



San Marcos CISD

Remote Learning Plan



INTRODUCTION

In the event of extended school closure, the remote learning plan will be implemented by the district. The purpose of the remote learning plan is to allow for instruction to continue and to ensure students have access to learning. Should major changes arise, this document will be modified as needed.

I. ATTENDANCE

Student Attendance

TEA has stated that school districts that are instructing remotely do not take attendance. SMCISD, along with other school districts, will receive a Missed School Day waiver for every day that we are “Closed, Instructing.” These days will be documented in our student information system as non-instructional days, which will be reported that way to PEIMS. After the Missed School Day waivers are granted, these days will count as instructional minutes, the same way they would have been counted if we would have been able to operate normally. TEA has stated that ADA funding will not be negatively impacted by COVID-19.

Student Monitoring and Support

Teachers will monitor their student’s engagement through the virtual lessons. Students who do not interact with their teacher for a three-day period will receive communication from their teacher directly. Teachers will also reach out to students who do not submit an assignment on time. If the teacher is unable to get in contact with the student or guardian, an administrator will communicate to the family. If this is unsuccessful, a home visit will be scheduled.

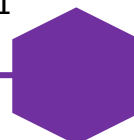
The district will schedule a daily recurring email and phone call to parents/guardians as a reminder of online learning taking place. Teachers will also send out communication and lesson reminders to all enrolled students through School Status weekly.

II. ASSIGNMENTS

Learning and assignments will be completed at home, students should complete assignments independently so that teaching staff are aware of where more instruction and assistance are needed for students. These assignments can be scanned back to the teacher, or the parent can take a picture of the completed assignment and email it to the teacher. The web-based programs have the capability of generating reports for the teacher and parents do not need to submit actual work.

Online Assignments

Teachers will post assignments for the week by 8am on Monday morning for the week ahead. Secondary schools will use Canvas LMS. The district has interoperability structures in place for secondary schools to access digital tools (Khan Academy, McGraw Hill, Springboard ELA, etc.) directly from Canvas LMS.





Paper Copy

For students who cannot access online learning, parents may contact the teacher or campus principal using email or a phone call. Once the teacher is aware, he/she will send a learning packet to be picked up at the meal distribution stations, or at the front office for parents to pick up at the campus. Parents can email completed work (take a photo of the completed work) to the teacher or packets may be dropped off at the campus. Learning packets returned to the campus administrator will be scanned and sent to the teacher.

Grading Remote Learning Assignments

Assignments will be graded and recorded by the student's teacher(s). Students will receive 2 grades a minimum of every 10 days. Grades will be based on participation/work/demonstration of understanding. Students working on packets will submit their assignments via email or a photo of completed work, or a manual turn in at the campus. Packets may take longer to grade. Packets need to be made available by Tuesday at the campus and returned the following Tuesday, or submitted to the Teacher.

III. LESSON DEVELOPMENT

Reteaching and reinforcement of previous learning is a good start. SMCISD strongly recommends 2 weeks of set up/checking access, classroom discussions about concerns/needs, and reviewing material previously covered. However, depending on the duration of suspending school, some new content may be introduced. Teachers will work together virtually with PLCs and collaborate to create lessons, and assignments that demonstrate student learning and understanding that are consistent within the grade level and course.

Lessons should include opportunities for interactive instruction (including options for student-parent/student-sibling interactions), videos, frequent check-ins (virtually, text (School Status), phone (School Status), exit tickets as a demonstration of understanding. Be creative on how you would like instruction delivered for your class using a blended model.

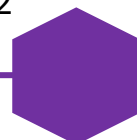
Teachers and co-teachers can collaborate and make accommodations for necessary individuals. Teachers that work with students that need linguistic accommodations, 504 accommodations or IEP accommodations should utilize the web-based programs that have these built in accommodations. Students should be allowed to use text to speech, co-writer, supplemental aids, calculators, videos, etc. If teachers use printable materials, those materials should be modified to meet the student's accommodations.

Planning in PLCs

PLCs and/or individual teachers will meet weekly to plan their instruction. Grade levels, courses, and levels will be asked to meet electronically with their administrator weekly during their planning/PLC time and to submit their planning agenda and lesson plans. Campus administrators will communicate with their teachers the virtual PLC plan and schedule.

Lesson Structure

Knowing that families are working through additional responsibilities, and possibly sharing devices in some cases, student lessons should be limited in time and scope to the following:





Component	Approximate Number of Minutes Per Day Per Subject
Lesson/Learning Time (mini-lesson, video, text to read, etc.)	15 minutes per day
Work Time/Assessment/Assignments	20- 30 minutes per day

Project Based Lessons and other resources, such as PenPals, may be used to combine multiple content areas for an interdisciplinary approach and engage students in learning.

Online Lesson Development

All online lessons will be developed through the Google Classroom (K-5), and Canvas (6-12) platforms. Online textbooks and district learning programs will be accessible via [Clever Single Sign-On](#). If a class has a co-teacher, both teachers should be included as “instructors” for the course. SMCISD Educational Technology staff are available for support. Building administrators should consider utilizing RTI staff to assist mid-year hires and staff that require more support.

District Resources

Teachers may find the following programs helpful for instruction:

- Padlet
- Google Forms, Google Sheets, Google Docs, etc.
- Flipgrid
- Quizlet
- SeeSaw
- Pear Deck
- Edgenuity- Grades 6-12 students only
- Eduphoria
- STEMscopes
- Discovery
- Khan Academy
- Fountas and Pinnell
- Benchmark Education
- McGraw Hill
- DreamBox (Licenses for all K-8 will be provided at no cost)
- Lexia Core 5 (Licenses for all K-5 will be provided at no cost)
- Lexia PowerUp (Licenses for all 5-8 will be provided at no cost)
- Discovery Education
- Get More Math
- IXL (licenses will be given at no cost)
- Sora - digital library ([Access instructions](#))
- Intervene for interventions (Middle Schools)
- RAZ Kids or Reading A to Z
- Prodigy Math
- No Red Ink Premium (provided at no cost for the rest of this school year)

Additional Resources

<https://fromabctoact.com/45-free-educational-websites-for-kids/>

- PBS Kids
- Brainpop
- Make Me Genius
- Starfall
- The Magic School Bus
- Cool Math
- Highlights Kids
- ABCya





- National Geographic Kids
- The KIDZ Page
- Funbrain
- NGAkids Art Zone
- BBC History for Kids
- Storyline Online
- Steve Spangler Science
- Mission US
- The Happy Scientist
- Khan Academy
- Cells Alive
- Youngzine
- Fuel the Brain
- Mr. Nussbaum
- Exploratorium
- Turtle Diary
- e-Learning for Kids
- Fun Fonix
- Seussville
- The Story Starter
- NASA Kids' Club
- Earthquakes for Kids
- Smithsonian Learning Lab
- Study Jams
- Grid Club
- Magic Tree House

It is strongly recommended that online lessons include video for introducing new content as much as is feasible. Not all material lends itself to video instruction; however, learning new concepts without a visual can be challenging for students. Video may be made by the teacher or pulled from online sources if the video is consistent with the content needed for the TEKS and critical content. Examples of interactive video interfaces that may be used include, but are not limited to: PPT voice over, Khan Academy, Canvas. It is also recommended that students continue to utilize the web-based programs that they were utilized during the academic school year. Some of these programs are adaptive and teachers can run usage reports and get student progress data from the reports.

Additionally, the district has access to a number of resources, including textbooks and online learning links/apps on the website.

Online Tutorials/Support

SMCISD recommends “live” tutorial times from the teacher using Google Hangouts Meet/Zoom (K-5) and the Canvas conference feature (6-12) with a set schedule for those sessions. Emails and messages through School Status, Canvas, Google Classroom, Class Dojo, and Remind are also good options to support student learning and address student or parent questions. More about and expectations for teachers is available in the Teacher Expectations section of this document.

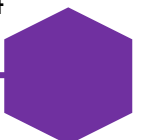
Teachers and administrators will utilize SchoolStatus as the preferred method of communication. SchoolStatus will record and provide a transcript of all communication. If staff members do not have an account, please reach out to James Nevarez - james.nevarez@smcisd.net

Current GEAR UP Cohorts (7th, 8th, and 9th Grades) also have online tutoring at Tutor.com

Paper Copy Lesson Development

Paper copy lessons should mirror online to the extent that it is possible, including interactive and authentic learning opportunities (As per TEA). Some possible examples to consider include, but are not limited to:

- Project based learning
- Paper packets
- Journaling/Writing Practice
- Independent Reading
- Math Games





- Puzzles
- Providing Books/Texts

If a student needs access to a textbook that is available at the campus, the campus may check out those textbooks to families. Consumable textbooks may also be distributed to students/families as needed. Those should be pulled from campus stock.

Paper Copy Tutorials/Support

Those students with a paper copy of lessons and assignments may request assistance from the teacher via a phone call or through email.

IV. TEACHER EXPECTATIONS DURING REMOTE LEARNING

Daily Considerations

Staff are expected to be able to work remotely from 8:00am to 4:00pm daily. All staff should remember that they may not work or be employed by other entities, self or public, during work hours as they are still being paid by SMCISD.

Office Hours

Teachers should reserve at least 2 hours daily for “Tutorials and Support” for parents and students to be able to contact you, have emails and phone calls returned, and remote tutorials as needed. All emails and/or phone calls from parents, students, guardians, etc., should be returned within 24 hours. The rest of the day is available for the teacher to meet in PLCs, participate in ARD meetings, plan lessons, grade assignments, submit grades, check student attendance, contact parents and/or students about missing work or multiple absences. 1 hour of “office hours” in the morning, and 1 hour for “office hours” in the afternoon each day. The following is a **suggested** schedule and may vary for elementary and secondary:

Online tutorials and Support: Available to Parents/Students	Morning Hours 9:30-10:30 (1 hour) Afternoon Hours 3:00-4:00 (1 hour)
Work/Teacher Planning Hours	8:00-9:30 (1.5 hour) 10:30-11:30 (1 hour) 1:30-3:00 (1.5)

San Marcos High School Live Instruction/Tutoring Schedule begins as follows on Monday, March 30 at 8:20AM.

Mon	Tues	Wed	Thurs	Fri
Full Day Live Instruction on Canvas	Live Tutoring/ Teacher Planning	Full Day Live Instruction on Canvas	Live Tutoring/ Teacher Planning	Full Day Live Instruction on Canvas





Office hours must be posted to each teacher’s webpage as well as their Google Classroom information. Teachers should attempt to return calls/emails within the same day or at most 24 hours from the time the parent/student-initiated contact. Please remember, some parents or students may need to reach teachers outside of the hours of 8am and 4pm because they are supporting instruction at home after their work hours.

V. ADMINISTRATOR EXPECTATIONS DURING REMOTE LEARNING

Campus administrators (Principal and Assistant/Counselor) should be available between the hours of 7:30am-4:30pm/ Monday-Friday. During this time, he/she should be available to students, parents, staff/campus collaboration as needed and scheduled.

Campus Administrators and Instructional Integrity

Campus administrators will ensure instruction is being provided by:

- Scheduling, attending, and planning with campus and district teams
- Maintaining meeting records and other evidence of instruction in a Google Campus file.
- Ensuring students and teachers have access to codes for online learning platforms (ensure teachers post codes to teacher websites).
- Providing weekly updates/ communication to campus staff via email.
- Collaborating with District SROs to monitor and check their campus as deemed necessary by district leadership.
- Being available to plan for student return.
- Coordinating/Communicating opportunities for parents to withdraw, enroll, and sign technology release agreements for students on their campus (as needed).
- Provide parents with different options on how to return completed work that isn’t web-based (scan, take a picture then email, etc.)
- Offering opportunities for teachers to access training necessary to facilitate online instruction.
- Ensuring that online classrooms have been established and monitor fidelity.

Additional Principal Expectations

- Principals and campus leaders will create a schedule for a presence on campus as needed/allowed
- Coordinate partner teachers, in lieu of substitutes, in the event a teacher is ill and cannot be available to provide instruction
- Develop a plan to ensure long-term subs/new hires receive assistance with lesson design and assignment development with creating a Google Classroom/Canvas for their students.
- Principals will maintain records of PLC agendas/lesson plans, resource sharing, student attendance records, etc.
- Attend meetings as directed
- Coordinate weekly leadership PLCs with campus leadership teams





- Principals will ensure special support staff (i.e. interventionist, dyslexia, librarians/ILS) are scheduled to attend and provide grade level support as appropriate
- Principals will provide a weekly update/communication to campus staff via email
 - Any common district communication to parents/community will come from the superintendent

Guide & Resources for Leading Virtually for Principals and Other Administrators (adapted from VitalSmarts and Education Elements)

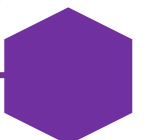
- **Frequent and Consistent Check-ins.** Check in frequently and regularly with teachers and other staff working remotely. Be consistent and stick to standing meetings for whole group, team check-ins, and scheduled one-on-one as needed.
- For whole group and team meetings/check-ins, have agendas and stick to them. Assign roles, such as note keeper and timekeeper. For example, use a shared Google doc, and have someone take notes in the agenda. Keep all agendas, notes, etc., in a shared drive where all teachers/staff can easily access. Have clear meeting times and be diligent about managing time.
- Here is a [Toolbox Check-in + Check-Out](#) from Ed Elements.
- **Face-to-Face or Voice-to-Voice.** At a minimum use video conferencing technology such as Zoom (see below) or Google Hangouts.
- **Exemplify Solid Communication Skills.** You cannot overemphasize the importance of general, stellar communication with remote teams. Be a great listener, communicate trust and respect, inquire about workload and progress without micromanaging, and err on the side of over-communicating. After virtual meetings and conversations, follow with an email restating details to confirm people are on the same page with you.
- **Explicit Expectations.** When it comes to managing remotely, be very clear about expectations. This is especially important now, because the “rules” of work have suddenly changed.
- **Always Available.** Immediate availability is critical. Be available quickly and at all times of the day. Go above and beyond to maintain an “open-door” policy for teachers and other employees. Make yourself available through multiple means of technology (Text, Email, Phone, GoogleHangout, etc.). Your team should be able to count on you to respond quickly to pressing concerns.
- **Prioritize Relationships.** During these uncertain times, a positive and supportive environment is key. Use check-in times to ask how your teachers and other staff members working remotely are doing. Stress levels are likely to be higher than usual. Have resources available if there are mental health, medical, or other needs that become apparent when checking in with staff.

VI. TEACHER TRAINING FOR REMOTE LEARNING

Google Classroom

Please refer to the following training videos for Google Classroom basics.

- [Google Classroom Basics](#)





- [Google Classroom - Do it for Parents](#)

Google Hangouts / Google Meet

Zoom

As you may know, Zoom is a conference tool currently available for video conferencing because the company is allowing free use for the next couple of months.

- [Setup a Zoom account](#) (when creating your account, please use the “Sign in with Google” feature)
- [Scheduling a meeting](#)

District Resources

The district will be creating a website for accessing district resources and will share this out as soon as it is ready.

For assistance with district digital textbooks platforms and district approved software, please contact: James Nevarez - james.nevarez@smcisid.net.

Other

Face to face and/or Zoom/Google training will be provided from the campus and the SMCISD Educational Technology department over the next few weeks. Additionally, “assignments” for staff will be sent out in the coming days to ensure teachers are prepared to create online classes for students. Possible schedule:

- Monday & Tuesday:
 - create Zoom account with SMCISD google account
 - access Google Classroom so that technology can approve teacher access
- Wednesday & Thursday- Utilize PLC time to:
 - Review videos on Zoom, Google Classroom, hyperlinks, Canvas (how to differentiate groups)
 - Set up Google Classrooms/Canvas
 - Create lessons
 - Consider sending encouraging and informational emails to families about the coming weeks?

Technology Help Desk will be available 7:00-4:30 at [512-393-6966](tel:512-393-6966).

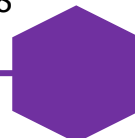
VPN Instructions (Virtual Private Network for SMCISD Laptops only. Only needed to access resources inside the SMCISD network.)

<https://sites.google.com/smcisd.net/rattlerhq/technology/virtual-private-network-vpn>

VDI (Virtual Desktop Interface)

<https://vdi.smcisd.net>

(Provides an ‘inside SMCISD’ windows computer, without any of your installed programs.)





Virtual Meetings (FERPA Protected)

- [Google Hangouts](#): (online audio, video, and screen sharing)
- [Zoom](#):

Conference Bridges (dial in audio only)

- Bridge A Dial: 512.749.1830
- Bridge B Dial: 512.749.1831
- Bridge C Dial: 512.749.1832
- **No reservations, if someone else is using the bridge, try the next available bridge or wait for one to come available. A limit of 8 participants has been set for each bridge, but could be increased if needed.*

Access Number for all 3 available bridges: 2020 (NO # SIGN)

Voicemail Remote Access

Dial: 512.749.1999 (follow the prompts)

Voicemail Web Portal (work phone forwarding rules etc.)

(Only available inside SMCISD or with VPN - currently)

- <https://172.20.160.150>
- Click through the warnings, then click advanced
- Username: (your 4-digit telephone extension)
- Password: (your voicemail PIN)

VII. STUDENT SUPPORT

During Remote Learning, SMCISD staff will continue to support our students in any required services. A summary of planned support for student services is below:

Special Education

Special Education will provide services to students via virtual services, and/or consultation in accordance with students' IEPs. The Special Education Department will coordinate instruction and services for students residing at Texas Hill Country School that SMCISD is responsible for educating.

The Special Education Director will coordinate efforts including potential ARDs for students receiving services through RDSPD in Hays CISD and for any students placed at Texas School for the Deaf by the ARD committee.

To accommodate students with disabilities who use assistive technology devices (ex. iPads) as per their IEPs to access instruction, special education teachers/providers such as Speech Language Pathologists will contact parents of these students to determine whether students have these devices at home. If these devices are at the campus, the special education teacher/provider and administrator will coordinate, with parents, the pick-up and check out of these devices. The campus special education teacher/administrator will maintain documentation of the devices that were picked. Families checking out district devices will need to complete the user agreement found here.





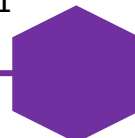
A Notice of ARD and/or agreement for IEP Amendment will be sent to parents on how we will continue to provide a continuum of services including accommodations, co-teach, modified instruction through resource, ACL, speech therapy and related services such as occupational therapy, physical therapy and counseling by LSSP. All necessary staff will receive an invite to participate in the meeting by phone or other virtual mode such as Zoom.

- Student/Parent Contact Expectation
 - Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.
 - Case Managers/Service Providers/ARD clerks are to use SuccessEd to document each contact with parent and/or student
 - Co-teacher - contact each SE student in your CT class once a week
 - Resource/ACL/FBC/Focus Teachers - contact each SE student on your caseload twice a week
- Documenting Current PLAAFP
 - Each campus will have a Google Shared Drive.
 - Case Managers will create a Google Folder for each student on their caseload and place it within the Google Shared Drive (to be filed by Case Manager)
 - Each student Google Folder will contain: 1. PLAAFP Data sheet (service providers will document the current PLAAFP for each student they service within this PLAAFP Data sheet) 2. Parent Data Sheet. And 3. Any documentation to support use of accommodations/modification and completion toward meeting student goals/objectives.
 - Special Education Department will develop PLAAFP Data Sheet template and Parent Data Sheet template
 - Review [PLAAFP/Goals and Objectives Writing Recommendations During School Closure](#) document
- Speech-Language Pathologist (SLP) Team
 - Participate in a two-day online conference to learn about telehealth/telepractice/teletherapy practices, rules, and regulations
 - Participate in weekly zoom meetings with SE Coordinator
 - Contact all students on their caseload to determine needs, access and capability of carrying out therapy plans
 - Therapy services will continue via teletherapy online services
 - Share resources and printable materials when appropriate to support therapy
 - Continue conducting ARD meetings utilizing phone and/or virtual platform (Zoom/Google Hangout)
- Campus Support Team
 - Participate in weekly zoom meetings with SE Director
 - LSSPs- Contact all students on their counseling caseload to determine needs, access and capability of carrying out therapy plans
 - Continue conducting ARD meetings utilizing phone and/or virtual platform (Zoom/Google Hangout)
- Dyslexia Team/Teachers
 - Familiarize themselves with new online method of Wilson Reading System (WRS) delivery of intervention



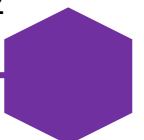


- Ensure that students are enrolled in Learning Ally and Read Naturally where appropriate
- Participated in routine zoom meetings with Dyslexia Coordinator
- Contact all students on their caseload to determine needs, access and capability of carrying out intervention plans
- General and Special Education Co-Teachers (Accommodated Lessons)
 - Join PLCs to ensure lessons/activities are differentiated and include appropriate accommodations per individual student IEP
 - Develop a Google Classroom to address questions and provide teaching assistance
 - Record all applicable data within the student’s Google Folder, as you receive evidence of completion of tasks/activities so that progress can continue to be monitored
 - Set Up a Zoom or Google Hangout session once a week for each CT subject
 - General and Special Educators will collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept. Special Educators will contact the family to set up 1:1 support sessions that will enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives via phone, Zoom or Google Hangout.
 - Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.
- Resource Teachers (Modified Lessons)
 - Join PLCs to ensure GE curriculum aligns with Resource lesson plans
 - Develop a Google Classroom for each subject/grade level to include modified lessons/activities and support the provision of accommodations per individual student IEP
 - SE teacher(s) will be assigned to develop the daily modified lessons for each of the subject/grades below
 - Record all applicable data within the student’s Google Folder, as you receive evidence of completion of tasks/activities so that progress can continue to be monitored
 - Set Up a Zoom or Google Hangout session twice a week for each Resource class
 - Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email
- ACL/FBC (Alternate Curriculum)
 - Gather/create materials that can be sent home to aid in instruction. Work with your campus principal regarding any information related to drop-off or deliveries of instructional materials for families.
 - Ensure modifications and accommodations are made available as lessons/activities are developed
 - Each ACL/FBC student will receive an n2y online login to include ULS, News2You, Positivity, Symbolstix, and L3 Skills
 - ACL/FBC Teacher will assign lessons within ULS





- ACL/FBC Teacher will develop a Google Classroom for parents to include: how to's, questions, schedule/routine, lessons for the day, video modeling of functional and behavior skills, and other online resources
- Record all applicable data within the student's Google Folder, as you receive evidence of completion of tasks/activities so that progress can continue to be monitored.
- Weekly Zoom/Google Hangout - Read aloud (Roll into Reading)/Guided reading; take a virtual field trip together online
- Teachers Information:
 - Log on to your ULS/N2Y account
 - Click on Professional Development
 - Under Professional Development click on Preparing for Remote Learning
 - Review: <https://pd.n2y.com/learn/lp/21/preparing-for-remote-learning-covid-19>
 - [Clicksheet](#)
 - N2Y - social studies
 - Student Login <https://www.n2y.com/>
 - ULS - ELAR, Math, Science
 - Student Login <https://www.n2y.com/>
 - [ULS Student Log-In Help](#)
 - Log on to your ULS/N2Y account
 - Student Login Link: <https://www.n2y.com/>
 - Click on Professional Development
 - Under Professional Development click on Preparing for Remote Learning to review information.
 - N2Y Webinars - 11:00 am (Teachers can register for all three webinars [HERE.](#))
 - **Monday, 3/23: Setting Expectations: n2y Quick Start Guide for Success**
 - **Tuesday, 3/24: Tools and Strategies for Teaching Virtually**
 - **Wednesday, 3/25: Virtual Learning for Level 1 Learners**
- Focus Teachers (Behavior Support)
 - Review 360/Data Collection: Behavior specialists will modify data sheets to send to Focus staff for at home data collection; Focus staff will collect these weekly and enter data into Review 360 to monitor progress/regression and build home to school connections
 - Develop a Google Classroom to include a 30 minute/daily Social Skills lesson
 - SEL morning meeting prompts to be shared with families based on SEL competencies and skill development (elementary level)
 - Behavior Specialists will be available daily from 8:00-4:00 to support campus needs regarding social skills instruction
 - Record all applicable data within the student's Google Folder, as you receive evidence of behavior data





- General and Special Educators will collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept. Special Educators will contact the family to set up 1:1 support sessions that will enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives via phone, Zoom or Google Hangout.
- Behavior specialists and Focus staff will support the needs of families through creation of visuals, task strips, schedules, etc.
- Behavior specialists will offer student/teacher/family support for behavior concerns and questions and provide resources and training as needed
- Crossroads (18+ Students)
 - Gather/create materials that can be sent home to aid in instruction. Work with the Special Education Department regarding any information related to drop-off or deliveries of instructional materials for families.
 - Ensure modifications and accommodations are made available as lessons/activities are developed
 - Crossroads Teachers will develop a Google Classroom for parents/adult students to include: how to's, questions, schedule/routine, lessons for the day, video modeling of functional and behavior skills, job skills, and other online resources
 - Be sure to include activity documentation that can be returned to you that will provide you with data related to students' goals. This could be a video/picture that parents upload to you to provide documentation.
 - Record all applicable data within the student's Google Folder, as you receive evidence of completion of tasks/activities so that progress can continue to be monitored.
 - Weekly Zoom/Google Hangout - interactive routines for personal care, virtual field trip etc. together online
- ARD Meetings
 - Held via phone, Zoom or Google Hangouts
 - ARD clerks will work from home scheduling ARD meetings through email and School Status phone calls
 - ARD/Amendments are required for students served in the ACL/FBC classrooms to address the virtual learning within the home environment rather than a school classroom environment.
 - ARD/Amendments are required for students receiving Homebound Services to determine the special education and related services that will be provided through virtual learning during the school closure.
 - ARD/Amendments are required for students receiving In-Home Training to determine the method of delivery that will be provided through virtual learning during the school closure
- IEP Progress Reports
 - Send via Home Access Center or mailed
 - Document progress using the [PLAAFP/Goals and Objectives Writing Recommendations During School Closure](#) document
- Special Education Hourly Employees





- Instructional Associates (In Class Support, Focus, THC, ACL, FBC, Crossroads) will work with teachers to develop activities/materials
- SE Data Specialist will continue with job duties from home
- SE Sr Administrative Associate may work in the office no more than two days per week as needed. Other duties will be completed from home

English Learners

ESL /Dual Language teachers will participate in the PLCs for the grade levels/content areas they serve, and provide appropriate students' support virtually through Google Classroom/Canvas. Dual Language teachers having access to Benchmark Education will utilize the online platform to assign texts to students to spiral standards. Benchmark Education consumables will be provided to individual students who may not have access to Internet services. Dual Language Teachers will alternate weekly between English and Spanish for math intervention/acceleration through DreamBox Online Math Learning. General Education teachers will utilize text-to-speech, available via Google docs, and chunking readings to support distance learning. Paper copies will be provided for individual students as needed.

LPACs

End of Year LPACs will be conducted via Zoom/Google Hangout (both FERPA protected) or through a phone conference. The Bilingual Department will support coordination of LPACs per campus as more information and guidance becomes available.

Counseling

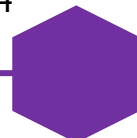
Counseling services will continue to be provided for students K-12. Counselors will create an “office hours” schedule and meet via phone or virtually with students and families. Each counselor will be available 4 hours a day for 15-30-minute increments to meet with students and families. A Google form for meeting sign up times will be available on the campus website. If a time is not available and a student or family needs a counselor, email the counselor directly to schedule a meeting time.

Counselors must be flexible with meeting times. Additionally, social and emotional resources will be provided to the community, staff and families as appropriate. Students who are McKinney Vento and/or in foster care will also continue to receive support and services. The SMCISD Social Emotional Counselors will make weekly calls and plan drop-offs for families in need of food, clothing, and school .

Parent liaisons can reach out to all McKinney Vento students to ensure they have food and hygiene products during this suspension. She can provide families with materials and resources that are available through the school district and connect them with community agencies for additional assistance.

Dyslexia

Dyslexia students will be provided continued learning through Wilson Reading System (WRS), which will include access to WRS workbooks online, and student packets for fluency online. In addition, students have access to their Read Naturally and Lexia accounts (when applicable). Dyslexia teachers will contact their students' families to ensure students have the capability and can access the program from home. They will provide necessary information and directions to caregivers to allow for independent at-home practice. Dyslexia teachers will also maintain contact with their students at least once per week to check on their progress and needs. In addition, Dyslexia teachers will monitor the Read Naturally and/or Learning Ally usage and student progress using the program.





GT

Modification/extensions will be integrated as part of the PLC planning and students will be assigned these modifications/extensions through their regular Google Classroom. Contact Debbie Smith for assistance with GT - debbie.smith@sanmarcoscisd.net.

Dual Credit and Early College High School

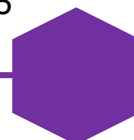
We are currently working with ACC for access to the online platform. Coastal Bend Students will continue to receive online instruction. We will communicate with the colleges and relay any information or changes.

VIII. TECHNOLOGY FOR STUDENTS

During the first few weeks of remote learning, families that cannot access a device with internet service will be provided alternative access to paper packet lessons and assignments. Simultaneously, SMCISD will rapidly attempt to provide technology options to students who do not have access to at-home technology resources (based on availability). The district will create a web page that summarizes all of the options that local providers offer families for residential internet access, along with contact information to order services. Additionally, a survey will be sent to all families to complete so that information can be collected with the number of students in the household, internet access availability, and the number of computing devices. Teachers are also tasked with contacting every student and will ask similar questions. The data from all available sources will be reconciled with other reports and aggregated to provide an accurate up-to-date summary of which students do or do not have online learning access at home. The Technology Department will provide guiding data and work with campus principals to jointly execute a phased distribution of resources.

Guiding Principles

- Prioritize on secondary students with devices and WiFi because they are already groomed for online classroom activities. Meanwhile, evaluate elementary needs and address these subsequently.
- Minimum goal is for every HOUSEHOLD to have access to at least one learning device with internet access for every 2-3 students, whether those resources are provided by the district or the family.
- Until additional resources are available, priority of subsequent distribution to elementary students will be to those households without a secondary student or other available devices in the home.
- Elementary campuses should begin distributing their Generation 4 Chromebooks first.
- As data is compiled, and if the remote learning effort continues for an extended period, we will successively work through phases toward the end goal of every student having an SMCISD-provided internet-connected learning device at home.



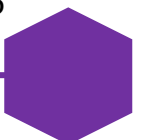


Data & Information Resources

- The summary of internet access solutions available from local service providers can be found on the district website.
- All families will be urged to complete an online survey that captures how many students are in each home, the types and quantities of devices in the home, and whether WiFi internet access is available. The survey can be [viewed or completed here](#).
- All elementary homeroom teachers and secondary teachers will make direct contact with every family and student. Among other things, the teachers will inquire about technology devices and internet access. Principals will collect this information and provide it to the Department of Technology for reconciliation and aggregation into the master status report (See Script and Spreadsheet). The technology questions each teacher will ask include:
 - How many SMCISD students are in the home, by grade level
 - How many of each type of device does the family has access to:
 - School-issued laptop or Chromebook
 - Family-owned desktop or laptop
 - Family-owned Apple iPad
 - Student personal smartphone
 - Other
 - Device Inventory Status reports

Phased Plan (High Level)

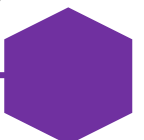
PHASE 1 (Week 1)		
Action	Responsible Party	Resource
Publish San Marcos internet service provider resources	Tech Dept	Comm. Dept
Device & Internet Survey issued to all families	Tech Dept	Comm. Dept
Teachers contact every student and collect information	Principals	Template from Tech Dept
Print device issue forms	Principals	Forms provided electronically by Tech Dept.
Distribute chromebooks and laptops to every 2ndary student	2ndary Principals	Updated forms from Tech Dept
Distribute WiFi hotspots to any 2ndary student with needs	2ndary	150 on shelves





(Any hotspots not assigned to a student by the end of the first week may be redistributed to elementary campuses.)	Principals	
Order additional hotspots for elementary students	Tech Dept	Survey results, finance
All campuses consolidate loaner tech devices	All Principals	Reports & guidance from Tech Dept.
Acquire device sanitizing wipes	Tech Dept	Luck
Revise device insurance policy/procedure	Tech Dept	
Elementary Campuses begin device distribution by the end of week if they are able. Hotspots will not be available yet.	Principals	

PHASE 2 (Week 2)		
Action	Responsible Party	Resource
Transfer/re-distribute loaner tech devices & hotspots	Tech Dept	Campus cooperation
Contact families to schedule/coordinate prioritized elementary technology distribution.	Principals	List from Tech Dept?
Begin issuing devices to identified (named) elementary students (CONSIDER LIMITED DISTRIBUTION, until ample hotspots are available)	Principals	Reports & guidance from Tech Dept.
Extend Help Desk support to homebound students	Tech Dept	Campus staff helpers (as needed)





WEEK 3 & Beyond		
Action	Responsible Party	Resource
Continue to investigate case-by-case situations, and devise a technology delivery plan as required		
Continue device and hotspot issuance recently-purchased hotspots may not arrive in Week 2)		

Device Issue Process

The checkout/issue process is being streamlined to minimize person-to-person contact, and no signatures will be required. Each campus will execute their own local technology loan station to minimize large concentrations of people and also because they know their families with greatest need and can better prioritize the resources. Families will accept the terms of the technology loan by reviewing the paper issued with each device and visually acknowledging the terms. A 2-step drive-through device issue protocol is recommended, but campuses are granted the autonomy to improve this process.

- Station 1: Guardian receives the term of the technology loan, financial responsibility, and proper care and return instruction documents.
- Station 2: Guardian provides student information to the issuer who records the device barcode with the student it is being assigned to. (Students do not have to be present in the vehicle.) Device is placed on table to be retrieved by guardian. By accepting the device, they accept the terms. ILS later records the 'Checkout' in Destiny Asset Manager.

Check-in process

- To Be Published

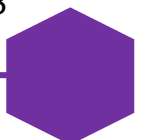
Special Instructions

Device Insurance:

- No device protection plans will be offered by SMCISD for this emergency response. The goal is to avoid the viral infection danger created by physical cash and check payments from families.
- The Dept of Tech is coordinating for a special 3rd party insurance program for families to contact directly. The protection plans will be specifically tailored to short-term pandemic response, and allow families to purchase protection by credit card over the internet.

Resources

- Web page of San Marcos internet providers and offers
- Family Device and Internet Survey
- Tracking database/system with reports
- Device Forms





- Technology acceptance agreement
- Quick Start instructions for families
- 3rd Party Damage Protection Plan information
- Map of San Marcos hotspots is DISCOURAGED, as this promotes gatherings! Alternatively, the Department of Technology will publish 'Drive-By WiFi zones at specific campus exteriors.

IX. TECHNOLOGY TRAINING FOR STUDENTS AND PARENTS

Training documents/videos will be available on the district webpage. Additionally, this information should be shared out by the district via email to all parents. Teachers are encouraged to share these with their students and parents as well to ensure they are seen by those who need them. The videos will be in English with Spanish subtitles. A full language translation will be created for the Second week.

