



# Donna Independent School District



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**Learn and Lead Safely**  
**2020-2021**

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# Introduction and District Priorities

As a school district, Donna ISD looks forward to welcoming students back to school on September 8, 2020. Despite the challenges with COVID-19, our district will continue to provide excellent education to our students, which will include **in-person, remote and hybrid learning** environments. As the public health crisis continues, we have been planning for the opening of the 2020-2021 school year with a focus on the health, safety and well-being of our staff, students and community.

While Donna ISD is planning for three different instructional environments, our plan follows recommendations for school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. **Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed.** As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The **Donna ISD website** will provide you with the most up-to-date information.

Our planning process has continuously evolved around new information and guidance that we receive from the state. Our Task Force Team and Advisory Groups have planned with the following key priorities and focus areas in mind:

KEY PRIORITIES AND FOCUS AREAS	
	<ul style="list-style-type: none"><li>• District/Campus Operations &amp; Facilities</li><li>• Public Health and Safety</li><li>• Instruction and Technology</li><li>• Maintaining Workforce</li><li>• Parent Choice</li><li>• Equity</li><li>• Innovation</li><li>• Communication</li></ul>



## Feedback & Input: Surveys, Task Force & Advisory Groups

In preparation for effective planning in each key area of work, it was critical to receive feedback from our families and teaching staff regarding their experiences during school closure in the spring and feedback on concerns and needs as we plan for the fall with a lens of continuous improvement.

- Teachers and Staff Survey July 27 through August 3, 2020:
- Family Technology Access Survey - Early August
- Parent Instructional Choice Survey - Early September

**Teacher and Staff Survey** - focused on seeking feedback on instructional barriers and obstacles faced during the closure, student engagement, student instructional support, communication with students, staff and leadership, and overall well-being.

**Family Technology Survey** - focused on seeking feedback on technology, internet access, and obstacles for online learning.

**Parent Instructional Choice Survey** - focused on seeking feedback for instructional choice, student engagement, social emotional well-being, and what are the greatest concerns with returning to school for the 20-21 school year.

## TASK FORCE MEMBERS

District Operations & Facilities	Instruction	Technology	Wellness & Safety	School Operations & Facilities
<ul style="list-style-type: none"> <li>• Velma Rangel</li> <li>• Dr. Maricela Valdez</li> <li>• Ludivina Cansino</li> <li>• Daniel Trevino</li> <li>• Arturo Garza</li> <li>• Diana Quintanilla</li> <li>• David Fuentes</li> </ul>	<ul style="list-style-type: none"> <li>• Rashad Rana</li> <li>• Ruby Rodriguez</li> <li>• Melissa Mendez</li> <li>• Stephanie Powelson-Garza</li> <li>• Diana Villanueva</li> <li>• Eva Torres</li> <li>• Karina Robledo</li> <li>• Stacie Del Angel</li> <li>• Chris Ardis</li> <li>• Danielle Taruwinga</li> <li>• Javier Villanueva</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Hafedh Azaiez</li> <li>• David Chavez</li> <li>• Debra Harris</li> <li>• Emily Anderson</li> <li>• Gregorio Arellano</li> <li>• David Moreno</li> <li>• Maria Hinojosa</li> <li>• Julio Navarro</li> <li>• Yoely Vera</li> <li>• Matt Wilson</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Anthony Sorola</li> <li>• Daniel Walden</li> <li>• Ester Saucedo</li> <li>• Rick Morales</li> <li>• Dr. Erica Villarreal</li> <li>• Erika Flores</li> <li>• Juan Rodriguez</li> <li>• Rose Campos</li> <li>• Linda Romeros</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Debra Aceves</li> <li>• Dr. Nancy Castillo</li> <li>• Dr. Alma Rodriguez</li> <li>• Rebecca Castaneda</li> <li>• Daniel Lopez</li> <li>• Joanna Martinez</li> <li>• Kristin Keith</li> <li>• Emmanuel Sanchez</li> </ul>

## **TEACHER & STAFF INPUT**

Nearly 562 teachers responded via a voluntary online survey to provide feedback on plans for the return of school. In order to effectively capture feedback from teachers and staff, all members were asked to complete a more in-depth survey regarding safety measures and preferences for opening school on August 27, 2020.

# District Academic Calendar



### CALENDAR KEY

- New Teacher Orientation
  - Staff Development
  - Teacher Prep. Days
  - Bad Weather Days
  - Holiday Break
  - Spring Break
- [ ] First/Last Day of Six Weeks  
 ☆ Online STAAR/ ☆☆ Paper STAAR

### SIX WEEKS PERIODS

1st Six Weeks	Sept. 8 - Oct. 9	24 days
2nd Six Weeks	Oct. 12 - Nov. 13	25 days
3rd Six Weeks	Nov. 16 - Dec. 18	20 days
4th Six Weeks	Jan. 4 - Feb. 26	39 days
5th Six Weeks	March 1 - Apr. 30	38 days
6th Six Weeks	May 3 - June 18	34 days

### DHS GRADUATION



TBD

### DNHS GRADUATION

TBD

### HOLIDAYS

Thanksgiving	Nov. 23 - Nov. 27
Winter Break	Dec. 21 - Jan. 1
Holidays	Sep. 7; Apr. 2 & May 31
Spring Break	March 15-19

### DAYS OF INSTRUCTION

Semester 1	69 days
Semester 2	111 days
<b>Total Days</b>	<b>180 days</b>
Minutes	81,000

### BAD WEATHER DAYS

February 8 & April 5

### STAFF DEVELOPMENT

August 27 - 31  
 September 1 - 3

#### August 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

#### September 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

#### October 2020

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### November 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

#### December 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

#### January 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### February 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

#### March 2021

Su	Mo	Tu	We	Th	Fr	Sa
	[1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

#### April 2021

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### May 2021

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

#### June 2021

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

#### July 2021

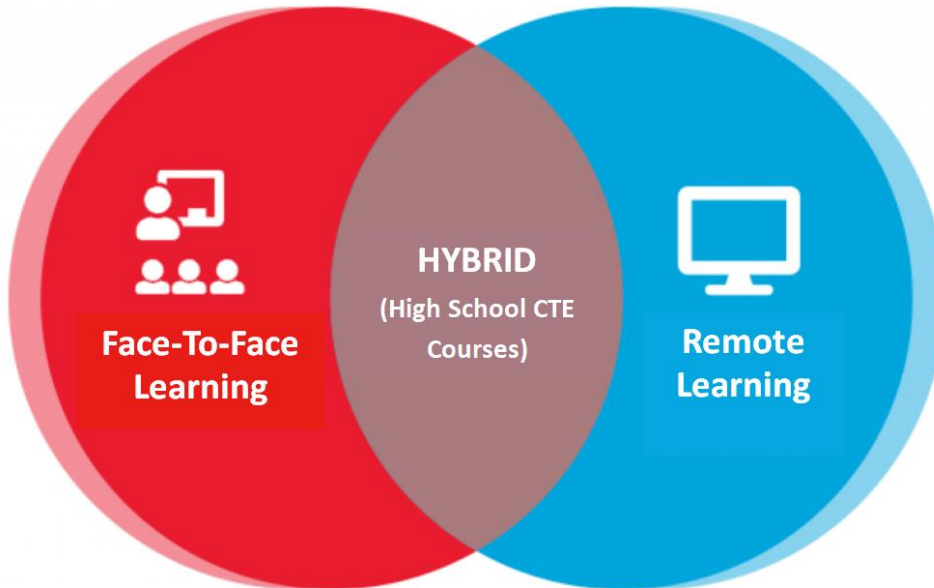
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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Board Approved: July 28, 2020



## Instructional Information for Families



This fall, DISD will be implementing instructional practices to provide consistency across learning environments and ensure the safety of students and staff. Regardless of learning environment, Donna ISD is committed to ensuring that students have an equitable experience and access to high quality instruction:

- Students will interact with instruction in three different environments (face-to-face, remote and hybrid) making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students.
- Donna ISD will utilize the strategies and best practices associated with remote learning to design learning activities for all students.
- Learning experiences are designed to meet the needs and environment of the learner where they are.
- Students, regardless of learning environment, will engage in high quality learning experiences aligned to Donna ISD curriculum and Texas Essential Knowledge and Skills.
- Students will begin the year in a remote (virtual/online) learning environment, but may switch to face-to-face in-school (in-person) instruction, or hybrid (some days face-to-face, other days remote, or at home) at some point, and may again move into remote learning for a period of time if needed for school closure due to student/staff COVID-19 illness or county or state regulations.
- Both the remote and face-to-face experience will utilize Google Classroom, provide similar expectations around coursework, and follow the same grading guidelines.





## FACE-TO-FACE LEARNING

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources, and support utilizing Google Classroom.
- Teachers will plan instruction that is quickly and easily transferable from remote to face-to-face after temporary school closure due to COVID-19.
- All students identified for any Special Pops Category (Special Education, EL/LEP, RTI, 504, Migrant, GT, CTE, At-Risk, etc.) will receive their designated services as outlined by their respective program committee and mandates.
- District-directed and campus-designed safety procedures will be implemented.
- Students in grades 6-12 will be assigned schedules based on their course selections made last spring pending availability.



## REMOTE LEARNING

Donna ISD's remote learning instruction will allow students to engage in high quality learning experiences, utilize Donna ISD instructional resources, and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment, or paper-based/text-based activities where wifi is not yet available, through differentiated experiences.

- Students will participate in remote (online) learning **Monday through Friday** and will experience the same curriculum content facilitated by their Donna ISD teacher(s).
- Each day, students will have periods of daily, live instruction with teachers (Synchronous), as well as periods of self-paced (Asynchronous) independent learning. **Students will be assessed on their mastery of the TEKS standards, regardless of whether they are learning on-campus or remotely.**
- In this setting, teachers will provide instruction, learning resources, and support through the use of **Google Classroom, Schoology, and virtual sessions in Google Meet.**
- All students identified for any Special Pops Category (Special Education, EL/LEP, RTI, 504, Migrant, GT, CTE, At-Risk, etc.) will receive their designated services as outlined by their respective program committee and mandates.

- Parents (guardian or designee) will support students as a “learning coach” and ensure they have access to a device, a place to work, and are participating in remote learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future-ready.
- Teachers will utilize the same curriculum, regardless of learning environment (remote, face-to-face, or hybrid) and will design strategies for learning in the remote environment.
- Grading will be consistent with Donna ISD guidelines and practices, in all learning environments.

**Synchronous Learning** is defined as two-way, real-time, live instruction between teachers and students, through the computer or other electronic devices. Students enrolled in Donna ISD will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

**Donna ISD student expectations for *synchronous* learning:**

- Students attend class on time, per their class schedule.
- Students will be dressed for an educational setting in appropriate attire.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions and assignments.

**Asynchronous Learning** is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.

**Donna ISD student expectations for *asynchronous* learning:**

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

## Schedule for Online/Remote Learning

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

## Attendance for Online/Remote Learning

- Synchronous Learning
  - Students in grades 3 through 5 are required to participate in a minimum of 180 instructional minutes per day.
  - Students in grades 6 through 12 are required to participate in a minimum of 240 instructional minutes per day.
- Students will attend school daily on a designated schedule by course and absences will be documented.

Students who log into Donna ISD instruction each day and engage in teacher-assigned learning apps (including but not limited to Google Classroom and Schoology) are considered “present” and **will not** be marked absent. Students who have not logged in by 3:00 pm each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via a Donna ISD online platform by 11:59 p.m. that same day.

Parents and students will receive absence notifications via phone call/text or emails. Parents will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 pm of the same day via phone call/text or emails.

*If a student is engaged in asynchronous learning and completes the entire weeks’ worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “absent” for Tuesday-Friday. (See TEA’s “Attendance and Enrollment FAQ”)*

It is important that students understand that remote learning attendance is based on **daily engagement**, not solely the completion of assignments. State law TEC §25.092 and Donna ISD Policy FEC (Local) and (Legal) still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

## Online/Remote Learning Design for Grades PK-5th Grade

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.



- **Daily synchronous time** may include activities such as:
  - Read aloud
  - Small group reading instruction
  - Number Operation and Algebraic Reasoning
  - Community Circles/Check-ins
  - Direct instruction by teacher (mini-lesson)
  - Formative Assessment and Observation of student mastery/progress
  - Modeling or demonstration of skills (writing, writing process, revision, manipulatives, investigations, etc.)
  - Other
  
- **Daily asynchronous assignments** are to be completed independently. These may include activities such as:
  - Student self-selected reading and writing
  - Written assignments
  - Flipped (pre-recorded) videos or lessons
  - Independent practice in adaptive programs I-Station/Imagine Math/STEMScopes
  - Other

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during remote learning. Assistance may be needed at home to help students with logging into Google Classroom, monitor student participation and progress in the learning, and ensure completion of asynchronous activities.

All students will begin the 2020-2021 school year in a remote learning environment. As conditions improve and we are able to serve students in person, students will have the option to join their teacher in the classroom.

At-school instruction will continue to follow this same format and schedule until it is deemed safe to engage in more personal teacher to student interactions.




Modes of Instruction	Explanation
<p><b>Synchronous</b></p> 	<p>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 assessments</li> </ul>
<p><b>Asynchronous</b></p> 	<p>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-paced online courses with intermittent teacher instruction</li> <li>• Pre-assigned work with formative assessment on paper or in a learning management system such as google classroom and Schoology</li> <li>• Pre-recorded videos of instruction</li> <li>• Practice and assessment in educational software programs</li> </ul>


## Sample Pre-Kindergarten Daily Schedule


### Sample Pre-Kindergarten (PK3 & PK4) Daily Schedule

#### Expectations:

- Students are scheduled into homeroom classes of 22 students
- Each student will engage in scheduled “live” synchronous instruction twice daily
  - Whole group - 45 minutes
  - Small group - 60 minutes
- Each student determines when to engage in asynchronous learning
  - Follow the designated schedule
  - Utilize teacher and paraprofessional to support students during this time

Time	Mode	Students	Content and Sample Activities
7:30 - 8:30	Teacher Conference Period / PLC		
8:30 - 9:15	Synchronous 	Whole Class	Synchronous - Social Emotional Learning <ul style="list-style-type: none"> <li>• Welcome Meeting</li> <li>• Building relationships</li> <li>• Explicit social skills instruction</li> <li>• Oral Language Development (ELD/SLD)</li> <li>• Vocabulary development</li> <li>• English Language Learner strategies</li> <li>• Pre-teaching and goal setting</li> <li>• Previewing technology tools</li> <li>• Live read aloud with students</li> </ul>
9:15 - 10:15	Asynchronous Group # 2 & 3 	Synchronous Small Group #1	Teacher meets with Small <b>Group #1</b> while others work asynchronously  <b>Paraprofessional provides assistance as assigned</b>  Asynchronous - Literacy Instruction <ul style="list-style-type: none"> <li>• Other students will choose from DLM, Frogstreet and CIRCLE PK activities related to: <ul style="list-style-type: none"> <li>○ Rhyming, syllable counting, word blending, sound blending to build words</li> <li>○ Alphabet letter name and sound identification</li> <li>○ Modeling good reading behaviors and early reading practice</li> <li>○ Writing for storytelling</li> <li>○ Handwriting development</li> <li>○ Oral language development</li> <li>○ English Language Development <ul style="list-style-type: none"> <li>■ (ELD for SLD students only; 30 minutes daily)</li> </ul> </li> </ul> </li> </ul>
10:15 - 11:15	Asynchronous Group #1& 3 	Synchronous Small Group #2	Teacher meets with Small <b>Group #2</b> during asynchronous time  Paraprofessional provides assistance as assigned  Asynchronous - Social Studies <ul style="list-style-type: none"> <li>• Students will choose from DLM, Frogstreet and CIRCLE PK activities related to: <ul style="list-style-type: none"> <li>○ Similarities and differences in</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>o ourselves and others</li> <li>o Human need for food, clothing and shelter</li> <li>o Roles and responsibilities for people in a community</li> <li>o Features in the outdoor environment</li> <li>o Citizenship skills</li> </ul> <p>Asynchronous - Science</p> <ul style="list-style-type: none"> <li>● Students will choose from DLM, Frogstreet and CIRCLE PK activities related to: <ul style="list-style-type: none"> <li>o Properties, characteristics, position and motion, of objects</li> <li>o Measuring</li> <li>o Sources of energy (including heat, light, &amp; electricity)</li> <li>o Characteristics and life cycles of organisms</li> <li>o Earth materials - their properties and uses</li> <li>o Objects and changes in the sky</li> <li>o Caring for the environment and the Earth</li> </ul> </li> </ul>
11:15 - 12:15			<b>Lunch</b>
12:15 - 1:00	<p>Synchronous</p> 	Whole Class	<p>Synchronous - High Quality Learning Centers/Small Groups</p> <ul style="list-style-type: none"> <li>● All students will engage in free play at home (30 minutes) and meet with teacher for small group (15 min) <ul style="list-style-type: none"> <li>o Teachers will meet with small groups of students during this time using meeting break-outs</li> </ul> </li> </ul>
1:00 - 1:30			Recess/Outdoor Learning
1:30 - 2:00			<p>Rest Time</p> <ul style="list-style-type: none"> <li>● Students will rest as needed</li> </ul>

2:00 - 3:00	Asynchronous Group #1 & 2  	Synchronous Small Group #3	Teacher meets with Small <b>Group #3</b> during asynchronous time  Paraprofessional provides assistance as assigned Asynchronous - Math <ul style="list-style-type: none"> <li>● Students will choose from DLM, Frogstreet and CIRCLE PK activities related to:             <ul style="list-style-type: none"> <li>○ Counting</li> <li>○ Adding to/taking away</li> <li>○ Naming and creating 2D shapes</li> <li>○ Positional words</li> <li>○ Measurement</li> <li>○ Sorting and patterns</li> </ul> </li> </ul> Asynchronous - Specials <ul style="list-style-type: none"> <li>● Students will choose from DLM, Frogstreet and CIRCLE PK activities             <ul style="list-style-type: none"> <li>○ Activities will include choices in:</li> <li>○ Visual Art</li> <li>○ Music</li> <li>○ Physical Education</li> <li>○ Technology</li> <li>○ Library Services</li> <li>○ Teacher meets with small groups (math stations) throughout asynchronous time</li> </ul> </li> </ul> *Arts Integration campuses will also offer Theatre & Dance options
3:00-3:30	Teacher planning & staff meetings as needed		



## Sample Kinder - 2nd Grade Daily Schedule




### Expectation:

- Students are scheduled into homeroom classes of 22 students
- Each student will engage in scheduled “live” synchronous instruction twice daily
  - Whole group - 60 minutes
  - Small group - 60 to 75 minutes
- Each student determines when to engage in asynchronous learning
  - Follow the designated schedule
  - Establish a schedule more convenient for the family
- Virtual “**Support Rooms**” will be available for students to join to ask questions about content and assignments



- “Choice Workshops” will be hosted by music and physical education teachers each day. Schedules will be posted by campus and homeroom teacher.
- Students eligible for additional services will receive communication about the service model.

Time	Mode	Students	Content and Sample Activities
7:30-8:30	Teacher Conference Period/PLC		
8:30-9:30	Synchronous 	Whole Class	Class Meeting - Communication, Listening, Speaking TEKS <ul style="list-style-type: none"> <li>• Review the schedule for the day/week</li> <li>• Community building activities</li> <li>• Social and emotional learning</li> <li>• Vocabulary development</li> <li>• English Language Learner strategies</li> <li>• Pre-teaching and goal setting</li> <li>• Previewing technology tools</li> </ul> Direct Instruction: Interactive Read-Aloud & Reading Workshop (Language Arts TEKS)  Prepare for asynchronous learning for the day
9:30-9:45	Break (play video, Social Emotional Learning practice, etc.)		
9:45-11:15	Synchronous Small <b>Group #1</b> 	Lesson (Repeated later in the day for Groups #2 & 3)	Reading and Writing TEKS <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Conferencing based on Adaptive Reading Program data</li> <li>• Introduce independent practice &amp; application</li> </ul> Mathematics TEKS <ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Conferencing based on Imagine Math data</li> <li>• Introduce independent practice &amp; application</li> </ul> Social Studies / Science Twice Weekly (alternating) <ul style="list-style-type: none"> <li>• add specificity</li> <li>• add time</li> </ul>

	<p>Asynchronous</p> 	<p>Stations/Lessons</p> <p>(150 minutes, or 2.5 hrs. daily, in two blocks, as scheduled)</p>	<p>50 min Reading Workshop &amp; Writing Workshop Lesson, Practice, Application &amp; Assignments</p> <ul style="list-style-type: none"> <li>• Video lesson from teaching team (20 minutes)</li> <li>• Tasks to apply concepts from the week</li> <li>• Independent reading &amp; responses</li> <li>• Independent writing</li> <li>• Practice lessons (online reading program)</li> </ul> <p>50 min Math Lesson, Practice, Application &amp; Assignments</p> <ul style="list-style-type: none"> <li>• Video lesson from teaching team (20 minutes)</li> <li>• Tasks to apply concepts from the week</li> <li>• Writing to explain mathematical concepts</li> <li>• Imagine Math lessons (online math program)</li> </ul> <p>50 min Science/Social Studies Lesson, Practice, Application &amp; Assignments</p> <ul style="list-style-type: none"> <li>•</li> </ul>
11:15-12:15	Lunch		
12:15-1:30	<p>Asynchronous</p> 	Whole Class	<p>Specials - Music, or PE daily (Classroom Teacher Team Planning)</p> <ul style="list-style-type: none"> <li>• Video lessons</li> <li>• Goal setting</li> <li>• Reflections</li> </ul>
1:30-2:15	<b>Small Group #2</b> - Synchronous; Others - Asynchronous		
2:15-3:00		<b>Small Group #3</b> - Synchronous; Others - Asynchronous	
3:00-3:30	Teacher planning & staff meetings as needed		

## 3rd to 5th Grade

Students in 3rd-5th grade will participate in 3 hours of daily live, two-way instruction delivered by Donna ISD teachers via computer. Students must be logged in at the teacher's official attendance time to be marked present for the day.

The program will include live virtual instruction delivered daily by Donna ISD teachers via computer (synchronous), coupled with independent practice (asynchronous). Class meetings, small groups, and 1-to-1 support will be included, as well as social and emotional learning opportunities. Specialized programs such as Dual Language Biliteracy Model and STEAM Academies may have slight variations within the virtual model. Parents and caregivers will be expected to ensure their students login and participate in daily scheduled two-way instruction and to ensure their students complete independent activities during other times of the day to practice and extend learning.

### Expectations:

- Students are scheduled into classes of 22 students, rotating through their core and specials courses, as scheduled by the campus
- Each student will engage in “live” scheduled synchronous instruction at least four times daily
  - Whole group synchronous - 180 minutes
  - Additional small group synchronous - 0 - 75 minutes daily (as scheduled by campus, based on student need)
- Each student determines when to engage in asynchronous learning
  - Follow the designated schedule communicated by each campus/grade level
  - Establish a schedule more convenient for the family
- Virtual “Support Rooms” will be available for students to join to ask questions about content and assignments
  - Mode, platform, and link/access information will be communicated to all students and families by each campus and grade level (Google Classroom / Meet)
- Special periods will be designed by the campus to allow for student choice (electives), to the extent possible, allowing students to choose which days they attend the required number of physical education or fine arts sessions. Additional choices may be included, such as lessons from counselors or librarians. Students, however, may have less choice if they are scheduled to additional synchronous support/services.
- Students eligible for additional services will receive communication about the service model.

# 3-5 REMOTE SAMPLE DAILY SCHEDULE

## DAILY SAMPLE SCHEDULE (3rd grade)

**Daily Teacher Planning: 7:30 am - 8:30 am**

**90 minute RLA/Math blocks are combined:**

- 60 min synchronous instruction
- 30 min asynchronous instruction (or added synchronous support for struggling students)

**90-minute Science/Social Studies/Writing blocks are split:**

- 45 min Science / Social Studies (mainly synchronous)
- 45 min Writing Workshop (mainly synchronous)

**= 210 min total synchronous** (180 core synchronous (as per TEA requirement for funding [https://tea.texas.gov/sites/default/files/covid/sy\\_2020-21\\_attendance\\_and\\_enrollment\\_faq\\_remote\\_only.pdf](https://tea.texas.gov/sites/default/files/covid/sy_2020-21_attendance_and_enrollment_faq_remote_only.pdf)), with additional 30 min circle), with additional possible synchronous intervention for some students

### 3-GROUPS (22 students) SAMPLE SCHEDULE

TIME	Group 1	Group 2	Group 3
7:30-8:30 (60 min)	Daily Teacher Conference / PLC		
8:30-9:00 (30 min)	Homeroom / Community Circle / SEL		
9:00-10:30 (90 min)	RLA	Math	Science/Social Studies
			Writing Workshop
10:30-10:40 (10 min)	Break (previous teacher provides guidance to move to next learning environment)		
10:40-12:10 (90 min)	Science/Social Studies	RLA	Math
	Writing Workshop		
12:10-12:50 (40 min)	District-wide Lunch (overlapping to the extent possible)		
12:50-2:20 (90 min)	Math	Science/Social Studies	RLA
		Writing Workshop	

2:20-2:30 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
2:30-3:00 (30 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)
3:00-3:30 (30 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)

**SELF CONTAINED SAMPLE SCHEDULE**

<b>TIME</b>	<b>COURSE</b>
7:30-8:30 (60 min)	Daily Teacher Conference / PLC
8:30-9:00 (30 min)	Homeroom / Circle / SEL
9:00-10:30 (90 min)	RLA
10:30-10:40 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
10:40-12:10 (90 min)	Science/Social Studies
	Writing Workshop
12:10-12:50 (40 min)	District-wide Lunch (overlapping to the extent possible)
12:50-2:20 (90 min)	Math
2:20-2:30 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
2:30-3:00 (30 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)
3:00-3:30 (30 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)

## DAILY SAMPLE SCHEDULE (4th grade)

**Daily Teacher Planning: 7:30 am - 8:30 am**

**60 minute blocks are combined:**

- 45 min synchronous instruction
- 15 min asynchronous instruction (or added synchronous support for struggling students)

**= 210 min total synchronous** (180 core synchronous (as per TEA requirement for funding [https://tea.texas.gov/sites/default/files/covid/sy\\_2020-21\\_attendance\\_and\\_enrollment\\_faq\\_remote\\_only.pdf](https://tea.texas.gov/sites/default/files/covid/sy_2020-21_attendance_and_enrollment_faq_remote_only.pdf)), with additional 30 min circle), with additional possible synchronous intervention for some students

### 4-GROUPS (22 students) SAMPLE SCHEDULE

TIME	Group 1	Group 2	Group 3	Group 4
7:30-8:30 (60 min)	Daily Teacher Conference / PLC			
8:30-9:00 (30 min)	Homeroom / Community Circle / SEL			
9:00-10:00 (60 min)	RLA	Math	Science/ Social Studies <i>(alternating days 3:2)</i>	Writing
10:00-10:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			
10:10-11:10 (60 min)	Writing	RLA	Math	Science/ Social Studies <i>(alternating days 3:2)</i>
11:10-11:20 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			
11:20-12:20 (60 min)	Science/ Social Studies <i>(alternating days 3:2)</i>	Writing	RLA	Math
12:20-1:00	District-wide Lunch (overlapping to the extent possible)			
1:00-2:00 (60 min)	Math	Science/ Social Studies <i>(alternating days 3:2)</i>	Writing	RLA
2:00-2:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			

2:10-2:50 (40 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)
2:50-3:30 (40 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)

**SELF CONTAINED SAMPLE SCHEDULE**

<b>TIME</b>	<b>COURSE</b>
7:30-8:30 (60 min)	Daily Teacher Conference / PLC
8:30-9:00 (30 min)	Homeroom / Circle / SEL
9:00-10:00 (60 min)	RLA
10:00-10:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
10:10-11:10 (60 min)	Writing
11:10-11:20 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
11:20-12:20 (60 min)	Science/ Social Studies ( <i>alternating days 3:2</i> )
12:20-1:00	District-wide Lunch (overlapping to the extent possible)
1:00-2:00 (60 min)	Math
2:00-2:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
2:10-2:50 (40 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)
2:50-3:30 (40 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)

## DAILY SAMPLE SCHEDULE (5th grade)

**Daily Teacher Planning: 7:30 am - 8:30 am**

**60 minute blocks are combined:**

- 45 min synchronous instruction
- 15 min asynchronous instruction (or added synchronous support for struggling students)

**= 210 min total** (180 core synchronous (as per TEA requirement for funding [https://tea.texas.gov/sites/default/files/covid/sy\\_2020-21\\_attendance\\_and\\_enrollment\\_faq\\_remote\\_only.pdf](https://tea.texas.gov/sites/default/files/covid/sy_2020-21_attendance_and_enrollment_faq_remote_only.pdf)), with additional 30 min circle), with additional possible synchronous intervention for some students

### 4-GROUPS (22 students) SAMPLE SCHEDULE

TIME	Group 1	Group 2	Group 3	Group 4
7:30-8:30 (60 min)	Daily Teacher Conference / PLC			
8:30-9:00 (30 min)	Homeroom / Community Circle / SEL			
9:00-10:00 (60 min)	RLA	Math	Science	Social Studies
				Writing Workshop
10:00-10:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			
10:10-11:10 (60 min)	Social Studies	RLA	Math	Science
	Writing Workshop			
11:10-11:20 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			
11:20-12:20 (60 min)	Science	Social Studies	RLA	Math
		Writing Workshop		
12:20-1:00	District-wide Lunch (overlapping to the extent possible)			
			Social Studies	



1:00-2:00 (60 min)	Math	Science	Writing Workshop	RLA
2:00-2:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)			
2:10-2:50 (40 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)			
2:50-3:30 (40 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)			

### SELF CONTAINED SAMPLE SCHEDULE

TIME	COURSE
7:30-8:30 (60 min)	Daily Teacher Conference / PLC
8:30-9:00 (30 min)	Homeroom / Community Circle / SEL
9:00-10:00 (60 min)	ELAR
10:00-10:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
10:10-11:10 (60 min)	Math
11:10-11:20 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
11:20-12:20 (60 min)	Science
12:20-1:00	District-wide Lunch (overlapping to the extent possible)
1:00-2:00 (60 min)	Social Studies
	Writing Workshop

2:00-2:10 (10 min)	Break (previous teacher provides guidance to move to next learning environment)
2:10-2:50 (40 min)	Specials Rotation 1: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)
2:50-3:30 (40 min)	Specials Rotation 2: PE, Music, Intervention/Enrichment, ELD/SLD, 504, RTI (Small Group Synchronous Tutorials or Asynchronous Practice)

## SAMPLE DAILY LESSONS / ACTIVITY TYPES

SUBJECT	SYNCHRONOUS LESSON	ASYNCHRONOUS LESSON / ACTIVITY
Teacher Conference		Parent contact: daily or weekly status / progress  Communicate with support personnel to plan and prepare for synchronous/asynchronous lessons (TAs, special education staff)
Homeroom Community Circle SEL Time	Class Meeting - Communication, Listening, Speaking TEKS <ul style="list-style-type: none"> <li>● Review the schedule for the day/week</li> <li>● Community building activities</li> <li>● Social and emotional learning</li> <li>● Vocabulary development</li> <li>● English Language Learner strategies</li> <li>● Pre-teaching and goal setting</li> <li>● Previewing technology tools</li> </ul>	Inspirational / Motivational Videos  Utilize break periods for asynchronous connections (pre-recorded lesson, survey, message boards)  Provide daily/weekly agenda (in Google Classroom and Schoology )
RLA	Reading Workshop and Writing Workshop (ELAR TEKS) <ul style="list-style-type: none"> <li>● Guided practice</li> <li>● Conferencing based on iStation data</li> <li>● Introduce independent practice &amp; application</li> </ul>	Reading & Writing Lesson, Practice, Application & Assignments <ul style="list-style-type: none"> <li>● Video lesson from teaching team (20 minutes)</li> <li>● Tasks to apply concepts from the week</li> <li>● Independent reading &amp; responses</li> <li>● Independent writing</li> <li>● iStation lessons (online reading program)</li> </ul>
Math	Mathematics TEKS <ul style="list-style-type: none"> <li>● Guided practice</li> <li>● Conferencing based on Imagine Math data</li> <li>● Introduce independent practice &amp; application</li> </ul>	Math Lesson, Practice, Application & Assignments <ul style="list-style-type: none"> <li>● Video lesson from teaching team (20 minutes)</li> <li>● Tasks to apply concepts from the week</li> </ul>

		<ul style="list-style-type: none"> <li>● Writing to explain mathematical concepts</li> <li>● Imagine Math lessons (online math program)</li> </ul>
Science	<p>Science and Social Studies TEKS</p> <ul style="list-style-type: none"> <li>● Mini Lesson</li> <li>● Introduction and checking in on problem-based learning, research projects</li> <li>● Integration with reading, writing, and math</li> </ul>	<ul style="list-style-type: none"> <li>● Science/Social Studies Practice, Application &amp; Assignments</li> <li>● STEMscopes</li> </ul>
Social Studies	<p>Science and Social Studies TEKS</p> <ul style="list-style-type: none"> <li>● Mini Lesson</li> <li>● Introduction and checking in on problem-based learning, research projects</li> <li>● Integration with reading, writing, and math</li> </ul>	<ul style="list-style-type: none"> <li>● Science/Social Studies Practice, Application &amp; Assignments</li> <li>● STEMscopes</li> </ul>
Specials Rotations	<ul style="list-style-type: none"> <li>● ELD/SLD Synchronous support</li> <li>● PE</li> <li>● Music</li> <li>● Additional student assistance, as scheduled (small group)</li> <li>● Direct Services (IEP)</li> <li>● Dyslexia/504 Services</li> <li>● GT Enrichment Group</li> <li>● Counselor Lessons</li> <li>● Librarian / Media Specialist Lessons</li> <li>● RTI small-group interventions</li> </ul>	<ul style="list-style-type: none"> <li>● SLD/ELD Pre-recorded lessons or online activities</li> <li>● PE or Music pre-recorded lessons</li> <li>● Adaptive programs (Istation, Imagine Math)</li> <li>● Indirect Services (IEP)</li> <li>● Dyslexia/504 Services</li> <li>● Other enrichment programs (STEMscopes, Reading A-Z, etc.)</li> <li>● GT Enrichment pre-recorded lessons or collaborative activities/projects</li> <li>● RTI programs</li> <li>● SEL / Character Building</li> </ul>

## Remote Learning Design for Grades 6-12

Middle school students will participate in 60 minute periods of live virtual/online instruction delivered by Donna ISD teachers, coupled with independent practice periods. Students must be logged in at the teacher's official attendance time to be marked present for the day.

Class meetings, small groups, and 1-to-1 support will be included, as well as social and emotional learning opportunities. Parents and guardians will be expected to ensure their students login and participate in daily scheduled two-way instruction and to ensure their students complete independent activities during other times of the day to practice and extend learning.



**Classes within this environment will follow the schedule of classes at the student's home campus.** Donna ISD will structure students' learning schedules to require students to participate in synchronous and asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule. Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.









- All courses will be offered in both settings, including advanced level courses such as PAP, AP, and Dual enrollment.
- Some elective courses may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., automotive technology, welding, a/v production, etc.
  - The district is working to finalize which elective courses will require in-person assignments; more information will be made available to better assist families with their elective choices.
  - Students will be contacted regarding their schedule if the elective courses requested require an in-person component.
- Students in grades 6-12 may not be able to participate in on-campus classes for extra-curricular activities (in accordance with UIL requirements: Refer to "Secondary Specialized Classrooms & Extracurriculars" section). No on-campus or face-to-face activities will be offered prior to September 28, 2020.

## Sample Middle School Schedule

Below is a sample middle school schedule. Times may vary by campus. Class periods will feature a blend of real-time interaction between teachers and students and independent practice. Students will participate in 7 academic and elective classes and 1 advisory class during which social and emotional learning, learning support, and office hours will occur.

Modes of Instruction	Explanation
<p><b>Synchronous</b></p> 	<p>Requires students and teacher to be present at the same time online</p> <p><b>Examples:</b></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 assessments</li> </ul>
<p><b>Asynchronous</b></p> 	<p>Does not require students and teacher to be present online at the same time</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Self-paced online courses with intermittent teacher instruction</li> <li>• Pre-assigned work with formative assessment on paper or in a learning management system such as google classroom and Schoology</li> <li>• Pre-recorded videos of instruction</li> <li>• Practice and assessment in educational software programs</li> </ul>

## Sample Middle School Schedule

Block	Time	Mode	A and B Days
<b>Conference</b>	<b>7:30-8:30</b>	Advisory period, before-school student support, etc.	
<b>1st/5th</b>	<b>8:30-9:30</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>9:30-10:00</b>	Asynchronous 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
<b>2nd/6th</b>	<b>10:10-11:10</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>11:10-11:40</b>	Asynchronous 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
<b>Lunch</b>	<b>11:40-12:40</b>		
<b>3rd/7th</b>	<b>12:40-1:40</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>1:40-2:10</b>	Asynchronous 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
<b>4th/8th</b>	<b>2:20-3:20</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>3:20-3:50</b>	Asynchronous 	Discussion Groups, Small Group Instruction, Independent Study, Individualized Support
<b>After School Activities</b>			



## High School 9th 12th Grade

High school students will participate in 4 hours of live, two-way daily instruction with Donna ISD teachers via computer. Students must be logged in at the teacher's official attendance time to be marked present for the day.








The program will include live virtual instruction delivered daily by Donna ISD teachers via computer (synchronous lessons), coupled with independent practice (asynchronous activities). Class meetings, small groups, and 1-to-1 support will be included, as well as social and emotional learning opportunities. Parents and guardians will be expected to ensure their students log in and participate in daily scheduled two-way instruction and complete independent activities during other times of the day to practice and extend learning.

## Sample High School Schedule

Below is a sample high school schedule. Times may vary by campus. Class periods will feature a blend of real-time interaction between teachers and students and independent practice.

Modes of Instruction	Explanation
<p><b>Synchronous</b></p> 	<p>Requires students and teacher to be present at the same time online</p> <p><b>Examples:</b></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 assessments</li></ul>
<p><b>Asynchronous</b></p> 	<p>Does not require students and teacher to be present online at the same time</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Self-paced online courses with intermittent teacher instruction</li><li>• Pre-assigned work with formative assessment on paper or in a learning management system such as google classroom and Schoology</li><li>• Pre-recorded videos of instruction</li><li>• Practice and assessment in educational software programs</li></ul>

## High School Remote Sample Schedule

Block	Time	Mode	A Odd and B Even Days
<b>Conference/ Planning</b>	<b>7:45- 8:30</b>	Virtual Tutorials, conference, planning, PLC, etc.	
<b>1st/2nd</b>	<b>8:30 - 9:30</b>	Synchronous	Direct Instruction and Teacher-Guided Practice
	<b>9:30-10:15</b>	Asynchronous 	Independent Study, Labs, or Small Group Instruction
<b>3rd/4th</b>	<b>10:15 - 11:15</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>11:15 - 12:00</b>	Asynchronous 	Independent Study, Labs, or Small Group Instruction
	<b>12:00 - 12:45</b>	LUNCH	
<b>5th/6th</b>	<b>12:45-1:45</b>	Synchronous 	Direct Instruction and Teacher-Guided Practice
	<b>1:45 - 2:30</b>	Asynchronous 	Independent Study, Labs, or Small Group Instruction
<b>7th/8th</b>	<b>2:30 - 3:30</b>	Synchronous 	Direct Instruction and Teacher-guided Practice
	<b>3:30 - 4:15</b>	Asynchronous 	Independent Study, Labs, or Small Group Instruction
<b>After School Activities</b>			



## **Intervention and Enrichment for Remote Learning**

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

## **Remote Learning Grading Criteria**

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model. Remote Learning courses that earn high school credit will count in GPA calculation and class rank as specified in DISD Board Policy.

## **Special Education Support**

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the Remote Learning program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met.

Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

# INSTRUCTIONAL ROLES FOR BOTH ENVIRONMENTS

## 1. Preparation for Learning

<p><b>Student</b></p>	<ul style="list-style-type: none"> <li>• Be prepared for learning each day and have work and assignments completed and ready.</li> <li>• Complete coursework by deadline set by teachers.</li> <li>• For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.</li> <li>• Ensure devices are charged and ready for daily routines.</li> </ul>
<p><b>Parent</b></p>	<ul style="list-style-type: none"> <li>• Access parent resources to learn how students will navigate Google Classroom and Schoology.</li> <li>• For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before.</li> <li>• For remote learning: Create a designated place in your home for your child to use as their remote classroom.</li> <li>• Ensure constant communication takes place with the teacher.</li> </ul>
<p><b>Teacher</b></p>	<ul style="list-style-type: none"> <li>• Meet weekly with a collaborative team to plan instruction for all students.</li> <li>• Utilize the district curriculum documents and follow the scope and sequence provided by the academic services department.</li> <li>• Upload “Week at a Glance” for parents and students in Google Classroom.</li> <li>• Upload weekly instructional materials into Google Classroom.</li> <li>• Be prepared to teach daily lessons.</li> </ul>

## 2. Learning & Teaching Expectations

<b>Student</b>	<ul style="list-style-type: none"> <li>• Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.</li> <li>• Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers.</li> <li>• Be organized in your work and in getting projects completed.</li> <li>• Ask questions and communicate with your teacher.</li> <li>• Be aware of what you should be learning each day.</li> <li>• Become familiar with the structure of Google Classroom and how your teacher organizes information.</li> <li>• Turn in assignments on time.</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>• Access Parent Portal to view student grades.</li> <li>• Check in with student(s) to monitor completion of homework and assignments.</li> <li>• Discuss your child's favorite part of their day and what they learned in school.</li> <li>• Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.</li> <li>• Provide your child with assistance on their day-to-day activities with the exception of designated independent work.</li> <li>• Consider creating a designated learning/study space for your child at home to learn comfortably.</li> <li>• Maintain communication with your child's teacher by phone, email and/or online meetings to create a learning partnership.</li> <li>• Monitor and ask for evidence that your child is on track with assignments and coursework.</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Teach students how to access learning materials through Google Classroom.</li> <li>• Provide face-to-face or live synchronous instruction and facilitate learning throughout the day.</li> <li>• Manage online and offline resources to provide consistency and routines for students.</li> <li>• Provide clear learning goals for students.</li> <li>• Follow the expectations established across the district for Google Classroom.</li> <li>• Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension.</li> <li>• Post grades in a timely manner according to district grading guidelines.</li> </ul>

### 3. Support and Intervention

<b>Student</b>	<ul style="list-style-type: none"><li>• Attend intervention/tutorial sessions as established by your teacher or school.</li></ul>
<b>Parent</b>	<ul style="list-style-type: none"><li>• Allow your child to attend intervention/tutorial sessions as needed.</li><li>• Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher.</li><li>• Help your child own their learning. Provide support and encouragement and expect your children to do their part.</li></ul>
<b>Teacher</b>	<ul style="list-style-type: none"><li>• Provide intervention or tutorial sessions as needed.</li><li>• Follow student IEPs / 504 accommodations in all learning environments.</li><li>• Use data to pinpoint students' specific needs for enrichment and intervention.</li><li>• Monitor student progress with fidelity according to recommendations.</li><li>• Provide and communicate office hours or conference period for student/parent support.</li><li>• Attend and participate in professional learning.</li></ul>

## LEARNING TOOLS FOR BOTH ENVIRONMENTS

Information		Resources
<b>Device</b>	All students will be offered a Chromebook (3rd - 12th) and an iPad (K-2nd) to use in both learning environments.	
<b>Instructional Platform</b>	<ul style="list-style-type: none"> <li>All teachers, grades PK-12, will utilize Google Classroom as their primary learning management system (LMS) and communication tool for the 2020-2021 school year.</li> <li>Google Classroom will use a similar structure by grade level in order to provide consistency for all students and classes.</li> <li>Assignment submissions: For both environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials.</li> </ul>	Google Classroom
<b>Online Resources</b>	<ul style="list-style-type: none"> <li>All teachers in PK-12 will be enhancing instruction through the use of online resources to engage students in high quality learning experiences.</li> <li>Students will have access to online resources, textbooks and materials through Clever the district's single sign-on platform.</li> <li>No resources, platforms or apps requiring student fees or an associated cost to the family will be required at any time.</li> </ul>	Google Classroom Clever Computer Adaptive Programs
<b>Communication</b>	<ul style="list-style-type: none"> <li>Communicating with teachers:               <ul style="list-style-type: none"> <li>All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions.</li> <li>Contact information will be provided at the beginning of each semester and posted in all Google Classrooms.</li> </ul> </li> <li>Use of student email:               <ul style="list-style-type: none"> <li>Students in grades 6-12 will be provided a district managed email account and Google Drive beginning in the fall of 2020.</li> <li>These accounts should be utilized for all communication directly between teachers and students.</li> </ul> </li> </ul>	

<b>Technology</b>	Donna ISD recognizes the need to ensure all students have reliable access to adequate technology resources on and off campus in order to fully participate in academic programming. Donna ISD is preparing for the following: <ul style="list-style-type: none"><li>• Learning devices and/or Wi-Fi hotspots will be provided as needed.</li><li>• No deposit is required.</li><li>• Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained.</li><li>• Relevant notifications, instructions, procedures, policies and processes are available on the Donna ISD website.</li></ul>	Technology Checklist
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# Return to School Protocols

Following are the return to onsite work protocols for Donna ISD campuses and administration buildings. **Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances in order to protect the health and safety of students, employees and the community.** Please note, health guidance cannot anticipate every unique situation. As a result, Donna ISD will continue to consult available guidance through governmental agencies and other information deemed relevant to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards and accessibility standards to address individual needs.

It is important to remember the virus that causes COVID-19 can be spread by infected persons who have few or no symptoms. Even if an infected person shows no symptoms or is only mildly ill, the people they spread it to may become seriously or fatally ill. Because of the hidden nature of this threat, Donna ISD expects all employees, students and families to rigorously follow these practices.

## Preparation for the Opening of School

Donna ISD will ensure all staff, resources and supplies are prepared for opening school, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Before schools re-open, Donna ISD will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, etc.)
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies
- Providing communication of procedures and expectations upon entering facilities and throughout buildings

## Protocols for Screening and Isolation

### General

Screening is an activity that campuses conduct to identify and temporarily exclude from campus those who may have been exposed to COVID, in an effort to keep the virus out of campuses. All students and staff will be screened for COVID-19 symptoms daily and

individuals with symptoms will be separated and sent home. Schools will clearly communicate screening requirements and protocols to families and staff.

### Screening Protocols

- **STAFF** will be required to complete a self-screening process prior to entering a Donna ISD building, and the district may require further screening of employees at any time based on current state and federal guidelines. Staff are expected to sign in any time they are accessing a District facility/building.
- **STUDENTS:** Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed below) or is lab-confirmed with COVID-19, the child will receive remote instruction until the below conditions for re-entry are met.
  - A parent or guardian will be required to screen their children for COVID-19 symptoms each day prior to sending them to school. Parents will need to take their child's temperature daily. Additional screening will be conducted during the school day.
- **STAFF AND STUDENTS** should not enter campuses or district buildings if any of the following apply. The individual is:
  - Sick or has been sick in the past 14 days. Symptoms to watch for: fever (100°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell.
  - Has a confirmed case of COVID-19 or has been in close contact with a person with a confirmed case of COVID-19. These individuals must follow all isolation and quarantine guidelines from the local health authority or their physician.
  - Has a household member who is awaiting COVID-19 test results, or who is awaiting their own test results.
  - Has traveled internationally or on a cruise in the past 14 days. These individuals must follow current CDC self-quarantine recommendations: [View current CDC recommendations.](#)
- Teachers will monitor students and refer them to the nurse if symptoms are present.

### Isolation Protocols

- For students displaying symptoms of COVID-19 or are feeling feverish, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus has contacted the parent/guardian.
- Other students will be removed from the classroom and taken to an alternate location on campus (go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected.
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).



- Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected.
- District communication will be provided to the students who came in contact with a student or staff member displaying COVID-19 symptoms.
- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.

## Protocols for Personal Protective Equipment

Schools are required to comply with the governor's executive order regarding the wearing of masks. Students and staff are expected to wear face coverings during school hours. This requirement is subject to change.

- Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth.
- Staff and students will appropriately wear face coverings at all times.
- ALL students will be REQUIRED to wear a face mask as they enter the campus and throughout the day.
- ALL students will be REQUIRED to wear a face mask while riding a bus. Students will be required to wear a mask prior to entering the bus or leaving their vehicle to enter the school building.
- At the beginning of each grading period, schools will be required to show an instructional video regarding safety measures to all students in the face to face classroom.
- Students will not be required to wear face coverings while eating but will be distanced 6 feet apart.
- Individual needs regarding face coverings will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.
- Additional protective equipment will be provided to school nurses for use in the clinic.
- Students and staff will be provided with a couple of disposable face coverings. After this, students and staff will need to supply their own face covering.

## Protocols for Campus Visitors

Screening is an activity that campuses conduct to identify and temporarily exclude from campus those who may have been exposed to COVID, in an effort to keep the virus out of campuses. Campus staff will utilize virtual meeting options to limit campus visitors or by appointment only.

### Visitor Screening/PPE Requirements

- Parents are discouraged from entering the campus and will not be allowed beyond the front office area.
- Volunteers are not allowed to visit campuses at this time (including mentors, college representatives, guest speakers, etc.).
- All individuals entering the building will be required to wear face coverings.

- Any Individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.
- Virtual tools will be used to conduct meetings such as PTA meetings, ARDs, LPAC, etc.
- All visitors will be subject to screening by way of a symptom screening form before entering any Donna ISD facility.
- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
- Visitors will stand behind the shield guard installed at reception desks.
- Any Individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.
- Parent curbside pickup of students and materials.
- Limit of central staff going to campuses; not going to multiple campuses.
- Approved partnerships that provide direct student contact may NOT visit more than one campus per day.

## Protocols for Disinfecting and Hand Sanitizing

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff.

### Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff and students will be expected to regularly wash or sanitize their hands.
- Requirement for hand washing and/or use of Donna ISD-provided hand sanitizer:

#### Elementary & Secondary

- Provide hand sanitizer upon entry to classroom and periodic teacher reminders during instructional day.
- Habitual and thorough hand washing after any type of break, before eating and following restroom breaks.
- Signage for proper hygiene practices will be posted throughout the buildings, in the restrooms, and at the entrances.
  - [How to Safely Wear and Take off a Cloth Face Covering](#)
  - [Stop the Spread of Germs](#)
  - [How to Protect Yourself and Others](#)
  - [How to Wash Your Hands](#)
  - [How to Hand Rub with Hand Sanitizer](#)

### Disinfecting Expectations

- Staff will have access to disinfectant solutions to sanitize high-touch and working surfaces and shared objects frequently.
- Staff will limit the use of shared supplies when possible.

## Protocols for Campus Cleaning and Disinfecting

Frequent cleaning and disinfection will support a healthy learning and work environment for students and staff.

### Daily Campus Cleaning

- Campuses will be cleaned throughout the instructional day.
- All high-touch areas will be disinfected throughout the day.
- Custodial staffing will be realigned to allow for ongoing cleaning of high-touch surfaces during the instructional day.
- Custodians will be expected to wear PPE (masks and gloves) during work hours.
- If the cafeteria is utilized for lunch it will be disinfected between lunch periods.
- Each classroom and common area will be supplied with sanitation supplies to maximize cleanliness from space to space.
- Staff will have access to supplies to clean/disinfect working surfaces, shared objects, and high-touch areas after use and during breaks in instruction.
- Cleaning products will be properly stored when not in use.
- Deep cleaning with an EPA registered product will occur each day after school hours.
- Each classroom and restroom will be cleaned and disinfected at the end of each day.

### HVAC

- Filter Techs will be expected to replace filters on a timely basis as recommended by the manufacturer.

### Restrooms

- Increased disinfecting will occur throughout the school day.

## Protocols for Common Areas and Meetings

Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, conference rooms and other meeting rooms.

- All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- Classes/grade levels will sign up to reserve common areas.
- Campuses will develop schedules and follow protocols for the use of common areas, including how to sanitize the space between use. When needed, students will bring personal supplies from the classroom.
- There will be procedures for students to sanitize their spaces before and after usage.
- Number of students in a common area will be based upon social distancing practices.
- Visual reminders will be displayed for social distancing throughout common areas. Informational graphics and markers will be posted to help with 6 ft. social distancing.

- The use of virtual meetings/videoconferencing is preferred when possible, including PTA meetings, ARDs, LPAC, booster club meetings and events.
- When necessary, administration must create a plan for PTA/booster visitation and areas of use for meetings to adhere to COVID-19 district, campus, UIL and CDC safety protocols.
- If meetings must be held in person, all social distancing protocols will be implemented:
  - Facial coverings
  - Six-feet social distancing when possible
  - Limiting the sharing of materials/supplies

## Protocols for Positive COVID-19 Cases on Campus

There will be a form for documenting those who test positive for COVID-19. The form will be available for self-report, report by a supervisor, or reporting by a school nurse.

### When notified of a confirmed COVID-19 student or staff case

- Notify the following:**
  - Health Services at (956) 464-1600 ext. 1436
  - Campus Administrator
  - Campus Nurse
- Health Services will inform the following:**
  - Hidalgo County Health Department  
Health Services will notify Hidalgo County Health Department and provide necessary information to begin contact tracing. Hidalgo County will provide guidance regarding communication to contacts and recommended school closing based on current CDC, Federal, State, and County guidelines.
  - Donna ISD Human Resources Department  
Health Services will collaborate with the Human Resources Department, which will inform District Leaders, regarding recommendations provided by Hidalgo County as to convey pertinent information to students, families and the general public, in addition to determining necessary means to clean and disinfect based on current guidelines and risk of exposure.
- Upon notification, the campus principal will review the form to determine exposure.**
  - Once individuals are identified, the campus principal will provide the district approved memo to all identified individuals in contact with the identified positive case.
  - The campus nurse will follow up with the individual (positive) and provide information regarding return to school or work environment.
  - The person who is identified as positive has a right to privacy under HIPPA and the name of the individual can NOT be released.
  - Health Services will provide additional information as needed.
- Clearance to Return**  
Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members. Students and staff

who have tested positive for COVID-19 will be permitted to return to school when:

- They are three days (72 hours) fever-free without using fever-reducing medication;
- Improved symptoms (cough, difficulty breathing, etc.);
- 10 days have passed since symptoms began;
- Medical release has been obtained to return to work.



## Campus Health & Safety Protocols

### Training

Prior to the first day of school, administrators can refer to the [CDC's K-12 Schools Readiness and Planning Tool](#) to protect students, staff, and communities. On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system.

#### Safety Training for Protocols & Procedures

##### Student

- Students will participate in campus-based training specific to newly adopted health and safety protocols: [washing hands](#), [use of face covering](#) by utilizing the following CDC videos:
  - [How to Wear a Face Mask](#)
  - [Face Masks Do's and Don'ts](#)
  - [COVID-19 Stop the Spread of Germs](#)
- If a student is experiencing symptoms they need to immediately notify a teacher.

##### Parent

- Parents are asked to talk to their students about COVID-19 symptoms and prevention strategies.

##### Teacher/Staff

- Teachers attend training and develop classroom procedures consistent with TEA, District and CDC guidance.
- All staff will receive campus-based training, as well as through SafeSchools, on COVID-19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- All staff will monitor students that exhibit symptoms and will be required to notify the nurse if a student is showing any symptoms.

# School Arrival & Dismissal

## General Building Arrival/Dismissal

**Arrival:** When possible, separate entrances will be utilized for car riders, bus riders, walkers and daycares. All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts. Students will go straight to the designated areas set by each campus. Parents will not be allowed to walk students to classrooms.

**Dismissal:** Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders or grade level will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time. Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit. Sibling connections at elementary campuses will be done outside the building. Separate exits will be utilized for car riders, bus riders, walkers and daycares. Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

### Student

- Wash hands or use hand sanitizer upon arrival and dismissal.
- Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity.
- Students will be assigned to report to a specific area and will be expected to adhere to schedules for morning arrival and afternoon dismissal.
- It is required that students and staff wear masks when entering and exiting the building and waiting in the designated waiting area.
- Students are expected to stay seated until they are dismissed by a staff member.
- Students can utilize the bathroom, but the number of students that enter will be limited to 2 students at a time. Students must observe social distancing while in the bathroom.
- Students must wash hands after leaving. If the bathroom door is not propped, students are encouraged to use paper towels when opening a door.

### Parent

- Parents are encouraged to talk with their child about the health benefits of wearing a mask at school.
- Parents are expected to provide their own PPE for their child. Parents are encouraged to talk with their child about the health benefits of social distancing at school, as well as the health benefits of washing their hands, and/or using hand sanitizer.
- Students and staff will be provided with a reusable face covering. Families will be responsible for daily cleaning and requested to supply a student face covering should the one provided by the school become unusable or lost.
- Early bird arrivals are strongly discouraged. Any student dropped off before the building is open will not be allowed inside the building and will not be monitored.
- Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

### **Teacher /Staff**

- Campus staff is required to complete the self-screening questions located at every entry point.
- Staff members will be assigned to supervise students who report to multiple areas for morning arrival (gym, cafeteria, library, large spaces).
- Staff are required to have masks on when entering the building and ensure that they ensure that students are wearing masks in the hallways and in classrooms.
- Staff will dismiss student cohorts using staggered student release into halls from these areas.

## **BUS TRANSPORTATION**

As schools reopen, students using school bus transportation services will follow revised protocols. Starting at the time when students arrive at their designated bus stop and board the school bus, the new safety and sanitizing protocols will need to be followed.

### **Transportation COVID-19 Protocol: Parent Information**

The Donna ISD Transportation Department offers the following guidance to parents and caregivers regarding school bus transportation for daily bus routes. Bus routes will run at 25% capacity. Although the district is implementing the safety protocols and disinfecting efforts described below, families are encouraged to drop students off, carpool, or walk with their student to school to reduce possible exposure on buses. *We are requiring all of our drivers and students to wear masks while on the school bus.*

### **Bus Worker Safety**

- All drivers will be pre-screened upon arrival prior to receiving their keys/route.
- Drivers must wear appropriate PPE including face mask while driving.

### **General Education/Special Needs/Shuttle Loading and Unloading Procedures**

#### **Bus Stop Expectations**

- Students should practice social distancing of 6 ft from each other, whenever possible (if there is adequate space and it is safe to do so) while waiting for and approaching the school bus.
- Students should NOT share food, drinks or personal devices.

#### **Morning Boarding Bus Procedures**

- Students should practice social distancing as they approach and board the bus.
- All students will need to use non-medical grade face masks, covering nose and mouth while riding the bus.



- All students will be pre-screened prior to boarding the bus. All students with a normal temperature will be allowed to board.  
*If a student has a higher than normal temperature and the weather outside is considerably warm, the bus driver may attempt a second reading to confirm the elevated temperature. If the temperature remains high, the driver will contact dispatch to deploy alternate transportation for the student. The alternate transportation will keep the student safe until a parent can be reached.*
- Use hand sanitizer (provided near the bus stairwell).
- Bus seating will be assigned.
  - Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard Donna ISD bus rules apply.
- Students should NOT share food, drinks or personal devices.

### **Unloading at Campus**

- Unloading will start from the front to the back.
- Students should practice social distancing and follow campus guidelines.

### **Afternoon Campus Boarding Bus Procedures**

- Students should practice social distancing as they approach and board the bus.
- All students will need to use non-medical grade face masks, covering nose and mouth while riding the bus.
- Use hand sanitizer (provided near stairwells).
- Bus seating will be assigned
  - Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard Donna ISD bus rules apply.
- Students should NOT share food, drinks or personal devices.

### **Unloading at Bus Stop**

- Unloading will start from the front to the back.
- Students should practice Social Distancing and avoid gathering in groups of 10 or more.
- Students should NOT share food, drinks or personal devices.

### **Disinfecting Protocol**

#### **Between each AM & PM Campus drop-off**

- School bus drivers, bus assistants and staff will be spraying and wiping down seats and high-touch items with an [EPA registered product](#).
- Bus seating areas will be disinfected after each bus route, particularly high-touch surfaces such as bus seats, steering wheels, knobs and stairway handrail.
- Ventilation on buses will be controlled to reduce the spread of virus.

#### **Weekly Deep Disinfecting Process**

- Deep cleaning: Buses will be disinfected using an [EPA approved anti-microbial misting system](#) on a rotating basis, based on manufacturer specifications.



## Bus Arrival & Dismissal at Campus

### Student

#### Arrival

- Students will load and unload the bus at staggered times at the direction of the bus driver.
- As students depart from the bus, they should immediately walk into the building and designated area for morning arrival.
- Students will not congregate with other students after exiting the bus.
- Students should maintain appropriate social distance guidelines as they enter the building and report to designated waiting areas.

#### Dismissal

- Students will wait in a designated "pre-loading" area for each bus to arrive.
- Students will load onto the bus at staggered times at the direction of the bus driver.
- Use hand sanitizer (provided near the bus stairwell).
- Students will maintain current social distance guidelines as they load and are seated for the duration of the bus ride home.

### Parent

- When possible, parents should help with student supervision at the bus stop.

### Teacher/Staff

- Assigned staff will supervise student arrival and dismissal, ensure that students are wearing masks and direct students to waiting areas.
- Staff will ensure social distancing during arrival and dismissal.
- During dismissal, teachers will supervise designated pre-loading areas for students waiting for the bus to arrive.

## Walkers

### Student

- It is recommended that walkers keep social distance and use a face covering while walking to and from school.
- As much as possible students will be asked to avoid large groups or gatherings with other students on the campus before or after school.
- Students will be asked to immediately leave campus and begin walking home at the end of the school day.

### Parent

- Parents are encouraged to talk with their child about the health benefits of social distancing.
- Parents should follow campus guidance on how to pick up their child.
- Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from campus.

**Teacher/Staff**

- Assigned staff supervises student arrival and dismissal, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students.
- Teachers will assist in monitoring students to discourage large groups from congregating.

**Pick Up/Drop Off****Student**

- As students exit their car, they will be expected to keep social distance when walking toward the building entry. Students will not congregate with other students on the campus when walking to school.
- Students or volunteers will not be allowed to open doors or assist with car pool arrival.
- Students will remain at a social distance while waiting to be picked up in the pickup/drop off area. Students will not congregate in large groups with other students on the campus when dismissed from school at the end of the day.

**Parent**

- Parents should assist their own child with exiting the car.
- Parents should follow pick up protocols regarding how to pick up their child.
- Parents will not be able to congregate in large groups with other parents as they wait for their child to be dismissed from campus.

**Teacher/Staff**

- Assigned staff supervises student arrival, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students.
- Teachers/Staff will not be allowed to volunteer with the opening of car doors.
- Assigned staff supervises student dismissal, directs students to waiting areas and encourages that students maintain desired social distance between students.

## Child Nutrition Services

### Breakfast and Lunch Protocol - On Campus

To limit large group gatherings, students will be eating breakfast and lunch in their classrooms. Meals will be delivered to the classrooms by the child nutrition staff. All child nutrition staff will use PPE while performing job responsibilities and will be trained to practice health and hygiene regulations. **To ensure the safety of students and staff, no outside food deliveries will be accepted.** Visitors will not be allowed during breakfast and lunch times. Cafeteria prep areas will be disinfected regularly with an EPA registered product.

#### Student

- Students will use hand sanitizer or wash hands before receiving their meal.
- Students will maintain current social distance guidelines as they pick up their meal.
- Students must wear a mask while in the serving line.
- Students should NOT share food, drinks or utensils

#### Parent

- Parents are encouraged to talk with their child about the health benefits of social distancing at school, the health benefits of washing their hands or using hand sanitizer before eating, as well as the health benefits of not sharing food, drinks or utensils.
- Food from home must be sent with students in the morning. No midday meal drop off will be allowed.

#### Teacher/Staff

- Assigned staff supervises student breakfast/lunch time, ensures that students wash hands or use hand sanitizer before receiving their meal, are maintaining social distance guidelines and not sharing food, drinks or utensils.

### Breakfast and Lunch Protocol - Off Campus

Breakfast and lunch will be provided to students learning remotely from home. Meal distribution sites will be identified where parents can pick up their child's daily meal. All child nutrition staff will use PPE while performing job responsibilities and will be trained to practice health and hygiene regulations. Meals will be distributed via a grab-n-go set up. **To ensure the safety of students, parents and staff, we request that no one get off their vehicle.**

**Be prepared to present one of the following when picking up meals:**

- Student ID card assigned by the Child Nutrition Department
- PreKinder will be assigned a Temporary ID

## Standard Classroom Procedures

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, no or limited group work and hand washing or sanitizing, etc. Teachers will ensure high-touch areas in the classroom are wiped in between classes. Each classroom will be outfitted with the following:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectant to sanitize working surfaces.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.
- Technology (1:1 individual devices) should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- In classroom spaces, student desks will be a minimum of 6 feet apart.
- In classroom spaces, tables must be arranged to ensure students are seated 6 ft. apart.
- In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12-ft of social distancing from other classroom groups.

## Physical Distancing

The CDC has identified social (physical) distancing as a strategy in the containment of the COVID-19 virus. While by nature, schools are designed to be more compact, so that students have access to all amenities such as the main office, nurse's office, library, restrooms, etc. we are investigating various ways to manage our student numbers and space. Our instructional models also address the density issue within our buildings.

Physical distancing will be established through the placement of graphics on each campus. The graphics package is designed to identify six feet from the curb to the entrance and within the hallways. Each teacher should design their classroom space and be provided with the 6 feet physical distancing markers to delineate space within their individual classroom. The district will take the following measures:

- Divide hallways into two sides with periodic arrows
- Establish various entry doors for specific grades, students, etc.
- Grid mark gymnasium floors for student spacing.
- Identification of seating on buses, in auditoriums and any other common areas
- For PE, recess and other physical activities (NON-UIL); students will wear masks/shields if six feet of physical distance cannot be maintained. If six feet of distance can be maintained, students do not have to wear masks/shields.

The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.

## Hallways

### Classroom Transitions, Hallways

#### Elementary

- Students are encouraged to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- Where possible, one-way traffic throughout campus corridors will be established.
- In two-way halls students are expected to stay to the far right of the hall when walking.
- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.
- Students and staff must wear face coverings in the halls and avoid gathering in large groups during passing periods.

#### Secondary

- Students are expected to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- Students and staff must wear face coverings in the halls and avoid gathering in large groups during passing periods.
- Staggered releases from each class will be organized to limit the number of students in the hallway during transitions.
- In two-way halls students are expected to stay to the far right of the hall when walking.
- Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways.
- Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible.
- Students should immediately report to their next class and not congregate in the hallway.

### Classroom Training

#### Student

- Students should wash their hands or use hand sanitizer upon entering each classroom.
- Students will participate in training specific to newly adopted health and safety protocols.

#### Parent

- Parents are asked to read all school communication regarding health and safety protocols.

- Parents should talk to their students about COVID-19 symptoms and prevention strategies.
- Parents are asked to check their child for temperature and COVID-19 symptoms prior to sending them to school each day. If a child is displaying symptoms, please do not send the child to school. Notify the school nurse or office

**Teacher/Staff**

- Teachers/staff should be stationed outside their door to provide adequate supervision of their classroom and hallway.
- Teachers will receive training to deliver classroom lessons on health protocols.

**Seating Charts**

All teachers at all levels are required to have a seating chart and maintain any changes to identify students in close proximity in event of a positive case and notification is needed.

**Classroom Setup**

**Student**

- Students will be expected to adhere to class and school-wide protocols that are consistent with CDC guidelines.
- Students will avoid sharing school supplies and will sanitize shared items after each use.
- Students will sit one per table when it is possible.
- Students that want to use hand sanitizer should use it at the beginning of class. If a sink is available in the classroom students should wash their hands at the beginning of class.
- Students may bring personal classroom snacks as long as they are not shared.

**Teacher/Staff**

- Multiple locations of hand sanitizer, tissues, and trash cans will be available in several locations throughout classrooms and common areas to limit student and staff movement.
- Teachers will post signs with clear class protocols that are consistent with CDC guidelines and school-wide.
- Teachers will limit student movement within the classroom such as turning in assignments, materials being passed out, etc.
- Teachers will create assigned seating arrangements to ensure social distancing. Consistent with TEA guidance, all student desks should face the same direction.
- Teachers will create systems to limit the sharing of items such as school supplies so that more than one student is using an item.
- Teachers should clean supplies after each use by student.

## Classroom Arrival

<b>Students</b>	<ul style="list-style-type: none"><li>• After washing hands or using hand sanitizer, students are asked to immediately sit down in their assigned seat.</li><li>• Students should avoid touching high-touch areas if possible.</li></ul>
<b>Teacher/Staff</b>	<ul style="list-style-type: none"><li>• Teachers should prop doors open to allow for additional ventilation during class and in between classes so students don't touch doors or handles.</li></ul>

## Discipline Steps Related to COVID-19

The following steps will be taken if a student intentionally coughs, sneezes or spits on another student with the intention of infecting the other student with COVID-19 while on campus or at a school related event.

1. Notify the campus administrator.
2. The administrator shall remove the students quickly to investigate the incident to determine intentionality.
3. Students should be taken to the school nurse or appropriate medical personnel if at a school sponsored event for an evaluation (i.e., temperature check).
4. The nurse will notify the campus administrator about the findings of the evaluation. Additionally, based on the nurse's evaluation (Positive Evaluation, proceed with caution and follow protocol for potentially highly contagious individuals). Refer to Pg. 45 for "Protocols for Isolation".
5. Notify parents/ guardians of each student involved in the alleged incident.
6. If the alleged behavior is determined to be intentional; proceed with contacting a Donna ISD officer to classify the incident per the Student Code of Conduct. For elementary campuses, a Donna ISD officer would need to be dispatched to the campus; and the incident should not be classified over the telephone.
7. The appropriate offense / consequence is input in the discipline software system by the campus administrator.
8. Contact the office of the Assistant Superintendent for Leadership if additional assistance is required (956-464-1600 x 1040).

Enforcement of district/campus safety protocols such as wearing of face masks and/or face shields will be handled on an individual basis to include, but not limited to:

- Notification and contact of parent/guardian
- Discussion with school nurse on safety
- Use of disposable mask if reusable one is forgotten

## Recess/Playground

When approved by the District under CDC guidelines the playground area will be made available. Administrators will provide training for staff on guidelines and procedures associated with outdoor play and student activities. Administrators will develop a schedule for students to access the playground equipment. Teachers will monitor students to ensure safety guidelines are followed. Campuses will consider limiting the number of students per recess group. Staggered schedules and consistent cohorts will be utilized. (Develop structured games that take into account social distance protocols)



## Guidelines for Outdoor Play

- Students will wear masks during outdoor activity. Students must maintain social distancing while lining up to return to class and sanitize or wash hands before re-entering.
- All students and staff will be required to wash their hands or use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.
- While in the classroom, brain breaks and “mask breaks” will be implemented as needed, at the discretion of the campus/teacher.

## Water Fountains

Mitigate the use of water fountains.

### Water Fountain Usage

<b>Student</b>	<ul style="list-style-type: none"><li>• Students are expected to bring their own reusable water bottle with their name clearly marked on it for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.</li></ul>
<b>Parent</b>	<ul style="list-style-type: none"><li>• Parents are asked to secure a reusable water bottle for their child to bring to school on a daily basis.</li><li>• Parents are asked to assist students, as needed, to clean water bottles on a daily basis.</li></ul>
<b>Teacher/Staff</b>	<ul style="list-style-type: none"><li>• Develop and demonstrate how students should fill water bottles instead of drinking directly from the water fountains.</li><li>• Monitor that students take water bottles home to be cleaned.</li></ul>

## Elementary Specialized Classrooms/Areas

**Elementary Specials** (*When possible the teacher will go into the classroom, instead of students traveling to the specialized classroom.*)

<b>Music</b>	<ul style="list-style-type: none"><li>• Appropriate social distancing measures will be followed.</li><li>• Music equipment will be sanitized and wiped down after each use. Teachers will minimize the use of equipment by multiple students.</li></ul>
<b>PE</b>	<ul style="list-style-type: none"><li>• Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.</li></ul>



- Any activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided
- PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Procedures will be implemented in the locker rooms to limit social distancing.
- Students should avoid touching their face at all times, but especially while playing games.
- Sanitizing areas and access to handwashing will be provided.

- Art**
- Students will use their own art supplies and avoid sharing equipment, utensils and supplies as much as possible.
  - Students should complete cleaning protocols and sanitize their areas in between use.
  - Art equipment will be sanitized and wiped down after each use.

- Library**
- Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library.
  - Students and staff will wash/sanitize hands upon entering and after visiting the library.
  - High-touch surfaces (e.g., table tops, chairs, door handles, etc.) will be disinfected regularly.
  - Occupancy will be limited.

## Secondary Specialized Classrooms & Extracurriculars

All extracurricular practices and contests will be conducted following safety protocol provided by guidance from DISD, UIL and TEA. This will include COVID-19 screening, group sizes, sharing & sanitizing of equipment, locker room usage, etc.

Students opting for the **Donna ISD Online** learning environment will be permitted to participate in on-campus extracurricular activities unless decisions from TEA (Texas Education Agency) or The UIL (University Interscholastic League) are communicated that restrict participation. It will be the responsibility of the parent to transport their student to/from practice sessions, rehearsals, and on-campus contests. Parents and students choosing the **Donna ISD Online** option will need to communicate with the appropriate campus staff (music director, athletic coach, cheer coach, drill team instructor, etc.) of their intention to participate. Extracurricular activities will only be offered on campus in a face-to-face environment.

All students will communicate with Athletic Trainers, Coaches, Directors or Instructors to notify them of any exposure or positive tests.

## Secondary Specialized Classrooms and Extracurricular Programming

### Physical Education

- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact will be avoided.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Procedures will be implemented in the locker rooms to limit social distancing.
- Equipment will be disinfected after each use.
- Activities requiring multiple students to touch or handle the same equipment will be avoided.
- Sanitizing areas and access to handwashing will be provided.

### Athletics

- Similar to [summer strength and conditioning activities](#), practices and contests will follow protocols established by UIL, TEA and Donna ISD. In-season and off-season activities will follow the most current guidelines available.
- Coaches will provide an orientation of protocols and expectations for students at the beginning of their respective season(s).
- Specific entrances and exits of athletic facilities will be utilized by students for appropriate separation and distancing. Signage will serve as a visual cue and reminder for students.
- Student-athletes will be assigned to groups for the purposes of maintaining proper distancing and capacity in locker rooms to dress before and after practice sessions.
- Athletic equipment and uniforms will be issued to athletes. These items will be taken home each day and not left in their athletic locker. Practice uniforms will be laundered at home. Game issued uniforms will be laundered at campus with coaching staff following proper protocols.
- Equipment used during practices will be sanitized frequently during practice sessions.
- Athletic areas will be frequently disinfected during the week with an electrostatic misting tool.
- Athletes will not be allowed to socially congregate before, during, or after practices/workouts.
- Attendance at scrimmages and games for spectators is yet to be determined and will be communicated as this information becomes available from the UIL and/or TEA. This may also impact ticket sales and seating configurations.
- Parents and students will be expected to provide timely notification of any health concerns to their coach and athletic trainer (if applicable).

Communication, quarantine, and proper disinfecting will occur in the event of a confirmed diagnosis.

- Water breaks will occur in small groups while using disposable cups. Coaches will organize water breaks with safety and efficiency in mind. Athletes on teams with smaller numbers such as volleyball and basketball may bring their own reusable water bottle clearly marked with their name. Sharing of water or sports drinks will not be allowed at any time.

### **Cheer/ Drill Team**

- Practices and performances will be conducted following safety protocol provided by guidance from DISD, UIL and TEA. This will include COVID-19 screening, group sizes, sharing & sanitizing of equipment, locker room usage, etc.
- Students are expected to maintain social distancing in all activities and should avoid congregating in groups.
- Students will enter the locker room to change on a staggered schedule.
- Students will be asked to wash or sanitize their hands before and after class.
- Equipment, such as ballet barres, will be disinfected/wiped down after each class period by the dance teacher.
- During center work and across the floor drills, dance students should maintain at least 6 feet apart, but preferable 8-10 ft. between each other.
- Dance, cheer and drill team students will be encouraged to bring their own water bottle (if allowed by the campus) and a personal towel to wipe perspiration.
- Cheer and Drill Team students will not share equipment/props (i.e. pom poms, megaphones, etc.)
- Students will be encouraged to wear appropriate dance attire and will rotate through the dressing rooms in small groups to change before/after class. If a student isn't comfortable using the shared dressing room space, they can participate in class while wearing the clothes they wore to school.
- Students will be asked to bring their own mask.

### **Fine Arts**

- Large group practice sessions, sectionals and rehearsals will adhere to social distancing guidelines provided by an authorized entity (e.g., DISD, TEA, UIL, etc.).
- Fine arts music private lesson teachers will not be allowed to teach on campus facilities until further guidance is provided by an authorized entity. Private lessons may continue to be conducted virtually if agreed upon between individual families and the lesson teacher. All district guidelines and pricing will continue to be adhered to.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., DISD, TEA, UIL, etc.)
- Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., DISD, TEA, UIL, etc.)

including but not limited to transportation procedures, number of attendees, and the orientation of concerts.

- All fine arts performances will be streamed online when possible.
- Booster club meetings should be held virtually to minimize outside exposure to campuses.
- Students will access private practice rooms and communicate virtually with private lesson instructors.

## School Events and Activities

### Guidelines for School Wide Events/Activities

- Campuses are prohibited from planning large attendance events such as all-school assemblies, parties, socials, pep rallies, etc. that bring large groups of students together at one time until further notice.
- Administration will follow all DISD, UIL and CDC guidelines in regards to games, practices, etc.
- Any school wide events that are to be held on campus must be approved by Donna ISD Administration and adhere to requirements outlined by Donna ISD, TEA, and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.) Some athletic events may be live streamed and/or occur virtually when possible.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.
- PTA and Boosters must collaborate with and seek approval from campus/district administration prior to any event that is planned.
- Back to school and transitional events will be planned in a manner that minimizes large congregation of people in one spot.

### On- and Off-Campus Student Activities

#### On/Off Campus Activities, Field Trips & School Wide Events

##### On-Campus Activities

- No in-person assemblies will be held in the fall.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.

<b>Field Trips</b>	<ul style="list-style-type: none"> <li>• Until further notice, off-campus field trips will not be scheduled.</li> <li>• Virtual field trips will be considered as often as possible.</li> </ul>
<b>Off-Campus Activities</b>	<ul style="list-style-type: none"> <li>• Campuses will limit students from leaving campus after school prior to travel or start of extra-curricular or co-curricular activities when possible.</li> <li>• Student participation in academic contests (Math and Science Team, Robotics, Academic Pentathlon) will only be attended if specific guidance is provided by an authorized entity (e.g. Host site, DISD, TEA, the UIL, etc.).</li> <li>• Special Education Community Based Instruction (CBI) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.</li> </ul>
<b>School Wide Events</b>	<ul style="list-style-type: none"> <li>• Until further notice, any school wide events are subject to approval and must adhere to social distancing requirements outlined by DISD, TEA and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.)</li> <li>• School wide events will be live streamed and/or occur virtually when possible.</li> <li>• To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.</li> </ul>

## Emergencies and Drills

Donna ISD will continue to follow the Standard Response Protocol (SRP) and its emergency actions of Lockout, Lockdown, Evacuate and Shelter. During Safety Response Protocols, students will keep face masks or face shields on, however social distancing will not be maintained if it is not possible or practical while practicing safety protocols.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS	
Students:	Teachers:
Return inside	Bring everyone indoors
Business as usual	Lock perimeter doors
	Increase situational awareness
	Take attendance
<i>LOCKOUT DRILL. If students are outside the building the students and staff will practice social distancing to immediately return to the building. All other procedures will remain the same.</i>	

**LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.**

<b>Students:</b>	<b>Teachers:</b>
Move away from sight	Lock interior doors
Maintain silence	Turn out the lights
Do not open the door	Move away from sight
	Do not open the door
	Maintain silence
	Take attendance

**EVACUATE TO ANNOUNCED LOCATION.**

<b>Students:</b>	<b>Teachers:</b>
Bring your phone	Lead evacuation to location
Leave your stuff behind	Take attendance
Follow instructions	Notify if missing, extra or injured students

*EVACUATION DRILL. Campus Admin will identify more locations for evacuation spots. Leaving the classroom – Campus Admin will set up dismissals by:*

- Sides of the hallway
- Grade level
- Floors of the building
- Wings of the building

*For the purpose of social distancing this will take several days to complete the entire campus.*

**SHELTER. HAZARD AND SAFETY STRATEGY.**

<b>Hazard:</b>	<b>Students:</b>	<b>Teachers:</b>
Tornado	Evacuate to shelter area	Lead safety strategy
Hazmat	Seal the room	Take attendance
Earthquake	Drop, cover, and hold	
Flooding	Get to high ground	

*SHELTER DRILL Campus Admin will identify locations for sheltering. They should be completed by:*

- Sides of the hallway
- Grade level
- Floors of the building
- Wings of the building

For the purpose of social distancing this will take several days to complete the entire campus.

## Cleaning/Sanitizing/Disinfecting Agents

### Cleaning-Sanitizing-Disinfecting Agents used by Donna ISD

- [Disinfecting Wipes](#), [Peroxide Multi Surface Cleaner and Disinfectant](#), [Portion Pac Germicidal Cleaner](#) (all three COVID-19 rated) and [DMQ Damp Mop Neutral Disinfectant Cleaner](#):

Primary use is for cleaning and sanitizing horizontal and vertical surfaces:

- Student desks, classroom work areas
- Cafeteria tables
- Handrails
- Countertops
- Push-bars on doors
- High-touch items

- [Pure Bright Germicidal Ultra Bleach](#) (COVID-19 rated) and [NABC Non-Acid Disinfectant Bathroom Cleaner](#):

Primary use is for bathroom floors, stalls/partitions, urinals and toilets.

- [Stride Citrus 3 Neutral Cleaner](#):

Used for mopping and auto-scrubbing of non-carpeted, non-restroom floors (VCT and concrete flooring):

- Hallways, cafeteria, clinic

- [Virex II 256](#) and [PUR TABS Effervescent Sanitizing/Disinfection Tablets](#) (Both are COVID-19 Rated)

Used upon special request (multiple cases of flu, report of staph, MRSA, etc.) to disinfect:

- A grade-level area
- Wing of a building
- Locker room