their Parent Cloud accounts. Families can ask their school office staff to send a “FastPass” email to the parent/guardian email address on file, or they can click on the "Parent Cloud Account Creation" button at [my.austinisd.org](http://my.austinisd.org). Families can also contact the Parent Support line for assistance at 512-414-9187, Option 6.

As mentioned previously, while we continue to work toward every student having access to a device and the Internet, we will continue to provide an alternative to online learning for students without access. This will include the delivery of instructional packets and/or instructional resources with an assignment list for each week of remote instruction.

## **Sample Schedules for Remote Learning**

Being mindful of the guidance from the Texas Education Agency ([TEA](http://tea.texas.gov)), Austin ISD has developed draft sample schedules for elementary, middle, and high school for remote instruction. These schedules are being provided as general samples. They will be adjusted as needed by campuses.

<b>Helpful Definitions</b>	
<b>Synchronous Instruction</b>	Synchronous instruction requires students and teacher to be present at the same time online. Examples <ul style="list-style-type: none"> <li>• Live interactive classes with students and teachers participating in real time</li> <li>• Teacher-supported work time on video conference calls</li> <li>• Scheduled and online tests</li> </ul>
<b>Asynchronous Instruction</b>	Asynchronous instruction does not require students and teacher to be present online at the same time Examples <ul style="list-style-type: none"> <li>• Self-guided online courses with intermittent teacher instruction</li> <li>• Pre-assigned work with formative assessments on paper or in learning system such as BLEND (Seesaw will be available as a resource for PreK–2 grades)</li> <li>• Pre-recorded videos of instruction</li> </ul>

<b>Sample 3rd-5th-Grade Daily Schedule for a 100% Remote Off-Campus School Day (6th-grade at elementary will be similar with the inclusion of band and orchestra.)</b>	
<b>Synchronous</b>	<b>Asynchronous</b>
<b>Time</b>	<b>Instructional Activity</b>
<b>20 minutes</b>	<b>Synchronous Morning Message and SEL Focus of the Week</b>
<b>30 minutes</b>	<b>Language Arts/Social Studies - Whole-Group Lesson</b>
<b>30 minutes</b>	<b>Language Arts - Independent Practice</b>
<b>30 minutes</b>	<b>Social Studies</b>
<b>45 minutes</b>	<b>Special Areas (Music, Art, Physical Education)</b>
<b>30 minutes</b>	<b>Math - Whole-Group Lesson</b>
<b>30 minutes</b>	<b>Math - Independent Practice</b>
<b>15 minutes</b>	<b>Science - Whole-Group Lesson</b>
<b>30 minutes</b>	<b>Science - Lab and Independent Practice</b>
<b>10 minutes</b>	Brain Break & Transition (Will be scheduled when needed in the campus-specific daily schedule.)
<b>30 minutes</b>	<b>Lunch</b>
<b>90 minutes</b>	<b>Intervention/Small Group Instruction</b>
<b>30 minutes</b>	<b>Flexible Independent Practice - Reading, Math, Science</b>

**Note:** 3rd-5th grades will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of **90** daily synchronous minutes; 6th grade will be taught with a minimum of 120 synchronous minutes

Sample DUAL LANGUAGE 3rd-5th-Grade Daily Schedule for a 100% Remote Off-Campus School Day	
Synchronous	Asynchronous
Time	Instructional Activity
20 minutes	Synchronous Morning Message and SEL Focus of the Week
30 minutes	Spanish Language Arts / Social Studies Whole-Group Lesson
30 minutes	Spanish Language Arts / Social Studies Independent Practice
45 minutes	Special Areas (Music, Art, Physical Education)
30 minutes	Math Whole-Group Lesson
30 minutes	Math Independent Practice
30 minutes	English Language Arts Whole-Group Lesson
30 minutes	English Language Arts Independent Practice
10 minutes	Brain Break & Transition (Should be placed when needed in the daily schedule.)
30 minutes	Lunch
30 minutes	Science Whole-Group Lesson
30 minutes	Science Lab and Independent Practice
45 minutes	Intervention/Small Group Instruction (Language of Instruction)
30 minutes	Flexible Independent Practice - Reading, Math, Science (Language of Instruction)
KEY	<ul style="list-style-type: none"> <li>Spanish Language of Instruction</li> <li>English Language of Instruction</li> <li>Language of Instruction</li> </ul>

**Note:** 3rd-5th grades will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of **90** daily synchronous minutes; 6th grade will be taught with a minimum of 120 synchronous minutes

Sample Secondary Weekly Schedule for 100% Remote Off-Campus School Day	
Synchronous	Asynchronous
Time	Instructional Activity
9:00-9:15	Advisory
9:15-10:15	English - 60 min
10:15-11:15	Math - 60 min
11:15-11:30	Morning Break
11:30-12:30	Science - 60 min
12:30-1:15	Lunch Break
1:15-2:15	Social Studies - 60 min
2:15-3:15	Elective 1 - 60 min
3:15-3:30	Afternoon Break - 15 minutes
3:30-4:30	Elective 2 - 60 min

**Note:** 180-240 minutes a day will be synchronous instruction; times will vary from campus to campus

For a complete set of sample schedules, see Addendum A (page 28).

## Special Education Support Services

Each student's special education service provider will carefully review the student's

Individualized Educational Program (IEP) which is developed considering the individual needs and present levels of academic and functional performance. This will include consideration of each student's goals, accommodations/modifications, supports, services, and as appropriate the regular education remote learning activities.

Special Education teachers, speech therapists, and service providers are required to offer support and services in accordance with each student's IEP. Each student's Admission, Review, and Dismissal (ARD) committee, which includes the parents/guardians as integral members, will have the ability to modify the student's IEP as appropriate for the virtual instructional context.

The district has provided special educators with evidence-based instructional materials and online instructional curriculum to meet the unique needs of students. Also, teachers will use a variety of strategies and approaches to meet the individualized needs of students with disabilities to implement the IEP.

The Special Education team is committed to continuing to provide full individual evaluations with the safety of students, staff, and families at the forefront of our operations. In light of the unforeseen global pandemic, we were required to discontinue in-person evaluations during the spring semester and proceeded with evaluations that were conducted virtually. For the fall semester we will be conducting evaluations in person as follows:

- Some evaluations began the week of Aug. 31
- Testing sessions will be scheduled
- Personal Protective Equipment (PPE) will be provided, and safety protocols will be followed and monitored to ensure our students, staff, and families are safe during this process

## **Multilingual Education**

Austin ISD will provide students identified as emergent bilingual with instruction by certified bilingual and/or English as a Second Language (ESL) teachers. Students in Dual-Language programs will be provided a balance of Spanish (or Mandarin or Vietnamese) and English remote instruction according to the program design. In some cases, they will have a different teacher for each language.

Bilingual and ESL teachers will use instructional strategies to help emergent bilingual students successfully learn grade-level content. Emergent bilingual students will be given regular opportunities to develop all four language domains—listening, speaking, reading, and writing—using both technology tools and non-technology activities.

Dual Language teachers will utilize biliteracy strategies that allow for active and meaningful participation regardless of language proficiency or academic achievement. Students will have opportunities to engage in strategies that develop oracy, background knowledge, reading

comprehension and writing.

World Language teachers will continue to provide opportunities for students to engage in meaningful authentic conversations and experiences. Students will be provided with adequate opportunities to build their productive and receptive language skills while collaborating on tasks.

Until students return physically to the school building, language proficiency testing will be administered remotely to prospective emergent bilingual students as well as students who are being considered for reclassification as a former emergent bilingual student. The Language Proficiency Assessment Committee Chair or designee will schedule testing sessions with parents/guardians and students through Zoom or other virtual conferencing platform prior to the beginning of school and during the period of virtual learning.

International Welcome Center (IWC) staff will continue to provide support services to newcomer families by contacting them and ascertaining their needs, assisting with re-registration of existing students and registration of new students, following up with families who have technology devices and/or internet access issues, and translation and interpretation.

The Refugee Family Support Staff will continue to provide support services to refugee, asylee, and newcomer families. Our staff will connect newcomer families with existing school based services and provide interpretation/translation for parent/guardian teacher meetings, parent/guardian workshops, school registration support, and special education assistance. Our office will continue to provide [resources](#) and [district wide communication](#) in multiple languages to support our multilingual families during this virtual learning environment.

## **Early Childhood Education**



The Austin ISD Early Childhood department believes that children learn best through hands-on experiences that reflect natural connections within our world. Through observing, exploring, and creating, both individually and as a community, our students grow and thrive.

Our learning experiences are designed to develop a child's physical, intellectual, language, social-emotional, and cultural identity whether in a remote or on-campus setting. This interwoven model of synchronous, or in-person, and asynchronous, or independent instruction is designed to increase a child's likelihood for academic success and beyond by cultivating a child's enthusiasm for learning, sense of confidence, and ability to think flexibly in daily life.

### **Learning in the Early Childhood Classroom**

Both our on-campus and remote off-campus learning will offer a nurturing, challenging environment to help children develop the skills they need to succeed throughout their school career. Both learning instruction is aligned with our district and program goals and offers an

integrated early childhood curriculum, focusing on foundational language, literacy, and mathematical reasoning skills. Teachers and parents/guardians can work together to support developmentally appropriate hands-on learning experiences. Austin ISD is committed to providing content that integrates a child's environment and relationships to make remote learning effective.

### **Remote Learning Experience for PreK 3 or 4 Year Olds**

The PreK years are a period of rapid growth for a child, Austin ISD is committed to providing remote learning instruction that is both engaging and developmentally appropriate for our youngest learners. We have developed a remote learning framework that encompasses asynchronous learning with synchronous opportunities for connection, communication and clarity. Daily schedules will have a combination of both types of learning opportunities.

Children in early grades will not be on zoom longer than 15-30 minutes dependent on the grade level. Zoom calls will be offered in both whole groups and small groups or 1:1 opportunities.

### **Remote Learning Experience for Kinder, 1st or 2nd Grade**

Kindergarten through 2nd grade remote learning will focus on developing and mastering foundational reading, writing and math skills. Students will engage in comprehensive integrated units of study that support learning mastery in Social Studies, Science, Health and Social Emotional Learning. Students will also continue to have Music, Art and Physical Education (PE) as part of their remote learning instruction. Zoom calls will be offered in both whole groups and small groups or 1:1 opportunities.

### **Screen Time in Early Childhood**

Students in early childhood education will not be in front of a computer all day. The Austin ISD Early Childhood Department is strongly committed to offering a developmentally appropriate program for our youngest learners. Our lessons and activities are designed with a play-based, hands-on learning approach that is inclusive of families and caregivers. Our stance for remote learning encompasses the guidelines from the [US Department of Education](#) and the [National Association for the Education of Young Children](#). Technology, when used appropriately, is a tool that supports students' learning. AISD provides remote learning opportunities that are interactive and engaging. We strive to offer technology as a tool for high-level engagement versus passive learning. Early childhood remote learning is designed so students will be able to access learning through a variety of hands-on, play-based activities that are child and family-centered, as well as specific targeted learning opportunities that can be completed on a device.

### **On-campus Learning for the PreK or Kindergarten Student**

When students return to in-person instruction, physical distancing, hand sanitation, and mask wearing will all be vital to keeping everyone safe and healthy. Children learn best when they are

engaged in interactive, cooperative opportunities. Instructional staff will work to minimize the risks of these interactions while fostering intellectual, language, social and emotional development in [classrooms set up](#) with safety and health guidelines in place and aligned with [CDC Guidelines](#) for early childhood classrooms.

## **Career and Technical Education**

Career and Technical Education (CTE) classes will look different for each campus depending on the type of classes offered at the school. Most of our CTE courses have been integrated into BLEND, and have been used for remote learning since March. Some courses can exist entirely in BLEND, while others offer more hands-on activities. TEA has developed a list of the “hands on” courses that are recommended to be taught on campus. When students and families are choosing whether to attend school remotely or on campus, it is recommended that the classes below be taken on campus due to the hands-on nature. As with all other on-campus classes, teachers and students will follow the most current safety guidelines available.

The courses included on the list require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology. These courses will require face to face classroom instruction:

- **Agriculture Cluster:** Agricultural Mechanics and Metal Technologies with and without Lab, Agricultural Structures Design and Fabrication with and without Lab, Advanced Floral Design
- **Architecture and Construction Cluster:** Construction Tech. I, Construction Tech. II, all Practicum and Extended Practicum in Construction Tech. courses
- **Health Science Cluster:** all Practicum in Health Science courses
- **Hospitality and Tourism Cluster:** Culinary Arts, Advanced Culinary Arts, all Practicum in Culinary Arts courses
- **Human Services Cluster:** Cosmetology I, Cosmetology II
- **Law, Public Safety, Corrections, and Security cluster:** Firefighter I, Firefighter II, Disaster Response, Emergency Medical Technician—Basic
- **Manufacturing Cluster:** Welding I, Welding II, Precision Metal Manufacturing I, Precision Metal Manufacturing II, Metal Fabrication and Machining I
- **STEM cluster:** Robotics I, Robotics II
- **Transportation, Distribution, Logistics Cluster:** Automotive Technology I, Automotive Technology II, Basic Collision Repair and Refinishing, Collision Repair, Collision Repair/Advanced Transportation Systems Laboratory, Paint and Refinishing, Paint and Refinishing/Advanced Transportation Systems Laboratory, all Practicum and Extended Practicum in Transportation Systems courses

## Participation in UIL Activities



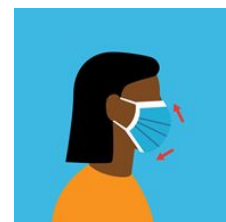
Austin ISD, in collaboration with University Interscholastic League (UIL), will continue to monitor guidance from local and state health orders and Centers for Diseases Control and Prevention to determine any potential modifications to current plans.

### Athletics

Each campus will have specific information around its athletic practice schedule and season. Practices and contests will follow protocols established by UIL, TEA and Austin ISD. In-season and off-season activities will follow the most current guidelines available. Guidelines for coaches, visitors, and students are as follows:



- Coaches will provide an orientation of protocols and expectations for students at the beginning of their season(s) and reinforce this information as needed.
- Athletic equipment and uniforms will be issued to athletes. Students will be responsible for daily washing of practice uniforms. Game uniforms will be laundered at the direction of the coach.
- Equipment used during practices will be disinfected before, during, and after practice sessions.
- Practice areas will be disinfected throughout and at the end of each day, and athletic areas will be frequently disinfected during the week.
- Athletics staff will monitor students before, during, and after practices/workouts to ensure effective use of school protocols.
- Visitors will not be allowed to attend a practice unless an appointment is made with the coach in advance.
- Limited seating capacity will be implemented at athletic events, based on guidance from Austin Public Health regarding the number of spectators that will be allowed to attend both indoor and outdoor events.
- Students will provide their own water bottles, drinks, or prepackaged food and they will not be allowed to share these items.
- Students are asked to bring a reusable water bottle to practice.
- Staff and students must wear face masks while inside locker rooms, meeting rooms, training rooms, and other areas where groups may congregate.





- Student athletes are allowed to wear gaiters in place of face masks when practicing and playing. Two layer gaiters are strongly recommended.

## Visual & Performing Arts

Instruction in Art, Dance, Music, and Theatre classes will continue, following research-based standard operating procedures for health, safety, and sanitation. All competitive activities for the Fall 2020 season are suspended, including UIL. This decision has been made knowing other school districts in Texas have done the same, all due to concerns of the spread of COVID-19.

Band directors and all other Visual & Performing Arts teachers will continue to plan noncompetitive rehearsals, performances and exhibits for our students in a manner that promotes the guidelines we receive from the TEA and local health authorities.

Austin ISD will continue to monitor TEA guidance and local health orders and consider our community when making decisions about UIL activities. More information and updates regarding the UIL modifications to the 2020–21 UIL calendar and COVID-19 risk mitigation guidelines can be found at the [UIL website](#).



## On- and Off-Campus Activities and School-Wide Events



At the onset of on-campus instruction, Austin ISD will implement temporary guidelines regarding on-campus and off-campus activities, as well as school-wide events. As our local health conditions improve and relevant guidance is received, we will adjust our plans. For now, the following guidelines are in place.

<b>On-Campus Activities</b>	<ul style="list-style-type: none"> <li>• No in-person assemblies or gatherings for students or staff until further notice</li> <li>• Meet the teacher, back-to-school night, and parent/guardians conferences will be held remotely</li> <li>• Performances will be held remotely</li> <li>• After-school clubs and activities may continue via remote platforms</li> </ul>
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	<ul style="list-style-type: none"> <li>• PTA events and CAC meetings will be held remotely</li> <li>• Instructional planning and social-emotional support meetings with parents/guardians will be held remotely when access to technology allows for meaningful participation by all parties involved; special consideration regarding any barriers to parents'/guardians' meaningful participation in the collaboration process will be made by the campus principal</li> </ul>
<b>Off-Campus Activities</b>	<ul style="list-style-type: none"> <li>• Student participation in academic contests (robotics, Math Pentathlon, STEM events, science fair) will only be attended if the organizing entity provides clear guidance regarding health and safety measures aligned with district guidance</li> <li>• Virtual field trips are recommended</li> <li>• In-person, off-campus field trips that require transportation are not allowed until further notice. In-person, off-campus walking field trips to adjacent nature spaces are allowed with masks and social distancing measures in place</li> <li>• High school students learning on campus will not be allowed to leave campus for lunch or during an off-period</li> </ul>
<b>School-Wide Events</b>	<ul style="list-style-type: none"> <li>• Until further notice, schools are not allowed to plan large events such as all-school assemblies, social events, pep rallies, or fundraising events that bring groups of more than 10 people together</li> <li>• To ensure there are no large gatherings on school grounds, all school-wide events will be held virtually, including awards assemblies, fundraising events, schoolwide performances, and field days, until guidelines change</li> <li>• Administration will follow all district guidelines in regard to sports events, sports practices, and fine art events and rehearsals</li> </ul>

## Student Registration

### Returning Students

For families registering students returning to Austin ISD, a Parent Cloud account must be created before you can access the online registration system. To create a Parent Cloud account, visit [my.austinisd.org](https://my.austinisd.org).

Only parent/guardian contacts are able to use the online registration system. If you have any questions or need assistance with the Parent Cloud or [online registration](#), please contact your child's campus or call Parent Technology Support at 512-414-9187.

All returning students who have had a recent change of address should submit proof of residency to the campus when returning to school. Please note that additional documentation may be requested by the campus to complete enrollment if those documents are not attached electronically during this online registration process.

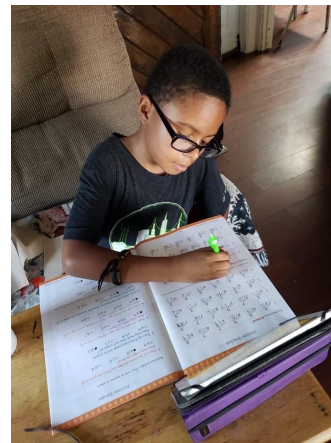
## New Students

For families registering students new to Austin ISD, students can be registered online or by a paper packet submission by using our Curbside service. For online, a Parent Cloud account must be created, [my.austinisd.org](http://my.austinisd.org).

Only parent/guardian contacts are able to use the online registration system. If you have any questions or need assistance with Parent Cloud or Online Registration, please contact your student's campus or call Parent Technology Support at 512-414-9187.

Families registering students new to Austin ISD will need to provide the following documentation at the child's campus:

- Child's birth certificate
- Child's social security card (optional)
- Child's immunization records
- Child's withdrawal form/last report card (if applicable)
- Parent/guardian photo ID
- Proof of guardianship (if applicable)
- Proof of residency



Please note that additional documentation may be requested by the campus to complete enrollment if those documents are not attached electronically during this online registration process.

## Curbside Services

Campuses will be providing curbside services to allow for a contactless environment for needs such as student registration, dropping off student homework or medications, or picking up a student during school hours for an appointment, thus eliminating the need to enter campus facilities. Families can check campus websites for additional information.

## Attendance

Attendance is important to promote student engagement in learning. Beginning in the 2020–21 school year, students who engage in on-campus or off-campus remote learning, such as attending a virtual Zoom class or completing and submitting assigned work independently, are considered engaged. All classes will have attendance posted to indicate students were “present” to reflect participation. Our teachers will work with families and students to ensure that instruction is delivered and students are engaged in coursework no matter the method of delivery.

## Child Care

In an effort to support Austin ISD staff and families, child care for infants, toddlers, and school age children will be available at many Austin ISD campuses. Most programs will resume when school begins. Financial assistance will be available for families in need. For more information, visit the AISD Covid-19 [child care website](#).

Additionally, Extend-A-Care YMCA will provide child care at many Austin ISD campuses for families. For more information, please visit the [Extend-A-Care YMCA website](#) or call 512-236-9622. Most programs will resume when school starts, and financial assistance is available for families in need.

## Community Learning Spaces



We recognize that during remote learning, many of our families will depend on caring adults to provide supervision and academic support to their student(s) while working.

Austin ISD defines a Community Learning Space as a place in the community where a student’s legal guardian takes the student to receive in-person supervision and access to digital resources and other learning supports.

Community Learning Spaces are facilitated by community organizations, groups of parents/guardians, faith-based organizations, or public entities that provide in-person support to students during times of remote off-campus instruction. You may hear the term “learning pod” to refer to a similar concept; however, we prefer Community Learning Space because it represents the broad spectrum of ways our community has stepped up to support our students during the COVID-19 pandemic.

**Community Learning Spaces are not monitored, managed or sponsored by Austin ISD staff.**

You can find a list of Community Learning Spaces that the district has been made aware of to be used as a resource at [www.austinisd.org/caregivers](http://www.austinisd.org/caregivers). This is not to be considered an



exclusive list. Unless otherwise noted, these programs are not Austin ISD run, sponsored or endorsed programs.

## Afterschool Learning Opportunities



Austin ISD knows the value of high-quality after-school learning opportunities. After-school programs provide students with safe, enriching, and structured learning environments. To support Austin families a variety of after-school programs will be available when school begins.

For more information on the various after-school offerings and enrollment requirements, visit the following website:

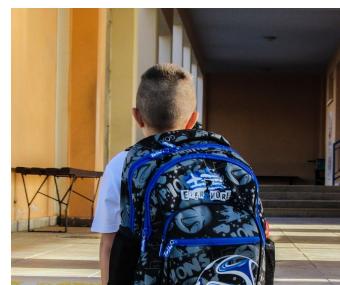
- [ACE–Austin](#)
- [Boys and Girls Club of the Austin Area](#)
- [Prime Time](#)
- [Third Base](#)
- [VICTORY Tutorial program](#)
- [Twilight Evening School Program](#)

## Physical Environment - Safety Protocols



Austin ISD is working to ensure we maintain the health, wellness, and safety of the entire school community. Our operations team is working with campus and district leaders to ensure that compliance with social distancing recommendations, PPE, and campus safety is aligned, and we are prepared to respond to local, state and federal orders. Each campus will:

- Train all Austin ISD employees to follow health and safety protocols.
- Ensure all campuses have allotment of PPE and cleaning material on-site each week.
- Provide each classroom with hand sanitizer and disinfectant wipes.
- Provide all campuses with no-touch thermometers.
- Conduct daily health screenings for students, staff, and visitors before entering campus.
- Modify daily cleaning schedules to ensure each space is sanitized and disinfected multiple times a day; and deep cleaning of campuses once a week.
- Install plexiglass in the front offices of all campuses and provide dividers between students during breakfast and lunch service.
- Discontinue on-campus events until further notice.
- Disable all water fountains at all Austin ISD campuses and facilities until further notice.
- Install large air scrubbers to promote air circulation in large corridors
- Install small HEPA air filters in campus administrative



spaces and health rooms

- Replace filters in all HVAC systems across all schools

## **Arrival and Dismissal Procedures**

Please check campus websites or call the campus office for specific information about how the campus will be addressing arrival and dismissal of students.

A few general guidelines include:

- Possible staggered start and end times
- Health screenings for all students and staff before entering the building
- Implementation of social distancing practices

## **Transitions**

Transition between classes will vary among levels (elementary, middle, and high school) and by campus. Size of campus and number of students will determine the number of transitions students experience. Campus plans should be reviewed together by families so that everyone understands what it will look like when moving around the campus. Protocols for transitions could include the following:

- Use of markers in the hallways to ensure social distancing
- Adherence to one-way traffic on each side of the hallway
- Expecting students to keep their hands to themselves and to not touch other people, walls, floor, etc.

## **Outdoor Spaces**

The use of outdoor learning environments is encouraged to support social distancing recommendations, reduce COVID-19 transmission risk, enhance academic outcomes, provide hands-on learning opportunities, and improve mental health/stress management. For every age group from PreK to secondary, health authority guidance recommends that schools utilize outdoor spaces when possible as a high priority strategy for returning students to schools with social distancing measures in place. In addition, the use of outdoor seating areas with social distancing for any small-group activities such as lunches, breaks, and meetings is encouraged. Whenever possible, teachers are encouraged to use outdoor learning spaces.

## **Protocols for Cleaning and Disinfecting**

Austin ISD will implement and follow robust cleaning procedures:

- Clean high touch surfaces multiple times a day to include door knobs, push bars, front office countertops, desk tops, classroom student desk, tables, sink areas, countertops, cafeteria tables, hand washing areas, restrooms, shower locker areas, gym matting, weight rooms, stairway rails, bleacher rails, drinking fountains, computer keyboards, library countertops, book return areas, tables and all other touch points

- Clean the entire campus daily
- Deep clean entire campus weekly
- Provide disinfection stations to be located at campus entry points
- Wipe down of all areas before and after use
- Disinfect commonly used surfaces and areas frequently
- Install signage communicating effective sanitation measures
- Educate staff on proper hygiene and cleaning procedures

## **Health and Safety Protocols**

Austin ISD continues to focus on the health and safety of our school community. We are designing health and safety protocols to minimize the exposure and spread of COVID-19 to students and staff, such as managing student and staff arrivals at school, maintaining safe social distancing, requiring students and staff to wear face masks, and increasing other healthy habits while in school buildings and other facilities.

### **Social Distancing Measures**



Aligned with [CDC recommendations](#) for social distancing as a strategy for slowing the spread of the COVID-19 virus, Austin ISD will implement social distancing measures at all schools and district facilities. Austin ISD intends to follow CDC recommendations regarding social distancing. The CDC considerations for schools states, “Space seating/desks at least 6 feet apart when feasible.” Per CDC guidance, our goal is 6 feet social distance whenever feasible. Social distancing measures implemented at each campus will be dependent on the number of students that return for on-campus learning and the size of the classroom(s).

We understand that this paints a different picture of school than we are accustomed to, however we know that social distancing measures will help to keep our students and staff safe while at school and work. The following social distancing measures will be implemented:

- Provide all schools with a graphics package to indicate 6 feet distancing
- Place visual reminders in classrooms and throughout common areas to maintain 6 feet social distancing wherever possible
- Place markers at all entrances to ensure social distancing is maintained
- Space-seating/desks at least 6 feet apart when feasible
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart

### **Visitors on Campus**

Visitors to campus will be limited to visits required for essential operational or instructional business. Essential operational business includes, and is not limited to, services required to ensure the smooth continuation of campus operations such as food services and servicing



mechanical systems. Essential instructional business includes, and is not limited to, services from providers to meet the identified goals of a student's IEP.

Virtual meetings will be used whenever possible in order to limit campus visitors. Additionally, campuses will provide curbside services to allow for drop-off and pick-up of materials or supplies needed by students. When visitors do come into a school building, specific guidelines will be followed:

- All visitors will be required to wear a face mask aligned with the specifications provided in the face masks section (page 22) of this document
- All visitors will be required to screen for COVID-19 as described in the screening section (page 21) of this document
- If visitors have COVID-19 symptoms, or are lab-confirmed with COVID-19, they must remain off campus until they meet the criteria for returning to a school building or other district facility as described (page 25) in this document
- Parents/guardians are encouraged to take advantage of the curbside services available at schools; except for business deemed essential by the campus administration, parent/guardian visits will be limited; lunch visits, dropping off of student supplies, materials, and personal items, and observing in a classroom are not considered essential visits at this time
- After passing the screening and upon entering a school building, visitors must stop at the front office and stand behind the plexiglass shield when speaking with the office staff
- Volunteers are not allowed to visit campuses at this time, including mentors, guest speakers, parents/guardians, and others
- Central office staff should limit their school visits to one school per day and are discouraged from visiting classrooms
- Approved partners and providers that provide direct student services or a specified district function must limit their school visits to one school per day

## Screenings



All staff, students, and visitors will be required to screen for COVID-19 symptoms before entering into a campus or other Austin ISD facility each day. Staff, students, and visitors are strongly encouraged to self-screen by using the Austin ISD application available on any smartphone or tablet. The application can be found by searching for "Austin ISD mobile app" in your app store. Staff can also use the COVID-19 screener tile in the Austin ISD cloud at [my.austisd.org](https://my.austisd.org) to perform the self-screening. Self-screening will include staff, students (parents/guardians administering), and visitors taking their own temperature and



answering a series of questions (listed below). Based on the responses to the screening questions, the Austin ISD application will display either a **green ✓** or a **red X**. Upon arriving at the campus or facility, staff, students, and visitors will show their screening results and will be allowed to enter if a **green ✓** is displayed and their temperature taken at the entrance is below 100.0. If a staff member, student, or visitor receives a **red X**, they must stay at home. Parents/guardians will be able to show screening results for their student.

For staff, students, and visitors that are not able to access the screening application, on-site screening will be available and required. In an effort to mitigate the spread of COVID-19, when possible, in-person health screenings for students and visitors will take place while they are in their vehicles.

Staff and secondary students that need to be screened on-site will be screened by having their temperatures taken with a no-touch thermometer reading on the forehead and answering a set of questions. Elementary students that need to be screened on-site will be screened by having their temperatures taken only with a no-touch thermometer reading on the forehead.

Screenings, on-site and self-administered, will include:

- A temperature check (done with an infrared, “no-touch” thermometer on the forehead on site)
- A series of five screening questions:

#### **Screening Questions for Adults (Staff and Visitors)**

- Is your temperature at or above 100.0 degrees Fahrenheit?
- In the past 24 hours, have you had or have you felt like you have had any of the following symptoms that are NOT related to any underlying medical condition:
  - Fever?
  - Chills?
  - Cough (for those with chronic allergic/asthmatic cough, a change in cough from baseline)
  - Shortness of breath or difficulty breathing?
  - Fatigue/have been unusually tired?
  - New loss of taste or smell?
  - Headache (for those with chronic headaches, a change in headaches from baseline)
  - Sore throat?
  - Congestion or runny nose?
  - Nausea or vomiting?
  - Diarrhea?
  - Not feeling well in general?
- In the last 2 weeks (14 days), has anyone in your household tested positive for COVID-19 ?
- In the last 2 weeks (14 days), have you been in close contact (within 6 feet for over 15 minutes) or around anyone else that has tested positive for COVID-19 (with or without a mask)?

- Have you recently gotten tested for COVID-19 and are waiting to receive your test result?

### Screening Questions for Secondary Students

- Is your temperature at or above 100.0 degrees Fahrenheit?
- In the past 24 hours, have you had or have you felt like you have had any of the following symptoms that are NOT related to any underlying medical condition:
  - Fever at or above 100.0 degrees Fahrenheit?
  - Sore throat?
  - **New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
  - Diarrhea, vomiting, or abdominal pain
  - **New** onset of severe headache, especially with a fever
- In the last 2 weeks (14 days), has anyone in your household tested positive for COVID-19?
- In the last 2 weeks (14 days), have you been in close contact (within 6 feet for over 15 minutes) or around anyone else that has tested positive for COVID-19 (with or without a mask)?
- Have you recently gotten tested for COVID-19 and are waiting to receive your test results?

When students and visitors are asked if they have symptoms, they will only be required to provide a “yes” or “no” response to the overall statement and will not be asked for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic, and Austin ISD will adhere to this regulation. If students or visitors fail the on-site screening by answering “yes” to any of the four questions, they will be sent home immediately.

Any students, staff, or visitors that fail the health screening must remain at home until they meet the criteria for returning to work or school as noted in the Criteria for Returning to School or Work After a Confirmed or Suspected Case of COVID-19 section.

Visitors who drive or walk to campus to drop-off or pick-up a student will not be required to screen as long as they do not approach the building.

### Face Masks

Austin ISD is following CDC guidance for schools regarding the use of face masks as described below. CDC recommends all people 2 years of age and older wear a mask in public settings and when around people who don't



live in your household.

- Wearing a face mask that covers the mouth and nose will be required for ALL students, staff, and visitors while on Austin ISD grounds
- Staff conducting health screenings will be required to wear face masks and face shields
- All elementary and secondary (middle and high school) students are required to wear a face mask that fully covers the nose and mouth
- Face masks must cover the nose and mouth and fit snugly against the sides of the face
- As recommended by the CDC, time will be dedicated to teaching and reinforcing the use of face masks

Staff and students are encouraged to bring their own reusable cloth masks/face masks to ensure a comfortable fit. In the event a student forgets to bring their own mask, a face mask will be provided at the school for use by the student for that day. Reusable cloth face masks must be washed daily. Bandanas and face masks with air vents will not be allowed. Austin ISD will provide a face mask to students, staff, service providers, and approved visitors who arrive at a school or other facility without one. Face shields may not be worn in place of a face mask, but can be worn in addition to a mask. Accommodations to the required use of face masks will be made on a case-by-case basis for students and staff.

### **Ensuring Consistent Use of Face Masks**

The CDC recommends wearing a mask to help protect people around you, including those at higher risk of severe illness from COVID-19 and workers who frequently come into close contact with other people. We know that masks are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings and we also know that everyone who is a part of the Austin ISD family is committed to safeguarding the health and safety of our entire community.

Responding to resistance to safety protocols such as wearing of face masks will be handled on an individual basis to include, but not limited to:

- Ongoing training on the health benefits of wearing a mask and how to properly wear a mask
- Notification and contact of parent/guardian
- Discussion with school nurse on safety
- Use of disposable mask if reusable one is forgotten
- Reminding students, families, and staff that this is a health issue; we are asking everyone to wear a mask to keep our community safe

Austin Public Health and the CDC recommend that students and staff are aware of the correct use of cloth face masks, including wearing cloth face masks over the nose and mouth and securely around the face. Austin ISD will ensure that students, teachers, and staff are aware

that they should:

- Wash or sanitize their hands (using a hand sanitizer that contains at least 60% alcohol) before putting on a cloth face mask
- Not touch their cloth face masks while wearing them and, if they do, they should wash their hands before and after with soap and water or sanitize hands (using a hand sanitizer that contains at least 60% alcohol)
- Not wear cloth face masks if they are wet; a wet cloth face mask may make it difficult to breathe
- Never share or swap cloth face masks
- Encourage students' cloth face masks to be clearly identified with their names or initials to avoid confusion or swapping (Students' face masks may also be labeled to indicate top/bottom and front/back)
- Wash cloth face masks after every day of use and/or before being used again

### Washing Hands and Use of Hand Sanitizer

Keeping our hands clean is one of the simplest and most important ways we can prevent the spread of COVID-19 and other infectious diseases. The [CDC](https://www.cdc.gov) recommends that everyone wash their hands frequently throughout the day. All Austin ISD campuses and facilities will:

- Promote frequent 20-second hand washing practices among students and staff
- Ensure that all students and staff wash their hands
  - before and after meal service
  - after handling his/her face mask
  - after blowing his/her nose, coughing, or sneezing
  - after touching a door handle
  - after using the restroom
  - after touching objects with bare hands that have been handled by other individuals
  - when hands are visibly soiled
  - between activities
- Have hand sanitizer available at campus entrances, in classrooms, in the office area, and in common areas throughout the campus



When soap and water is not available, students and staff will use hand sanitizer that contains at least 60% alcohol.

### Additional Health and Safety Protocols

- Student-friendly graphics with reminders will be displayed throughout the school for:

- Noticing symptoms
- Maintaining social distance
- Frequent and thorough hand-washing
- Soft furnishings, soft toys, and other items that are hard to disinfect will be removed from classrooms
- Classroom furniture will be arranged to ensure social distancing between student desks and between teacher and students' desks

## **Responding to a Suspected or Confirmed Case of COVID-19**

Austin ISD is committed to putting health and safety protocols in place that will prevent the occurrence and/or spread of COVID-19. However, we must be prepared to quickly and effectively respond to a lab-confirmed or suspected case of COVID-19 at a school or other Austin ISD facility.

### **Responding to a Possible COVID-19 Case at a School**

- Any students who show symptoms, while at school, will immediately be sent to the campus health room to be evaluated by health room staff. If it is determined that the symptoms could possibly be associated with COVID-19, the students will then be separated in an identified isolation space from others until they are picked up or are able to return home. Any staff who shows COVID-19 symptoms, while at school/work, will immediately be separated in an identified isolation space from others, until they are picked up or are able to return home.
- All areas used by the student or staff who show COVID-19 symptoms while at school will be thoroughly cleaned and disinfected as soon as is feasible.
- Students and staff who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.

### **Responding to a Lab-Confirmed Case at a School**



In accordance with federal, state, and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act and Family Educational Rights and Privacy Act, if an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department. If an individual that is lab-confirmed positive has been in an area within the last 24 hours, the school may close off areas or the entire school, if all areas have been exposed, until the non-porous surfaces in those areas are thoroughly sanitized and disinfected.

Consistent with school notification requirements for other communicable diseases and consistent with legal confidentiality requirements, Austin ISD will notify all teachers, staff, and families of all students in a school that are learning/working in-person if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in any on

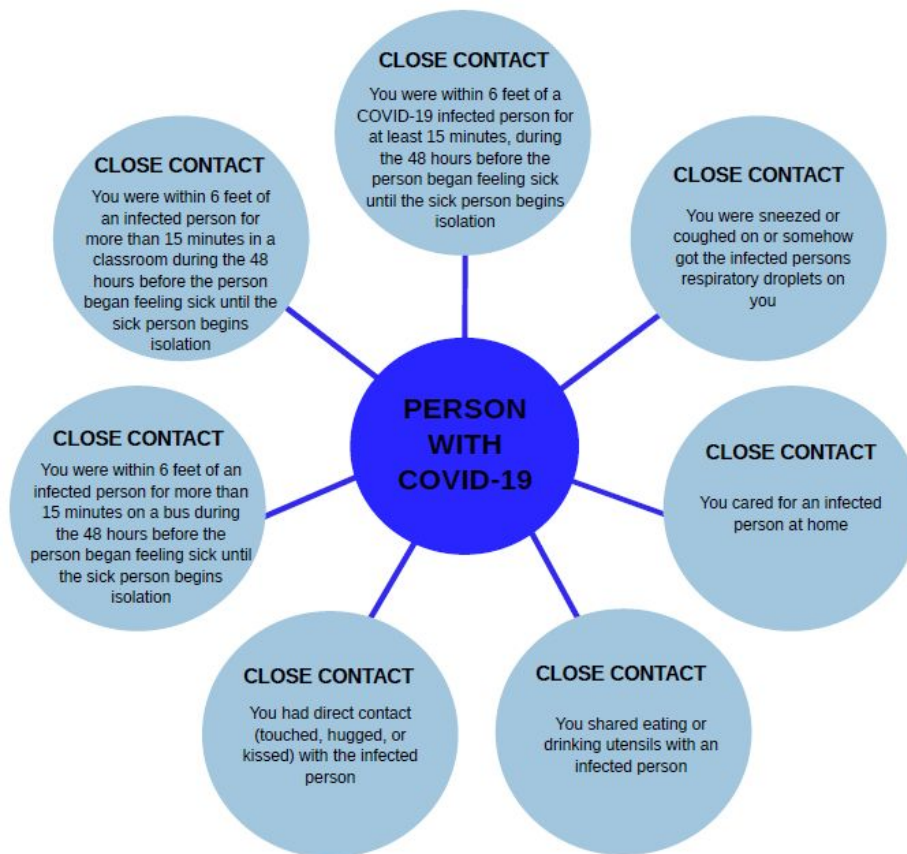
campus activities. Those students and staff that have had close contact or primary exposure (see diagram below) with the affected school member up to 48 hours prior to the affected school member showing COVID-19 symptoms, before entering isolation (or up to 48 hours prior to the affected school member testing positive for COVID-19 before entering isolation, even if they are not showing any COVID-19-related symptoms), will need to quarantine for 14 days. This includes students and staff who have been a part of the affected school member's:

- Classroom
- Bus route
- Extracurricular activities
- Household members of the affected school member that attend school/work at AISD

All students who are quarantined will transition to remote learning for the duration of the quarantine period. If quarantined students/staff have no symptoms arise during the 14-day quarantine period, they can return at the end of the 14-day period. If quarantined students/staff have symptoms arise during the 14-day quarantine period or they receive a positive COVID-19 test result, they will need to meet the CDC criteria listed below for those that are confirmed positive before returning to school. If individuals test negative in the 14-day quarantine period, they will still be expected to quarantine for the full 14 days, since it could take 2-14 days before symptoms present.



## Close Contact (Primary Exposure)



(Based on information from Austin Public Health Interim Guidance)

## Criteria for Returning to School or Work After a Confirmed or Suspected Case of COVID-19





Any individual who is either lab-confirmed to have COVID-19 or experiencing the symptoms that could be COVID-19 (listed above) must stay home (isolate) throughout the infection period (whether symptomatic or asymptomatic), and cannot return to school or work until meeting the symptom-based criteria for returning. Students will need to provide documentation to and be cleared by the campus health room staff (registered nurse and/or clinical assistant) before returning, and staff will need to provide documentation to and be cleared by Human Resources.

## Understanding the Difference Between Isolation and Quarantine



Isolation and quarantine help protect the public by preventing exposure to people who are or may have a contagious disease.

ISOLATION	QUARANTINE
Isolation separates sick people with a	Quarantine separates and restricts the

<p>contagious disease from people who are not sick. Isolation keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.</p> 	<p>movement of people who were exposed to a contagious disease to see if they become sick. It keeps someone who was in close contact with someone who has COVID-19 away from others.</p> 
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Symptom-Based Criteria (must meet all three criteria to return):

1. At least 1 day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications); **AND**
2. The individual has improvement in symptoms (e.g., cough, shortness of breath); **AND**
3. At least 10 days have passed since symptoms first appeared

Additionally, any individual who is lab-confirmed to have COVID-19, but is asymptomatic (has not experienced any symptoms), may return to school or work after:

1. 10 days have passed since receiving a positive COVID-19 test result

Any individual wanting to access COVID-19 testing sites can find them on the [approved COVID-19 testing locations](#).

## Transportation



Austin ISD's transportation scheduling team will collaborate with campuses to determine family transportation needs and coordinate bus routes based on route capacity and needed accommodations. Safety remains at the forefront of this effort. Bus procedures will:

- Follow local health authority, state, and CDC guidance and recommendations
- Adhere to Austin ISD's Protocol/Precautions for COVID-19
- Include temperature screenings for all students prior to boarding the school bus
- Require all students to wear a face mask, Austin ISD protocols outlined in this document
- Seating on buses will be one student per seat when feasible
- Seat behind the driver will be closed
- Students will be seated by the window when possible
- Provide hand sanitizer stations on buses
- Implement procedures for health check of employees
- Require that bus teams always wear a face mask while operating a school bus
- Load the students starting at the rear of the bus, and unload starting from the front of the bus

- Allow only eligible students to ride their assigned buses due to capacity. (The siblings of students receiving special education services may not ride until further notice.)
- Keep windows open at all times or as much as possible
- Encourage families to drop students off, carpool, or walk with their students to school to reduce possible virus exposure on buses, per Texas Education Agency and District recommendation
- Encourage parents/guardians to accompany their child(ren) to the bus stops in case of a failed temperature screening
- Include plans for alternative transportation for students with an elevated temperature who are not accompanied by the parent/guardian
- Thoroughly clean buses after each bus trip, focusing on high touch surfaces such as bus seats, steering wheels, knobs, and door handles; during cleaning, windows will be opened to allow for additional ventilation and air flow



To keep all bus riders and drivers safe, students who become sick or do not pass the health check screening at a school, will not be transported home on school buses. Parents/guardians will be responsible for transporting these students home.

## Meal Service



In line with the CDC and TEA recommendations to ensure safety for students and staff, breakfast and lunch will be offered in the classroom or in the cafeteria at all Austin ISD schools for the 2020-21 school year. Protocols for safe and sanitary meal service will be put in place at all schools. These protocols include:

- Require food service staff to have their temperature checked and go through a health screening each day
- Require food services staff to wear face masks and gloves during all food preparation and service
- Ensure teachers and staff assisting with meal distribution in the classroom or cafeteria wear facial masks and gloves



- Deliver breakfast and pre-packed lunches in coolers outside of the classroom to avoid additional staff entering the classroom space for campuses requesting breakfast and lunch in the classroom
- Implement hand washing with soap and water for 20 seconds by students and staff before and after meal service (hand sanitizer may be used when soap and water is not available)
- Sanitize the food serving table prior to, during, and after each meal service
- Maintain 6-ft social distance between staff and students during meal service whenever feasible
- Provide desk shields for student use while eating without mask on
- Allow classes to eat outdoors when facilities and weather permit
- Do not allow sharing of desks/tables or food
- Do not allow saving of perishable food items for consumption at a later time

Campuses have the opportunity to choose to have breakfast and lunch in the classroom or the cafeteria. Whether dining in the classroom or in the cafeteria, all students have been provided with individual dividers for use during meal time in the classroom or cafeteria. Dividers will be assigned to individual students so that they each use their divider each day. As always, we will plan for the appropriate social distancing between students in the cafeteria and throughout the campus.

All Austin ISD students participating in remote off-campus or on-campus learning will receive free school meals through December 18, 2020. The district will continue to provide free meals for any child under 19, or those over the age of 19 who are utilizing special education resources or currently enrolled in school to complete the requirements for a high school diploma. Austin ISD will continue to run [curbside service](#) at some locations for students who remain 100% remote, if needed.

## **Social-Emotional Learning and Counseling Support for Students and Families during Remote Learning**

### **Social and Emotional Learning**

While we are in a remote off-campus setting, it's important to stay socially connected! Now, more than ever, adults and students alike need to lean on our social and emotional skills to manage disruptions and stress and continue to relate to and support one another. Supporting teachers, students, and families in building and using those skills to ensure equity in learning for all students is the goal of the SEL Department.

The Social and Emotional Learning (SEL) Team is engaging in



Safe, inclusive, culturally responsive,  
academically engaging, and  
equitable learning environments

proactive processes and services to support campuses in opening the new school year. These include:

- Providing support to campus SEL Coordinated Leadership Teams with implementation specific to reopening and throughout the year using CASEL's "[Reunite, Renew, and Thrive: SEL Roadmap for Reopening School](#)"
- Collaborating with the AISD Academics team and cooperating teachers to integrate SEL into all lessons and provide reopening activities to build community for all PreK-12th grade teachers to engage with their students.

Students and their families who are navigating new ways of learning inevitably have many questions about how best to prepare for the changes. There are many resources to aid in creating space for learning in the home, understanding how Blended learning works, how to add enrichment to teacher-planned social and emotional learning activities, and how to manage the stressors that accompany change of any kind. These resources include:

- [Seven Ways to Prepare for Virtual Learning](#)
- [Blend Parent Tour](#)
- [SEL Enrichment Activities](#) / [Actividades de enriquecimiento de SEL](#)
- Managing stress (for caregivers and students)
  - [Mindfulness Practices](#) / [Principios de conciencia plena](#)
  - [Greater Good's Guide to Well-Being During Coronavirus](#)
- [CDC's Website on Managing Stress and Anxiety](#)

There are many more resources for families and educators on the [SEL At-Home](#) website. We encourage families to look for children's literature related to SEL as well as helpful parenting/guardian practices on this website.

## **Social and Emotional Learning During the School Day**

Social and Emotional Learning is built into the academic curriculum in the form of the [3 Signature SEL Practices](#) which include:

- A Welcoming Ritual (or greeting)
- Engagement Strategies and / or Brain Breaks
- Optimistic Closing

Additionally, Morning Meeting Circles are a part of classroom instruction from PreK-5th grade. This is a time to check in with students, assess their emotional well-being, and build community with their classmates and their teachers.

At the 6-12th grade levels, teacher-created activities of various types (circles, small group breakouts, etc.) will be embedded into a portion of the school day, again, to check in with

students, assess their emotional well-being, and build community with their classmates and their teachers.

### Professional School Counseling

Austin ISD's 230 Professional School Counselors are committed to creating safe, supportive, inclusive learning environments through the implementation of a Comprehensive School Counseling Program. Every school has one or more professional school counselors that offer a range of support services.

The following are available for ALL students and families at every campus:

- **“Check-ins”:** During Fall 2020, every AISD student will have access to a professional school counselor. Counselors support student needs, remove obstacles to learning, and connect students with resources
- **Counseling and SEL-Aligned Lessons and Resources:** For example, some common topics include Coping Skills, Welcoming and Belonging, Tools for Academic Success, and Blended Learning support for scheduling/structure
- **Family/Caregiver Communication:** For example, coffee meetings, back to school night presentations, grade level meetings, book studies, consultation with PTA
- **Support for Inclusive School Environments** through school wide activities and events such as “No Place for Hate”, and community building circles and activities
- **Teaching and Modeling of Trauma-Informed Practices** including Trust Based Relational Intervention (TBRI) and Neurosequential Model of the Brain for Educators

Some students need additional support, such as those listed below. If you would like to know more about the services offered at your school, please contact the school counselor.

- **Small Group** counseling and/or “lunch bunch” to build social skills (virtually or in person)
- **Regular Check-Ins with Students** for counseling support on academic, college/career, or social emotional issues
- **Referral to Special Programs** such as Communities in Schools, CARY, Mentors, Peer Support Leaders, School Based Service Providers, etc
- **Family/Caregiver Meetings**, consultations, and group sessions
- **Basic Needs Support** and connection to AISD's Licensed Mental Health Professionals, Social Workers, and Parent Support Specialists
- **Collaboration with Campus Child Study Team** to support social emotional and academic success
- **Supporting Blended Learning**, helping families create structure/schedule for virtual learning
- **Trust Based Relational Intervention (TBRI)** - trauma informed practices integrated into lessons and support



Counselors also support students with intensive and critical needs and collaborate with community service providers. Some of these services include:

- Short-term individual counseling with Professional School Counselor
- Referrals and Collaboration with [AISD's School-Based Mental Health Centers](#)
- Referrals for local mental health and crisis support services: See Parent/Guardian Guide for list of resources ([Spanish/English](#))
- Crisis Response and Grief Support

Professional School Counselors also provide professional learning and training sessions for teachers and school staff on trauma-informed practices, brain development, Trust Based Relational Intervention, self-care, etc.

## **Teacher and Employee Support**

### **Professional Learning**

In August, teachers received a professional learning “playlist” that outlined the key learning goals, requirements and choice learning opportunities in four professional learning priorities. Two days of professional learning were provided by the district for staff to reflect, self-assess and continue their journey toward key competencies in these four professional learning priority areas. Additional days prior to students returning will provide teachers the opportunity to work with their campus communities and learn about campus-specific procedures, protocols and priorities. Days will also include dedicated planning and preparation time for the return of students.

In preparation for reopening, Austin ISD structured all professional learning into four main priorities:

- Welcome Back and Health/Safety Orientation
- Whole-child, Trauma-informed, Social and Emotional Learning, Culturally Proficient and Inclusive Practices
- Learning Standards to Guide the Student Experience and Communicate Progress Toward Mastery
- High-Quality Online Experiences, Interaction and Feedback

Early September also saw the launch of district-wide Professional Learning Communities (PLCs) for teachers. During these grade/subject-specific PLC opportunities, teachers from across Austin ISD are invited to collaborate around the creation and customization of their new BLEND courses. These PLCs will continue to provide a support and learning structure over the course of the year.

## **Communication and Engagement**

Sustaining open communication with the Austin ISD community is one of our guiding principles,



and hearing from multiple viewpoints has been a priority throughout this process. Beginning last spring, parents/guardians, staff, and community members participated in our Advisory Group reviewing our plans and providing feedback. Community members included doctors, nurses, and Austin ISD partners. We also held numerous Conversation Circles and Info Sessions with students, families, and staff to hear directly from our community. These engagement opportunities were offered in multiple languages in an effort to reach all members of our community.

## Intention Surveys

Multiple surveys have been sent to students, families, and staff to better understand their intentions regarding returning to work or school in-person throughout the evolution of COVID-19. The most recent survey was issued Sept. 10 to gauge families' intentions to continue with remote off-campus learning or to be phased into on-campus learning, beginning Oct. 5 if health conditions allow. We recognize as we learn more about COVID-19 and as our guidelines from local, state and federal agencies change, so may your plans for the 2020-21 school year.

## AISD Mobile App

Austin ISD has a new mobile app that allows community members to stay connected. The AISD mobile application will allow all AISD community members to stay current by receiving notifications from the district and campuses for which they wish to subscribe. The mobile app also allows users to perform a digital COVID-19 self-screening before coming into contact with others or before leaving home for work or school. Lastly, the app allows for quick access to the district calendar.



Locate the free, Austin ISD Mobile App, in the digital store for your mobile device by searching for Austin ISD. Simply choose the option to download to install and begin using this new engagement tool offered by Austin ISD.

## Additional Ways to Stay Connected

Our [Let's Talk](#) platform continues to be available to receive your questions and feedback. Families can also send a Let's Talk! Text to (512) 886-6434 or call the Family Support line at (512) 414-9187. Support is available Monday - Thursday from 7 a.m. - 6 p.m. Additionally, we are sending out [weekly Open for Learning newsletters](#) to keep our community informed about our plans. We are updating our social media pages daily with information and videos to help break down our reopening plans for families. Finally, we have completely revised our COVID-19 page and rebranded it as [Open for Learning](#).

Again, thank you for your participation and flexibility during our COVID-19 environment. As the virus and guidelines change, we will adjust to keep our community safe. For the most updated information, please refer to our [Open for Learning](#) webpage.

## Acknowledgements

Preparing for the start of the 2020-21 school year and our eventual return to schools has been, and will continue to be, a collaborative community effort. Austin ISD is grateful to everyone who has contributed their voice to the process.

The members of the Austin ISD Open for Learning Task Force have worked diligently this spring and summer to ensure that we are taking every precaution to have a safe school year. Austin ISD thanks each person who has been a part of developing this plan and will continue to adjust the plan as local, state, and federal guidance is received and health conditions evolve.



# The Austin Independent School District

## Open for Learning Plans for the 2020–21 School Year

### Addendum A - Sample Schedules

### Sample Schedules for Remote Learning

Being mindful of the guidance from the Texas Education Agency ([TEA](#)), Austin ISD has developed draft sample schedules for elementary, middle, and high school for remote instruction. These schedules are being provided as general samples. They will be adjusted as needed by campuses.

Helpful Definitions	
<b>Synchronous Instruction</b>	<p>Synchronous instruction requires students and teacher to be present at the same time online.</p> <p>Examples</p> <ul style="list-style-type: none"><li>• Live interactive classes with students and teachers participating in real time</li><li>• Teacher-supported work time on video conference calls</li><li>• Scheduled and online tests</li></ul>
<b>Asynchronous Instruction</b>	<p>Asynchronous instruction does not require students and teacher to be present online at the same time</p> <p>Examples</p> <ul style="list-style-type: none"><li>• Self-guided online courses with intermittent teacher instruction</li><li>• Pre-assigned work with formative assessments on paper or in learning system such as BLEND (Seesaw will be available as a resource for PreK–2 grades)</li><li>• Pre-recorded videos of instruction</li></ul>

### Sample PreK Daily Schedule for 100% Remote Off-Campus School Day

- Asynchronous lessons will reflect the integrated content areas and support oral language development and emergent literacy and math skills.

Synchronous		Asynchronous
Time	Instructional Activity	
20 minutes	<b>Opening Morning Meeting with Class</b> (pledge, songs with movement, read aloud or discussion-based unit of study, review learning targets)	
30 minutes	Brain Breaks & Transitions (Will be split into 10-minute breaks and scheduled when needed.)	
20 minutes	<b>Small Group 1</b>	
20 minutes	Groups 2, 3 & 4 work on instructional menu	
20 minutes	<b>Small Group 2</b>	
20 minutes	Groups 1, 3 & 4 work on instructional menu	
30 minutes	<b>Recess</b>	
20 minutes	<b>Small Group 3</b>	
20 minutes	Groups 1, 2 & 4 work on instructional menu	
20 minutes	<b>Small Group 4</b>	
20 minutes	Groups 1, 2 & 3 work asynchronously on instructional menu	
30 minutes	<b>Lunch</b>	
20 minutes	<b>Workout for Wellness</b>	
70 minutes	<b>Asynchronous: Intentional Play-Based Center Activities</b> - All students will engage in play-based center activities aligned with overarching themes/units and the Texas PK Guidelines and Skills Domains.	
	<b>Synchronous 1:1 Instruction (as needed)</b> - Teacher provides specific, child-centered, individual instruction at least once per week.	

**Note:** PK will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 60 daily synchronous minutes with no more than 15-20 consecutive minutes

### Sample Kindergarten Daily Schedule for a 100% Remote Off-Campus School Day

Synchronous		Asynchronous
Time	Instructional Activity	
15 minutes	<b>Synchronous Morning Message and SEL Focus of the Week</b>	
15 minutes	<b>Reading</b> Whole Group Lesson	
30 minutes	Brain Breaks & Transition (Will be split into 10-minute breaks and scheduled when needed.)	
20 minutes	<b>Integrated Unit of Study</b>	
20 minutes	<b>Reading or Math</b> Small Group 1	

<b>30 minutes</b>	Groups 2, 3 & 4 work independently on instructional menu
<b>20 minutes</b>	<b>Reading or Math</b> Small Group 2
<b>30 minutes</b>	Groups 1, 3 & 4 work independently on instructional menu
<b>20 minutes</b>	<b>Reading or Math</b> Small Group 3
<b>30 minutes</b>	Groups 1, 2 & 4 work independently on instructional menu
<b>20 minutes</b>	<b>Reading or Math</b> Small Group 4
<b>30 minutes</b>	Groups 1, 2 & 3 work independently on instructional menu
<b>30 minutes</b>	<b>Lunch</b>
<b>30 minutes</b>	<b>Recess</b>
<b>30 minutes</b>	<b>Special Areas (Music, Art, Physical Education)</b>
<b>20 minutes</b>	<b>Math</b> Whole-Group Lesson
<b>30 minutes</b>	Independent work on instructional menu
<b>Note:</b> K will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of <b>60</b> daily synchronous minutes	

Sample 1st-2nd Grade Daily Schedule for a 100% Remote Off-Campus School Day	
Synchronous	Asynchronous
Time	Instructional Activity
15 minutes	Synchronous Morning Message and SEL Focus of the Week
15 minutes	Reading Whole Group Lesson
30 minutes	Brain Breaks & Transition (Will be split into 10-minute breaks and scheduled when needed.)
20 minutes	Integrated Unit of Study Language Arts, Social Studies, Science, Math
20 minutes	Reading or Math Small Group 1
30 minutes	Groups 2, 3 & 4 work independently on instructional menu
20 minutes	Reading or Math Small Group 2
30 minutes	Groups 1, 3 & 4 work independently on instructional menu
20 minutes	Reading or Math Small Group 3
30 minutes	Groups 1, 2 & 4 work independently on instructional menu
20 minutes	Reading or Math Small Group 4
30 minutes	Groups 1, 2 & 3 work independently on instructional menu
30 minutes	Lunch
30 minutes	Recess
30 minutes	Special Areas (Music, Art, Physical Education)
20 minutes	Math Whole-Group Lesson
30 minutes	Independent work on instructional menu

**Note:** 1st and 2nd grade will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of **90** daily synchronous minutes

Synchronous		Asynchronous
Time	Instructional Activity	
20 minutes	Synchronous Morning Message and SEL Focus of the Week	
30 minutes	Language Arts/Social Studies - Whole-Group Lesson	

30 minutes	Language Arts - Independent Practice
30 minutes	Social Studies
45 minutes	Special Areas (Music, Art, Physical Education)
30 minutes	Math - Whole-Group Lesson
30 minutes	Math - Independent Practice
15 minutes	Science - Whole-Group Lesson
30 minutes	Science - Lab and Independent Practice
10 minutes	Brain Break & Transition (Will be scheduled when needed in the campus-specific daily schedule.)
30 minutes	Lunch
90 minutes	Intervention/Small Group Instruction
30 minutes	Flexible Independent Practice - Reading, Math, Science
<b>Note:</b> 3rd-5th grades will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 90 daily synchronous minutes; 6th grade will be taught with a minimum of 120 synchronous minutes	

Sample DUAL LANGUAGE PreK/Kindergarten Daily Schedule for a 100% Remote Off-Campus School Day		
	Synchronous	Asynchronous
Time	Instructional Activity	
15 minutes	Morning Message and SEL Focus of the Week (pledge, songs with movement, review learning targets)	
15 minutes	Oracy Building Whole Group Lesson	
30 minutes	Brain Breaks & Transitions (Will be split into 10-minute breaks and scheduled when needed.)	
20 minutes	Integrated Unit of Study Spanish Language Arts &, Social Studies	
20 minutes	Reading or Math Small Group 1	
30 minutes	Groups 2, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 2	
30 minutes	Groups 1, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 3	
30 minutes	Groups 1, 2 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 4	
30 minutes	Groups 1, 2 & 3 work independently on instructional menu	
30 minutes	Lunch	
30 minutes	Recess	
30 minutes	Special Areas (Music, Art, Physical Education)	
20 minutes	Math Whole-Group Lesson	Math Whole-Group Lesson
15 minutes	English Language Arts Whole-Group Lesson	English Language Arts Whole-Group Lesson
15 minutes	Math and English Language Arts Independent work on instructional menu	
KEY	• Spanish Language of Instruction	• English Language of Instruction
<b>Note:</b> PreK and K will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 60 daily synchronous minutes; PreK will have no more than 15-20 consecutive synchronous minutes		

Sample DUAL LANGUAGE 1st-Grade Daily Schedule for a 100% Remote Off-Campus School Day		
	Synchronous	Asynchronous
Time	Instructional Activity	
15 minutes	Synchronous Morning Message and SEL Focus of the Week (pledge, songs with movement, review learning targets)	
15 minutes	Oracy Building Whole-Group Lesson	
30 minutes	Brain Breaks & Transitions (Will be split into 10-minute breaks and scheduled when needed.)	
20 minutes	Integrated Unit of Study Spanish Language Arts &, Social Studies	
20 minutes	Reading or Math Small Group 1	

30 minutes	Groups 2, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 2	
30 minutes	Groups 1, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 3	
30 minutes	Groups 1, 2 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 4	
30 minutes	Groups 1, 2 & 3 work independently on instructional menu	
30 minutes	Lunch	
30 minutes	Recess	
30 minutes	Special Areas (Music, Art, Physical Education)	
20 minutes	Math Whole-Group Lesson	
15 minutes	English Language Arts Whole-Group Lesson	
15 minutes	Math and ELA Independent work on instructional menu	
KEY	• Spanish Language of Instruction	• English Language of Instruction

**Note:** 1st grade will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 90 daily synchronous minutes

Sample DUAL LANGUAGE 2nd-Grade Daily Schedule for a 100% Remote Off-Campus School Day		
Synchronous		Asynchronous
Time	Instructional Activity	
15 minutes	Synchronous Morning Message and SEL Focus of the Week (pledge, songs with movement, review learning targets)	
15 minutes	Oracy Building Whole-Group Lesson	
30 minutes	Brain Breaks & Transitions (Will be split into 10-minute breaks and scheduled when needed.)	
20 minutes	Integrated Unit of Study Spanish Language Arts &, Social Studies	
20 minutes	Reading or Math Small Group 1	
30 minutes	Groups 2, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 2	
30 minutes	Groups 1, 3 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 3	
30 minutes	Groups 1, 2 & 4 work independently on instructional menu	
20 minutes	Reading or Math Small Group 4	
30 minutes	Groups 1, 2 & 3 work independently on instructional menu	
30 minutes	Lunch	
30 minutes	Recess	
30 minutes	Special Areas (Music, Art, Physical Education)	
20 minutes	Math Whole-Group Lesson	
15 minutes	ELA Whole-Group Lesson	
15 minutes	Math and ELA Independent work on instructional menu	
KEY	• Spanish Language of Instruction	• English Language of Instruction

**Note:** 2nd grade will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 90 daily synchronous minutes

Sample DUAL LANGUAGE 3rd- through 5th-Grade Daily Schedule for a 100% Remote Off-Campus School Day		
Synchronous		Asynchronous
Time	Instructional Activity	
20 minutes	Synchronous Morning Message and SEL Focus of the Week	
30 minutes	Spanish Language Arts / Social Studies Whole-Group Lesson	
30 minutes	Spanish Language Arts / Social Studies Independent Practice	



**Note:** 3rd-5th grades will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of 90 daily synchronous minutes; 6th grade will be taught with a minimum of 120 synchronous minutes

**Note: 180-240 minutes a day will be synchronous instruction; times will vary from campus to campus**

## The Austin Independent School District

### Open for Learning Plan for the 2020–21 School Year

#### Addendum B - Glossary

<b>Asynchronous Learning</b>	A learning experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices, or over the phone.
<b>Community Learning Spaces</b>	Spaces facilitated by community organizations, groups of parents/guardians, faith-based organizations, or public entities that provide in-person support to students during times of remote off-campus instruction.
<b>Close Contact</b>	Any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.
<b>Hybrid Learning</b>	A combination of on-campus and remote off-campus learning. Students will participate in an intentionally designed mix of on-campus and remote learning. Students will have specific days assigned for when they participate on-campus and when they participate remotely.
<b>Isolation</b>	The separation of sick people with a contagious disease from people who are not sick. Isolation keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in

	their own home.
<b>Learning Groups</b>	A group of students that actively work to complete content lesson objectives within a safe designated learning environment that is monitored by an AISD staff member.
<b>Phase-In</b>	Switching from one way of doing things to another in stages or small steps. Austin ISD's phase-in process during weeks five through eight, was designed to align with the Austin Public Health (APH) Interim Guidance on Reopening for Austin-Travis County Schools and with the district's commitment to the health and safety of all students, staff, and families in mind.
<b>Presumed Positive</b>	When a patient has tested positive by a local public health laboratory, but results are still pending confirmation at a CDC lab.
<b>Professional Learning</b>	Activities that are an integral part of our district's strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards.
<b>Quarantine</b>	Separates and restricts the movement of people who have been exposed to a contagious disease to see if they become sick. It keeps someone who was in close contact with someone who has COVID-19 away from others.
<b>Remote Off-Campus Learning</b>	Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone.
<b>Synchronous</b>	Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone.