



Back-to-School Plan - Fall 2020

Part I: Operational Guidelines

TEA Requirement: Provide Notice

Kenedy ISD is providing notice to parents, families, and the community regarding back-to-school plans and instruction through this initial document. As further required, one week prior to the start of school, a plan to mitigate COVID-19 will be disseminated to all families and posted on the district and school websites. Preliminary information is posted in this guidance and is subject to change based on state and local decisions.

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

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Mrs. Melanie Witte	mwitte@kenedyisd.com	Ex. Director Inst. Services
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TEA Requirement: Prevent and Mitigate

Kenedy ISD must identify and implement practices to prevent the virus from entering the school and mitigate or reduce the likely spread inside the school; therefore, district practices and guidelines have been established for various areas noted below:

Protocols for Screening

All students and staff will be screened for COVID-19 symptoms regularly and individuals who present with symptoms will be separated and sent home.

Per Center for Disease Control (CDC) guidelines, initial monitoring of symptoms begins at home. Individuals who are feeling ill, including symptoms like fever, cough, shortness of breath, sore throat, abdominal pain, fatigue, muscle aches, or headache, should stay at home and consult with a medical professional regarding school participation.

Screening of Staff:

Staff will be required to self-screen for COVID-19 symptoms when reporting to work each day using a screening protocol that must be accessed when entering the building.

Staff must have their temperature taken daily by the school nurse upon arrival.

Teachers and staff must report to the school system if they themselves have COVID-19 symptoms, are lab-confirmed with COVID-19, or if they have had prolonged exposure with an individual who is lab-confirmed with COVID-19.

Screening of Students:

TEA Guidance is as follows for students:

“Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive at-home instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive at-home instruction if their child has had prolonged exposure with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or at-school . The screening questions should also be asked of a student’s parent if that parent will be dropping off or picking up their child from inside the school.”

Parents/guardians are expected to screen their students for COVID-19 symptoms each day prior to sending their student to school.

Teachers will monitor students, take temperatures of students daily, and refer to the nurse if any symptoms are present.

Parents and families know their child’s health needs. While we are taking all measures to ensure each student’s safety, parents must place their child’s health needs first. at-home learning options are discussed later.

Screening of visitors

Visitors required to complete health screening to determine if they have any COVID-19 symptoms or have come into close contact with an individual who is lab-confirmed with COVID-19 upon entry into the building.

Protocols for Face Coverings

Protective measures, including the use of face coverings, will be determined by the level of disease activity of COVID-19.

The District will rely on data from the Department of State Health Services (DSHS) and Karnes County Public Health to determine the disease activity level and utilize the appropriate protective measures for students and staff.

Schools are expected to comply with the Governor's Executive Order for wearing masks/face coverings or face shields, where this is most developmentally appropriate.

Face coverings include cloth masks, gaiters, face shields or anything else that provides covering over the nose and mouth. Masks must be appropriate and approved by campus administration.

Students and staff are encouraged to provide their own personal protective equipment (PPE). PPE will be provided as needed.

Adults: All adults are required to wear masks when in the building, classroom, and/or office with others.

Exceptions to this requirement include lunch breaks with appropriate social distancing.

Classroom teachers may use face shields and social distancing when providing direct instruction in the classroom. During classroom monitoring and circulations, masks are required.

Students: All students are required to wear masks when riding the bus, entering school during arrival, when leaving the school during dismissal, when transitioning during hallways (going to library, restroom, office or any other location than the classroom they came from).

At present time, all students grades 2 - 12 and all staff will wear masks/face shields while in the school building.

It is highly recommended that students in grades PK-1 wear masks at all times.

However, students in grades PK - 1 will only be required to wear masks during times listed above and in special circumstances as designated by teacher/principal.

Exceptions to this requirement include during meals and other activities.

It is recommended that masks be rotated and thoroughly cleaned daily. Sharing of masks with other family members is extremely risky and discouraged.

Individual needs will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.

Nurses will wear personal protective protective equipment (ppe) as the situation dictates.

Protocols for Campus Visitors

Campuses will utilize virtual meeting options to limit campus visitors when possible.

All visitors who enter the building will be required to wear a face covering.

Individuals who proceed beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/PPE Requirements

Visitors will be restricted for those essential to school operations. We highly discourage non-emergency drop-offs...i.e. snacks, lunch, instruments, Sonic, etc. Parents will not be allowed to eat lunch at the school until further notice.

All individuals entering the building will be required to wear face coverings.

All visitors will be subject to screening by way of a symptom screening form to determine if the visitors have COVID-19 symptoms or if the visitors are lab-confirmed with COVID-19 and to determine if visitors have had prolonged exposure with an individual who is lab-confirmed with COVID-19.

Virtual meetings will be available when possible.

Visitors and staff will maintain physical distancing for ARD and other meetings in smaller conference areas. Masks are required in all meetings.

Protocols for Hand Sanitizing and Disinfecting/Cleaning

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

Hand Washing/Sanitizing Expectations

Students and staff are required to use hand sanitizer when entering a bus, building, classroom, and/or office.

Alcohol-based hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.

Students will have instruction on effective hand-washing and effective use of hand sanitizer.

Frequent handwashing and sanitizing will also be incorporated in the daily schedules.

Each classroom will be provided with sanitation kits that will be used during transitions.

Buses, classrooms, and other common areas within the school will be thoroughly disinfected daily and deep cleaning schedules will be regularly conducted.

Students, staff, and visitors will be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

Daily Campus Disinfecting/Cleaning Expectations

Each classroom and high touch areas will be disinfected daily.

Restrooms will be disinfected multiple times a day.

Custodians will wear masks and gloves during work hours.

The cafeteria will be disinfected between lunch periods.

Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Protocols for Preparing for Safe Work and Learning Environments

Classroom Configurations and Procedures

Kenedy ISD will arrange student learning spaces six feet apart, as feasible. In some instances, common areas may be used for instruction with similar distancing.

Group or pair work must be safely implemented while maintaining physical distancing. Facial coverings will be worn in grades 2-12.

When possible, technology can be utilized when the use of manipulatives is needed.

Teachers will consider assigning cohorts of students specific supplies in order to reduce the possibility of exposure.

The use of outdoor space for learning will be considered when possible.

Classroom groups working outside will maintain at least 12 feet of social distance from other classroom groups.

Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.

Supplemental services will be grouped by grade level when possible.

The recommended procedures will be applied to all classroom settings, including special education services locations when possible and appropriate.

Students' individual needs will be addressed on a case-by-case basis.

Supplies

Students will be expected to use their own materials and supplies which will be kept in individually-assigned boxes.

Sharing of materials will not be allowed.

In instances where technology, books, calculators, etc., are used with multiple students, proper sanitation protocols will be executed.

Common Areas

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

Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between use. When needed, students will bring personal supplies from the classroom.

Restrooms

Proper handwashing technique will be taught to all students and consistently practiced.

Efforts will be made to limit the availability of toilets, urinals and sinks to certain times to comply with health agency recommendations and social distancing.

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.

A system will be implemented to identify the number of occupants utilizing each restroom to mitigate the chance of exceeding maximum occupants per social distancing.

After a restroom break, students will be required to use hand sanitizer before reentering the classroom.

Transitions

One-way traffic throughout campus corridors will be established.

Visual aids will be used to illustrate appropriate spacing and traffic flow throughout the building

Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.

When possible, it is recommended that students make transitions outside of the building.

Arrival

Students will be assigned a specific point of entry into the building to reduce the number of students entering from one location.

Students will go straight to the classroom upon arrival and will not wait in a centralized holding area.

Parents will not be allowed to walk students to classrooms.

All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.

Dismissal

Students will be assigned a specific point of exit out of the building to reduce the number of students exiting from one location with designated staggered dismissal groups, when appropriate..

Staggering the groups of walkers, car riders, bus riders will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.

There will be bus procedures, based on campus specific needs.

Meals

Kenedy ISD must comply with child nutrition guidelines.

Breakfast and Lunch at KES - Pre-Kindergarten through 5th Grade – Lunch will be provided with staggered times and social distancing in the cafeteria.

Breakfast and Lunch at KMS and KHS - Grab and Go meals will be provided as students enter the schools and students will eat in designated areas adhering to social distancing. Teachers will monitor in the cafeteria and hallways to ensure social distancing. Six-foot distance around all occupiable assigned seats will be provided while maintaining the student's consistent cohort for "at-school " lunches.

In an effort to decrease the amount of exposure to individuals who our students are exposed to, there will not be any outside visitors allowed for breakfast or lunch.

Recess

Campuses will limit the number of students per recess group.

Staggered schedules will be utilized.

All students and staff will be required to use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.

Brain breaks and fresh air breaks will be implemented as needed, at the discretion of the teacher/administrator.

Specials/ Electives

Band – Students participating in these programs are required to have their own instrument. The district is looking at options for non-wind instruments such as guitars, violins, etc. Protocols established by U.I.L. will be followed for band including marching, competitions, etc.

P.E. – Details are being developed for P.E. programs to align with the TEKS course expectations and U.I.L. COVID guidelines for athletics.

CTE Courses – CTE courses include hands-on experiences. Social distancing and sanitation requirements will be further defined and communicated prior to the beginning of school. Students enrolled in advanced, hands-on CTE courses must enroll in a at-school instructional model. at-home /virtual learning is only available for “principles” courses in CTE.

Other Electives: Dance, Cheer, etc. – Each course will be reviewed individually to ensure that social distancing and sanitation requirements are established and communicated prior to the beginning of school.

Special Programs

Program Participation and Services – Students currently participating in special program services, e.g., special education, 504, Bilingual/ESL, etc., will continue to receive services whether through at-school or at-home /virtual learning. Parent meetings may be held using virtual meeting platforms.

Evaluations and Testing – District protocols are being developed to evaluate students who have been referred for special programs. Social distancing and/or personal protective equipment (PPE) will be used, as appropriate.

Extracurricular Programs Campus Events

Students will be required to participate in at-school instruction in order to participate in extracurricular programs. Each program will be evaluated on a case-by-case basis to determine implementation guidelines. Program sponsors will provide information to students and parents/families as information is available.

Campus Events

No in-person assemblies or field trips will be held in the fall.

Meet the teacher, open house, parent conferences, etc. will be held virtually.

Parents will be allowed to attend class parties and performances virtually.

Transportation

All students will wear masks/face coverings on the bus.

Parents will be encouraged to transport their children to school daily as it is the safest means of transportation due to COVID-19.

To support contact tracing, students will be assigned seats, and a seating chart will be maintained by the bus driver.

When boarding the bus, students will continue to the back of the bus to fill the seats from the back of the bus to the front of the bus and then will unload from front to back. This will limit the amount of time students are exposed to others.

All buses will have hand sanitizer dispensers placed in the stairwells for use when loading/unloading. Students are expected to use it before boarding the bus and as they are exiting the bus.

All buses will be sanitized and wiped down daily, between bus runs.

Bus windows will be partially open (at minimum) during routes to provide for additional ventilation where appropriate.

TEA Requirement: Respond

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

Isolation Protocols When a Student or Staff Member Display COVID-19 Symptoms

When a student has displayed symptoms of COVID-19, 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 their parent/guardian will be notified for prompt pick up.

Other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected.

KISD will immediately sanitize all areas that had exposure from someone who tested positive. In the event that this cannot be done before the start of the next school day, KISD may need to close for a day to complete this process if relocating students is not an option.

District communication will be provided to the parents of students who came in contact with a COVID-19 positive student or staff member.

Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members. Refer to KISD COVID-19 Process Map.

In order to return to work, **all 3** of the following must be met if you were exposed to someone that tested positive, if you tested positive, or had the signs and symptoms of Covid-19:

____I have quarantined for 10 days because I may have been exposed and had symptoms

____I have no COVID 19 symptoms

____I have been symptom-free without medication for 72 hours

OR

____I have a medical note and have been cleared to return to work

Students or staff who have prolonged exposure with a COVID-19 positive individual will be asked to self-quarantine for 14 days and may not return to campus during that time.

Staff and students who test positive and/or were directly exposed will not be permitted to return to school until they are cleared by a medical professional. While this may cause an added burden on families, our goal is health and safety for all students.

Additional Cleaning Measure for Covid-19 Positive Cases on Campus

If a classroom or facility is closed due to COVID-19 spread, quaternary disinfectant, which is recommended for use on the virus that causes COVID-19, will be used to disinfect.

Custodial staff will disinfect classrooms, restrooms, indoor athletic areas (gyms, weight room, locker rooms, etc) and all additional areas in the entire buildings daily.

Part II: Instructional Plans

Introduction

Kenedy ISD is committed to providing rigorous, TEKS-based instruction to all students whether they attend at-school or select an at-home instructional setting. We recognize that this may be a challenging year, but we are embracing the opportunity to expand and maximize learning for all students and staff.

Instructional Options:

We will offer two options for all students for the 2020-21 school year:

1. 100% At-school learning/instruction
2. 100% At-home learning/ instruction

Once parents select a model, the student must remain in that setting until the end of the nine-week grading period before a change can be made from the initial choice.

Notice of any change to the instructional method must be made in writing to the campus Principal no later than two weeks prior to the end of the nine weeks grading period.

Technology

All students in grades K-12 who select At-Home Learning (at-home Instruction) will receive a district Chromebook for instruction.

*There is a plan to provide a computer for all students in K-12. KISD is purchasing 350 additional computers. We will work with families to ensure all families have one computer for every two students until we receive the additional computers on backorder.

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Kenedy ISD Instructional Plan For At-School Learning

Instructional Calendar

The KISD Instructional Calendar DAYS for all students (at-home learners and at-school learners) will remain the same, at this time.

Kenedy Elementary School

The school hours of operation and instructional day for at-school learners will continue to be from 7:50 to 3:30.

We will be providing direct instruction with all students from 7:50 to 2:45.

We will be providing supplemental instruction for students whose parents request full day instruction and/or students who need extra support from 2:45 - 3:30

Kenedy Middle School/Kenedy High School

The school hours of operation and instructional day for at-school learners will continue to be from 7:55 to 3:35.

The instructional hours of the day may change to reduce the number of students in classrooms at the same time, depending on the level of spread of Covid-19 in our KISD district.

KISD has developed a multi-stage approach for managing instructional settings for at-school instruction to manage instructional settings that outlines further health & safety measures in the learning environment that may be taken in the event of the spread of COVID in KISD. Stages are based on multiple data points by campus, though if cases are isolated to a specific grade level a more localized approach may be adopted.

Stage I. Minimal transmission of virus

School is open for 100% attendance, with moderate health and safety measures.

Stage II. Minimal to moderate transmission of the virus - School is open for 100% attendance, with significant health and safety measures.

Stage III. Substantial/controlled transmission of the virus - School is open for 50% attendance with a rotating schedule of students attending ½ day.

Stage IV. Substantial/uncontrolled transmission of the virus - All students are learning at-home from home.

Kenedy ISD Multi-Stage Approach for Managing Instructional Settings for Face to Face Instruction During COVID-19

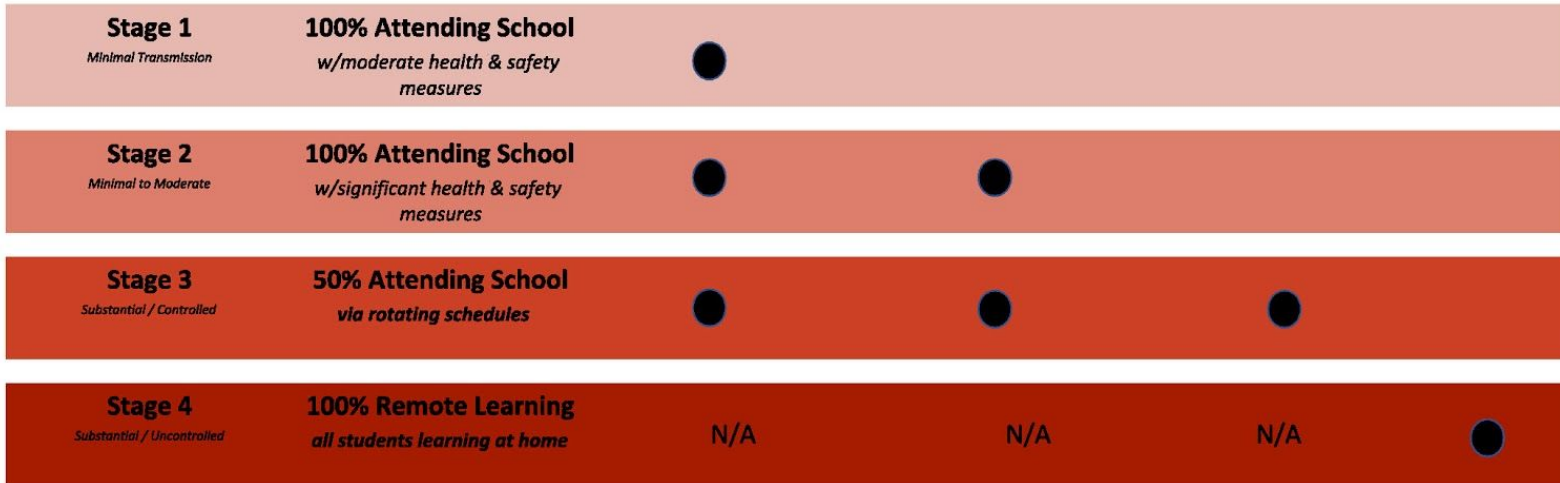
This information serves as a guide for how KISD will manage instructional settings for face to face instruction during COVID-19 for the 2020-2021 school year. A remote learning option will also be available for any student needing or desiring to learn in that manner.

All Items in KISD Re-Entry Plan
 Practice Good Hygiene
 Automated Health Screens
 Reduce Large Groups
 Reduce Visitors
 All Isolation Procedures

Face Coverings Required
(if not required by Gov Order)
 Daily Temp Checks
 Limit Visitors
 Clean Desks Btwn Classes
 Reduce Bus Loads

Social Distancing
 Eliminate Student Travel
 Reduce Spectators
 Eliminate Large Groups
 Eliminate Visitors

Schools Closed-Students
 No Extracurriculars
 Meals will be provided



**Stages are based on multiple data points by campus, though if cases are isolated to a specific grade level a more localized approach may be adopted.*

**This chart serves as a guide for decision-making for COVID-19. Understanding that things can change rapidly, decisions may be adjusted as the situation is fluid.*

**Any Governor's Order supercedes this chart*

Stage 1 <i>Minimal</i>	Stage 2 <i>Minimal to Moderate</i>	Stage 3 <i>Substantial / Controlled</i>	Stage 4 <i>Substantial / Uncontrolled</i>
100% Attending School	100% Attending School	50% Attending School	100% Remote Learning
<i>All of the following are true:</i>	<i>One of the following is true:</i>	<i>All of following are true:</i>	<i>All of following are true:</i>
<ul style="list-style-type: none"> - # of active cases in the district is less than or equal to 43 - Attendance % > 90% 	<ul style="list-style-type: none"> - # of active cases in the district is greater than 43 but less than or equal to 90 - Attendance % is < 90% 	<ul style="list-style-type: none"> - # of active cases in the district greater than 90 but less than or equal to 130 - Attendance % is < 80% 	<ul style="list-style-type: none"> - # of active cases in the district greater than 130 - Attendance % is < 70%

**This chart serves as a guide for decision-making to instructional settings due to COVID-19. Understanding that things can change rapidly and decisions may be adjusted as situations arise.*

**Stages are based on multiple data points by campus, though if cases are isolated to a specific grade level or program a more localized approach may be*

**Any Governor's Order or guidance from TEA supercedes this chart*

Kenedy ISD will monitor the situation on a daily basis, communicate any changes that will change schedules for students to all stakeholders, and take appropriate action as needed.

At-school learning requires that parents/guardians screen their children for COVID-19 symptoms each day prior to sending their children to school. Parents should not send their children to school if they are exhibiting COVID symptoms, especially if they are running a fever. Staff will be required to self-screen for COVID-19 symptoms prior to reporting to work each day. Prevention and mitigation efforts described in Part I of this plan will be followed as required.

Kenedy ISD Instructional Plan for At-Home Instruction

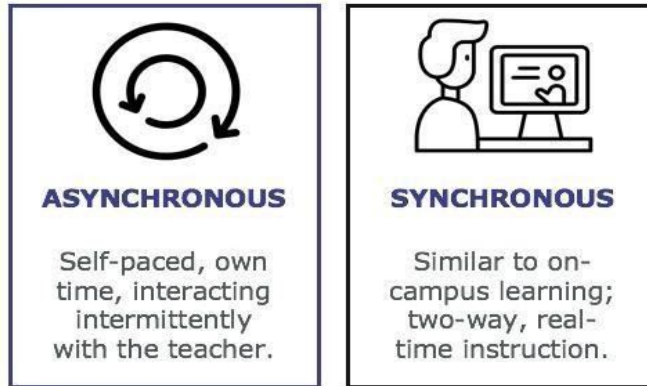
GOAL

KISD is committed to provide ongoing rich, rigorous, and robust TEKS-based instruction while providing an instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

We realize that learning will be modified in an at-home and digital environment. Kenedy ISD will provide access, resources, support, and academic learning opportunities for all students in the at-home setting using an asynchronous model.

GUIDING PRINCIPLES

1. Provide for personalized learning to meet the needs of all learners.
2. Support students' academic and emotional wellness while maintaining home and school balance.
3. Ensure all students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
4. Design learning experiences in order to continually assess and meet the individual learning needs of each student.
5. Educators, students, and parents need support, encouragement, and compassion to ensure their success.



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

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

Kenedy ISD will implement an Asynchronous model of instruction. Our Learning Management System in Kenedy ISD is SeeSaw for PK-1 and Google Classroom for grades 2-12.

INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and at-home pathways. Students in at-home settings will have schedules provided that matches or exceeds the required daily minimum of minutes across all grade levels. While we understand this schedule is dependent upon the percentages of at-home learners and the evolving confirmed cases in our county, the proposed schedules are guides for planning purposes. The implementation model provided is subject to change.

Kenedy ISD teachers will be utilized in both at-home and on-campus pathways, by providing instruction for on campus students, and recording instruction for at-home students. Teachers will also be available for conferences/support in face to face and virtual settings. Using our data from the parent's survey for instruction choice, KISD will structure staff schedules to allow for student access to teacher support either virtually, via phone conference, or face to face, as a situation dictates. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in at-home, online, or face to face instruction. In the schedules provided, family input was collected through family engagement surveys, emails, and virtual parent meetings.

From the beginning of the school year, all teachers will design lessons in our Learning Management System for on-campus learners, at-home learners, and intermittent learners. There is likely to be student movement between models, and we at KISD are prepared to make this as seamless as possible.

Students will be expected to use the Learning Management System provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through virtual discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work on that same day to receive credit for attendance for that day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings.

At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades K-5. At-home learning is not available for Pre-Kinder students.

Students in grades 6 – 12 will check-in at least once a day with one of their assigned teachers.

ACTIVE ENGAGEMENT

Students must actively engage in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis

2. Attending synchronous (live lessons/conferences) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxGradebook/TxEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale, consistent with Kenedy ISD Board Policy [EIA Legal](#) and [EIA Local](#).

Additional Support for Students with Learning Needs

For students with disabilities, KISD will work with students and families to minimize barriers a student may experience in an at-home setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

PRE-K SAMPLE SCHEDULE FOR AT-HOME LEARNING

Pre-K		Notes
	Time	
	8:00-8:30	Self – Care and Calendar Lesson
	8:30-9:15	Reading
	9:15-9:30	Break
	9:30-10:15	Math
	10:15-10:30	Break
	10:30-11:15	Science and Social Studies
	11:15-12:00	Counselor’s Corner
	12:00-12:45	Lunch Play
	12:45-1:30	Art/Music/PE
<p>Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Conference Hours</p> <p>Teacher Daily Hours: 7:30 – 4:30</p>		<p>Students receive 180 minutes of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.</p> <p>Teachers may record lessons, or provide other audio/video resources for students to listen to and follow along with. This will allow students to listen to teacher instruction as many times as needed.</p> <p>Students will be able to meet with teachers virtually via a dedicated virtual conference time daily. Through this virtual conference students will also be able to interact with their peers for personal growth and enrichment. Parents and students will also be able to schedule one on one support as needed.</p> <p>Counselors will provide live sessions for community building, guidance, and intervention or enrichment. These sessions will allow peer-to-peer interaction and relationship connections. Campus counselors will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>Attendance will be taken daily in TXGradebook and recorded in TxEIS, as determined through engagement.</p> <p>Grading policy will be the same as on-campus learning and outlined in the KISD Handbook and policy.</p> <p>The Learning Management System (Learning Management System) for this grade level is SeeSaw.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p>

XCVXCVXC

Kindergarten - Grade 5 SAMPLE SCHEDULE FOR AT-HOME LEARNING

Kindergarten – Grade 5		Notes
Time		<p>Students receive 180 to 240+ minutes of asynchronous instruction each day. Daily schedules are provided to parents and students.</p> <p>Teachers may record lessons, or provide other audio/video resources, for students to listen to and follow along with. This will allow students to listen to teacher instruction as many times as needed.</p> <p>Students will be able to meet with teachers virtually via a dedicated virtual conference time daily. Through this virtual conference students will also be able to interact with their peers for personal growth and enrichment. Parents and students will also be able to schedule one on one support as needed.</p> <p>Counselors will provide live sessions for community building, guidance, and intervention or enrichment. These sessions will allow peer-to-peer interaction and relationship connections. Campus counselors will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system, Moby Max and supplemented by our campus instructional resources.</p> <p>In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Attendance will be taken daily in TXGradebook and recorded in TxEIS, as determined through engagement.</p> <p>Grading policy will be the same as on-campus learning and outlined in the KISD Handbook and policy.</p> <p>The Learning Management System (Learning Management System) for grades K-1 is SeeSaw and Google Classroom for grades 2-5.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p>
8:00 – 9:00	Reading Language Arts	
9:00 – 9:15	Break	
9:15 – 10:15	Math	
10:15 – 10:30	Break	
10:30 – 11:00	Social Studies	
11:00 – 11:30	Science	
11:30 – 12:15	Lunch	
12:15 – 1:30	Specials	
1:30 – 2:15	Counselor's Corner	
<p>Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Conference Hours</p> <p>Teacher Daily Hours: 7:30 – 4:30</p>		

Middle School (6 – 8) SAMPLE SCHEDULE FOR AT-HOME LEARNING

Middle School		Notes
Time		<p>Students receive 240+minutes of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>We may provide video instruction, or provide other audio/video resources for students to listen to and follow along with. This will allow students to listen to teacher instruction as many times as needed.</p> <p>Students will be able to meet with teachers virtually via a dedicated virtual conference time daily. Through this virtual conference students will also be able to interact with their peers for personal growth and enrichment. Parents and students will also be able to schedule one on one support as needed.</p> <p>Campus counselors will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in TXGradebook and recorded in TxEIS, as determined through engagement.</p> <p>Grading policy will be the same as on-campus learning and outlined in the KISD Handbook and policy</p> <p>The Learning Management System (Learning Management System) for grades 6 - 8 is Google Classroom.</p>
8:00 – 9:00	Reading Language Arts	
9:00 – 9:15	Break	
9:15 – 10:00	Math	
10:00 – 10:15	Break	
10:15 – 11:00	Social Studies	
11:00 – 11:15	Break	
11:15 – 12:00	Science	
12:00 – 12:45	Lunch	
12:45 – 1:30	Band/Music	
1:30 – 1:45	Break	
1:45 – 2:30	PE	
2:30 – 3:30	Counselor’s Corner	
<p>Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Conference Hours</p> <p>Teacher Daily Hours: 7:30 – 4:30</p>		

High School (9 – 12) SAMPLE SCHEDULE FOR AT-HOME LEARNING

High School		Notes
Time		Students receive 240+minutes of asynchronous instruction each day.
8:00 – 8:45	Reading Language Arts	
8:45 – 8:55	Break	Daily schedules are provided to parents and students.
8:55 – 9:40	Math	Teachers may record lessons, or provide other audio/video resources for students to listen to and follow along with. This will allow students to listen to teacher instruction as many times as needed.
9:40 – 9:50	Break	
9:50 – 10:35	Science	Students will be able to meet with teachers virtually via a dedicated virtual conference time daily. Through this virtual conference students will also be able to interact with their peers for personal growth and enrichment. Parents and students will also be able to schedule one on one support as needed.
10:35 – 10:45	Break	
10:45 – 11:30	Social Studies	
11:30 – 12:15	Lunch	Campus counselors will set up one-on-one or small groups to support social and emotional learning, and college career guidance.
12:15 – 1:00	CTE	
1:00 – 1:10	Break	Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.
1:10 – 1:55	Elective	
1:55 – 2:05	Break	In grades 8 – 12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
2:05 – 2:50	PE	
2:50 – 3:30	Counselor's Corner	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
<p>Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Conference Hours</p> <p>Teacher Daily Hours: 7:30 – 4:30</p>		<p>Attendance will be taken daily in TXGradebook and recorded in TxEIS, as determined through engagement.</p> <p>Grading policy will be the same as on-campus learning and outlined in the KISD Handbook and policy</p> <p>The Learning Management System (Learning Management System) for grades 8 - 12 is Google Classroom.</p>

MATERIAL DESIGN

Description: Kenedy ISD staff will implement TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, Kenedy ISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both face to face and at-home learning. Kenedy ISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	<p>KISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>KISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>KISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS – based, state-adopted instructional materials	<p>Kenedy ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, KISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>

FEEDBACK TIMELINES

Daily feedback will be provided through the Learning Management System through student work and assignment completion. Every three weeks progress reports will be provided through TXGradebook/TxEIS and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact. Campus administrators will check contact logs on a regular basis.

The school district will work with stakeholders to identify an at-home educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, the KISD Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will be used to help address students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to at-home learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons and provide students with access. Students would access content through the Learning Management System and designated district-provided devices.

- **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers. (KISD DOES NOT HAVE ENOUGH TEACHING STAFF TO CARRY OUT THIS OPTION)

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from at-home settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

Additional Consideration

- **Option 3:** Students in at-home learning would access Texas Home Learning 3.0 through the state-supplied Learning Management System while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and at-home learners as well. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

LESSON PREPARATION

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Learning Management System and audio/video enable students in at-home settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 3-12), SeeSaw (PK-2), or the Texas Home Learning 3.0 Learning Management System. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Learning Management System. Pre-recorded instructional videos will be uploaded into the Learning Management System. Live teacher assistance will take place through Google Meets between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher.

Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on- campus grading system and entered into TxGradebook/TxEIS

promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully

Students with Disabilities

For students with disabilities, Kenedy ISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in an at-home setting. Our goal is to create multiple means of engagement through IEPs, 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials Assessment	Grade(s)	TEKS Aligned	Student Supports	EL Supports	Print or Online Instructional or Data Tool
Reading Language Arts					
TEKS Resource System: GAP tool	Elementary and Secondary	Yes	Helps identify student gaps and adjustments based on student needs	Helps identify student gaps and adjustments based on student needs	Data planning tool
Texas Home Learning 3.0	Elementary and Secondary	Yes	Built-in supports for students with disabilities in each lesson.	Built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and Online Instructional Tool
Renaissance Star 360	Elementary and Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL	6-12 Supplemental	Yes	Skill plans for mastery of goals and standards	In both English and Spanish	Online, Diagnostic, Analytic Data Tool
Math Instructional Materials					
TEKS Resource System GAP Tool	Elementary and Secondary	Yes	Helps identify student gaps and adjustments based on student needs	Helps identify student gaps and adjustments based on student needs	Data planning tool
Texas Home Learning 3.0	Elementary and Secondary	Yes	Built-in supports for students with disabilities in each lesson	Built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and Online Instructional Tool
Stem Scopes	Elementary	Yes	Built-in supports for students with disabilities	Built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and online Instruction and Data Tool
IXL	Secondary	Yes	Skill plans for mastery of goals and standards	In both English and Spanish	Online, Diagnostic, Analytic Data Tool
Science Instructional Tools					
TEKS Resource System: Year at a Glance, Instructional Focus Documents	Elementary and Secondary	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Instructional planning tool only
Texas Home Learning 3.0	Elementary	Yes	Built-in supports for students with disabilities in each lesson.	Built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Stem Scopes	Elementary and Secondary	Yes	Built-in supports for students with disabilities	Built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Print and online Instruction and Data Tool
Social Studies Instructional Materials					
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Instructional planning tool
Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

STUDENT PROGRESS

Description: With the students learning 100% at-home from March to May this last year, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Gap Plan. This gap plan is outlined in 4 main areas below: **Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.**

DATA COLLECTION

Kenedy ISD teachers will administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, KISD will use the assessments that are included with THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Texas Education Agency assessments, Learning Management System assessments, Eduphoria

ASSESSMENT FRAMEWORK

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

LESSON DESIGN

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

KISD will create a modified **scope and sequence-based** on the intentional alignment of standards missed as a result of lost instructional time. **High priority/essential state standards** will be identified for each core subject area.

Resources: Texas Home Learning 3.0, TEKS Resource System, PLC common planning, Scope and Sequence

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Kenedy ISD will serve face to face students in daily small group instruction during WIN Time to provide students with "What I Need." KISD will provide opportunities for at-home students to attend small group instruction during virtual conference times. Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team by combining the expertise of the principal, assistant principal, interventionists, and directors of instructional services to support the campus staff and families of at-home learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and SeeSaw. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and at-home) with a forum for sharing best practices and support for their peers and students.

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

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thought engaging lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to a virtual meeting/training to find out the answers to these questions: What is a Chromebook and How do I get to Google Classroom? Our goal is to conduct more training each month and share on our district's website. Sessions will be developed in a series of topics determined by high-interest, parent suggestions and teacher input.

Constant communication will flow between our staff and parents through Google classroom, TxGradebook/TxEIS, our Learning Management System, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that KISD students and families understand the expectations and importance of at-home learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to at-home , a virtual meeting will be scheduled to review the expectations of at-home learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, KISD staff participated in various modes of providing virtual instruction and other professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger more rigorous at-home learning environment.

In addition, KISD teachers continue to engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was provided in a distance learning and for the most part presented by Region 3 ESC.

PRINCIPALS AND OTHER ADMINISTRATORS

Kenedy ISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of at-home learning:

- **Excellence in at-home Instructional Delivery** conducted by the Texas Education Agency
July 20-Aug 7
- **Designing At-Home School Modules 1-3** conducted by the Texas Education Agency
July 29-31

Kenedy ISD will work closely with our Educational Service Center - Region 3 and other partners to plan support for at-home learning.

Principals, the Directors of Instructional Services, and the Superintendent will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and at-home instruction. Kenedy ISD does not employ instructional coaches. However, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as trainers-of-trainers for various focus areas such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments.

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Kenedy ISD's main communication tools for parents and students will be the following:

- A. School messenger for district-wide communication
- B. TxEIS for progress/grade reporting (via parent portal)
- C. Google Classroom and/or SeeSaw for teacher-parent-student discussions
- D. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Hangouts)
- E. Public website: KISD will maintain general information on its status for the public on our main webpage at [Kenedy ISD](#) and our district facebook webpage.

CURRICULUM GAP DOCUMENTS

All Kenedy ISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: TEKS Resource Gap Tool, which teachers can leverage to identify gaps prior to teaching each THL 3.0 module/unit.

KISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services, and teachers will communicate via telephone or certified mail (when serious concerns arise). Each student's data will be looked at and considered individually, as we understand that the individual needs of the student are unique.

RESOURCES TO MAXIMIZE AT-HOME LEARNING

- a. The following are resources provided by KISD to help teachers implement a more thoughtful at-home learning opportunity.
 - i. TEKS Resource System
 - ii. Texas Home Learning (THL) 3.0
 - iii. Lead4ward
 - iv. Eduphoria

- b. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
 - i. Google Classroom
 - ii. SeeSaw
 - iii. Google Suite

c. Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

d. Deployment of Student Devices

Meet-the-Teacher night will be restructured as needed by campuses. Families will be invited to virtual meetings to meet the teachers, and attend small group stations on how best to support and guide their student's daily learning, at-home.