While community health data continues to change, RISD is in regular contact with local public health officials and adjusting plans accordingly. All plans in this document are subject to change based on evolving conditions.
# Table of Contents

## INTRODUCTION .................................................. 1

## FALL 2020 INSTRUCTIONAL MODELS .......................... 2
  - Enrollment Commitment ........................................ 3
  - Transition To and From Instructional Models ................. 3

## FACE-TO-FACE LEARNING ....................................... 5
  - Campus Procedures ............................................ 6
    - Overview .................................................. 6
    - Preparation for the Opening of School ................... 6
    - Training .................................................. 6
    - Protocols for Screening Staff ............................. 7
    - Protocols for Screening Students ........................ 7
    - Identifying COVID-19 Cases on Campus ................. 8
    - Personal Protective Equipment ........................... 9
    - Clinic Considerations ................................... 10
    - Campus Visitors ......................................... 11
    - Disinfecting and Hand Sanitizing ....................... 12
    - Cleaning Protocols ...................................... 12
    - Arrival and Dismissal .................................. 12
    - Bus Transportation .................................... 13
    - Carpool .................................................. 13
    - Walkers .................................................. 14
    - Bike Riders ............................................. 14
    - Cafeteria Procedures ................................... 14

  - Classroom Procedures ..................................... 16
    - Standard Classroom Procedures .......................... 16
    - Water Fountains ......................................... 16
    - Recess/Playground ....................................... 16
    - Elementary Specials ..................................... 17
    - Secondary Specialized Classrooms and Extracurricular Programming ................................................................. 18
    - Hallways and Lockers .................................... 20
The COVID-19 pandemic presents new challenges to school systems throughout the world, but within those challenges lie opportunities to reimagine learning in new ways while also ensuring students and staff are safe and emotionally supported. **RISD is committed to ensuring ALL students connect, learn, grow and succeed.**

The district recognizes the additional challenges and concerns the COVID-19 pandemic has created for Richardson ISD families and educators. RISD is committed to providing parents and caregivers with the flexibility to choose the instructional delivery model — in-person or virtual — that best meets their family’s needs. The district is committed to providing safe and healthy learning environments to protect staff and students.

This document provides an overview of new protocols for campus safety and new procedures for virtual learning to assist parents and caregivers in making informed decisions about the instructional delivery model that best meets their child’s needs. The planning process has continuously evolved around new information and guidance from national, state and local health authorities, including the Centers for Disease Control and Prevention, the Texas Education Agency, and Dallas County Health and Human Services.

The RISD COVID task force planned for the 2020-2021 school year with the following key focus areas in mind:

- **PUBLIC HEALTH AND SAFETY**
- **COMMUNICATION**
- **EQUITY**
- **INSTRUCTIONAL CONTINUITY**
- **PARENT CHOICE AND INNOVATION**
Richardson ISD is implementing instructional expectations to provide consistency and excellence across ALL learning environments while ensuring the health and safety of ALL students and staff. Families can choose between the face-to-face learning model or the virtual school model. Both frameworks are designed to be high-quality and academically rigorous while meeting the needs of students socially and emotionally.

The global pandemic continues to be an ever-evolving and fluid situation. Similarly, RISD’s learning environments will likely evolve over the course of the school year. Families may begin classes in-person, and later move to virtual environments if COVID-19 outbreaks occur or health authorities mandate the closure of school buildings.

Conversely, families may choose to begin the school year in the virtual learning environment and shift to in-person learning at designated transition periods. Regardless of the learning environment, RISD is committed to providing the highest quality learning experience for students.

Richardson ISD’s commitments to ensuring ALL students have an equitable educational experience and access to the highest quality materials and instructions include:

- The TEKS Resource System (TRS) will be used as the curriculum for both instructional models, ensuring ALL student lessons align to the Texas Essential Knowledge and Skills.
- Daily learning experiences are designed to meet the individual needs and environment of the learner.
• Staff will use the strategies and practices associated with virtual and face-to-face learning to ensure ALL students grow academically, socially, and emotionally.
• Both the virtual learning model and in-person experience will use the same Google Classroom, use the same grading practices, including GPA/class rank, and use the same assessment calendar and expectations.

Enrollment Commitment
RISD asks that families commit to either face-to-face instruction or virtual instruction for each child attending a district school for the 2020-2021 school year for the first grading period. (Note that the actual date for the start of face-to-face instruction will be determined in conjunction with local health authorities and school closure orders.)

Each family will complete an electronic commitment process for each child attending a Richardson ISD school for the 2020-2021 school year. For each nine-week grading period, every student and family will have an opportunity to continue in the current learning framework or transition to the other option.

RISD will default to face-to-face instruction at their assigned RISD campus for families who do not complete the commitment process. Student courses and schedules will be completed based on electives chosen in the spring. Families will have an opportunity to reconfirm or change elective choices based on the virtual course catalog during the commitment process.
• Students who transition between virtual learning and face-to-face learning may experience a change in their schedule based on course availability and the campus master schedule.
• Elementary students moving from virtual learning to face-to-face will be placed at their home campus, pending seat availability. Parents may contact the campus principal or district enrollment team to determine open seats for face-to-face instruction.
• A priority will be made to group students in a cohort by campus and place students with a campus teacher whether enrolled in the virtual school or face-to-face model. However, an elementary teacher could serve virtual students from more than one campus based on enrollment numbers and parent choices. Those students will be grouped geographically to allow for optional face-to-face enrichment and support experiences. Conversely, secondary teachers/students could be in virtual classes with students from any secondary campus across the district based on enrollment and individual course enrollment.

All of the standard policies regarding enrollment apply to both virtual learning and face-to-face learning. Students must live within Richardson ISD boundaries to attend RISD. More information about RISD boundaries is available here.

Transition To and From Instructional Models
In the case of a classroom or school closure, or if a student needs to self-quarantine, RISD will ensure students, staff and families are prepared to efficiently transition to and from virtual learning.
• RISD will provide learning devices, and WiFi hotspots will be provided as needed.
• Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained.
• All students in grades 7 through 12 should purchase insurance, as they take home their devices daily. It is strongly encouraged for students in grades Pre-K through 6 to purchase insurance. The link to purchase insurance can be found on the Back to School website.
• Relevant notification, instructions, procedures, policies and processes are available on the RISD Parent Corner website.

• Students are expected to follow all expectations as identified in the responsible use guidelines and student code of conduct.

• As RISD operates fully virtually from Aug. 19 to at least Sept. 7, all students and families will have the opportunity to experience virtual learning to help prepare them for any future transitions to virtual environment as a result of an intermittent closure.
Overview
Students will attend class in-person, five days a week, utilizing additional safety measures that align with state and federal guidelines and recommendations.

• In this setting, campus administrators will implement RISD safety procedures daily.
• Teachers will create lesson plans understanding that they may need to quickly transition to virtual learning in the event of a temporary school closure if ordered by health authorities.
• Teachers will provide in-person instruction, using TRS, designed learning experiences, and Google Classroom.
• Assessments, including the Measure of Academic Progress (MAP), will be used at the beginning of year, middle of the year, and end of the year to ensure student growth.

The following pages include the return to school health and safety protocols for Richardson ISD campuses and administration buildings.

Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs based on the recommendations of the CDC, the TEA, DCHHS, or other governmental entities/public health authorities. The district will comply with all applicable federal and state employment and disability laws, workplace safety standards, and accessibility standards to address individual needs.

It is important to remember that the virus can be spread by infected people who have few or no symptoms. Even if an infected person is asymptomatic (meaning feeling or demonstrating no symptoms), they can spread the virus to others who may become seriously or fatally ill, especially those over 65 or with pre-existing health conditions. Because of the hidden nature of this threat, RISD expects all employees, students, and families to follow these health and safety practices.

Preparation for the Opening of School
The Centers for Disease Control and Prevention provides guidance, recommendations, and resources to assist with plans and protocols for health and safety. Before schools re-open, Richardson ISD will implement the following:

• Ensuring adequate supply of personal protection equipment (PPE), cleaning supplies, and hand sanitizer
• Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency
• Ensuring compliance with policies mandated by the CDC, Dallas County Health and Human Services, and the TEA
• Providing communication of procedures and expectations for all people upon entering facilities and throughout buildings

Training
On the first day of in-person instruction, RISD will instruct students on appropriate hygiene practices and other mitigation and social distancing practices adopted by the district. Staff and students must cover coughs and sneezes with a tissue or with their elbow. Used tissues must be placed in the trash and hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used. This training will take place periodically throughout the school year with daily
reminders from teachers and the campus support team. Visuals, including posters, will be used throughout all buildings to provide reminders to students and staff on all health and safety protocols.

Protocols for Screening Staff
Staff will be required to complete a self-screening process prior to entering a Richardson ISD building, and the district may require further screening of employees at any time based on state and federal guidelines. Staff are expected to sign in any time they are entering a district facility or building utilizing the district provided links/QR codes on the doors or a paper screener available at the front office.

Protocols for Screening Students
Parents must ensure they do not send a child to a school campus if the child has COVID-19 symptoms or has a lab-confirmed positive case of COVID-19. Instead, parents should opt to receive virtual instruction until conditions for re-entry are met per CDC guidelines. Parents should also opt to have their students receive virtual instruction if their child has had close contact with an individual who has a lab-confirmed positive case of COVID-19 until the 14-day incubation period has passed. Close contact is defined as within six feet for 15 minutes or longer.

Students will be formally screened for symptoms weekly.
- A paper screening questionnaire will be sent home in the weekly folder for elementary students and returned questionnaires indicating potential exposure will be sent to the school clinic for evaluation.
- The weekly screening questionnaire will be completed online for secondary students via their gmail school address. Results of the questionnaires will be available to appropriate RISD staff members through the LIGHT dashboard. First-period teachers will review the results of the screener and report any potential positive results to their campus nurse.
- RISD staff will spot-screen many students daily and take their temperature as they enter the building.

### TEACHER/STAFF TRAINING

- All staff will be trained on what COVID-19 is and how it spreads and impacts both children and adults.
- All staff will be trained on COVID-19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- All staff will be trained on district protocols and procedures for health screeners, isolation protocol, and return to school/work guidelines.
- Campus administrators will provide follow-up training and reminders as needed.

### PARENT TRAINING

- Parents are encouraged to talk to their students about COVID-19, as appropriate, and help them understand the safety guidelines required to return to face-to-face instruction.
- Parents will be asked to review all district health and safety guidelines and adhere to guidelines to ensure the safety of all staff and students.

### STUDENT TRAINING

- Students will complete district and state required training, within the first two days of face-to-face instruction.
- All students will be trained on information about COVID-19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- Any student experiencing symptoms must notify an adult immediately.
though not every student will be screened by an RISD staff member every day. Parents and caregivers are encouraged to take their student’s temperature often and keep the student home if their temperature is higher than 100, which indicates a fever is present.

- If a student’s fever is identified by RISD during the school day, that student will be moved to an isolation area then sent home within one hour. To expedite this process, the front office staff may call parents for pickup; and staff will also provide a list of students sent home to the nurse. The school nurse will follow up with parents via phone to discuss symptoms and quarantine status.
- Teachers will perform a visual screen of their students each morning. Any student with severe coughing or respiratory issues will be sent to the clinic for further evaluation.

**Identifying COVID-19 Cases on Campus**

For students displaying symptoms of COVID-19 or those who are feeling feverish, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.

**INITIAL EVALUATION**

In evaluating whether an individual has symptoms consistent with COVID-19, students will be asked if they have recently begun experiencing any of the following in a way that is not normal for them:

- Feeling feverish or a measured temperature greater than or equal to 100 degrees Fahrenheit
- a loss of taste or smell
- cough
- difficulty breathing
- shortness of breath
- a headache
- chills
- a sore throat
- congestion or runny nose
- shaking or exaggerated shivering
- significant muscle pain or ache
- diarrhea
- nausea or vomiting

Students who are ill will be separated from classmates and should be picked up within 30 minutes and no later than one hour from the time the campus has contacted the parent or guardian. Every campus will maintain an isolation area that will keep students isolated while also allowing for supervision from campus staff including the nurse or an administrator.

All other students in the class with an isolated student will be removed from that classroom and taken to an alternate location on campus (go on a walk outside, move to the gym) until the classroom has been disinfected.

**AFTER CONFIRMATION OF COVID-19**

If an individual who has been in a school is lab-confirmed to have COVID-19, the district must notify the local health department (Dallas County Health and Human Services), in accordance with applicable federal, state and local laws and regulations, including confidentiality mandates required under the Americans with Disabilities Act, or ADA, and Family Educational Rights and Privacy Act, or FERPA. The district will also notify parents and staff of a lab-confirmed case at a campus in accordance with current TEA and public health authority guidelines.

Schools will close areas that were heavily used by any individual with a lab-confirmed case until the non-porous surfaces in those areas can be disinfected.

**RETURNING TO SCHOOL AFTER RECOVERY**

Students and staff who have tested positive for COVID-19 will be permitted to return to school only after all of the following occur (per CDC guidelines):

- they are 24 hours fever-free without using fever-reducing medication
- symptoms (cough, difficulty breathing)
have dissipated and improved

- 10 days have passed since symptoms began

Students that test positive for COVID-19, but do not have any symptoms may return to school after 10 days since the test. *When You Can be Around Others After You Had or Likely Had COVID-19* [1]

The campus nurse will work closely with administration and the front office staff to coordinate the student’s return to school. Students who return to school without meeting the CDC criteria will immediately be sent home and the campus principal will be notified.

**CONTAINMENT**

Contact tracing will occur in collaboration with the local health department.

Students, teachers, or staff who have come into close, prolonged contact with a student or employee who is lab-confirmed to have COVID-19 will be asked to quarantine away from in-person school activities for up to 14 days depending on the date of exposure. Close contact is defined as:

- Being directly exposed to infectious secretions such as being coughed on while not wearing a mask or face shield.
- Being within six feet for a duration of 15 minutes or more of a COVID-19 positive person.
- If either occurred at any time in the last 14 days while the infected individual was considered infectious; individuals are presumed infectious one to two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

Based on updated (December 2020) guidance from the CDC and Dallas County health authority, students or staff who are exposed but not experiencing symptoms may quarantine away from in-person school activities for 10 days from exposure, instead of 14, if they choose. Exposed people may still choose to quarantine for 14 days from exposure date.

Staff members only, in their role as critical infrastructure employees, may further choose to limit their quarantine period to 7 days from the date of exposure, provided they receive a negative PCR test result, with the test taken on days 5-7 from the exposure date. All people returning to school/work after a quarantine period must remain diligent to monitor themselves for symptoms and exclude from any in-person school activities if any COVID-19 symptoms are experienced.

Other staff and students who do not meet the criteria for close, prolonged contact may be asked to quarantine at the direction of the local health department for unique situations. In rare instances, when a symptomatic student or staff member has had direct, verified contact with a lab-confirmed case of COVID-19 (such as sharing a household), RISD may consider that symptomatic student or staff member as a positive COVID-19 case without laboratory confirmation if specifically directed by a physician or public health authority.

**DOCUMENTATION**

Students who test positive for COVID-19 will be monitored and tracked via Focus, the district’s student information system. Quarantine reports generated by Focus will be monitored daily.

Students who are sent home for quarantine will be documented in Focus. An icon will appear next to a student’s name while they are on quarantine. This will be a visual indicator for each teacher showing who should and should not be in class.

**Personal Protective Equipment**

Schools are **required to comply** with Gov. Abbott’s executive order regarding masks/cloth face coverings.
Students and staff are expected to wear cloth face coverings during school hours. This requirement is subject to change. **COVID-19: Considerations for Wearing Cloth Face Coverings**

PPE and other safety requirements will be addressed in the RISD Student Code of Conduct, along with identified campus procedures if requirements are not followed.

- It is important to note cloth face coverings do NOT preclude social distancing. Cloth face coverings should be worn, and social distancing followed when possible.
- Acceptable masks include non-medical grade disposable face masks or cloth face coverings worn over the nose and mouth.
- Face shields, neck gaiters, or fleeces are not recommended.
- It is a universal requirement that all students and adults wear face coverings while at school, when possible and appropriate.
- Students in grades 3-12 and all adults must wear a face covering throughout in-person instruction (except while eating/drinking/exercising).
- Students in grades PK-2 must wear face coverings while moving within the school and will be strongly encouraged and reminded to wear face coverings while in class as possible and appropriate.
- Children younger than 2 years old should not wear a mask at any time.
- It may be impractical for students to wear cloth face coverings while participating in some non-UIL athletic or other extracurricular activities; however, those students required to wear a cloth face covering should wear them when entering and exiting facilities and practice areas and when not actively engaging in those activities.
- Schools may allow students who are actively exercising to remove their cloth face covering as long as they maintain social distancing.
- Schools must require students, teachers, and staff wear cloth face coverings as they arrange themselves in positions that will allow them to maintain safe distancing.
- Individual needs regarding face coverings will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.
- Additional protective equipment will be provided to school nurses for use in the clinic.
- Students and staff will be provided with a reusable mask. Families will be responsible for daily cleaning and replacement should the one provided by the school become unusable or lost.
- Students who do not comply with the requirements to wear PPE will be provided with a mask. If the student refuses to wear a mask/cloth face covering, the student will be sent home.

**Clinic Considerations**

- The campus nurse will work closely with the principal and front office staff to determine how to best meet the needs of all students while maintaining confidentiality and possible isolation. Plans will be campus specific because of the multiple sizes and layouts of each clinic.
- In an effort to minimize exposure, clinic traffic will be divided between students that are feeling ill and students that are not.
- All teachers will be provided with a basic first-aid kit, and teachers will assist and direct students to handle minor injuries in the classroom or front office.
- Nurses will determine processes for medication administration, keeping healthy students separate from those complaining of illness. Medication administration may occur (where confidentiality permits) in the classroom, in another room within the school or in the clinic. Medication administration may be delegated to other staff designated by the principal.
- RISD staff will only administer those medications that must be given during the school day. If the therapeutic use of the medication can be accomplished by dosage outside of the school day, the medication should not be administered at school.
- Nurses will determine processes for performing medical procedures to maintain a clean area where
the student will not be exposed to others. Medical procedures may take place in the classroom (where confidentiality permits), in another room within the school, or in the clinic. Nursing procedures may not be delegated to other staff; however, clinic coverage may be needed if the nurse must leave the clinic in order to perform a procedure.

- An isolation area will be determined for students exhibiting symptoms of COVID-19 while they are waiting for pick up. Isolation areas should be located such that staff can visually monitor the child while still maintaining social distancing.
- Clinics can no longer be used for rest, cool down, or an emotional safe place for anxiety. Principals should identify an alternate space for students in these situations.
- Clinics can no longer be used for incontinence issues, which is not a medical issue. Students may bring spare clothing in their backpack and use a designated restroom for cleanup. Front office staff may call home for spare clothing if necessary.
- Clinic restrooms will be for student use while in the clinic. Staff may not use the clinic restroom and should use designated staff restrooms.
- It is recommended that teachers call before sending a student to the clinic so that the nurse can prepare the clinic if the student is symptomatic, relocating any healthy students, and allowing the nurse to don proper PPE.
- Additional plexiglass and screens may be considered when working through clinic flow; however, plexiglass and screens do not preclude the need for social distancing.

ASTHMA, ANAPHYLAXIS, ALLERGIES

- Students with asthma, anaphylaxis, or other life-threatening conditions will be encouraged to carry and/or self-administer medication prescribed for these conditions provided the physician and the parent/guardian provide permission for the student to do so on the medication administration paperwork. All students who self-carry medication at school are still required to complete and provide the appropriate paperwork to their campus nurse.
- Students with symptoms of COVID-19 should not attend school. Symptoms of asthma and COVID-19 may overlap, including cough and shortness of breath. Parents should collaborate with the campus nurse and personal healthcare provider to determine the best option for what to do when their child experiences an acute asthma attack.

    According to the CDC, during this COVID-19 pandemic, asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. Aerosols generated by nebulizer treatments are potentially infectious. If students require a nebulizer at school, a physician note will be required explaining why that student cannot use an inhaler with spacer.
- Students with seasonal allergies will be permitted in school. Students that have significant sneezing and coughing may be referred to the clinic so that the campus nurse can work with that parent to achieve better control.

Campus Visitors

Due to COVID-19, no campus visitors will be permitted until further notice is communicated by the district and campus. Campus staff and parents should consider virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.

- Parents are discouraged from entering the campus and will not be allowed beyond the front office area.
- All visitors, including parents, will be required to complete the RISD Health Screener.
- Virtual tools will be used to conduct PTA meetings, ARDs, LPAC, Parent Conferences, etc.
- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
• All individuals entering the building will be REQUIRED to wear face coverings.
• Visitors will stand behind the shield guard installed at reception desks.

**Disinfecting and Hand Sanitizing**

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff. In the first two days of face-to-face instruction, all students will receive explicit instruction on best practices for hand washing and hand sanitization. These practices will be modeled and reinforced throughout the school year. Additionally, visual reminders will be posted throughout the campus.

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria, and in all common areas throughout the campus.
- Paper towels will be provided near all doors to use on high-touch areas.
- Staff and students will be expected to regularly wash or sanitize their hands. Hand washing will be built into the schedule for all students in PK-6 including after recess, before eating, and following restroom breaks.
- Staff will have access to disinfectant solutions to sanitize high-touch and working surfaces and shared objects frequently.
- Staff will limit the use of shared supplies when possible. The district will provide elementary students with individual art supplies.
- Staff should supervise and limit the number of students that enter the bathroom at one time to comply with health agency recommendations and social distancing.
- Plexiglass shields will be installed in between handwashing stations.

**Cleaning Protocols**

- Custodial employees have been trained on COVID-19 safety protocols.
- Medical-grade, CDC-approved disinfectants will be used for deep cleaning campuses on a regular and ongoing basis.
- If a classroom or facility is closed, in addition to deep cleaning the identified classroom, custodial staff will disinfect classrooms, restrooms, athletics, and fine arts areas as well as all additional areas throughout the school facility.
- Cleaning and disinfecting will occur nightly in every classroom, restroom, common areas, and on high-touch surfaces utilizing electrostatic disinfectant sprayers.
- Every classroom and office area will have disinfectant in a spray bottle with appropriate cleaning cloths provided for employees and students to use on high-touch areas throughout the school day.
- Based on state recommendations, each RISD campus will provide students the opportunity to clean their own spaces before and after they are used in ways that are safe and developmentally appropriate.
- Restrooms and cafeterias will undergo extensive cleaning each day using electrostatic disinfectant sprayers.
- Where available, windows should be opened to help with ventilation.

**Arrival and Dismissal**

Sanitizer stations will be placed at each entrance and exit. Students and staff are encouraged to sanitize hands prior to entrance and exit.

**ARRIVAL**

Separate entrances will be utilized for car riders, bus riders, walkers and daycares. Staggered arrival times will be assigned by the school to minimize arrival traffic. Students will be assigned to a cohort and location to meet every morning. Staff will monitor hallways and all entrances for social distancing and ensure cohorts meet in designated locations. Parents will not be allowed to walk students to classrooms.

- Wash hands or use hand sanitizer upon arrival.
- Campuses must plan for entry procedures that reduce large group gatherings, including staff, students, and families in close proximity.
- Students and staff must wear masks when entering the
building and when in the designated waiting areas.

- Once students are in the assigned location for arrival, students should choose seats that have empty seats between each person.

**DISMISSAL**

Each campus will designate staggered dismissal groups, including walkers, car riders, bus riders or by grade level to help limit student movement in the building and decrease the risk of crowding outside waiting for a bus or a car pick-up. Separate exits will be used for car riders, bus riders, walkers, and daycares.

- Once students are in the assigned location for dismissal, students should choose seats that have empty seats between each person. Elementary students are expected to stay seated until a staff member dismisses them.
- Campuses will develop building-specific procedures based on building configuration.

**Bus Transportation**

When bus transportation resumes with face-to-face instruction, students using bus transportation services will follow revised protocols. These expectations will begin when students arrive at their designated bus stop, board the school bus and exit the bus to enter the school building.

- Richardson ISD will provide bus transportation for all students who register for transportation services and meet the eligibility requirements for transportation.
- RISD encourages families to drop students off at school, carpool, or walk with their student to school to reduce possible virus exposure on buses.
- Bus drivers will be trained in COVID-19 safety protocols.
- Drivers and students are required to wear a face covering or mask entering, riding, and exiting the bus.
- Students should practice social distancing while waiting for and approaching the school bus.
- Students should NOT share food, drinks or personal devices.
- Hand sanitizer will be provided on all buses and are to be used by students when entering and exiting the bus.
- Each bus and route will be limited to one student per seat or two students from the same household in order to encourage social distancing. The seat immediately behind the driver will remain empty.
- Students will be seated starting from the back seats, then toward the front. Students will unload starting from the front to the back.
- Depending on the number of students, multiple runs of each route may be necessary to accommodate all students.
- Bus riders will be encouraged to sit apart from one another and will be required to sit facing the front of the bus and keep their hands to themselves.
- When possible, parents should help with student supervision at the bus stop both at arrival and pick-up times.

**DISINFECTING PROTOCOL BETWEEN DROP-OFFS**

- Seats, handles, and high-touch areas will be disinfected every day, per TEA guidelines, using CDC-approved disinfectant through electrostatic disinfectant sprayers.
- Seats, handles, and high-touch areas will be disinfected after every route, per TEA guidelines, utilizing CDC-approved disinfectant.
- When possible, bus windows will be opened to allow outside air to circulate in the bus.
- All students must follow all rules and expectations for bus transportation including these new health and safety guidelines.

**Carpool**

- As students exit their car, they will be expected to maintain social distancing guidelines when walking toward the building entry. Students should not congregate with other students on the campus when walking toward the school.
- Students or volunteers will not be allowed to open car doors or assist with carpool arrival. Campus staff will be visible at carpool drop-off
and pick-up to help monitor safety expectations including wearing PPE and social distancing.

- Students will report to their cohort location as assigned by the campus principal.
- Parents and students will open their own car door and carry their own backpack and other supplies at drop-off and pick-up.
- Parents should remain in their car and refrain from congregating with other parents as they wait for arrival or dismissal.

Walkers
- It is recommended that walkers from different households maintain social distance when walking to and from school.
- It is strongly recommended students AND parents avoid large groups or gatherings with other students on the campus before or after school.
- Students will be asked to immediately leave campus and begin walking home at the end of the school day.
- Campus staff will be visible at walker entry and exit to help monitor safety expectations including wearing PPE and social distancing.
- Students will report to their cohort location as assigned by the campus principal.

Bike Riders
- Students will use every other space in the bike rack to keep distance when arriving at school.
- Students will immediately leave campus and begin riding their bike home at the end of the school day.
- Students are not to congregate in large groups with other students on the campus when dismissed from school at the end of the day.
- Teachers assigned to supervise this area will ensure students follow these guidelines.
- Students arriving on bikes will report to their cohort location as assigned by the campus.

Cafeteria Procedures
Campus administrators will determine the areas that may be used for breakfast and lunch that allow for social distancing, including the library, gym or other large areas within the school building.

Campus staff will monitor the cafeteria and other meal locations to ensure social distancing. Cafeteria capacity will be based on the most current guidelines. Physical distance will be provided around each occupiable seat. Hand sanitizing stations will be available at entrances and exits of the cafeteria. RISD staff will implement as many touchless procedures as possible to reduce potential spread of the virus. No visitors will be permitted in the cafeteria or other spaces where students are eating.

ENTERING THE CAFETERIA
- Students should only enter the cafeteria if they intend to have breakfast using the designated entrance door.
- No gathering of students is allowed in the cafeteria.
- If a student does not plan on eating breakfast in the cafeteria, they will go directly to their assigned location.
- Students must wash their hands or use the sanitizer stations prior to entering the cafeteria service line.

ENTERING THE SERVICE LINE
- Just a few students should enter the service line, at least 6 feet apart, using the floor decals as a guide to maintain social distancing.
- A cafeteria monitor or school staff will stand outside of the serving line to control flow and ensure social distancing.

INSIDE THE SERVICE AREA
Floor decals will indicate where students should stand to ensure social distancing.

MEAL SELECTIONS
- Main entrée, vegetables, and fruit will be packaged by child nutrition staff when possible.
- Meal items will be handed to the student by a child nutrition staff member.
- Students will be able to select type of milk.
CHECK OUT
Students must always stand on the opposite side of the protective shield placed by the cashier.

Procedures in order from fastest to slowest:
• Students must scan their ID card if possible to ensure touchless transaction.
• Cashier can look up student on touch screen to avoid use of keypad.
• Students may enter their ID number into the keypad; but the keypad then MUST be sanitized before the next student arrives.
• Cashier can find students name on a printed roster and scan the roster.

CASH HANDLING
After verifying the identity of the student via card scan or number lookup:
• Student will hold up amount of money or check they wish to deposit into their account.
• Cashier will verify the amount and enter the deposit amount into student account.
• Student will place money into dropbox near the cashier to avoid cross contact.
• Students who have handled cash should wash hands or use sanitizer before eating.
• Campuses should encourage parents to always use the online deposit system.
• Cash envelopes will be provided to campuses to use for lunch account deposits. Student name and PIN or ID number must be written on the envelope before turning in to the cafeteria.
• The district’s charge policy still applies and will be enforced.

DINING
The following procedures apply to all meal locations per campus plan:
• Signs will be posted on the walls and floors to ensure appropriate social distancing during breakfast and lunch.
• A seating plan for students will be followed for social distancing.
• Assigned staff will supervise students in cafeteria lines, direct students to open seats, and ensure students maintain social distance.
• Staff will monitor to enforce consistent student cohorts during breakfast and lunch.
• Seats will be marked to ensure proper social distance is provided between each student.
• Cafeteria tables will be cleaned and disinfected between use by each student cohort.
Standard Classroom Procedures

Classroom protocols and procedures include expectations regarding no sharing of school supplies or personal items; face coverings; maintaining social distancing; no or limited group work; and frequent hand washing or sanitizing. Teachers will ensure high-touch areas in the classroom are wiped between classes.

Each classroom will include:
- Posted visual reminders of distancing requirements, hand washing, and hand sanitation, including marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations, tissues, and trash cans will be available in the classrooms and common areas to limit the need for student and staff movement.
- Access to disinfectant to sanitize working surfaces.
- Students and staff will maintain consistent cohorts to minimize contact and the possibility of virus transmission.
- Use of plexiglass shields on desks and tables as an additional barrier, especially when six feet of social distancing cannot be followed.
- Place student desks or working areas a minimum of six feet apart, if possible.
- Use of outdoor spaces for learning will be considered. Classroom groups working outside will maintain at least 12 feet of social distancing from other classroom groups.
- Limit student movement within the classroom such as turning in assignments, materials being passed out, etc.
- Supplies and equipment should be cleaned between each use.
- Leave the classroom door open to allow for additional ventilation during class and in between classes, so students don’t touch doors or handles.

Water Fountains

- Students are expected to bring their own reusable water bottle for use throughout the day and expected to take water bottles home to be cleaned daily.
- A refillable water fountain has been installed at each campus and students are expected to use those to refill water bottles.
- Other water fountain use will not be permitted.

Recess/Playground

Richardson ISD strongly believes in the importance of outdoor play and recess time to support students academically, physically, and socially. Administrators will provide training for staff on guidelines and procedures associated with outdoor play and student activities. A schedule will be developed for students to access the playground equipment. Teachers will monitor students to ensure safety guidelines are followed.

- Students will wear masks during outdoor activity that involves close contact (within 6 feet for 15 or more minutes) with other students.
- Students must maintain social distancing while lining up to return to class and sanitize or wash hands before re-entering the building.
• All students and staff will wash their hands or use hand sanitizer before entering the playground and upon exiting the playground.
• While in the classroom, brain breaks and “mask breaks” will be implemented as needed at the discretion of the campus/teacher.
• Playground equipment will be cleaned and disinfected regularly.

**Elementary Specials**
The following procedures apply to specific, specialized elementary classrooms/areas.

**VISUAL ARTS**
• Whenever possible, specials classes will be held outside to allow for maximum physical distance between students.
• Students will use their own supplies and avoid sharing equipment, utensils, and supplies as much as possible. The district will provide rotational supplies for each art classroom as well as supplies for students who cannot provide them.
• Students should complete cleaning protocols and sanitize their areas in between use.
• Individual classroom cohorts will travel to the art room one at a time.
• Art equipment will be sanitized and disinfected after each use.
• Plexiglass shields will be used when social distancing guidelines cannot be followed.
• Students and staff will be expected to wear required PPE.
• Doors will be kept open, when possible, to support increased air ventilation and reduce contact with door and door handle.
• Students will sanitize hands when entering and leaving art room.

**MUSIC**
• Whenever possible, specials classes will be held outside to allow for maximum physical distance between students.
• Individual classroom cohorts will travel to the music room one at a time.
• Students and staff will be expected to wear PPE as required, even while singing.
• Students will sanitize hands when entering and leaving music room.
• Students will sit and stand facing the same direction.
• Every effort will be made to safely distance students using social distancing guidelines while also taking into account classroom space.
• Students will sit and stand six feet apart and classroom will be marked using social distancing guidelines. Movement will be limited to the immediate space indicated.
• Personal music kits will be provided by the district.
• Instruments, mallets or recorders will not be shared at this time.
• Students and staff will be expected to wear PPE as required.
• Doors will be kept open, when possible, to support increased air ventilation and reduce contact with door and door handle.
• For the 2020-21 school year only, 6th grade will not offer band, orchestra or choir due to the need to prevent cohort mingling, staff exposure to multiple cohorts, and inability to locate spaces in all buildings where social distancing can be followed. Optional virtual or in-person opportunities may be provided when and if it is permitted by officials.

**PHYSICAL EDUCATION**
• Whenever possible, specials classes will be held outside to allow for maximum physical distance between students.
• Students and staff will be expected...
to wear PPE as required.

- Doors will be kept open, when possible, to support increased air ventilation and reduce contact with the door and door handle.
- Any activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment, will be avoided.
- PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use.
- Students will sit and stand six feet apart and the gym floor and bleachers will be marked using social distancing guidelines. Movement will be limited to the immediate spaces indicated.
- Individual classroom cohorts will travel to the PE area one at a time, when possible.

**LIBRARY**

- Students and staff will be expected to wear PPE as required.
- Doors will be kept open, when possible, to support increased air ventilation and reduce contact with the door and door handle.
- Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library.
- Individual classroom cohorts will travel to the library one at a time.
- Students and staff will wash or sanitize hands upon entering and after visiting the library.
- High-touch surfaces (table tops, chairs, book shelves, desks) will be disinfected regularly.
- Students and staff will be expected to wear PPE as required.

**Secondary Specialized Classrooms and Extracurricular Programming**

All extracurricular practices and contests, during or after the school day, will be conducted following safety protocols provided by guidance from RISD, UIL, TEA, and health authorities. This will include COVID-19 screenings, group sizes, limiting the sharing of equipment, sanitizing of equipment, appropriate locker room usage and cleaning, maintaining cohorts, and distancing. All students and parents are expected to communicate with athletic trainers, coaches or athletic coordinators to notify them of any COVID-19 symptoms, positive tests, or close contact with others who have reported a positive test.

RISD, TEA, UIL and/or local health authorities will determine if students are to participate in competition (e.g. football, drill team competitions, etc). Additionally, these organizations will determine if, when or how spectators can watch events. RISD will install streaming services to allow parents to watch athletic games and competitions remotely if they are not permitted in a venue. Due to copyright issues, Fine Arts programs will not be available for streaming.

- All booster club meetings should be held virtually to minimize outside exposure to campuses.
- RISD and public health guidelines regarding COVID-19 screenings, group sizes, distancing, PPE, and sharing and sanitizing of equipment must be followed by all extracurricular groups.
- All students in extracurricular activities are expected to wear PPE based on RISD guidelines and according to the activity.
- All coaches, fine arts directors, and sponsors are expected to follow social distancing guidelines.
- Hand washing and hand sanitization should take place before and after each practice or rehearsal.
FINE ARTS
- Large group practice sessions, sectional, and rehearsals will adhere to social distancing guidelines, when possible, provided by the authorized entity.
- In-person private music lessons are not allowed on campus facilities until further guidance is provided by an authorized entity. Private lessons may continue virtually if agreed upon between families and the teacher. All district guidelines and pricing will be adhered to. Students can access private practice rooms and communicate virtually with private lesson instructors.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity.
- Concerts and performances will be adjusted based on the most recent health and safety guidelines.
- Students must complete cleaning protocols and sanitize their areas in between use.
- Art equipment will be sanitized and disinfected after each use.
- Plexiglass shields will be used when social distancing guidelines cannot be followed.
- Keep doors open, when possible, to support increased air ventilation and reduce contact with the door and door handle.

CHEER/DRILL TEAM/COUNTRY WESTERN DANCE
- Practices and performances will not be conducted until updated safety protocols are provided from public health authorities.
- Students will enter the locker room to change on a staggered schedule.
- Equipment, such as ballet barres, will be disinfected and wiped down after each class period by the teacher or sponsor.
- During any floor work, students should maintain at least 6 feet apart when possible, but preferable 10ft between each other (when not wearing masks).
- Dance, cheer, drill team, and country western dance will be encouraged to bring their own water bottle and a personal towel to wipe perspiration. Students must take home their water bottle and towel daily to clean and disinfect.
- Student groups will not share equipment and props.

PHYSICAL EDUCATION
- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact, or those requiring multiple students to touch or handle the same equipment will be avoided.
- Students and staff will be expected to wear PPE as required.
- Doors will be kept open, when possible, to support increased air ventilation and reduce contact with the door and door handle.
- Students will sit and stand six feet apart and the gym floor and bleachers will be marked to follow social distancing guidelines. Movement will be limited to the immediate space indicated.
- PE equipment will be disinfected and wiped down after each use. Students or staff will disinfect equipment after each use.
- Handwashing or hand sanitization will occur as students enter or leave PE area.

ATHLETICS
- Athletics practices and contests will follow protocols established by UIL, TEA, RISD, and public health authorities. In-season and off-season activities will follow the most current guidelines, requirements, and public health orders available.
- Coaches will provide an orientation of protocols and expectations for students at
the beginning of their respective season.

- Specific entrances and exits of athletic facilities will be used by students for appropriate separation and distancing. Signage will serve as a visual cue and reminder for students.
- Student-athletes will be assigned to groups for the purposes of maintaining proper distancing and capacity in locker rooms to dress before and after practice sessions.
- Athletic equipment and uniforms will be issued to athletes. These items will be taken home each day and not left in their athletic locker. Practice uniforms will be laundered at home. Game issued uniforms will be laundered at campus with coaching staff following proper protocols.
- Equipment used during practices will be sanitized frequently during practice sessions.
- Athletic areas will be frequently disinfected during the week.
- Athletes will not be allowed to socially congregate before, during, or after practices and workouts.
- Water breaks will occur in small groups while using disposable cups. Coaches will organize water breaks with safety and efficiency in mind. Athletes on teams with smaller numbers, such as volleyball and basketball, may bring their own reusable water bottle clearly marked with their name. Sharing of water or sports drinks will not be allowed at any time.

**Hallways and Lockers**

**ELEMENTARY**

- Students will observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- Campus principals will identify hallway traffic directions and use visual reminders on the floor or ceiling to direct student movement. Transition schedules will be used to limit the number of classroom cohorts that are in the hallway at one time. If one-way hallways cannot be implemented, students are expected to stay to the far right of the hallway when walking.
- Students will not be assigned a locker. Students will be permitted to bring backpacks to class.
- For campuses and grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.
- Students and staff must wear PPE in the halls, maintain distancing, and avoid gathering in large groups during passing periods.
SECONDARY

- Students are expected to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- To prevent congregating during transition times, students will not be assigned a locker. Students will be permitted to bring backpacks to class.
- Staggered release times from each class will be organized to limit the number of students in the hallway during transitions. Campus administrative teams will determine schedules based upon the individual needs of their campus.
- In two-way hallways, students are expected to stay in the far right of the hall when walking.
- Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways.
- Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible.
- Students should immediately report to their next class and not congregate in the hallway.
- Students and staff must wear PPE in the halls and avoid gathering in large groups during passing periods.

Emergencies and Drills

Richardson ISD will continue to follow the standard response protocol and its emergency actions of lockout, lockdown, evacuate, shelter, and hold.

- Campus administration will implement a protocol to assign each physical classroom to one of two groups, designated by a sign at each campus.
- An administrator will provide instructions via intercom prior to drill, notifying staff and students that a drill is commencing and that one designated group will delay exiting their classrooms for a specific period of time to allow for greater social distancing and reducing the hallway traffic. At the conclusion of the drill, the groups will stagger re-entry to the building to maintain social distancing. All safety guidelines and expectations, including wearing PPE, will be implemented during drill.
- In the event of an actual emergency, campus administrators will emphasize that social distancing is not required because of the real emergency such as a fire, lockdown, shelter for dangerous weather, or evacuation.
- “I Know What To Days” will continue and ensure students and staff have the opportunity to practice and review the new protocols for all emergency drill procedures.

On/Off Campus Activities, Field Trips and School-Wide Events

ON-CAMPUS ACTIVITIES

- PTA, Booster Club, and other meetings should be held virtually until large in-person gatherings are deemed safe by health authorities.
- PTA and Booster Clubs must collaborate with and seek approval from campus and district administration prior to any event that is planned on campus.
- When possible, campuses will record or stream campus activities for parents and stakeholders to view remotely.
- Back to school and transitional events, including student schedule or supply pickups, will be planned to minimize large congregations in one spot or at one time.
- No in-person assemblies will be held until further notice is provided based on current health conditions related to COVID-19.
- Meet the teacher, open house, parent conferences, ARDS, LPAC meetings, and other meetings will be held virtually.
• No visitors are permitted in school buildings including PTA volunteers, mentors, and partner volunteers.
• Campus club meetings should be held virtually when possible. If meeting in-person is required, groups should use larger meeting spaces to accommodate distancing, or provide multiple meeting opportunities.
• No large assemblies, including pep rallies, grade level celebrations, assemblies or performances should occur until further notice is provided.

FIELD TRIPS
• Physical, in-person field trips are not allowed until further notice is provided based on current health conditions related to COVID-19.
• Virtual field trips will be considered as often as possible.
• Class trips, such as to Sky Ranch, will not be allowed until further notice.

OFF-CAMPUS ACTIVITIES/COMPETITIONS
• Student participation in academic contests (such as robotics and the academic decathlon) will only be considered and attended if specific guidance is provided by an authorized entity.
• Student travel in extracurricular activities and games will only be considered and attended if specific guidance is provided.
• Special education community-based instruction guidance will be followed to ensure these learning environments are available to students per ARD/IEP recommendations.
Schedules

**ELEMENTARY: 7:50 A.M. - 3:10 P.M.**

- Campus administrators will build elementary schedules to ensure students are placed in classroom cohorts.
- Transition times will be determined to limit multiple cohorts in hallways or common spaces at any one time.
- Teachers of departmentalized grades will travel to cohorts of students instead of students traveling to teacher to reduce student movement, support the ability to contact trace, and prevent student mingling.
- TEA required class sizes and ratios will be adhered to and class sizes and ratios will be reduced, when possible.
- The elementary school day will be extended by 10 minutes to 3:10 p.m. to accommodate staggered arrival and departure and review health screeners.

**JUNIOR HIGH: 8:15 A.M. - 3:40 P.M.**

- Junior High Schools will adopt a block schedule for the 2020-21 school year to reduce student transitions and reduce movement within the building. “A” and “B” days will align on the junior high and high school calendars.
- Additional lunch times will be implemented to reduce lunch size and student movement in the building at any one time. Additional campus locations will be used during lunch.
- The junior high school day will be extended 10 minutes to accommodate staggered arrival and departure and review health screeners.

**SAMPLE SCHEDULE (Individual campus times may differ slightly)**

<table>
<thead>
<tr>
<th>TIME</th>
<th>A-DAY</th>
<th>B-DAY</th>
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<tbody>
<tr>
<td>8:15 - 9:55 a.m.</td>
<td>1st Period Health Screener</td>
<td>2nd Period Health Screener</td>
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<tr>
<td>100 MINUTES</td>
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<tr>
<td>9:59-10:24 a.m.</td>
<td>Advisory</td>
<td>Advisory</td>
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<tr>
<td>25 MINUTES</td>
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<tr>
<td>10:28 a.m. - 12:32 p.m.</td>
<td>3rd Period Lunch</td>
<td>4th Period Lunch</td>
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<tr>
<td>90 MINUTES</td>
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<tr>
<td>12:36 - 2:06 p.m.</td>
<td>5th Period</td>
<td>6th Period</td>
</tr>
<tr>
<td>90 MINUTES</td>
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<tr>
<td>2:10 - 3:40 p.m.</td>
<td>7th Period</td>
<td>8th Period</td>
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<tr>
<td>90 MINUTES</td>
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</table>
High Schools will adopt a modified block schedule for the 2020-21 school year to reduce student transitions and reduce movement within the building. “A” and “B” days will align on the Junior High and High School calendars.

- Four lunches will be implemented to reduce lunch size and student movement in the building at any one time. Additional campus locations will be used during lunch.
- Seniors, who qualify, will be allowed to have 1st or 8th period release.
- RHS, JJP, and LHHS will implement a required advisory period. BHS, to align with the STEM For All initiative, will have an additional elective course.
- The high school day will be extended by 10 minutes to accommodate staggered arrival and departure and review health screeners.
Richardson ISD is committed to meeting the needs of all students including those supported in special programs including English as a Second Language, Special Education, 504 and Gifted and Talented. Individualized learning plans may need to be modified based on the health conditions or requirements of RISD, TEA, and public health authorities.

**English as a Second Language**
- Students will continue to be supported consistent with their LPAC plan. Students who receive the majority of their services through the general education setting will continue to receive access to their instructional design and accommodations general education staff.
- Students served through ESL/Bilingual will continue to receive accommodations and services by ESL/Bilingual staff.
- Small group instruction and interventions for students in the beginning stages of building English proficiency will continue with adherence to group size, sanitation protocols, PPE requirements, and use of plexiglass shields.
- Assessments and evaluations can be administered virtually or in-person following all health and safety guidelines.

**Gifted and Talented Services**
- Gifted and Talented staff will be trained in COVID-19 safety and health protocols.
- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations, and modifications provided by special education and general education staff. Students serviced in a special education setting will continue to receive individualized, modified or alternate curriculum as appropriate.
- Small group instruction and intervention will continue with adherence to group size, sanitation protocols, PPE requirements, and use of a plexiglass shield.

**Special Education/504 Services**
- Special Support Services staff will be trained in COVID-19 safety and health protocols.
- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations, and modifications provided by special education and general education staff. Students serviced in a special education setting will continue to receive individualized, modified or alternate curriculum as appropriate.
- Small group instruction and intervention will continue with adherence to group size, sanitation protocols, PPE requirements, and use of a plexiglass shield.

**DYSLEXIA SERVICES**
- Students will have a scheduled time according to their individualized plan. Campus administrators will address
this in the building of their campus master schedule.

- Dyslexia services and classes will be provided following all district required health and safety protocols. MTA/Take Flight both require small group instruction and the teacher and students will wear appropriate PPE and use a plexiglass shield.

**SPECIALIZED SERVICES**

- Group sizes will comply with state and local guidelines
- Direct related and instructional services (speech therapy, occupational therapy, physical therapy, adapted PE, music therapy, direct psychological services, audiological or vision services) will be provided in person with proper safety precautions, limited group size, additional PPE, including additional protective clothing, and other health and safety protocols.
- Consultative services may occur in-person or virtually based on student need and ability to meet campus and district health and safety protocols.
- Special education transportation services will be provided to eligible students as determined by the ARD committee.
- Homebound services will be provided via a virtual platform with direct access to the homebound facilitator. Homebound eligibility is determined by the ARD/504 Committee.

**ARD/504 MEETINGS**

- ARD/504 meetings using a virtual platform will be used to allow for meaningful participation and collaborative decision making while reducing the risk of community spread.
- IEP/504 plan amendments may be considered on a case by case basis.
- Consideration will be given to each individual student’s progress on their IEP/504 plan. Baseline data and acquisition of skills will determine if students are in need of additional COVID response services.

**EVALUATIONS**

- Full and Individual Evaluations and 504 evaluations will continue to the maximum extent possible.
- Remote data collection, social distance observation, teacher and parent interviews, and checklists can be conducted remotely.
- The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of the evaluation may require face-to-face administration using all required district health and safety protocols.

**SPECIALIZED LEARNING ENVIRONMENTS**

Students and families enrolled in specialized learning environments, for example, PASS, will be contacted by the campus or district personnel responsible for that program to review all face-to-face protocols and instructional practices.

**Multi-Tiered System of Support**

Students who are identified as in need of additional support, including, but not limited to universal screeners and Measure of Academic Progress will be supported through the district.

**RISE (REACHING INDIVIDUAL STUDENT EXPECTATIONS) SATURDAY SCHOOL**

- Campus leadership will select RISE teachers and schedule transportation.
- An intervention team will provide guidance on lessons and support for identifying students.
- Small group intervention and instruction will be provided based on student need and following all district health and safety protocols including use of PPE, hand sanitization, social distancing, and plexiglass shield.
• Students in Tier 2: six additional Saturdays in both the fall and spring semester will be provided.
• Students in Tier 3: 12 additional Saturdays in both the fall and spring semester will be provided.

**District Social/Emotional Supports**
Richardson ISD is committed to supporting the development of the whole child, including their social and emotional needs. Campus administrators will work with their counselors to ensure guidance lessons and supports are provided following all district health and safety guidelines.

Additional supports related to COVID-19 include the following:
• Social and emotional learning and racial literacy lessons will be provided to all students during the first nine weeks. Lessons will be administered by the classroom teacher and counselors as identified by a campus administrator.
• Beginning of the year guidance lessons will be adjusted to focus on trauma and cultural responsiveness, especially focused on supporting the transition of students from virtual learning back to face-to-face learning.
• Teachers will be trained how to look for student behaviors that may require additional social and emotional support.
• Counselors will schedule small group counseling for virtual students as needed. Small group instruction will take place virtually and will be scheduled through the virtual teacher.
• All counselors will have scheduled office hours and office hours will be posted in Google Classroom.
Richardson ISD’s virtual learning program is a remote learning opportunity that will allow students to engage in high-quality learning experiences, use RISD’s instructional resources, including curriculum and assessments, and meaningfully connect with teachers and peers.

All activities have been designed to meet the needs of the student in the online environment through the use of instructional best practices designed for virtual learning. Students enrolled in the RISD virtual learning program will experience similar learning experiences consistent with their grade-level peers attending in-person classes.

The RISD virtual learning program is very different from the at-home model experienced by parents and students in the spring that was designed using weekly choice boards and optional virtual class meetings. The 2020-2021 virtual learning program is a highly structured and equally rigorous learning environment designed to mirror the learning and growth experienced by students in face-to-face learning.

The new RISD program will be led by the Virtual School Director, who will be charged with collaborating with campus principals to determine master schedules, teacher and student assignments while also ensuring teachers meet expectations for the new program.

**Enrollment and Program Information**
- Students who commit to the RISD virtual learning program will remain enrolled on their home campus. They will not lose their seat or spot at their home campus, even if they remain in the virtual program all year.
- The virtual school teachers will be highly qualified, highly trained RISD teachers primarily focused on virtual instruction except for in a few unique circumstances.
- Virtual students will be placed in a cohort by campus or by geography. When possible, class rosters will be assigned to teachers at the student’s home campus to support building relationships and fostering meaningful connections.
- Teachers will provide instruction, learning resources, and support through the use of Google Classroom and other identified resources.
- Parents will be asked to support students as a learning coach and ensure they have access to a device, a place to work, and follow the student’s virtual learning schedule.
- Regular communication will be shared with virtual school families from the home campus and from the virtual school staff. Open lines of communication are critical to ensure each student is academically, socially and emotionally supported while learning at home.
- Families will have the chance to enroll in virtual or face-to-face framework at the end of each of the four nine-week grading periods.
- All students will be provided a technology device. Pre-K through 2nd grade will be provided an iPad. Students in grades 3 through 6 will be provided an iPad, but it is strongly recommended that the student have access to a Chromebook or other laptop device. RISD students in grades
7 through 12 will be issued a Chromebook.

- All students participating in virtual school should purchase insurance. Links for purchasing insurance can be found on the Back to School website. Please note that insurance costs are nonrefundable.
- Hotspots will be provided to any family without internet access.
- Students will have access to online resources, textbooks, educational databases and materials through RISD Classlink, Self Service (PK-6), and Google Classroom.
- No resources, platforms or apps requiring student fees or an associated cost to a family will be required at any time.
- All virtual teachers will establish and communicate office hours when they are available to meet with parents and answer student questions.
- Contact information will be provided and posted in all Google Classrooms.
- All students, except Pre-K, will be provided a district managed email account and Google Drive. All communication between student and teacher should go through these accounts.
- Parents are encouraged to remain aware of their student’s email account login information.
- Teachers will be evaluated and held to the virtual school teacher expectations by the campus principal and virtual school program director.

Food and Nutrition Services

- RISD is committed to ensuring students who qualify for free or reduced lunch will continue to have access to breakfast and lunch meals.
- Multiple days worth of meals will be distributed two or three days each week.
- Meal service times, instructions, and locations will be communicated by the classroom teacher, campus principal, or virtual school program director.

and are available on the RISD website.

- Parents, guardians and older siblings will be able to pick up student meals with proof of the student’s identity (name, home school, pin or student ID number).
- Families will be charged for meals based on their paid, free or reduced status.
- Envelopes will be available for parents who choose to place money in a student’s account.
- To submit an application to determine free or reduced meal eligibility, please visit this link.

Technology and Helpdesk Support

Families who need additional support with hardware or software should contact their campus technology support staff. This information will be posted in each student’s Google Classroom. Any ticket or issue that cannot be resolved at the campus level will be submitted to the district technology helpdesk.

In addition to contacting the teacher for support in any learning software such as Google Classroom, Seesaw or iXL, parents can review the RISD Student Corner for prerecorded how-to videos and other resources available to make navigating the virtual classroom easier.

Virtual students are subject to the RISD responsible use guidelines and student code of conduct. Any damage to technology equipment or missing equipment, such as iPad chargers, is the responsibility of the student.
Asynchronous Learning is a learning environment and structure where students engage in the learning materials through some structured, teacher-directed activities balanced with independent learning and practice. In this setting, teachers will provide instruction, learning resources, and support through the use of Google Classroom and other technology resources, including Seesaw.

Richardson ISD expectations for Asynchronous Learning:
- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, such as logging on to required virtual meetings or view required pre-recorded teacher lessons via video.
- Parents can connect with teachers for additional assistance, including tutoring.

**Attendance**
Students will be asked to log in and join the teacher via an online meeting (though Zoom) daily. This daily engagement will be used to determine if the student is present or absent for that day. If the student misses the Zoom meeting for that day, the student or guardian must contact the teacher by 1:00 p.m. to demonstrate learning engagement. Otherwise, the student will be marked absent.

Parents will receive normal absence notifications via Blackboard Connect each day they are marked absent. If the student is absent due to an illness, the parent must email the school front office and virtual school teacher with the reason for absence, including if the illness includes COVID-19 symptoms. If a student is engaged in asynchronous learning and completes the entire week’s worth of learning activities on Monday and does not log in to Google Classroom or attend the daily Zoom session for the remainder of the week, the student will be marked present on Monday only and counted as absent for the rest of the week.

It is important that students understand that virtual school attendance is based on daily engagement, not solely the completion of assignments. State law and RISD policy require students to attend at least 90 percent of their classes or calendar days to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement.

**Suggested Daily Schedule**
Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, separated into some live, online times and some offline times.

Daily asynchronous assignments are to be completed independently (parent support and coaching encouraged).
Assignments and activities may include:
- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Independent practice
- A balance of paper-based activities and electronic practice
- Live online meetings with teacher-directed instruction
- Pre-recorded teacher videos

Required live teacher sessions will be facilitated through online meetings and may include:
- Read alouds
- Small group reading instruction
- Number talks
- Community/classroom circles or check-ins
- Direct instruction by the teacher in a mini-lesson

Small group time will be provided to differentiate instruction within the instructional block or day. This will require teachers to set up small group instruction schedules for students. Communication between parent and teacher will be vital. Remember, parents or a caregiver may be needed at home to assist their young student with logging into Google Classroom, joining an online meeting, and ensuring completion of asynchronous activities.

- The language arts block will be a daily live, teacher-directed instruction.
- Teachers will provide required live instructional blocks to parents on Fridays.
- Parents will pick-up and drop-off paper-based activities weekly at the student’s home campus.
- Teachers will provide feedback live and on student paper-based work weekly.
- Student progress toward an individual learning plan will be updated weekly in Google Classroom and Focus for parents.

**SAMPLE ASYNCHRONOUS SCHEDULE**
The following schedule is an example. Final schedules will be shared prior to Aug. 19

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY-THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>
| 7:50 - 8:10 a.m. |  • Welcome  
  • Morning class activity  
  • Review schedule and activities  
  • Take attendance  |
| 8:20 - 9:50 a.m. |  • Language Arts  
  • Receive live instruction  
  • Use paper-based learning materials  |
| 10 - 10:20 a.m. |  • Guidance/SEL Lesson  |
| 10:30 - 11 a.m. |  • Read Aloud  |
| 11 a.m. - 12 noon |  • Lunch and Recess  |
| 12:05 - 1:05 p.m. |  • Math Instruction  |
| 1:10 - 1:20 p.m. |  • Brain Break  |
| 1:20 - 2:05 |  • Science/Social Studies Lesson  |
| 2:10 - 2:50 |  • Specials  |
| 2:50 - 3 p.m. |  • End of the Day Check-In  |
| 10 - 10:30 a.m. |  • Guidance/SEL Lesson  |
| 10:40 - 11:10 a.m. |  • Reading Practice  |
| 11:15 a.m. - 12 noon |  • Lunch and Recess  |
| 12:05 - 1:05 p.m. |  • Math Practice  |
| 2 - 3 p.m. |  • Optional On-Campus:  
  • Guidance groups, library time or technology support  
  • Parents pick-up next week’s packet and turn in this week’s packet  |

Activities bolded in blue may be live instruction, pre-recorded instruction or independent activity.
Specials for Grades PreK-3

VISUAL ARTS, P.E. AND MUSIC PREK-3
Elementary specials teachers will provide virtual homeroom teachers with weekly activities for students to complete. These activities could include pre-recorded lessons to view or teacher guided experiences. These activities will be designed to mirror the face-to-face learning objectives but designed to support learning at home.

Each campus will provide weekly optional on-campus experiences for virtual students. These activities will follow all RISD health and safety guidelines. Experiences will include opportunities for virtual students to connect with peers and teachers on campus and enrich their specials learning opportunities. All on-campus experiences are optional.

LIBRARY PREK-3
- The campus librarian and information technology educator (LITE), will provide read alouds appropriate to the grade level for the homeroom teacher to read.
- The LITE will provide live Zoom reading sessions to support students reading at home.
- The campus LITE will ensure all virtual students know how to access learning databases and other technology resources.
- The LITE will provide pre-recorded digital literacy lessons for students to complete to understand navigating their digital environment.

Each campus will provide a weekly opportunity for virtual students to access the library and check out books to support student’s independent reading.
Virtual synchronous learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in the RISD virtual learning program will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

**Attendance**
Students will be asked to log in and join the teacher via an online Zoom meeting daily for each class period or subject in elementary school. The teacher will take attendance for each of the scheduled online sessions and attendance will be recorded in RISD’s student information system (Focus).

Parents will receive normal absence notifications via Blackboard Connect each day. If the student is absent due to an illness, the parent must email the school front office and virtual school teacher with the reason for absence, including if the illness includes COVID-19 symptoms.

It is important that students understand that the virtual school attendance is based on daily engagement, not solely the completion of assignments. State law and RISD policy require students to attend at least 90 percent of their classes or calendar days to receive credit and be promoted. Virtual attendance will count in the same manner as on-campus attendance in satisfying this requirement.

**Daily Expectations**
Teachers will structure the instructional day to ensure the number of instructional minutes for face-to-face instruction in each subject area are similar in the virtual schedule.

Daily synchronous assignments are to be completed independently (parent support and coaching encouraged). Assignments and activities may include:

- Students attend class on time, per their daily class schedule.
- Students will follow the RISD dress code.
- Students should be ready to engage and learn following the daily schedule.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions, and assignments.
- Students will use a variety of technology resources in their daily activities and independent practice including, but not limited to, iXL math and reading.

**Suggested Schedule for Grades 4-6**
Students in grades 4, 5, and 6 will follow a daily class schedule similar to what the student would experience in face-to-face learning. The schedule on the following page is a sample, and each student will receive their final virtual schedule prior to the start of virtual school on Aug. 19.
### SAMPLE SCHEDULE FOR GRADES 4-6

<table>
<thead>
<tr>
<th>TIME</th>
<th>MON/TUES, THURS/FRI</th>
</tr>
</thead>
</table>
| 7:50 - 8:15 a.m. | • Welcome  
|              | • Morning review  
|              | • Team-building |
| 8:15 - 9:35 a.m. | Language Arts |
| 9:45 - 10:05 a.m. | Guidance/SEL Lesson |
| 10:05 - 10:15 a.m. | Brain break and restroom break |
| 10:15 - 10:45 a.m. | Recess/Physical activity |
| 10:45 - 11:45 a.m. | Math |
| 11:45 a.m. - 12:15 p.m. | Lunch |
| 12:15 - 12:35 p.m. | Independent reading |
| 12:35 - 1:20 p.m. | Specials |
| 1:20 - 2 p.m. | Science |
| 2 - 2:10 p.m. | Brain break |
| 2:10 - 2:50 p.m. | Social Studies |
| 2:50 - 3 p.m. | End of day reflection |
|              | Optional On-Campus Experience:   
|              | • Tuesday - Intervention/Enrichment   
|              | • Thursday - Specials |

<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 - 8:10 a.m.</td>
<td>Morning Activity</td>
</tr>
</tbody>
</table>
| 8:15 - 9:30 a.m. | • Language Arts  
|              | • IXL Practice  
|              | • Teacher Small Groups |
| 10 - 10:15 a.m. | Brain Break |
| 10:30 - 11:30 a.m. | • Math  
|              | • IXL Practice  
|              | • Teacher Small Groups |
| 11:30 a.m. - 12:30 p.m. | Lunch and Recess |
| 12:30 - 1:15 p.m. | Science/Social Studies Practice |
| 1:20 - 1:35 | Classroom Zoom Team-building |
|              | Optional On-Campus Support:   
|              | • 4-5th library, guidance groups or tech help   
|              | • 6th orchestra/band/choir |
| 2 - 3 p.m. | Other students will have independent practice, research or exploration time. |

### Specials for Grades 4-6

**VISUAL ARTS, PE, AND MUSIC 4-6**

Elementary specials teachers will provide virtual homeroom teachers with weekly activities for students to complete. These activities could be live teacher facilitated experiences, pre-recorded lessons to view or teacher guided experiences. These activities will be designed to mirror the face-to-face learning objectives but designed to support learning at home.

Each campus will provide weekly optional on-campus experiences for virtual students. These activities will follow all RISD health and safety guidelines. Experiences will include opportunities for virtual students to connect with peers and teachers on campus and enrich their specials learning opportunities. All on-campus experiences are optional.

**LIBRARY 4-6**

- The campus librarian and information technology educator (LITE), will provide read alouds appropriate to the grade level for the homeroom teacher to read.
- The LITE will provide live online reading sessions to support students reading at home.
- The campus LITE will ensure all virtual students know how to access learning databases and other technology resources.
- The LITE will provide pre-recorded digital literacy lessons for students to complete to understand navigating their digital environment.

Each campus will provide a weekly opportunity for virtual students to access the library and check out books to support student’s independent reading.
Virtual Learning Design for Grades 7-12

Students in grades 7 through 12 will follow the schedule of classes at the student’s home campus. RISD will structure the student’s learning schedule to require students to participate in synchronous learning. Teachers will structure the instructional day to follow their campus bell schedule. Please see face-to-face schedules on pages 23-24 for new junior high school and high school block schedules.

Within each course and subject, teachers will plan for students to participate in synchronous learning experiences coupled with independent activities and practice.

- All core classes (math, science, ELA, and social studies) will be offered in both settings, including advanced level courses such as Pre-AP, AP, and On Ramps.
- Some elective courses for students who select RISD virtual school may not be available due to on-campus requirements or incompatibility of the requirements of the course to the virtual environment.
- Students in grades 7 through 12 choosing RISD virtual school will be able to participate in on-campus classes for extracurricular activities (in accordance with UIL requirements). Limited RISD transportation will be provided to practice and class. In order for students to compete or perform with an extracurricular group, students must attend practice on a regular basis. If a student chooses not to attend in-person practice, the student may still be on the team but may not be eligible to participate in games or performances. Each coach, director, and sponsor will review requirements with students and families enrolled in virtual school.
Richardson ISD is committed to meeting the needs of all students including those supported in special programs including English as a Second Language, Special Education, 504, and Gifted and Talented. Individualized learning plans may need to be modified based on the unique environment of the virtual school.

**Continuum of Supports and Services**

**English as a Second Language**
- Students will continue to be supported consistent with their LPAC Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their accommodations by the virtual general education staff.
- Small group instruction and interventions for students in the beginning stages of building English proficiency will be provided instruction virtually either through their course schedule (secondary level) or identified online sessions with ESL teacher (elementary).
- Remote, at home newcomer instruction will be scheduled in advance with the teacher. Students will be expected to be available at their assigned instruction or small group time for synchronous learning (PK-12).
- If at any time there are questions about English language services, please contact the virtual school teacher, ESL teacher or campus principal.
- Remote data collection, social distance observation, and educator checklists can be conducted remotely to monitor language proficiency.
- Campuses will provide optional on-campus experiences using the health and safety protocols detailed in this document. This time will be used for small groups of students to meet and receive live enrichment support and interact with one another to foster language development.

**Gifted and Talented Services**
- Virtual classroom teachers will differentiate instruction and experiences based on the individual needs of their students.
- Elementary small group instruction for differentiation and extension will be provided virtually.
- Virtual instruction will include direct access to the advanced learning teacher as well as access to relevant individualized digital resources to extend a targeted skill.
- Remote, at home differentiation, and extension will be scheduled in advance with the advanced learning teacher. Students will be expected to be available at their assigned intervention or small group time for synchronous learning.
- Secondary students will have access to GT courses similar to GT courses available in face-to-face instruction.
- RISD will continue to provide GT identification assessment to the maximum extent possible once further guidance is provided from TEA regarding universal and ongoing screening.
- Remote data collection, educator and parent interviews, and checklists may be conducted remotely as needed.
- The administration of a standardized test in a non-standardized way impacts the validity of the
assessment. For that reason, critical components of the gifted and talented evaluation may not be completed remotely in order to determine instructional placement. Students may need to attend limited face-to-face settings to complete the evaluation process.

- The advanced learning teacher will provide optional face-to-face and virtual experiences for students to complete independent challenges and projects that extend and enrich the weekly learning outcomes. These will be optional experiences, designed to provide opportunities for gifted students to learn with their peers, collaborate together to solve a problem while continuing to grow skills such as critical thinking.

**Special Education/504 Services**

RISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). The district will ensure that, to the greatest extent possible, each student with a disability can be provided the educational and related services identified in the student's individualized education program (IEP) or Section 504 Plan.

**INSTRUCTIONAL SERVICES**

- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations, and modifications provided by special education and general education staff. Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
- Students served through Section 504 will continue to receive accommodations and services identified in their individual accommodation plan.
- Small group instruction and interventions will be provided virtually. Virtual interventions will include direct access to a therapist or interventionist as well as access to relevant individualized digital resources to reinforce a targeted skill.
- Remote, at home intervention will be scheduled in advance with a teacher, therapist or facilitator as appropriate. Students will be expected to be available at their assigned intervention or small group time for synchronous learning.
- Campuses and RISD will provide optional in-person experiences using health and safety protocols for in-person instruction. This time will be used for small groups of students to meet and receive live enrichment support and interact with one another to foster language development.

**DYSLEXIA SERVICES**

- Students will have a scheduled time according to their individualized plan. Students will be expected to be available at their assigned therapy or class time.
- Dyslexia services will be offered virtually.
- Small group instruction and interventions will be provided virtually. Virtual interventions will include direct access to the MTA/Take Flight teacher as well as access to relevant individualized digital resources.

**SPECIALIZED SERVICES**

- Direct related and instructional services (speech therapy, occupational therapy, physical therapy, adapted PE, music therapy, direct psychological services, audiological and/or vision services) will be provided in-person or via virtual platform and may include a combination of virtual lessons and activities. In-person instruction will occur with proper safety protocols in place. Virtual services may include direct access to a therapist, facilitator, or interventionist as well as access to relevant individualized digital resources to reinforce the target skill.
- Consultative services may occur through parent
training, teacher training, observation, and feedback as well as access to online resources.

- Special education transportation services will be provided to eligible students as determined by the ARD committee.
- Homebound services will be provided via a virtual platform with direct access to the homebound facilitator. Homebound eligibility is determined by the ARD/504 Committee.

ARD/504 MEETINGS

- ARD/504 meetings using a virtual platform will be used to facilitate meaningful participation and collaborative decision making while reducing the risk of community spread of the virus.
- If parents have questions about their child’s IEP/504 plan or services at any time and wish to convene an ARD/504 meeting to discuss, please contact your child’s diagnostician, campus 504 coordinator, or speech language pathologist.
- IEP/504 Plan amendments may be considered on a case by case basis to align virtual instruction and/or environment/supports.
- **TEA has provided a guidance document on compensatory strategies and services** [1].
- Consideration will be given to each individual student’s progress on their IEP/504 Plan. Baseline data and acquisition of skills will determine if students are in need of additional COVID response services.

EVALUATIONS

- Full and Individual Evaluations and 504 evaluations will continue to the maximum extent possible.
- Remote data collection, social distance observation, teacher and parent interviews, and checklists can be conducted remotely.
- The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of full individual evaluation may require a student to attend a limited in-person session to complete the evaluation process.
- Safety precautions will be taken when face-to-face assessment is required for eligibility determination.

SPECIALIZED LEARNING ENVIRONMENTS

Students and families enrolled in specialized learning environments, for example, PASS, will be contacted by the campus or district personnel responsible for that program to review how the student will receive instruction and support virtually.

**Multi-Tiered System of Support**

Students who are identified in need of additional support, including, but not limited to universal screeners and Measure of Academic Progress will be supported through the district MTSS framework.

**RISE (REACHING INDIVIDUAL STUDENT EXPECTATIONS) SATURDAY SCHOOL PROGRAM**

- The district virtual director will select RISE teachers and schedule transportation.
- An intervention team will provide guidance for lessons and support for identifying students.
- Small group intervention and instruction will be provided virtually or in-person based on student need and family preference. All district in-person health and safety protocols will be followed at all times.
- Students in Tier 2: six additional Saturdays in the both fall and spring semester will be provided.
- Students in Tier 3: twelve additional Saturdays in the fall and spring semester will be provided.
**District Social/Emotional Supports**

Richardson ISD is committed to supporting the development of the whole child, including their social and emotional needs. Campus administrators will work with school counselors to ensure guidance lessons and supports are provided to all virtual students including social and emotional supports and academic services guidance:

- SEL and racial literacy lessons will be provided to all students in the first nine weeks. Lessons will be administered by the classroom teacher and counselors as identified by campus administrators. Elementary students will follow the schedule provided by the virtual teacher. Secondary students will experience the lessons in their virtual advisory class.

- Beginning of the year guidance lessons will be adjusted to focus on trauma and cultural responsiveness, especially focused on supporting students in managing and thriving in the virtual environment.

- Teachers will be trained how to look for student behaviors that may require additional social and emotional support.

- Counselors will schedule small group counseling for virtual students as needed. Small group instruction will take place virtually and will be scheduled through the virtual teacher.

- All counselors will have scheduled office hours and office hours will be posted in Google Classroom.