

WEST Oso

INDEPENDENT SCHOOL DISTRICT



INSTRUCTIONAL IMPLEMENTATION PLAN



SPRING 2020
(COVID-19 DISRUPTION)

Personalization. Collaboration. Trust.
Every Student. Every Hour. Every Day.

WEST OSO ISD INSTRUCTIONAL IMPLEMENTATION PLAN DURING COVID-19

Due to the nationwide school closures during the COVID-19 pandemic, the West Oso Independent School District began rolling out an Instructional Implementation Plan as of March 16, 2020. The plan ensures WOISD students continue to receive high-quality learning opportunities in an at home setting. It provides alternative, online assignments and hard copy assignments for students who do not have access to technology tools/resources.

The plan includes delivery methods, Internet access solutions, campus specific guidelines, grading policies, special populations support systems, Texas Education Agency guidance resources, and other pertinent information that is consistent with the technological platforms that WOISD students and teachers have utilized throughout 2019-2020 school year.

The plan is flexible and considerate to any extenuating circumstances our students may experience. Administrators shall ensure that Bear-Time Teachers are expected to communicate frequently with their Bear-Time students to ensure learning is adapted to the students' needs. Communication will be of utmost importance during this process.

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INSTRUCTIONAL IMPLEMENTATION PLAN

EXPECTATIONS AND PROCEDURES

WOISD SCHOOL CLOSURE

Effective March 16, 2020, the West Oso Independent School District ceased normal business operations under the order of Texas Governor Abbott. District operations will continue to be altered until further notice.

As needed, district and campus administrators will be permitted to meet with essential personnel; however, at no time are there to be more than 10 employees in a building and all staff will practice the minimum six feet social distancing protocols.

WOISD CURRICULUM & INSTRUCTION STAFF EXPECTATIONS:

As an extension of Spring Break 2020, on March 13th, a Bear-Time assignment familiar to all students was posted and a robocall notified parents of the information. The assignment was relevant to the events that were/are occurring in our community in relation to COVID-19, to capture a quality, learning opportunity. Math and Reading practice assignments were also posted in an effort to continue supporting basic skills as decisions were being made about the duration of school closure. A chronological timeline is included on page 8 of this plan outlining the weekly instructional lessons/activities. Lessons are TEKS based.

WOISD TEACHERS & STAFF EXPECTATIONS:

Teachers and Staff shall check their district email frequently throughout the instructional workday. Timely communication/responses to emails shall occur to all stakeholders to ensure **instructional continuity**. Directory of teacher/staff emails is posted on WOISD website.

WOISD COUNSELORS:

Counselors shall reach out to their students; post messages inviting students to contact them if needed for **social-emotional** support. Directory of counselor email addresses is included on WOISD website.

INSTRUCTIONAL TECHNOLOGY PLAN

The initial step: WOISD C&I team distributed a survey to all WOISD teachers seeking recommendations for quality, technology platforms that were most familiar to students. Results were shared with Department Chairpersons and Administrators to begin planning of instructional implementation.

COMPUTER DEVICES

EL monolingual students were issued devices purchased with ELL monies.

INTERNET ACCESS

Families have been encouraged to take part in one of several promotional opportunities from various companies offering internet access such as:

- **Spectrum (Internet Assist Program)** – Free installation and two months of free service. Discounted rates for students who qualify under the Community Eligibility Provision (CEP) of the National School Lunch Program. All students are eligible.

INSTRUCTIONAL TECHNOLOGY MATERIALS

GRADES PK–5:

- ABCmouse
- Accelerated Reader
- Brain Pop
- Brain Pop Jr.
- Code.org
- Epic!
- Learning Farm
- MobyMax
- MyOn
- National Geographic Kids
- Online Textbook materials
- Pebble Go Next
- Starfall
- Storyline Online
- Study Island
- SuccessMaker
- TIME for Kids
- TumbleBooks
- TumbleMath

GRADES 6–12:

- Accelerated Reader
- Achieve 3000
- Brain Pop
- Brain Pop ESL
- Brain Pop Jr.
- Compass
- Discovery Education
- Edgenuity
- Epic!
- Flocabulary
- Follett Destiny
- Khan Academy
- Learning.com
- MyOn
- Newsela
- OverDrive eBooks
- Prodigy
- Study Island
- Storyline Online
- Teen Book Cloud
- TexQuest
- TumbleBooks
- TumbleBooks Jr.
- TumbleMath
- TumbleTeen
- Typing.com

INSTRUCTIONAL TECHNOLOGY PLATFORMS

- ABCmouse
- Blackboard (Del Mar College)
- Brain Pop
- Brain Pop Jr.
- Class Dojo
- Google Classroom
- Learning Farm
- MobyMax
- Remind

DUTIES & EXPECTATIONS

COMMUNICATION

WOISD will communicate via weekly robocalls, WOISD Facebook, WOISD Twitter, WOISD website, Google-Meet staff meetings. Weekly lessons shall be posted every Friday. All WOISD staff shall respond to parent and student emails. Staff Directory of emails is posted on all social media sites.

DISTRICT LEADERSHIP AND CAMPUS ADMINISTRATION EXPECTATIONS

- Provide clear direction and support for the WOISD instructional implementation plan
- Communicate regularly with staff
- Respond swiftly to needs of stakeholders, ie: staff, students, parents

TEACHER EXPECTATIONS

- Post weekly lesson activities for students to complete.
- Actively monitor student progress and provide guidance throughout the instructional day
- Students are to be graded based on “completion” of work (not mastery during school closure)
- Communicate weekly with students (ensure two-way communication)
- Utilize campus designated document to notate communication log of students and parents
- Flag all students who have not been reached. Notify campus principal
- Attend scheduled video Google faculty or district meetings with administrators and staff

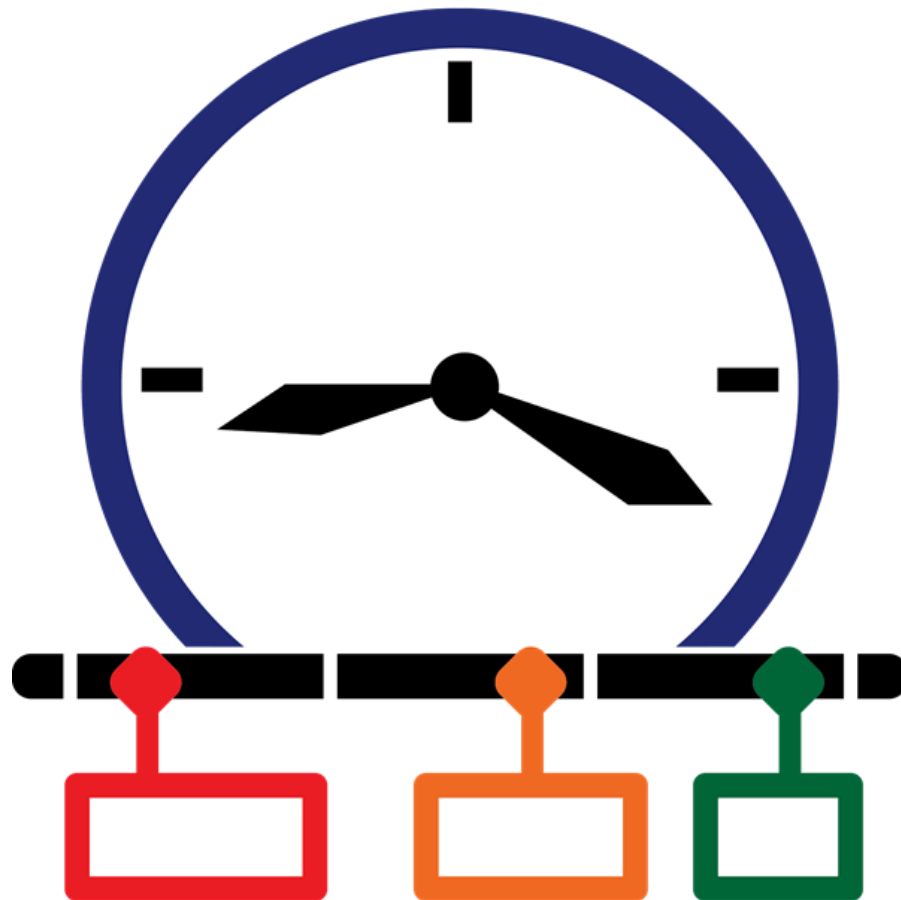
WOISD COUNSELORS

- Counselors shall reach out to their students; post messages inviting students to contact them if needed for **social-emotional** support. Directory of counselor email addresses is included on WOISD website.

SUPPORT STAFF EXPECTATIONS

- Check in with your administrator regularly
- Check your emails daily
- Be readily available when contacted
- Attend all scheduled video Google meetings with administrators and staff

CHRONOLOGICAL TIMELINE OF THE



WEST Oso ISD INSTRUCTIONAL IMPLEMENTATION PLAN

CHRONOLOGICAL TIMELINE
OF THE WOISD INSTRUCTIONAL IMPLEMENTATION PLAN

1. March 13th – [Bear Time Homework \(3.16-20\)](#)
2. March 16th – [Letter to Parents Plan of Action Regarding COVID-19 Student Instruction](#)
3. March 17th – [Bear Time Homework \(3.16-20\) Reminder](#)
4. March 18th – [Updated Letter to Parents Regarding COVID-19 Student Instruction](#)
5. March 19th – [JFK Instruction Letter](#) (3.23-27)
6. March 19th – [WOE Instruction Letter](#) (3.23-27)
7. March 19th – [WOJH Instruction Letter](#) (3.23-27)
8. March 19th – [WOHS Instruction Letter](#) (3.23-27)
9. March 21st – [Google Classroom Code Updates](#)
10. March 22nd – [D. Gibbs' WOE Programs How-to Video](#)
11. March 23rd – [JFK MobyMax Instructions](#)
12. March 24th – [A. Quezada's JFK Tumblebooks How-to Video](#)
13. March 25th – [A. Quezada's JFK MyOn How-to Video](#)
14. March 25th – [Student Instruction Update](#)
15. March 25th – [Del Mar College Instruction Letter for ECHS/DC Students](#)
16. March 25th – [Letter to Parents Regarding COVID-19 Stay at Home Ordinance](#)
17. March 27th – [JFK Instruction Letter](#) (3.30-4.3)
18. March 27th – [WOE Instruction Letter](#) (3.30-4.3)
19. March 27th – [JH & HS Instruction Reminder with Google Classroom Code Updates](#)
20. March 29th – [GT Support Resource List](#)
21. March 29th – [ELL Support Resource List](#)
22. March 29th – [Special Education Support Resource Folder](#)

23. April 1st – [Letter to Parents Regarding COVID-19 Stay at Home & School Closures 3.31.20](#)
24. April 1st – [Instructional Services Support Reminder](#)
25. April 3rd – [JFK Instruction Letter](#) (4.6-10)
26. April 3rd – [WOE Instruction Letter](#) (4.6-10)
27. April 3rd – [JH & HS Instruction Reminder with Google Classroom Codes](#)
28. April 3rd – [JFK Virtual Learning Schedule](#)
29. April 3rd – [WOE Virtual Learning Schedule](#)
30. April 3rd – [WOJH Virtual Learning Schedule](#)
31. April 3rd – [WOHS Virtual Learning Schedule](#)
32. April 10th – [JFK Instruction Letter](#) (4.13-17)
33. April 10th – [WOE Instruction Letter](#) (4.13-17)
34. April 10th – [JH & HS Instruction Reminder with Google Classroom Codes](#)
35. April 10th – [JH & HS Paper Packet Bear Time Homework \(3.13-17\)](#)
36. April 13th – [JH & HS Paper Packet Bear Time Homework \(3.13-17\) Reminder](#)
37. April 17th – [JFK Instruction Letter](#) (4.20-24)
38. April 17th – [WOE Instruction Letter](#) (4.20-24)
39. April 17th – [JH & HS Instruction Reminder with Google Classroom Codes](#)
40. April 20th – [Paper Packet Drop Off Announcement](#)
41. April 22nd – [Paper Packet Drop Off Reminder](#)
42. April 23rd – [Paper Packet Drop Off Instructions with Example](#)
43. April 24th – [JFK Instruction Letter](#) (4.27-5.1)
44. April 24th – [WOE Instruction Letter](#) (4.27-5.1)
45. April 24th – [JH & HS Instruction Reminder with Google Classroom Codes](#)
46. April 24th – Curbside drop-off available for hard copy packets and library books. Posted on social media, robocall, and Bear-Time teacher communication. Students will still have the opportunity to return packets every Thursday from 5:00-7:00pm and Friday from 11:00-1:00pm at the high school drop-off area.

- 47. April 27th _ Superintendent letter and Grading Guidelines for remainder of 2020 to be mailed home/or included in parent packet/and posted on Social Media.
- 48. May 4th _ Campus principals mail letter home to all students in danger of being retained.
- 49. May 11th Continue weekly schedules for picking up athletic and band equipment and locker supplies.
- 49. May 15th Campus principals mail Summer School applications home to potential students.
- 50. June 1st Mail report cards home.

WEST OSO

EARLY COLLEGE HIGH SCHOOL



LEADERSHIP. SERVICE. TRADITION

WEST OSO EARLY COLLEGE HIGH SCHOOL

On March 16, 2020 Del Mar College resumed ALL previously enrolled online classes. During the first week of transition, each Early College High School (ECHS) students was contacted by phone to ensure they had access to necessary platforms and contact with the ECHS Coordinator, Ms. Rhonda Garcia.

On March 30, 2020 Del Mar went exclusively to an online platform for students who were in a face-to-face class model. At this time, Ms. Garcia contacted each student enrolled in face-to-face classes and scheduled a ZOOM meeting instructing them on how to access their Del Mar Canvas. Students who did not have Canvas access, Ms. Garcia obtained the login credentials and contacted each student.

West Oso Early College High School shared information regarding online resources available to college students.

Those resources include:

DMC Viking Helpdesk (vikinghelpdesk@delmar.edu)

Math Learning Center www.delmar.edu/offices/math/mic/

Student Success Center- 24/7 online tutoring www.delmar.edu/ssc

Each ECHS student is expected to:

- Check their email daily.
- Submit and complete all required material by assigned due dates.
- Communicate with course instructor and/or ECHS Coordinator for assistance with course assignments and/or technological assistance.

The ECHS coordinator shall:

- Communicate and provide support regularly with ECHS students to help ensure a successful semester of coursework
- Contact instructors about student progress through the remainder of the semester and stay current on any changes due to COVID-19 status

Del Mar college grading system will not change. They will continue to use a numeric system.

As a result, it is imperative that students continue to maintain their classes and that if assistance is needed, they reach out to the ECHS Coordinator, Ms. Rhonda Garcia at rhonda.garcia@westosoisd.net or by phone at (361) 658-1085.

WEST OSO INDEPENDENT SCHOOL DISTRICT



SPECIAL POPULATIONS

SPECIAL EDUCATION

Students in the special education program will be provided with a Free and Appropriate Public Education to the greatest extent possible under the current School Closure Executive Order mandated by Governor Abbott.

METHODS OF PROVIDING INSTRUCTION AND SPECIAL EDUCATION SUPPORT

1.) Student's with an Instructional Arrangement of General Education with Inclusion Support Services (IA - 40 / 41 / 42).

1. These students will be provided with the same instructional materials and methods as their general education peers.
2. These students will be provided their identified accommodations to the greatest extent possible through the implementation of eLearning methods and paper based instructional packets.
3. Inclusion Support teachers:
 - i. Will be in contact with students and/or parents weekly to check in and provide assistance with instructional materials.
 - a) Be available to the students and their parents via email and / or telephone as needed during the school day.
 - b) Keep documentation of all communications and effort to assist instructionally with students.
 - ii. Will be in contact with the student's respective general education teachers to identify those students that are having difficulty and may need additional assistance and communication.
 - a) Grades will be collected by the general education teacher. IEP progress monitoring will be done by the special education teacher to determine if the students meet their IEP Goals and Objectives.

2.) Student's with an Instructional Arrangement of Resource ELA and/or Resource Math. (IA 41 / 42).

1. These students will continue to receive instruction from their respective teachers. Students who, according to the IEP, receive instruction in a specific subject with the special education teacher will continue to do so.
2. These students will be provided their identified accommodations to the greatest extent possible through the implementation of eLearning formats and paper based instructional packets.
 - i. The instruction provided to the students by the special education teacher can include online instructional materials and/or paper-based work packets.
 - a) Online instructional materials including but not limited to: Moby Max, Unique Learning, N2Y, ABC Mouse, Learning Farm, Google classroom, MyOn, Achieve 3000, and Study Island
 - b) Paperwork packets can be provided to students to utilize both forms of instruction or utilize as the main source of instruction to meet their individualized needs.

- c) Paperwork packets will be provided at packet pick-up or mailed to registered residential address in correlation with the campus instructional materials pick-up or mail and drop-off schedule.
- ii. The special education teacher/case manager will contact parents/students weekly to check-in and provide assistance with instructional tasks.
- iii. Be available to the students and their parents via email and/or telephone as needed during the school day.
- iv. Keep documentation of all communications and efforts to assist instructionally with students.
- v. Grades will be collected by the special education teacher in the areas of instruction provided. IEP progress monitoring will be done by the special education teacher to determine if the students meet their IEP goals and objectives.

3.) Students with an Instructional Arrangement of Core Area Instruction in the Self-Contained Setting and Homebound student. (IA - 44).

1. The students will continue to receive their instruction from their special education teacher. Students who, according to the IEP, receive instruction in the areas of ELA, Math, Science, and Social Studies with the special education teacher, will continue to do so.
2. The students will be provided identified accommodations to the greatest extent possible through the implementation of eLearning methods and paper-based instructional packets.
 - i. The instruction provided to the students by the special education teacher can include online instructional materials including but not limited to: Unique Learning, N2Y, MyOn, Learning Farm, Moby Max, ABC Mouse, and / or paper-based work packets.
 - a) Paperwork based packets can be provided to students to utilize both forms of instruction and/or to utilize as the main source of instruction to meet their individualized needs.
 - b) Paperwork packets will be provided at packet pick-up or mailed to registered residential address in correlation with the campus instructional materials pick-up or mail and drop-off schedule.
 - ii. The special education teacher/case manager will contact parents/students at least once week to check in and provide assistance with instructional tasks.
 - iii. Be available to the students and their parents via email and / or telephone as needed during the school day.
 - iv. Keep documentation of all communications and efforts to assist instructionally with students.
 - v. Grades will be collected by the special education teacher. IEP progress monitoring will be done by the special education teacher to determine if the students meet their IEP Goals and Objectives.

SPECIAL EDUCATION RELATED SERVICES

West Oso ISD will provide students with their related services during the school closure through teletherapy to the greatest extent possible. Many of these services providers have contacted and provided parents with strategies and/or exercises to utilize at home during this time as well.

These services include the following:

- Auditory Impairment Services
- Counseling
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Visual Impairment Services

Amendments will be held to address the inability to provide these services to the students. Once school resumes normal operations, the ARD committee will consider if compensatory services are warranted for the student(s) that receive these services.

PENDING EVALUATIONS

A Notice of Decision: An informational statement document was provided to parents explaining that due to the school closure and taking into consideration the health and safety of students and staff, face-to-face evaluations will not be able to be conducted during this time. Once school resumes normal operations, the pending evaluations will be conducted as soon as possible.

INITIAL EVALUATION REVIEW MEETINGS AND ANNUAL ARD MEETINGS

Initial evaluation review meetings will be held within the 30-day required timeline of the date of the completed evaluation.

Annual ARD Meetings will be held by their annual due date. General education teachers need to be available to participate in the scheduled ARD meetings. Meetings will be held through teleconferences and/or through another virtual platform.

REQUESTS FOR AN INITIAL EVALUATION

If a parent makes a verbal request for an evaluation for special education services, please notify the special education director. The process will be initiated to gain consent for testing and collect data that does not require face-to-face interaction.

Once school resumes normal operations, the face-to-face components of the evaluation will be completed.

SECTION 504

All students in the Section 504 program will be provided with a Free and Appropriate Public Education to the greatest extent possible under the current School Closure Executive Order of Governor Abbott.

SERVICES PROVIDED TO 504 STUDENTS

- Students will be provided with the same instructional materials and methods as their general education peers.
- Students will be provided their identified accommodations to the greatest extent possible through the implementation of eLearning methods and paper based instructional packets.

(Note: All accommodations may not be possible to implement. However, it is necessary to implement those that can be provided to the students.)

504 COMMITTEE MEETINGS

Annual 504 meetings that are required to be held during the current school closure will be held via teleconference and/or through another virtual platform.

If there are specific accommodations and/or services that are unable to be provided to the student(s) in the 504 program due to the school closure order, 504 meetings will be held when the school resumes normal operations to consider if compensatory services are necessary for the student(s).

ENGLISH LANGUAGE LEARNERS (ELs)

All students in the bilingual and ESL program will be provided with a Free and Appropriate Public Education to the greatest extent possible under the current School Closure Executive Order from Governor Abbott.

SERVICES PROVIDED TO EL STUDENTS

- These students will be provided with the same instructional materials and methods as their general education peers.
- These students will be provided with their identified accommodations to the greatest extent possible through the implementation of eLearning methods and paper-based instructional packets. (Note: All accommodations may not be possible to implement, however, it is necessary to implement accommodations that can be provided to the students and document accommodations that cannot be implemented.)

LPAC COMMITTEE MEETINGS

LPAC Committee meetings will be held as necessary. If it is determined that a meeting is needed, the meeting will be held by teleconference and/or through a virtual platform.

If there are specific accommodations and/or services that are unable to be provided to the student(s) in the bilingual or ESL program due to the school closure order, LPAC meetings will be held when school resumes normal operations to consider if compensatory services are necessary for the student(s).

RESPONSE TO INTERVENTION (RTI)

Students that were receiving Response to Intervention services prior to the Executive School Closure order required by Governor Abbott will continue to be provided with those services.

SERVICES PROVIDED TO RTI STUDENTS

- These students will be provided with the same instructional materials and methods as their general education peers.
- Teachers will continue to provide accommodations that have been attempted and determined to be successful for student progress.
- (Note: All accommodations may not be possible to implement. However, it is necessary to implement accommodations that can be provided to the students and document those that cannot be implemented.)
- Teachers will continue to monitor and document student progress and lack of progress with specific tasks assigned, as applicable.

RTI TEAM MEETINGS

- Teachers will continue with the RTI process and be prepared to present information during the next RTI team meeting to determine the appropriate level of intervention for the student(s) and/or a referral to special education.

WEST OSO

INDEPENDENT SCHOOL DISTRICT



ADVANCED ACADEMICS

SAT/ACT

The College Board cancelled the May 2, 2020 SAT and SAT Subject Test administration. Makeup exams for the March 14 administration (scheduled for March 28) were also canceled. Students who registered for May, whose March test centers were closed, or who do not receive March scores because of any irregularities will receive refunds. The June 6, 2020 SAT and SAT Subject Test administration have not been cancelled; however, the College Board will continue to assess its status. The most current information regarding SAT administrations can be found on their [SAT Coronavirus Updates](#) website.

ACT, Inc. rescheduled its April 4 national test date to June 13. All students registered for the April 4 test date will receive an email from ACT with instructions on rescheduling to June 13 or a future national test date. The most current information regarding ACT administrations can be found on their [COVID-19 website](#).

Both vendors are assessing the impact on school day/district test administrations. Please check with your district and College Board/ACT representatives and websites for updates as they come. TEA would like to encourage students, parents, and educators to utilize each vendor's FREE K-12 resource, [Khan Academy](#) & [ACT Academy](#), to support remote learning, preparation, and instruction at this time.

ADVANCED PLACEMENT (AP) EXAMINATIONS

AP exams will be modified and administered online at home

- For the 2019–2020 exam administration only, students may take a 45-minute online free-response exam at home. Educator-led development committees are currently selecting the exam questions that will be administered. A blueprint of each exam can be found on the [College Boards Coronavirus updates webpage](#).
- The College Board has provided free remote learning resources to help students prepare for an AP exam with live and [on-demand AP courses and review sessions](#).
- Students will be able to take these streamlined exams on any device they have access such as: computer, tablet, or smartphone.
- Students who need mobile tools or connectivity may reach out directly to the [College Board](#).
- The exam will only include topics and skills most AP teachers and students covered in class by early March.
- Students are encouraged to wait closer to the test date to decide whether to take the AP exam, however, any student already registered for an exam may choose to cancel at no charge.

West OSO ISD will reach out to all students who were planning to take the AP examination. They will ensure that students have access to a device for taking the test as well as WIFI.

TSI

Texas Success Initiative Assessment For all TSIA 1.0 testing, the Texas Higher Education Coordinating Board is encouraging testing centers to utilize [Examity](#), College Board's Online proctoring partner. Examity is offering a reduced proctor fee of \$20 per test session. The THECB expects services to be live starting April 17, 2020, and to move quickly to full capacity by end of April. THECB also expects to add additional remote proctor options as they become available.

For more information, the [THECB website](#) is regularly updated with COVID-19 sensitive information. Please check their website and FAQs frequently as this is an evolving situation.

West Oso ISD will be reaching out to all students who were planning to take the TSI exam during the spring semester. If schools reopen in the summer, high school students, including graduating seniors will have the opportunity to take the TSI exam free of charge.

CTE AND INDUSTRY BASED CERTIFICATIONS

Students who are enrolled in courses leading to Industry Based Certifications (IBC) will have the opportunity of attending review sessions during the summer if schools re-open. These students, including graduating seniors, will have the opportunity to test in order to earn their IBC. Certifications offered include:

- MOS word
- MOS excel
- Adobe Photoshop
- SOLIDWORKS
- QuickBooks
- EKG
- Certified Nursing Assistant

GIFTED EDUCATION

West Oso ISD embraces the philosophy of providing an education in relation to each child's learning needs and abilities. We understand that gifted and talented students exhibit learning styles that demand challenging experiences outside the educational norm.

Therefore, the West Oso ISD gifted program offers alternative methods, which teach, challenge, and expand participants' knowledge while stressing the development of an independent learner who can question, apply, and generate information. During this time of at-home learning, WOISD will provide gifted students access to online activities that will meet their needs.

VIRTUAL GIFTED RESOURCES FOR ALL AGES

Hoagies Gifted Education Page. Information for parents and students.	http://www.hoagiesgifted.org
American Mensa	http://www.us.mensa.org
Smart videos for curious minds of all ages	https://thekidshouldseethis.com/
Create or play brain games and puzzles	https://www.proprofs.com/games/
Math puzzles, articles and games	http://nrich.maths.org/
Math puzzles and articles	http://plus.maths.org/content/
This website contains resources where students can access challenging problems.	http://www.artofproblemsolving.com/
This site offers independent research project plans and includes all necessary student handouts/research recording forms/activities. Project information for students is also available in Spanish.	https://www.texaspsp.org/
Smithsonian Science Education Center Curriculum & Resources section provides learning videos and games on science topics.	https://ssec.si.edu
This site offers a plethora of resources for gifted and talented teachers, students and parents.	http://kagegifted.org/resources2020/

GIFTED AND TALENTED ENRICHMENT SUPPORT MATERIALS

	K-2	3-5	6-8	9-12	K-12
Critical Thinking	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Ideas from Colin Seale • Duolingo 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Ideas from Colin Seale • Duolingo 	<ul style="list-style-type: none"> • NASA Jet Propulsion Lab • Learn to Code • Ideas from Colin Seale • Duolingo 	<ul style="list-style-type: none"> • NASA Jet Propulsion Lab • Learn to Code • Ideas from Colin Seale • Duolingo 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Global Goals • Breakout EDU • MENSA Games for Kids • Ideas from Colin Seale • Duolingo • TED-Ed Videos • Wonderopolis • FACEing MATH
Creativity	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Maker Stations 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Imagineering • Pixar in a Box • Maker Stations 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Imagineering • Pixar in a Box 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Imagineering 	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • BreakoutEDU • Gifted Guru At home Activities • TED-Ed • Storybird
Leadership	<ul style="list-style-type: none"> • Smithsonian Learning Lab 	<ul style="list-style-type: none"> • Smithsonian Learning Lab • What Makes a Leader Lesson 	<ul style="list-style-type: none"> • Smithsonian Learning Lab • What Makes a Leader Lesson 	<ul style="list-style-type: none"> • Smithsonian Learning Lab • What Makes a Leader Lesson 	<ul style="list-style-type: none"> • Smithsonian Learning Lab
Language Arts	<ul style="list-style-type: none"> • Get Epic • Gifted Guru 	<ul style="list-style-type: none"> • Get Epic • National Archives • Smithsonian Learning Lab • Gifted Guru • Storyline Online • Scholastic • Common Lit 	<ul style="list-style-type: none"> • Crash Course • Short Story Exploration • Free Online Courses with Lisa Van Gamert • Common Lit 	<ul style="list-style-type: none"> • National Archives Special Resources • Smithsonian Learning Lab • Crash Course Short Story Exploration 	<ul style="list-style-type: none"> • National Archives Special Resources • BreakoutEDU • Gifted Guru At home Activities • Storybird • Stone Soup

	K-2	3-5	6-8	9-12	K-12
Math	<ul style="list-style-type: none"> • Engineering At Home Activities • Learn to Code • Smithsonian Learning Lab • Greg Tang Math Games 	<ul style="list-style-type: none"> • Learn to Code • Smithsonian Learning Lab • Greg Tang Math Games • Math Card Games • Beyond Sudoku: Kakuro and Futoshiki 	<ul style="list-style-type: none"> • NASA Jet Propulsion Lab • Engineering At Home Activities • Learn to Code • Smithsonian Learning Lab • GeoGebra • Math Card Games • Beyond Sudoku: Kakuro and Futoshiki 	<ul style="list-style-type: none"> • NASA Jet Propulsion Lab • Engineering At Home Activities • Learn to Code • Smithsonian Learning Lab • GeoGebra • Beyond Sudoku: Kakuro and Futoshiki 	<ul style="list-style-type: none"> • Virtual Museum Tours • Desmos Activity: Super Mario Quadratics • BreakoutEDU • Gifted Guru At home Activities • MENSA Games for Kids • MoMath Mini-Camp • TED-Ed Videos • Wonderopolis
Science	<ul style="list-style-type: none"> • Engineering At Home Activities • Mystery Science free science lessons • Smithsonian Learning Lab • Science Experiments • Live Animal Cams 	<ul style="list-style-type: none"> • Engineering At Home Activities • Mystery Science free science lessons • Smithsonian Learning Lab • Science Experiments • Live Animal Cams 	<ul style="list-style-type: none"> • NASA Jet • Actively Learn • Propulsion Lab • Engineering At Home Activities • Smithsonian Learning Lab • Crash Course • Live Animal Cams 	<ul style="list-style-type: none"> • NASA Jet Propulsion Lab • Engineering At Home Activities • Actively Learn • Crash Course • Live Animal Cams 	<ul style="list-style-type: none"> • Virtual Museum Tours • Ideas from Colin Seale • National Geographic • BreakoutEDU • Gifted Guru At home Activities
Social Studies	<ul style="list-style-type: none"> • Virtual Museum Tours • Smithsonian Learning Lab • History for Kids Lessons 	<ul style="list-style-type: none"> • Virtual Museum Tours • Smithsonian Learning Lab • History for Kids Lessons 	<ul style="list-style-type: none"> • iCivics • Crash Course • History for Kids Lessons 	<ul style="list-style-type: none"> • iCivics • Crash Course • History for Kids Lessons 	<ul style="list-style-type: none"> • National Geographic • GeoGuessr • Factitious • BreakoutEDU • Gifted Guru At home Activities • Google Arts & Culture • TED-Ed Videos • Wonderopolis

STEM RESOURCES FOR HOME LEARNING

West Oso ISD provides students in grades PreK-12 STEM (Science, Technology, Engineering, Math) education. Key features of effective STEM instruction:

1. Frames learning using engineering design principles.
2. Emphasizes open-ended, hands-on inquiry.
3. Makes teamwork/collaboration the primary instructional approach.
4. Emphasizes rigorous math and science content.
5. Allow for multiple right answers, and encourage students to learn from failure.

The following online resources can support students to continue their STEM learning while at home.

SCIENCE SPECIFIC

<https://student.societyforscience.org/sciencenews-students> News articles on science

<https://learninglab.si.edu/> Activities and science information for all learners

<http://www.sciencekids.co.nz/> Information, lessons, games, quizzes and even science jokes!

<https://phet.colorado.edu/> Online simulations/models in biology, chemistry, physics

<https://spaceplace.nasa.gov/> A variety of activities for children to explore space

TECHNOLOGY SPECIFIC

<https://code.org/> This website introduces coding to students of all ages

<http://www.familycodenight.org/> Computer Science activities for the whole family

ENGINEERING SPECIFIC RESOURCES

<https://pbskids.org/designsquad> Design challenges for students of all ages

MATH SPECIFIC RESOURCES

<http://nlvm.usu.edu/en/nav/vlibrary.html> National Library of Virtual Manipulatives

<http://www.shodor.org/interactivate/activities/> Interactive math activities

<http://illuminations.nctm.org/Default.aspx> Lessons, interactive activities from NCTM

<http://mrnussbaum.com/mathcode/> 4-8th interactive activities

<http://www.visnos.com/demos/polygon-explorer> Explore polygons

<http://www.mathwarehouse.com/interactive/> Interactive math activities

<http://mathbits.com/> Fun, challenging, secondary lessons

www.yummymath.com Engaging real world math activities

GENERAL STEM RESOURCES

<https://www.vivifystem.com/blog/2020/3/12/top-stem-resources-for-school-closings>

Hands-on STEM Activities for at-home learning

<https://www.steamsational.com/stem-activities-for-kids/> Stem activities for at home learning

<https://www.exploratorium.edu/explore> Inquiry based experiences for students

WEST OSO

INDEPENDENT SCHOOL DISTRICT



VIRTUAL LEARNING SCHEDULES

ELEMENTARY INSTRUCTIONAL SCHEDULES

JOHN F. KENNEDY ELEMENTARY SCHOOL (PK-2)

JFK teachers are here for you! Here is the schedule of when they will be available for video conferencing and instructional lessons with students and/or parents to assist with assignments. Reach out and find out which platform your child's teacher(s) is using.

Teachers are also available for Instructional Support throughout regular school hours. (8:00 a.m. to 4:00 p.m.)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PRE-KINDER	1:00 - 2:00 p.m. Virtual Learning (Online Class)	*Instructional Support	1:00 - 2:00 p.m. Virtual Learning (Online Class)	*Instructional Support	1:00 - 2:00 p.m. Virtual Learning (Online Class)
KINDER	*Instructional Support	2:00 - 3:00 p.m. Virtual Learning (Online Class)	2:00 - 3:00 p.m. Virtual Learning (Online Class)	*Instructional Support	*Instructional Support
FIRST	*Instructional Support	3:00 - 4:00 p.m. Virtual Learning (Online Class)	*Instructional Support	3:00 - 4:00 p.m. Virtual Learning (Online Class)	*Instructional Support
SECOND	*Instructional Support	1:00 - 2:00 p.m. Virtual Learning (Online Class)	1:00 - 2:00 p.m. Virtual Learning (Online Class)	1:00 - 2:00 p.m. Virtual Learning (Online Class)	*Instructional Support
SPECIAL EDUCATION ASSISTANCE WITH MRS. DENNIS, MS. FLORES, MS. RATCLIFF, & MS. STREET	*Instructional Support	2:00 - 3:00 p.m. Virtual Learning (Online Class)	*Instructional Support	2:00 - 3:00 p.m. Virtual Learning (Online Class)	*Instructional Support

Virtual Learning (Online Class Learning)

- A learning environment that is enhanced through utilizing computers and/or the internet.
- The instruction most commonly takes place in an online environment.
- Teachers present course materials and engage and interact with students all at the same time in a live setting. Examples: Google Meet, Zoom meeting, Skype, iPhone FaceTime, etc.

***Instructional Support for Students and Parents via Online Platform during Regular School Hours.**

- Window opportunity for parents and/or student support with assignments.
- Teachers provide one to one tutorials as well as group tutorials with students via "live" face-to-face or online chat interactions as well as through phone, text, video chat, or email.
- Teachers connect students to other websites for video tutorials.
- Teachers create and design online tutorial lessons for students/parents.
- Teachers plan and prep for lessons in addition to ARDs, bilingual services, etc.
- Homes without computer/laptop access may use their cell phones to join Virtual Instructional Support.
- Parents can always email teachers. Emails can be located on campus website directory.

WEST OSO ELEMENTARY SCHOOL (3-5)

WOE teachers are here for you! Here is the schedule of when they will be available for video conferencing and instructional lessons with students and/or parents to assist with assignments. Reach out and find out which platform your child's teacher(s) is using.

Teachers are also available for Instructional Support throughout regular school hours. (8:00 a.m. to 4:00 p.m.)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
THIR	10:00 - 3:00 p.m. Virtual Learning Window	11 - 3:30 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window	11:00 - 3:00 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window
FOURTH	10:00 - 3:00 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window	10:00 - 3:00 p.m. Virtual Learning Window
FIFTH	10:00 - 12:00 p.m. 1:00 - 3:00 p.m. Virtual Learning Window	10:00 - 12:00 p.m. 1:00 - 3:00 p.m. Virtual Learning Window	10:00 - 12:00 p.m. 1:00 - 3:00 p.m. Virtual Learning Window	10:00 - 12:00 p.m. 1:00 - 3:00 p.m. Virtual Learning Window	10:00 - 12:00 p.m. 1:00 - 3:00 p.m. Virtual Learning Window
ALL TEACHERS	<p><i>Virtual Class Lessons are scheduled by teachers between the hours identified above. Times may vary by teacher.</i></p> <p><i>*When teachers are not conducting virtual class lessons, they are providing instructional support for students and parents as well as planning lessons.</i></p>				

Virtual Learning (Online Class Learning) times outlined on chart

- A learning environment that is enhanced through utilizing computers and/or the internet.
- The instruction most commonly takes place in an online environment.
- Teachers present course materials and engage and interact with students all at the same time in a live setting. Examples: Google Meet, Zoom meeting, Skype, iPhone FaceTime, etc.

**Instructional Support for Students and Parents via Online Platform during Regular School Hours.*

- Window opportunity for parents and/or student support with assignments.
- Teachers provide one to one tutorials as well as group tutorials with students via "live" face-to-face or online chat interactions as well as through phone, text, video chat, or email.
- Teachers connect students to other websites for video tutorials.
- Teachers create and design online tutorial lessons for students/parents.
- Teachers plan and prep for lessons in addition to ARDs, bilingual services, etc.
- Homes without computer/laptop access may use their cell phones to join Virtual Instructional Support.
- Parents can always email teachers. Emails can be located on campus website directory.

SECONDARY INSTRUCTIONAL SCHEDULE

WEST OSO JUNIOR HIGH SCHOOL (6-8)

VIRTUAL ONLINE LEARNING AND INSTRUCTIONAL SUPPORT SCHEDULE: WEST OSO JUNIOR HIGH					
DAY	Monday	Monday	Tuesday, Thursday, Friday	Wednesday	Wednesday
VIRTUAL LEARNING TIME			*Instructional Support	VIRTUAL LEARNING TIME	
COURSE	English	Math		English	Math
TIME	10:00-10:45	11:00-11:45		10:00-10:45	11:00-11:45
CLASS PERIODS	2, 4, 6, 8	2, 4,6, 8		1,3,5,7	1,3,5,7
DAY	Tuesday	Tuesday	Monday , Wednesday, Friday	Thursday	Thursday
VIRTUAL LEARNING TIME			*Instructional Support	VIRTUAL LEARNING TIME	
COURSE	Science	Social Studies		Science	Social Studies
TIME	10:00-10:45	11:00-11:45		10:00-10:45	11:00-11:45
CLASS PERIODS	2,4,6, 8	2,4,6, 8		1, 3,5,7,	1,3,5,7
DAY	Friday	Friday	Monday- Thursday	In addition to the Virtual Learning Schedule, teachers are also available for instructional support throughout regular school hours 8:45 to 4:10 p.m.	
COURSE	Theater	Art 1	*Instructional Support		
TIME	10:00-10:45	11:00-11:45			
DAY	Friday	Friday			
COURSE	Tech	Invest. Careers			
TIME	11:00-11:45	2:00-2:45			

Virtual Learning (Online Class Learning)...

- A learning environment that is enhanced through utilizing computers and/or the internet.
- The instruction most commonly takes place in an online environment.
- Teachers present course materials and engages and interacts with students all at the same time in a live setting. Examples: Google Meets, Zoom Meetings, Skype, iPhone Face Time, etc.

*Instructional Support for Students and Parents via Online Platform during Regular School Hours.

- Window opportunity for parents and/or students support with assignments.
- Teachers provide one to one tutorials as well as group tutorials with students via “live” face-to-face or online chat interactions as well as through phone, texts, video chats, and email.
- Teachers connect students to other websites for video tutorials.
- Teachers create and design online Tutorial lessons for students/parents.
- Teachers plan and prep for lessons in addition to ARDs, bilingual services, etc.
- Homes without computer/laptop access may use their cell phones to join Virtual Instructional Support.

WEST OSO HIGH SCHOOL (9-12)

VIRTUAL ONLINE LEARNING and INSTRUCTIONAL SUPPORT SCHEDULE: WEST OSO HIGH SCHOOL					
DAY	Monday	Monday	Tuesday, Thursday, Friday	Wednesday	Wednesday
	VIRTUAL LEARNING TIME		*Instructional Support	VIRTUAL LEARNING TIME	
COURSE	English	Math		English	Math
TIME	2:00-2:45	3:00-3:45		2:00-2:45	3:00-3:45
CLASS PERIODS	2, 4, 6	2, 4,6		1,3,5,7	1,3,5,7
DAY	Tuesday	Tuesday	Monday, Wednesday, Friday	Thursday	Thursday
	VIRTUAL LEARNING TIME		*Instructional Support	VIRTUAL LEARNING TIME	
COURSE	Science	Social Sudies		Science	Social Studies
TIME	2:00-2:45	3:00-3:45		2:00-2:45	3:00-3:45
CLASS PERIODS	2,4,6,	2,4,6,		1, 3,5,7,	1,3,5,7
DAY	Friday	Friday	Monday-Thursday	In addition to the Virtual Learning Schedule, teachers are also available for Instructional Support throughout regular school hours 8:45 to 4:10 p.m.	
	VIRTUAL LEARNING TIME		*Instructional Support		
COURSE	CTE	CTE			
TIME	2:00-2:45	3:00-3:45			
CLASS PERIODS	2,4,6,	1,3,5,7			
DAY	Friday	Friday	Monday-Thursday		
	VIRTUAL LEARNING TIME		*Instructional Support		
COURSE	Electives	Electives			
TIME	2:00-2:45	3:00-3:45			
CLASS PERIODS	2,4,6	1,3,5,7,			

Virtual Learning (Online Class Learning)...

- A learning environment that is enhanced through utilizing computers and/or the internet.
- The instruction most commonly takes place in an online environment.
- Teachers present course materials and engages and interacts with students all at the same time in a live setting. Examples: Google Meets, Zoom Meetings, Skype, iPhone Face Time, etc.

*Instructional Support for Students and Parents via Online Platform during Regular School Hours.

- Window opportunity for parents and/or students support with assignments.
- Teachers provide one to one tutorials as well as group tutorials with students via "live" face-to-face or online chat interactions as well as through phone, texts, video chats, and email.
- Teachers connect students to other websites for video tutorials.
- Teachers create and design online Tutorial lessons for students/parents.
- Teachers plan and prep for lessons in addition to ARDs, bilingual services, etc.
- Homes without computer/laptop access may use their cell phones to join Virtual Instructional Support.

WEST OSO INDEPENDENT SCHOOL DISTRICT



AT-HOME-LEARNING GRADING PROCEDURES FOR GRADES PK–12

WEST OSO ISD GRADE REPORTING GUIDELINES FOR 2019-2020
SECOND SEMESTER
for Grades PK–12

Important Note: Students receiving **special education** services will show progress in their IEP goals. ARDs will be set-up as needed for students who are struggling to meet the requirements mentioned above. Contact Special Education Executive Director: Ms. RJ Alvarado for assistance.

Promotion, Retention, and Placement

Promotion, Retention, and Placement decisions for the 2020-2021 school year will be determined by completion of course requirements and credit awarded. A Grade Placement Committee (GPC) meeting will be held for all students in danger of being retained. Meetings will occur virtually or by phone. It is imperative that all students continue to work diligently to complete assignments necessary for grade level promotion.

Second Semester Average

Averages for the 2019-2020 school year will be determined by averaging the 1st, 2nd, 3rd, and 4th six weeks grading periods for each subject area and reviewing student progress (based on completion) for the 5th and 6th six-week grading periods.

Incomplete Grades

5th six-weeks: All assignments must be submitted by May 8th to change an incomplete grade to passing. 6th six-weeks: All assignments must be submitted by May 22nd.

For Seniors, all courses needed for graduation must be completed by May 22, 2020, in order to be considered for Spring graduation.

Students who do not meet the timeline and receive an incomplete grade will have an opportunity to complete/make-up assignments in summer school to allow them to earn a passing grade. If an incomplete grade is not made up by the end of summer school, a failing grade will replace the incomplete grade. (A grade of incomplete shall not remain on a student's record for a semester average or yearly average.)

Credit Recovery

Students who had a credit recovery plan, due to attendance requirements not being met, should continue to put forth efforts to make-up hours.

Students who had a credit recovery plan through Compass should continue with efforts to complete assignments.

Students who do not receive course credit will be required to regain credit through traditional methods. (Examples: summer school, credit-by-exam, Compass, re-taking the course).

Students should contact their school Counselor for more information.

Passing Grade Criteria

One numeric grade per content area per week

Student's consistent efforts to complete content of their online assignment work or instructional packet.

Student's completion, not mastery, of assignments. Student completion will be determined by various methods (Example: review of student assignments through electronic platform submission or instructional packet of student work, video conference, telephone conference, etc.).

Incomplete Grade Criteria

Students with no earned grades

Students who have made little to no effort to complete assignments.

Students who staff have not been able to contact during the school closure period. In this situation, the teacher has not been able to confirm that the student has received any of the instructional resources (online access or instructional packets). Parent contact attempts include home visit, phone, email, truant officer, and mailed packet. Weekly documentation of parent contacts shall occur.

Pre-Kindergarten

Pre-Kindergarten students will continue to receive their report card with student progress noted as "P" (Pass) or "NI" (Incomplete) based on work submitted through online assignments or instructional packets.

If a student earns a grade average of "P" in a course and has earned a "P" in the 5th and 6th six-weeks, the student will have met that course requirement. However, if a student earns an "NI" at the end of the 5th and/or 6th six weeks, then a GPC meeting will be scheduled by the campus to determine promotion, retention, and placement decisions for the 2020-2021 school year.

Kindergarten

Kindergarten students will continue to receive their report card with student progress noted as "S" (Pass) or "N" (Incomplete) based on work submitted through online assignments or instructional packets.

If a student earns a grade average of "S" in a course and has earned an "S" in the 5th and 6th six-weeks, the student will have met that course requirement. However, if a student earns an "N" at the end of the 5th and/or 6th six-weeks, then a GPC meeting will be scheduled by the campus to determine promotion, retention, and placement decisions for the 2020-2021 school year.

Elementary (First through Fifth)

Students will continue to receive their report cards with student progress noted as numerical grades from 70 – 100 (Pass) or “I” (Incomplete) based on work submitted through online assignments or instructional packets.

If the grades for the 1st, 2nd, 3rd, and 4th six-weeks grading periods in a course average to a 70 or higher and the student has earned passing grades in the 5th and 6th six-weeks, the student will have met that course requirement. However, if a student earns an “I” at the end of the 5th and/or 6th six-weeks, then a GPC meeting will be scheduled by the campus to determine promotion, retention, and placement decisions for the 2020-2021 school year.

If a student earns a grade average of 69 or lower and/or “P” or “I” at the end of the 5th and/or 6th six weeks for any course, a GPC meeting will also be scheduled by the campus to determine promotion, retention, and placement decisions for the 2020-2021 school year.

Secondary

Students will continue to receive their report cards with student progress noted as “P” (Pass) or “I” (Incomplete) based on work submitted through online assignments or instructional packets.

If the grades for the 1st, 2nd, 3rd, and 4th six-weeks grading periods in a course average to a 70 or higher and the student has earned a “P” in the 5th and 6th six-weeks, the student will have met that course requirement. However, if a student earns an “I” at the end of the 5th and/or 6th six weeks, then a GPC meeting will be scheduled by the campus to determine if course requirements have been met.

If a student earns a grade average of 69 or lower and/or “P” or “I” at the end of the 5th and/or 6th six weeks for any course, a GPC meeting will also be scheduled by the campus to determine if course requirements have been met.

For secondary, promotion, retention, and placement are based on completed courses/credit requirements for grade levels.

Online dual credit courses will receive the semester average earned as they do not receive six - week grade averages.

Rank

Due to school closure and modified instructional methods, class rank for 2020 High School Seniors will be determined using grades available at the time of calculation, end of fall semester, of the student’s senior year.

Class rank grade point average calculations for the classes of 2021, 2022, 2023, and 2024 will not include grades for the 2020 Spring semester for high school credit courses in all content areas due to school closures during COVID-19.

PROGRESS MONITORING

Despite the non-traditional instructional model provided by the West Oso ISD, teachers will continue to monitor student progress. In the current environment, effective monitoring also helps diagnose whether newly implemented online instructional methods and materials are successful. Assessing student completion allows educators to adjust and adapt methods and materials as appropriate.

When grading student work, teachers shall consider factors such as engagement and participation in addition to student performance.

WAIVER COMPLIANCE

In response to school closure orders as a result of COVID-19, the West Oso ISD will be submitting two waivers. The first waiver is the Missed School Days waiver. West Oso ISD must seek additional minute waivers from the agency in order to meet the 75,600 operational minute requirement. The waiver will be granted as long as the LEA commits to supporting students instructionally while at home. Along with the waiver, an attestation regarding instructional support will be required to be submitted with a Missed School Day waiver.

THINGS TO CONSIDER:

- LEAs must apply for a Missed School Day waiver for each day they were closed for COVID-19. This includes "Closed, Instructing," "Closed, Preparing," and "Closed, Temporary."
- LEAs have until June 18, 2020 to submit Missed School Day waiver applications in TEAL.
- Missed School Day waivers require board approval.
- Missed School Day waivers cannot be submitted proactively. Future dates cannot be accommodated by the TEAL Waivers application.

Due to the interruption of traditional learning operations as a result of COVID-19, the West Oso ISD educator evaluations were incomplete. Instructional continuity via virtual/online instruction may limit a valid evaluation. Therefore, the West Oso ISD will be submitting an Educator Appraisal Waiver. If granted, the waiver will waive the educator appraisal requirements outlined in TEC 21.351 and 21.352, 21.354 or TEC, 21.3541, and applicable rules in Title 19, TAC Ch. 150.

THINGS TO CONSIDER:

- LEAs must apply for an Educator Appraisal Waiver as soon as applicable.
- Educator Appraisal Waivers require board approval.

INSTRUCTIONAL CONTINUITY

The West Oso ISD will continue instruction-based skills that are aligned with TEKS, AP, Dual Credit, TSI, SAT/ACT and EOC preparation.

The following link provides in-depth guidance and exemplars of statewide instructional technology models: <https://tea.texas.gov/texas-schools/health-safety-discipline/instructional-continuity-planning-framework>

WEST OSO INDEPENDENT SCHOOL DISTRICT

ADDENDUM:



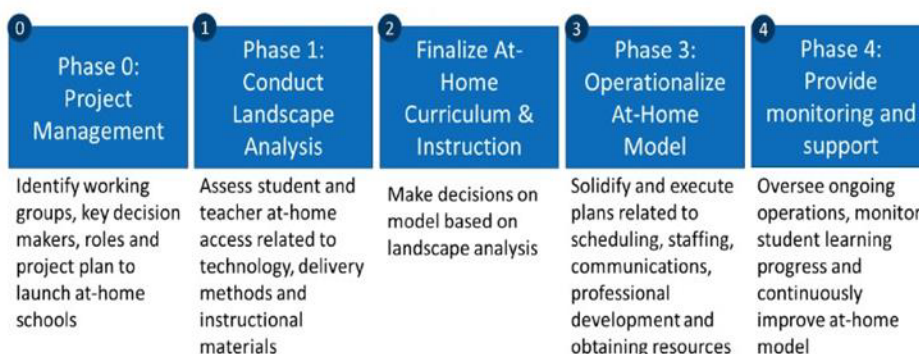
INSTRUCTIONAL CONTINUITY

INFORMATION INCLUDED IN THE FOLLOWING SECTION IS
WRITTEN BY TEA AND POSTED ON THEIR WEBSITE.

1. Does TEA have any best practices for providing instructional continuity?

TEA is committed to both sharing best practices developed by districts around the state and developing a suite of resources to support districts in providing instruction while students are off-site. To support districts in these efforts, the agency has developed an Instructional Continuity Framework that consists of the phases outlined below, each of which has a series of supporting planning categories. Planning guidance, TEA resources, and district examples will be continuously posted over the coming weeks in alignment with this framework to support districts.

The agency has organized instructional continuity supports into four phases of work that districts complete as they move to an at-home learning environment. Each phase of work is defined below:



The TEA Instructional Continuity Framework guides district leaders sequentially from high-level phases into specific planning sub-categories within each phase. For each planning sub-category, TEA will be compiling the following information for districts within this document:

- Recommended planning category activities
- Planning guidance for district consideration
- Suggested district staff support
- TEA resources posted to website and resources coming soon
- Additional external resources
- District specific examples

TEA recognized many districts are at different phases of the instructional continuity planning process, so district leaders should use their own judgment when choosing which activities to complete and what resources to leverage.

All resources can be found on the [Instructional Continuity Page](#) of TEA's COVID-19 page, including a more detailed [overview](#).

2. Is the purpose of distance learning to maintain what students already know or to learn new things?

The purpose of instructional continuity planning is to help districts launch “**at-home schools**” that maximize the amount of instructional time for students this school year and **support student mastery of grade level standards**.

3. How should LEAs monitor English Learners who are participating in distance learning?

LEAs should monitor English learners in the same way they are monitoring other students. Additional guidance about reclassification can be found in this FAQ on [TELPAS and LPAC](#).

4. How should LEAs monitor progress for students participating in distance learning?

Monitoring student progress remains integral to the success of any instructional program. In the current environment, great monitoring also helps diagnose whether newly implemented remote instructional methods and materials are successful. Assessing student mastery allows educators to adjust and adapt methods and materials as appropriate. Effective monitoring includes determining grades for students and determining whether students have demonstrated proficiency in knowledge and skills catalogued in the student expectations or other subject-specific standards.

More detailed information on monitoring student progress, including guiding questions and templates, can be found in on the Instructional Continuity Pages in the materials for [2.2 Set Grading and Progress Monitoring Policies](#) and [4.1 Monitor Student Progress](#).

Districts should continue to think about monitoring student progress through the lens of three different types of assessments:

- **Formative Assessments** measure student performance on specific student expectations immediately following instruction to inform a teacher's instructional choices, adjustments to unit plans, or changes to lessons.
- **Interim Assessments** or benchmarks measure a student's understanding of a broader span of student expectations at the end of a quarter or semester, or midpoint of a curricular unit, to monitor progress, predict summative performance, and identify students for intervention.
- **Summative Assessments** measure mastery of a broad span of knowledge and skills at the end of an instructional unit or school year to prove learning occurred, evaluate long-term retention, and determine the effectiveness of a program.

Districts should also **create structures and schedules for student-teacher conferences** for student support and that they **execute and track those student-teacher conferences**.

5. Is it possible to open TxVSN for all students?

No, the TXVSN catalog and online schools do not have capacity for all Texas public school students. The TXVSN is only authorized to serve students in grades 3-12. Some TXVSN catalog course providers will, however, be able to open additional seats and sections in the supplemental high school-level

courses available in their spring and summer 2020 offerings. More information will be provided as determinations are made regarding additional capacity. Some full-time TXVSN online schools also have capacity to add additional students. Parents interested in enrolling an eligible student in grades 3-12 into a full-time TXVSN online school may reach out to any of the online schools directly through the TXVNS online school's own website.

Instructional Continuity Planning

Many districts have requested additional guidance regarding the feasibility of instructional continuity in the event of an extended school closure. While districts and charters have the option to provide online learning as part of its instructional continuity plan, it is important to note that districts can also provide “low-tech” solutions as well, including workbooks and worksheets. That said, TEA has developed an [instructional continuity resource](#) document to support districts. This [instructional continuity resource](#) document will continue to be updated as more information becomes available. Should a district transition to an online distance model, please ensure the below conditions are considered. These include, but are not limited to:

- Ensuring all students in the school or district will have equal access to the learning with the required materials, including technology.
- Ensuring the online learning system can effectively support the district’s different learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is taking place, supports identified on a student’s Individualized Education Program (IEP) must be provided if the district is operating.
- Ensuring the requirements of full-day kindergarten are met.
- Ensuring students can access the assessments associated with dual credit coursework.
- Providing training to staff, students, and parents and guardians on how the system works and what expectations the district has.
- The ability to track the attendance of both students and staff.
- Ensuring the systems in use are secure and will not allow for the release of protected student or staff information.
- The ability to provide school meals.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and availability to all students.

Additionally, LEAs are strongly urged to consider the effects of significant absences on student achievement and establish plans in advance that not only ensure health and safety, but also maintain a continuity of learning.

Consider the following and plan accordingly:

- Are distribution plans in place to ensure student access to resources in the event of sudden absences or school dismissal?

- Are contact information records for students, parents, guardians, and all staff (e- mail addresses, physical addresses, phone numbers, including mobile, etc.) on file, and do teachers have access to that information to check in with absent students regarding academic progress?
- Are policies regarding privacy and sharing of personal information in place and clear to all parties?
- How can schools and districts leverage distance learning resources from other sources, including current vendors, community colleges and universities, and online sources of open content?
- Are policies in place for awarding credit for courses in the event of sustained distance learning (e.g., credit without seat time, etc.)
- Are defined staffing plans in place to support distance learning in the event of small or large student or faculty absences?
- Will staff be permitted to return to school to use school-based equipment and resources?
- Are adequate resources or agreements in place to support copying and distributing learning packets and materials for students to use at home for up to 12 weeks if necessary?

Overview

In order to support students instructionally while they are at home, districts are offering a paper solution for families that do not have access to the Internet. This typically involves distributing paperwork packets to families for the students to complete while at home, along with frequent phone calls – either to the students directly or to their parents. This option also typically includes a review of completed paperwork.

When families have access to the Internet, effectively all activities can be done online, eliminating any public health risk associated with providing instructional support. However, in areas where COVID-19 has already become community-spread, paper-based options, where schools transfer paper-based packets back and forth from schools and home, can become a potential public health risk. This document is designed to provide some suggestions for mitigating the risk that COVID-19 is spread while still ensuring instructional support can be provided for all students.

Key Risks

There are three different directions of risk to consider in terms of potential virus spread with the transfer of paper packets: 1) from school personnel to the family; 2) from the family back to school personnel; and 3) from family to family. Each must be considered when designing packet transfer processes.

Packet Preparation

Much remains to be learned about COVID-19. There are no cases where the virus seems to have been transmitted through the mail¹, and preliminary evidence suggests the virus can only live on surfaces like cardboard for 24 hours and approximately 2-3 days on plastic.² This means that with some very basic sanitation protocols, any risk of homework packets themselves transmitting the virus can be minimized. We recommend the following steps be taken on paper packet preparation:

1. No school personnel who have symptoms consistent with COVID-19 should prepare packets. Each day that a staff member will be involved in packet preparation, they should, at a minimum, check their temperature before putting packets together. Staff members who are symptomatic should self-quarantine as recommended by the CDC.
2. No school personnel should be involved in packet preparation if they know they have had close, direct contact with an individual who has COVID-19 or is otherwise symptomatic. For example, if someone in a school staff member's home is showing signs of the virus, even if they are not yet symptomatic, that school staff member should not be involved in putting packets together.

3. Any locations in the school used for packet preparation should be thoroughly cleaned, following appropriate cleaning protocols, before packet preparation begins. See: https://www.cdc.gov/flu/pdf/freeresources/updated/cleaning_disinfecting_schools.pdf
4. If you are putting packets in envelopes, choose envelopes that do not require moistening to seal.
5. Wait 24 hours before distributing packets to families if only paper-based materials are involved. Wait 72 hours if plastic materials are used.

Packet Distribution Options

Schools generally have two ways to get the packets to their students: 1) direct delivery; or 2) central pick-up.

All measures are similar to the measures employed at meal pick-up sites. You may consider whether you want these to be the same or separate sites.

Packet Distribution: Direct Delivery

If delivering packets directly to families, districts should first consider using the US Postal Service. The postal service is already transmitting materials every day, and there have been no cases to date of infection caused by this process.

Given this will be an added cost, districts should document these costs appropriately. There is the possibility the federal government will reimburse such costs if there are federal appropriations associated with COVID-19.

In some cases, districts choosing direct delivery may use district staff to accomplish the delivery. Precautions should be taken so that these staff members do not contract the virus during any delivery. These staff members should avoid direct contact with people during the delivery process – use mailboxes, leave packets at doorways, etc. They should regularly wash hands and use gloves where appropriate.

Packet Distribution: Pick-up

If the district is asking parents to come to the school to pick up their packets, consideration should be given to maximize social distancing. A few things to consider include the following:

- Establish a pick-up location that is outside the school building. For example, a table protected from the elements, with clearly marked bins by classroom can be set up.
- Encourage pick-up times that are spread out, so parents and students aren't required to interact with others during the pick-up process.
- Explicitly encourage parents to maintain distance from other parents while picking up packets. For example, they should remain 6 feet from anyone else while picking up packets. Consider placing markers on the ground to ensure six feet of separation.

- Consider using vehicle pick-up/drop-off lines to avoid having families enter the building. You may ask parents to display a sign with their child's name and teacher on the dash of their car.
- When communicating about the pick-up, explicitly tell parents, "DO NOT COME if you are symptomatic. Either send someone else or wait until you are no longer symptomatic."
- Take all necessary measures to clean the pick-up area after each pick-up cycle.

Packet Return

Periodically, teachers will need to review student work. This means that students and parents will need to return completed assignments for teachers to review. When this does not involve any Internet-based communication, care should be taken to mitigate risk of virus transmission.

Packet Return: Returned Mail

One option for districts to consider is self-addressed, stamped envelopes for return. In the packets going home to students, districts can insert appropriately sized self-addressed envelopes. Parents would then mail the homework assignments back to the school. Reminders: 1) choose envelopes that do not require being moistened to be sealed; 2) provide the appropriately sized envelope(s) to accommodate the work to be returned; and 3) pre-print envelopes with necessary no-postage-required business reply mail indicators (or put postage stamps on them if waiting for business reply mail permitting).

Schools can contact the USPS to set up the necessary business reply mail address processes:

<https://faq.usps.com/s/article/Business-Reply-Mail>

Packet Return: Drop Off

Another option districts may use is for the parents to drop the packets off at the school. If this option is chosen, districts should take care to maximize social distancing during the homework return process:

- Establish a drop-off location that is outside the school building or use vehicle pick-up/drop-off lines. A table, protected from the elements, with clearly marked bins by classroom can be used.
- Encourage drop-off times that are spread out, so parents and students aren't required to interact with others during the drop-off process.
- When communicating about the drop off, explicitly encourage parents to maintain distance from other parents while dropping off packets. For example, parents should remain 6 feet apart from anyone else while at the drop off.
- When communicating about the drop off, explicitly tell parents, "DO NOT COME if you are symptomatic. Either send someone else or wait until you are no longer symptomatic." In some of these cases, photos could be sent via MMS.
- Take all necessary measures to clean the drop-off area after each drop-off cycle.
- Wait 24 hours after a drop-off cycle before beginning to open the packets.

- If you have provided envelopes for parents/students to return their homework packets in, use envelopes that do not require them to be moistened to be sealed.

These measures would be similar to the measures employed at meal pick-up site.

Packet Return: Photos Sent via MMS

In some cases, the nature of the student work could be easily shared parents or students taking a photo of the work and sending the photo via MMS. For longer assignments this may prove untenable, and paper would need to be returned (either via mail or drop-off). But for some assignments, this could work well. Sending images via MMS typically does not require Internet access, so this may work for a number of families and a number of assignments.

1- <https://about.usps.com/newsroom/statements/usps-statement-on-coronavirus.htm>

2 - <https://www.sciencedaily.com/releases/2020/03/200320192755.htm>

Updated as of 3/20/20

1. **If a student is a senior but still must complete one or more EOCs to graduate, will he/she be able to graduate?**

Most students have already completed courses that have corresponding EOC assessments before their senior year. Normally, a student who has not passed up to two of his or her required STAAR EOC assessments may graduate through the individual graduation committee (IGC) process. For students who are still working to meet assessment graduation requirements as seniors in the 2019–2020 school year, required performance on academic assessments to graduate under TEC, §28.025(c) and §39.025(a) is being waived for spring 2020. Effectively, this means that current seniors may graduate through the IGC process regardless of the number of EOC assessments they still need to pass.

2. **If a student is not graduating this year and still has one or more EOCs required to graduate, how will that affect the student's credit in the upcoming year?**

The required performance on academic assessments under TEC, §28.025(c) and §39.025(a) is being waived for spring 2020 only. This means:

- If the student is not graduating and is currently enrolled in an EOC course, the EOC passing requirement will be waived if the student receives credit for that course.
- If the student is not graduating and has an outstanding EOC assessment that they have not passed from a previous year, they will still need to retake and pass that EOC assessment prior to graduation.

3. **What assessments have been cancelled for this school year?**

Academic assessment requirements are suspended for the remainder of the 2019–2020 school year. This includes all STAAR assessments including tests for grades 3–8, End-of-Course (EOC) Assessments, and STAAR Alternate 2 tests.

4. **Will schools and districts be held to federal testing and accountability requirements?**

TEA is working with the United States Department of Education to request waivers from federal testing and accountability requirements for the 2019–2020 school year.

5. **Will the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate administration window be extended?**

The Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate administration windows are currently open and are being extended to remain open through May 29, 2020, for a district to complete optionally if it chooses. Scoring data will be provided for each TELPAS

domain a student completes. TEA is looking at exit criteria for English learners to determine what adjustments may be made this year for this determination. These discussions are ongoing, and more information will be provided the week of 3/23.

6. How will the timelines for Interim Assessments be adjusted?

The second testing window for the [STAAR Interim Assessments](#) is currently open and will continue to be open through May 29, 2020 for districts to use as a resource to monitor student progress. As a reminder, the interim assessments are optional, are available at no cost to districts and charter schools, they are not tied to accountability, and results are not reported to TEA.

7. Given the absence of STAAR, what other opportunities do I have for progress monitoring?

The agency is working on additional options that will be useful for local districts. These can complement the tools that local districts have developed or are planning to develop on their own.

8. STAAR EOC Assessment Guidance

A. For graduating seniors in the 2019–2020 school year, including seniors graduating in summer 2020:

Scenario	Passed all end-of-course (EOC) assessments?	Currently enrolled in one or more courses with corresponding EOC assessment?	Path to Graduation
1	Yes	No, because they took and passed all those courses previously	Districts must ensure the student has met all other graduation requirements under Texas Education Code (TEC), §28.025(c), including successfully completing curriculum requirements or successfully completing an individualized education program.
2	No	Yes	The EOC assessment graduation requirement is waived for the course in which the student is currently enrolled if the student earns course credit this school year. The student will need to complete the individual graduation committee (IGC) process for each of the remaining EOC assessments not passed (regardless of the number), and the district will need to determine if the student has met all other graduation requirements under TEC, §28.025(c), including successfully completing curriculum requirements or successfully completing an individualized education program. If the student does not earn course credit this school year (including

			summer 2020) and has to repeat the course, the student will be required to pass the corresponding EOC assessment to meet assessment graduation requirements.
3	No	No	The student will need to complete the IGC process for each of the remaining EOC assessments not passed (regardless of the number), and the district will need to determine if the student has met all other graduation requirements under TEC, §28.025(c), including successfully completing curriculum requirements or successfully completing an individualized education program.
4	Yes	Yes, because they did not pass course previously but passed EOC assessment	Districts must ensure the student has met all other graduation requirements under TEC, §28.025(c).

B. For former students (from previous graduating classes) who have NOT met all their assessment graduation requirements:

Scenario	Passed all EOC assessments?	Currently enrolled in one or more courses with corresponding EOC assessment?	Path to Graduation
1	No	No	The student will need to complete the IGC process for each of the remaining EOC assessments not passed (regardless of the number), and the district will need to determine if the former student has met all other graduation requirements under TEC, §28.025(c).
2	No	Yes	If the student is still enrolled in the district and receiving instruction, then he or she does not fall within this table. Refer to Table A.

C. For students who are enrolled in grade 11 or lower in spring 2020:

Scenario	Passed all EOC assessments?	Currently enrolled in one or more courses with corresponding	Path to Graduation

		EOC assessment?	
1	No	Yes	The EOC assessment graduation requirement is waived for the course in which the student is currently enrolled if the student earns course credit this school year. If the student does not earn course credit this school year and has to repeat the course, the student will be required to pass the corresponding EOC assessment to meet assessment graduation requirements.
2	No	No, because they passed course but did not pass EOC assessment	The student is still required to pass the corresponding EOC assessment to meet assessment graduation requirements and will have future opportunities to meet this requirement (e.g., December 2020 STAAR administration).
3	No	No, has not yet enrolled in a course with corresponding EOC assessment	The student is required to take the corresponding EOC assessment when he or she is completing the course and must pass the assessment to meet graduation requirements.
4	Yes	Yes, did not pass course previously but passed EOC assessment	The student will need to retake the course to earn credit and successfully complete curriculum requirements.