

# **Rochelle ISD**

## **Continuity of Operations Plan**



*Rochelle ISD administration has created an Emergency Operations Plan (EOP) for the district. A vital part of a comprehensive EOP is a Continuity of Operations Plan (COOP), which is a guidance document on how to continue operations under adverse conditions. These multi-hazard plans are designed to inform stakeholders of action that will be implemented in case of a COVID-19 outbreak or any other hazardous outbreaks. The RISD Continuity of Operations Plan will have elements of a normalcy-based learning format, a home-based learning format, and a positive-based learning format. Each plan will have procedures to allow students that receive accommodations or resources to support students with disabilities.*

## **Message for Parents**

The Rochelle Independent School District remains committed to the growth of our students during this challenging and fluid time. Though online models of instruction are clearly not the same as the in-person experience, student and staff safety is the top priority of the Rochelle ISD administrative team and school board. As a district, we are committed to partnering with our parents and families to provide students with a continuation of their education as best we can during this difficult time. This handbook supplement has been locally designed to supplement the Rochelle ISD Student Handbook and the Rochelle ISD Code of Conduct; it exists in harmony with both of these traditional handbooks and the guidelines found within them. This supplement works to provide students, parents, and families with essential information to help us all accomplish our collective goal – to see that all students progress through our educational system prepared for the future that awaits them.

The last several months have presented all school districts and other agencies with very unique situations and many challenges. These challenges will continue to exist, and with your help and that of our community, we will continue to face those challenges and overcome them. As things change, this supplement may change as well. We will do our part to quickly address any changes needed or warranted; our district website and social media presence will serve as our primary channels to convey modifications and additions made to this supplement.

We thank you for the opportunity to teach your children along with your continued patience, diligence, and support.

Sincerely,

Dave Lewis  
Superintendent

Matthew Fields  
Principal

Cody Holubec  
Assistant Principal

## **The Instructional Framework at Rochelle ISD**

All teachers use the Eduphoria platform to help us meet our collective goal of framing the educational experience of all of our students with the end-in-mind. To support our focus on reaching our end-goals, we use proven instructional tools that facilitate our goals to consistently work to provide impactful teaching coupled with formative checks and measures that help us guide the educational journey for all students. Impactful learning models and tools such as Zoom, Quizizz, Gimkit, Dojo, Remind, Kahoot, Google Classroom, and many others permeate the experiences we offer our students so that all learners are successful academically and prepared to meet their future challenges.

## **The RISD Instructional Programs**

Rochelle ISD participated in Home-Based Learning in the spring of 2019. Teachers conducted classes through Zoom and utilized other online programs (Screencastify, Kami, IXL, Zoom, the Google for Education Suite, etc.) used by the district during the spring semester. Students have been trained to use all of the online systems as well. New technology has been purchased, prepared, and is ready for immediate use with the systems that we used in the spring. Old technology has been cleaned, refurbished & repaired, re-imaged, and prepared for students. Three instructional models described below are the three avenues by which the district will continue to service the educational needs of children.

### **In-Class Learning** *(500 Daily Instructional Minutes)*

Students will attend class in a normal environment and uphold all expectations for attending class lessons and completing all related assignments as described in the Rochelle ISD Student Handbook.

### **Home-Based Learning (Remote Synchronous Instruction)** *(500 Daily Instructional Minutes)*

Students attend class electronically in real time. Students actively participate in lessons just as they would within the In-Class Learning model and under the rules and guidelines presented in the Student Handbook. Parents have the option of transferring between instructional settings, and the design of this non-In-Class Learning options allows for transitions to occur with minimal disruption in the continuity of instruction. Once a parent elects to participate in either the Home-Based Learning Model or the Positive-Based Learning Model, the decision is for the entirety of the grading period. **Individuals using this form (the Home-Based Learning Model) of instruction are not eligible to participate in extracurricular activities.**

### **Student/Parents**

- 1) Parents that elect to keep their child at home because of hazardous concerns such as COVID-19 related illnesses may do so, but the students must follow the district's Home-Based Learning guidelines (see the supplement to the Student Handbook).
- 2) Students will be required to attend their regularly scheduled live classes throughout the day by following the same schedule as presented on the master schedule and used with the In-Class Learning Model.
- 3) Students utilizing this model will be expected to complete all lessons and associated assignments within the same allotment of time as the students that are participating in the In-Class Learning Model.
- 4) Attendance will be taken for all students based on and per the following points:
  - According to state law, credit cannot be awarded if a student has below a 90% attendance rate.

- Regular school attendance is essential. Absences from class may result in serious disruption of a student's education.
- The student and parent should avoid unnecessary absences.
- If a student incurs ten or more unexcused absences within a six-month period, the district, in most circumstances, will refer the student to truancy court.

### **Positive-Based Learning (Remote Asynchronous Instruction)** *(240 Daily Instructional Minutes)*

Instruction will be provided to students that have been positively, medically identified to have an infectious viral infection (such as the COVID-19 virus) or have been deemed (at the discretion of administration) to need Positive-Based Learning. Students will be counted as present by:

- Watching recorded lessons or videos of lessons.
- Completing daily assignments in allotted time as determined by teachers based on the guidelines presented in the Rochelle ISD Student Handbook.
- Making daily contact with teachers either by email, messaging service (such as Remind), or through online classroom platforms.

Positive based instruction has allotted 240 daily instruction minutes by offering a recording of each lesson daily.

### **Pre-K through 5<sup>th</sup> Grade: Positive-Based Learning Schedule**

Students will have the opportunity to (and are encouraged to) connect at the listed times below for specific classes.

<b>PreK</b>	<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
7:55-8:46-Reading	7:55-8:46-Reading	7:55-8:46-Phonics	7:55-8:46-Math	7:55-8:46-RTI	7:55-8:46-Reading	7:55-8:46-Math
8:50-9:41-PE	8:50-9:41-PE	8:50-9:41-Math	8:50-9:41-Reading	8:50-9:41-Reading	8:50-9:41-Reading/Math	8:50-9:41-Reading/Math
9:45-10:36-Math	9:45-10:36-Math	9:45-10:36-PE	9:45-10:36-PE	9:45-10:36-Math	9:45-10:36-Math	9:45-10:36-Reading
12:39-1:30-SS/Sci	12:39-1:30-Phonics	10:40-11:20-Reading	10:40-11:20-Phonics	10:40-11:20-Phonics	12:06-12:35-SS/Sci	10:40-11:20-Science
	1:34-2:25 RTI	12:06-12:35-SS/Sci	12:06-12:35-SS/Sci	12:06-12:35-SS/Sci	12:39-1:30-Writing	12:39-1:30-Writing
	2:29-3:20-SS/Sci	12:39-1:30-RTI	12:39-1:30-RTI	12:39-1:30-ELA/Spelling	1:34-2:25-PE	1:34-2:25-RTI
		1:34-2:25-ELA/Spelling	1:34-2:25-ELA/Spelling	1:34-2:25-PE	3:24-4:15-RTI	2:29-3:20 PE
						3:24-4:15-SS

### **6-12 Grade: Positive-Based Learning Schedule**

Starting at 7:55 students can connect live to any regular scheduled classes or they may watch the recordings. Teachers will have asynchronous check-in times throughout the day; students must contact each of their teachers daily as long as they participate in this Learning Model.

<b>Teacher</b>	<b>Check-In</b>	<b>Subject</b>
Duncan	9:45-9:36	CTE
J. Cherry	2:29-3:20	PE/Ath.
M. Cherry	12:39-1:30	Social Studies
C. Ewert	12:39-1:30	Science
R. Ewert	7:55-8:46	Social Studies
Fields	8:50-9:41	Science
Holubec	8:50-9:41	CTE
Arnold	2:29-3:20	ELA
Lewis	12:39-1:30	Math
Maciel	12:39-1:30	Social Studies
McGann	1:34-2:25	Social Studies
McWilliams	1:34-2:25	Dyslexia
Pitcox	11:13-12:04	Special Education
Turk	2:29-3:20	ELA
Ramon	12:39-1:30	Math
Miranda	7:55-8:46	CTE

## **Teachers & Paraprofessionals Instructional Expectations**

- Teachers and paraprofessionals will provide content as they would in class and meet all required accommodations through Zoom sessions via their own designed lessons.
- Teachers are expected to facilitate weekly parent communications to discuss progress of special education students through phone calls, emails, notes/letters home, progress notices. Communications of this nature will be logged.
- All IEPs will be followed by teachers by using tracking sheets. These sheets will be submitted each grading period.
- Teachers are providing lessons based on state TEKs standards. Lessons must be submitted to administration via the Eduphoria Forethought software.
- Lessons created and presented are done so with the In-Class Model in mind. Zoom and other similar platforms allows the content presented in the In-Class Model to be transmitted to meet the need of the synchronous, Home-Based Model. Recording these lessons and providing them in an electronic library can assist in fulfilling the requirements of the Positive-Based (asynchronous) Model.
- Teachers have allotted times to meet the needs of Positive-Based Learners (asynchronous instruction) by means of their second conference period at the secondary level.
- Recording technology, online learning platforms, and other innovative strategies work to meet the needs and requirements of Positive-Based Learning.
- Grading policies are no different from last spring – which itself follows our handbook. The Rochelle ISD has not modified any of the district’s grading policies. Teachers will follow the policies set in the student handbook by having the following:
  - A minimum of 18 minor grades—45%
  - A minimum of 2 major grades (exams, project-based)—40%
  - One CBA per grading period—15%
- Just as the case in the traditional In-Class Learning Model, teachers are expected to gather and analyze student performance data from daily work, exams, and CBAs for both the Home-Based and Positive-Based Learning Models. Teachers will continue to design lessons that meet the needs of students by reflecting on the products of students. Guiding principles of education that are fundamental to achieving students success will be maintained regardless of the instructional model used by a student; those guiding principles, in part, include (but are not limited to) the following:
  - Daily work is collected throughout the week and is monitored for student engagement and performance.
  - Exams are given at the end of units and provide performance data to guide tutorials and instances when re-teaching is warranted or needed.
  - CBAs are district-created and provide data that guides the entire instructional map for the district.
- Students participated in the May 2020 state-offered assessments to help gather end of the year data at both the local and state level. This year, the RISD will participate in the Interim Assessment and STAAR/EOC testing opportunities to help guide future instruction at both the local and state level.
- RISD is participating in a four day week for the 2020-2021 school year. In this model, the district has scheduled workdays each month. The workdays will allow teachers to review item analysis data sheets (heat sheets) from CBAs and exams using Eduphoria. These heat sheets allow administrators and department heads to disaggregate data for each tested subject.

- Administration has provided all teacher with an extra conference to be used for the purpose contacting all Home-Based and Positive-Based learners.

### **Tech Support**

District IT personnel have installed remote software to allow them to access all computers remotely to help resolve IT problems while they are on campus. This includes student and staff computers. Our technology complement includes:

- 30 Dell Latitudes (Intel i5) for Teachers and Support Staff
- 1 to 1 iPad to Student Ratio in PreK-3<sup>rd</sup> Grade (80 total iPads)
- 1 to 1 Dell Latitude (Intel i5) to Student Ratio in 4<sup>th</sup> Grade – 12<sup>th</sup> Grade (130 total laptops)

### **Administration**

Administration will actively monitor online classes during the 2020-2021 school year and provide teacher feedback. If the school is required to close, T-TESS and walkthroughs will be conducted through online courses (through Zoom and the Google for Education Suite). At this time, the district intends for all faculty and staff members to work from school, even if the students are kept at home per any possible, future state mandates.

### **District Support/Implementation**

1. July 13, 2020 school faculty and parents (30) met to discuss concerns and procedures for the reopening of RISD.
  - a. Main concerns stem from large gathering such as Cafeteria/lunch, recess, extra-curricular activities and passing periods. Plans were created for operations.
  - b. Administrators also presented the plans described above. Concerns were expressed and are listed below:
    - i. Electronics and internet
      1. RISD has enough electronics to be 1-1 for the entire campus and for all teachers, students, and staff members.
    - ii. Student's connectivity during Home-Based Learning,
      1. We have secured contracts with both West Central Wireless and AT&T to provide connectivity to meet all needs.
2. July 15, 2020 RISD held a public Zoom meeting to inform stakeholders of:
  - a. TEA guidelines for reopening
  - b. Reopening procedures
  - c. Attendance policies
  - d. The Instructional Models: In-Class, Home-Based and Positive-Based Learning
  - e. Confirmed cases and symptoms

*The Rochelle ISD has approved and implemented a 4-day school week for the 2020-2021 school year. The students will not be on campus on Fridays; this provides the maintenance, custodial, and cafeteria staff ample opportunity to deep clean and disinfect all touchable surface areas using chemicals that have been proven to help eliminate the COVID-19 virus along with similar other viruses. Upon the return to the In-Class Model, the school campus will re-open with students and teachers following a normal bell schedule. Students that are not present will be contacted by the administration. Administration will determine on which plan the student will placed on a case by case basis.*

<b>Instructional Materials/ Assessment</b>	<b>Grade Level(s)</b>	<b>TEKS aligned</b>	<b>What resources are included to support students with disabilities?</b>	<b>What resources are included to support ELs?</b>	<b>Print/Online Instructional or Data Tool</b>
<b>MATH INSTRUCTIONAL MATERIALS</b>					
TEKS Resource System	K-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
IXL	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards.	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Go Math Instructional Workbooks	3-12	Yes	Consumable workbooks assigned to each student.	Guided Lesson Practice	Printed workbook given to each child
<b>SOCIAL STUDIES INSTRUCTIONAL MATERIALS</b>					
TEKS Resource System	K-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
STAAR Master Guides	6-12	Yes	Consumable workbooks assigned to each student.	Guided Lesson Practice	Printed workbook given to each child
Weekly Studies Readers	K-5	Yes	This is a highly engaging curriculum with content, academic vocabulary, and instructional supports.	Academic Vocabulary and Language Acquisition Supports	Softcover printed for each child
IXL	K-8	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
McGraw Hill Textbooks	3-12	Yes	Hardcover textbooks TEKS-aligned; offered to each student in a 1 to 1 ratio.	Guided Lesson Practice; Supplemental Language Supports	Printed Textbook given to each child
<b>SCIENCE INSTRUCTIONAL MATERIALS</b>					
TEKS Resource System	K-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
IXL	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
STAAR Master Guides	5-12	Yes	Skill plans for mastery of goals and standards	This tool helps teachers identify gaps	Print Date Tool
Science Fusion / iScience Workbooks	K-8	Yes	Textbooks/Workbooks used by our faculty and students. This curriculum is TEKS aligned and provides the foundation of the content we teach.	These books have language supports and online tools to support ELLs.	Print
HMH High School Science Series	9-12	Yes	Textbooks used by our faculty and students. This curriculum is TEKS aligned and provides the foundation of the content we teach.	These books have language supports and online tools to support ELLs.	Print
<b>ELAR INSTRUCTIONAL MATERIALS</b>					
TEKS Resource System	K-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Renaissance Accelerated Reader	K-12	Yes	Progress monitoring for reading goal attainment	Vocabulary, Growth measure	Online, Data Tool
STAAR Master Guides	3-8	Yes	Skill plans for mastery of goals and standards	This tool helps teachers identify gaps	Print Date Tool
IXL	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
HMH	K-5	Yes	This curriculum provides the bedrock for our reading program and school-wide engagement in literature. IEP supports, supplemental aides, and online learning tools are present.	Both English and Spanish Content Supports Present	Print / Workbook
Springboard	6-8	Yes	This curriculum helps students bridge the gaps commonly observed between primary and secondary grade levels. IEP supports, supplemental aides, and online learning tools are present.	Both English and Spanish Content Supports Present	Print / Workbook with Online Components
McGraw Hill	9-12	Yes	This new adoption helps us extend our ELAR HS classes in a manner that meets our DIP goals for post-secondary readiness. IEP supports, supplemental aides, and online learning tools are present.	Both English and Spanish Content Supports Present	Print / Workbook with Online Components

# Rochelle ISD

## Student Handbook Supplement

For In-Person, Home-Based, and Positive-Based Instruction

## **Communication with Parents**

<b>Form of Communication</b>	<b>Purpose</b>	<b>Accessing The Communication Form</b>
Email	Our faculty and staff check their emails multiple times a day and remain committed to answering all emails within 1 business day. This form of communication is the simplest way to connect teachers and parents.	Ensure that the front office has your current email address. Please share email addressed with your child's teacher(s). Email addresses for all employees can be found at <a href="http://www.rochelleisd.net">www.rochelleisd.net</a> .
Phone	Our faculty and staff may opt to share phone numbers with parents. Our front office will remain operational throughout the entire school year.	Parents should share changes to phone numbers with the front office. The phone number for the front office is 325-243-5224. Messages (voicemails) can be left on our new phone system.
Website	The website serves as the depository of all important documents, links, and district information.	The school website can be located at <a href="http://www.rochelleisd.net">www.rochelleisd.net</a> .
Text Message	The district will use text messages to share crucial information to parents as is needed. Such information will usually reference whole-district operations.	Parents should make sure that the front office has the correct cell phone numbers for parents and guardians. Teachers may wish to communicate through systems that use SMS messaging (such as Remind).
Facebook / Thrillshare / Twitter	Administration will use social media platforms to share information to families as is needed; such information will usually reference whole-district operations.	Our Facebook page can be found using the search function on Facebook. Thrillshare is the media platform that our school app works on; you can download the Rochelle ISD app from the App Store or Google Play Store for free.

## **Communication with Students**

<b>Form of Communication</b>	<b>Purpose</b>	<b>Accessing The Communication Form</b>
Email	Our faculty and staff check their emails multiple times a day and remain committed to answering all emails within 1 business day. This form of communication is the simplest way to connect teachers and junior high and high school students. Students in grades 6-12 have a district email address provided to them.	Ensure that the front office has your current email address. Please share email addressed with your child's teacher(s). Email addresses for all employees can be found at <a href="http://www.rochelleisd.net">www.rochelleisd.net</a> .
Phone	Our faculty and staff may opt to share phone numbers with students; however, email will remain the primary form of communication.	Students should make sure that they provide a consistent phone number to teachers that ask for them.
Website	The website serves as the depository of all important documents, links, and district information.	The school website can be located at <a href="http://www.rochelleisd.net">www.rochelleisd.net</a> .
Text Message	Text messaging systems (such as Remind, Dojo, etc.) have been proven to be an effective way for teachers and students to quickly and safely communicate.	Teachers individually create messaging systems in their classrooms based on district protocols and guidelines.

# **Defining the Instructional Models Used by Rochelle ISD**

The following three Instructional Models have been requested by the Texas Education Agency from each district. The goal of our local administration is either have all students participating in In-Class Learning or in Home-Based Learning. The third Instructional Model is reserved for students that have been medically deemed as needing that form of instruction or for students that have been placed on that form for administrative reasons.

## **In-Class Learning**

Students will attend class in a normal environment and uphold all expectations for attending to class lessons and related assignments as described in the Rochelle ISD Student Handbook. Students that are not present will be counted absent. After three parent notes (to be provided to the front office and all teachers by the parent within one school day), the district policy (from the Student Handbook) will no longer be accepted and the absences will be deemed as unexcused. Absences without a parent note, will be deemed as unexcused. All other absences, such as doctor's notes, will be treated based on the policies presented in the Student Handbook.

## **Home-Based Learning (Remote Synchronous Instruction)**

Students attend class electronically in real time. Students actively participate in lessons just as they would within the In-Class Learning model and under the rules and guidelines presented in the Student Handbook.

- 1) Parents that elect to keep their child at home because of hazardous concerns such as COVID-19 related illnesses may do so, but the students will have to follow the district's home-based learning guidelines.
- 2) Students will be required to attend their regularly schedule live classes throughout the day by following the same schedule as presented on the master schedule and used within the In-Class Learning model.
- 3) Students utilizing this model will be expected to complete all lessons and associated assignments within the same allotment of time as the students that are participating using the In-Class Learning model.
- 4) Attendance will be taken for all students based on and per the following points:
  - According to state law, credit cannot be awarded if a student has below a 90% attendance rate.
  - Regular school attendance is essential. Absences from class may result in serious disruption of a student's education.
  - The student and parent should avoid unnecessary absences.
  - If a student incurs ten or more unexcused absences within a six-month period, the district, in most circumstances, will refer the student to truancy court.

## **Positive-Based Learning (Remote Asynchronous Instruction)**

Instruction will be provided to students that have been positively, medically identified to have an infectious viral infection (such as the COVID-19 virus) or have been deemed (at the discretion of administration) to need Positive-Based Learning.

Students will be counted as present by:

- Watching recorded lessons.

- Completing daily assignments in allotted time as determined by teachers based on the guidelines presented in the Rochelle ISD Student Handbook.
- Making daily contact with teachers either by email, messaging service (such as Remind), or through online classroom platforms.

## **Online Classrooms**

The Rochelle ISD will continue to use the Google-Sites platform to provide important links to documents, calendars, syllabi, etc. to students. In addition to Google-Sites, teachers may opt to use the Google Classroom platform to help students submit work and keep track of assignments. Links to the Google-Sites websites will be posted on the main school website.

The cornerstone of our online learning system will continue to be Zoom. Teachers and staff will share all important information regarding Zoom login information via their Google-Sites webpage or via Google Classroom. This tool provides the closest resemblance to in-person instruction, and it will remain as the primary communication component of our online instructional model.

## **Zoom Guidelines for Students**

When students log onto a Zoom session, they must follow the following set of guidelines:

- Students must be prepared to engage in the learning process.
- Students must be dressed and presentable.
- Students must keep their camera on during the entirety of the lesson. (Failure to do this may result in loss of credit for the lesson and possibly lead to an unexcused absences).
- Students must not over-talk the teacher or other students.
- Students must not act disrespectfully – the Code of Conduct and the rules within it are still to be followed.

## **Attendance**

As a reminder, two central statutes from the Texas Education Code guide all school districts and are not eligible for modification by a school district.

1. The 90% Rule – Students must be present 90% of all class days in order to receive credit for that class.
2. Compulsory Attendance – Students that miss 3 days in a 4-week period without an excuse or miss 10 days in a 6-month window are considered to be truant. The district is required to file on parents and eligible students with the district attorney and local court system.

Students participating in the Home-Based Learning Model (Synchronous Instruction) are required to be present each day for each class; they must be on time for those sessions. Students that are not present will be counted absent. After three parent notes (to be provided to the front office and all teachers by the parent within one school day), the district policy (from the Student Handbook) will no longer be accepted and the absences will be deemed as unexcused. Absences without a parent note, will be deemed as unexcused. All other absences, such as doctor's notes, will be treated based on the policies presented in the Student Handbook.

Students participating in the Positive-Based Learning Model (Asynchronous) have been placed in that model because they are either sick or because administration has deemed this as the model appropriate for that particular student. Students using the Positive-Based Learning Model will be required to complete assignments (such as watching recorded lessons, completing assignments, and communicating with teachers) with a designated allotment of time as defined by the teacher.

## **Crucial Reminder for Attendance Credit**

In summary from the above, students MUST be present for the full class session whether that be in person or on Zoom, and they must be on time to that class/session. Students must follow the guidelines presented above while on Zoom. Students, regardless of whether they are attending the class In-Person or Home-Based must complete all assignments assigned by the teacher. In short, students must be present, and they must complete the assignments provided by the teacher.

## **Computers and Other Technology Resources**

The Rochelle ISD will provide all students and teachers with the technology needed to engage in all forms of instruction; the fee is \$20 for each device. Computers continue to be monitored by our Impero software, and the guidelines for appropriate use of our technology must still be followed. If your computer or device encounters an error while at the school, please take the device to the front office. If your computer or device encounters an error while at home, please call the school to speak to someone that can assist you with the problem.

Web-traffic is monitored by the district's web filter both on and off campus. Searches for inappropriate items or topics are prohibited, and the district's filter alerts district administrators of such activity. Using technology in inappropriate ways can result in the loss of the privilege to use the district's device.

## **The Roles Parents and Families**

Students should see their parents/family members as their greatest coaches and not misleading or overly positive. Such coaches are constructive and goal-oriented. Such coaches reinforce the value of working through hardships so that students at any age can be empowered to navigate through the educational process during this challenging time. Parents and family members should reinforce learning by encouraging students to be responsible and consistent in their work habits.

## **Parents and Families Set the Standard**

Parents and family members control the home learning environment by creating a physical space intended for learning and by continuing to encourage students in the absence of daily face-to-face teacher interaction. By designating an area of the home for learning, parents can also keep an eye on progress and can note behaviors, opportunities, and barriers that affect their child's education.

# Duties and Responsibilities of Staff

## Before School

Paraprofessionals will monitor students in the mornings based on specific designations.

## During School – Passing Periods

An expectation is that administration, faculty, and staff will stand at their door in order to greet students as they enter the classroom and in order to curtail hallway misbehavior. Middle school students will be dismissed two minutes before each class period ends (a bell will ring); the middle school tardy bell will ring at the midpoint of the traditional passing period. At this midpoint, the high school passing period will begin and will conclude two minutes into the next class (by means of a bell). All classes will begin at 7:55am for all students. The day concludes at 4:15pm for all students except HS (their day ends at 4:17 – there will be a bell).

EXAMPLE: 1<sup>st</sup> period on the normal schedule ends at 8:46am. The junior high passing period that ends 1<sup>st</sup> period starts at 8:44am and runs to 8:48am. At 8:48am, 1<sup>st</sup> period ends for high school students; their passing period extends to 8:52am.

## Lunch-Time (Elementary)

Designations of lunch duty are on the master schedule. Grades will be staggered for elementary; grades PK-2 are to sit inside of the cafeteria and grades 3-5 are to eat outside of the cafeteria (or eat in the bus barn or old gym). **Students must be seated by class – they cannot sit with members of other classes.**

Lunch Times – note that the first time is the needed arrival time to the cafeteria:

5<sup>th</sup> 11:10-11:40 \*5<sup>th</sup> until 12:20.  
4<sup>th</sup> 11:12-11:42  
3<sup>rd</sup> 11:14-11:44  
2<sup>nd</sup> 11:16-11:46  
1<sup>st</sup> 11:20-11:50  
K 11:22-11:52  
PK 11:24-11:54

\*Teachers for the above classes will need to take and pick up their students based on the above times.\*

## Lunch-Time (Secondary)

Designations of lunch duty are on the master schedule. Grades will be staggered for secondary; grades 6-9 are to sit inside of the cafeteria and grades 10-12 are to eat outside of the cafeteria (or eat in the bus barn or old gym). **Students must be seated by class – they cannot sit with members of other classes.** Coaching staff members will monitor lunch.

Junior high classes will be released to lunch at 12:02 (there is a bell for this); junior high teachers will need to walk their students to the cafeteria so that they can move through the line and be seated by class. JH lunch ends at 12:36.

High School Athletics will report to the cafeteria at 12:10pm – coaches will need to line them up by class before entering the cafeteria. Any high school student NOT in athletics will be released to the cafeteria at 12:10 (there is no bell for this). HS lunch ends at 12:38, each coach will take students to a different location:

## After School

All teachers will monitor students as they leave campus. At 4:10, the following supporters will go to the listed classroom to help that teacher facilitate the end of the day. At 4:12, elementary will dismiss with the assistant listed below taking students to the bus and with the teacher taking the students to the designated pick up spot. Administration will facilitate taking elementary students to detention, if warranted. Designated pick up spots are shown below.



At 4:15pm the middle school bell will ring and students are to make their way to their destination depending on the mode of transportation used. Students in the 6<sup>th</sup> grade can be picked up from the front of the new building. Students in the 7<sup>th</sup> grade can be picked up from the locked gate that leads to the Ag Shop. Students in the 8<sup>th</sup> grade can be picked up from the front of the school (by the memorial plaque for the rock wall). Teachers of each class will need to walk their students to those particular locations. Students that are riding the bus will be monitored by the aides already positioned at the bus. High school students will be picked up from the field adjacent to the new gym (see the referenced map above for placement). High school students will be held in their classrooms for two additional minutes after the final bell to allow for hallway and bus traffic to subside; they all will be released at 4:17. Students that ride the bus will go to their designated bus. Students that drive are to immediately go to their cars to leave campus. Many high school students participate in after school activities, those students should immediately report to the sponsor or coach's designated area. High school teachers can help facilitate the task of ensuring that HS students leave in the correct manner. Students and families cannot congregate on campus; all individuals that are not employees need to quickly vacate the premises.

# **Health and Safety Guidelines**

-Visitors will be required to answer a health screening questionnaire before being permitted to enter the campus (presented on the following page). Depending on the answers to the questionnaire, some individuals may not be allowed on campus. All visitors must come to the office first.

-Parents may pack sack lunches but they cannot bring food from restaurants or fast food establishments.

-Sanitization of hands with high frequency will be encouraged and monitored for all students, staff, and faculty.

-Hand sanitizer dispensers will be positioned in close proximity to classroom doors.

-Social distancing will be monitored throughout the duration of the school day.

-Outside visitors during lunch must check in with the office ahead of time (please call the front office); there may be instances when we cannot allow visitors during lunch. Visitors allowed to eat lunch with their students will need to be isolated at a separate location in the cafeteria or in a separate building.

-Lockers will not be used at least through the duration of the fall semester; students are not permitted to store items in lockers and must carry their items in a back-pack.

-General sanitary behaviors (covering coughs, using tissues, etc.) will be monitored and encouraged at all levels.

-The school will use approved chemicals under the direct supervision of the maintenance director; recommendations from manufacturers for application will be strictly followed.

-Students and staff should monitor their own health daily before arriving to school using the following protocol.

- Students and staff members must take their temperatures each morning; any individual with a temperature above 100°F shall not report to school and is to notify the school immediately (325-243-5224).
- Students and staff members must monitor daily for the following conditions: sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, or fever at or greater than 100 °F.
- Students and staff members that have had close proximity to someone that has tested positive for COVID-19 must notify the office upon laboratory confirmation that the proximate individual indeed has been infected.

-Students and staff may be subject to temperature checks throughout the course of the school day.

# **Rochelle ISD**

## *Health Questionnaire – COVID-19 Response*

- Yes / No    Have you or anyone in your household had any of the following symptoms in the last 21 days: sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, fever at or greater than 100 degrees Fahrenheit?
- Yes / No    Have you or anyone in your household visited or received treatment in a hospital, nursing home, long-term care, or other health care facility in the past 30 days?
- Yes / No    Have you or anyone in your household traveled in the U.S. in the past 21 days?
- Yes / No    Have you or anyone in your household traveled on a cruise ship in the last 21 days?
- Yes / No    Have you or anyone in your household cared for an individual who is in quarantine or is a presumptive positive or has tested positive for COVID-19?
- Yes / No    Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
- Yes / No    To the best of your knowledge have you been in close proximity to any individual who tested positive for COVID-19?

---

Printed Name

---

Signature

---

Date

\*This record will be kept confidentially and destroyed in a timely fashion per guidance from the TEA and local authorities.\*

# **The Role of the School Nurse**

Typical nurse visits for common issues in schools (such as cuts, nosebleeds, etc.) will take place in the nurse's clinic. The nurse's clinic will be disinfected daily.

Students that present COVID-19-like symptoms will be placed in the conference room instead of the nurse's office; the conference room will serve as a quarantining location for individuals suspected of having symptoms commonly observed with this virus. Students placed in this room are required to wear a mask; individuals that enter this room are required to wear a mask. Parents must pick up students as per the directives provided by the school nurse. The conference room will be disinfected after each use.

If a student or staff member does test positive, the district must notify the local health department (the RISD will maintain confidentiality when appropriate under the auspice of all federal guidelines: HIPPA, FERPA, ADA, etc.).

If a student or staff member tests positive for COVID-19, he or she is to remain off campus until a medical doctor deems (per written document) that the individual has met all three of the standardized criteria:

- A) There have been at least three full days in which the patient has been without symptoms and without a fever (without the use of fever-reducing medicines or anti-inflammatory medicines).
- B) Fourteen full days have elapsed since the first symptoms appeared.
- C) There has been a noticeable and documented improvement in symptoms throughout the course of the illness.

If a student or staff member is suspected of having COVID-19 but does not seek a medical, laboratory-grade test to determine if he or she is, in fact, infected with the virus, the school will assume that the individual has tested positive. Re-entry into school can be allowed when that individual meets the above criteria (A, B, & C) as documented by a health-care professional.

Individuals wishing to return to school before fourteen days have lapsed are eligible to do so by means of presenting two negative laboratory tests (the tests must have been taken at least one full day apart from each other).

## **Athletics and PE**

Students will continue to receive instruction in PE and Athletics as required in the state TEKS. For students in either PE or Athletics, students will be required to attend during the normal class time. Students are to join a static Zoom session (Zoom information will be shared from the student's coach the first week of school) each day at the allotted time. Students participating through Zoom will join the class in stretches, warm-ups, and calisthenics. Students participating through Zoom will then listen to the instruction provided by the coach; if they cannot participate in the activity, the coach will provide an alternative assignment that addresses the TEKS. Students that are unable to participate due to continued illness will be given written work that has to be completed and submitted to the coach per the coach's instructions.

# **District Transportation Guidelines**

*Note that the following applies to any district-issued transportation vehicle.*

- Rochelle ISD will provide bus transportation; parents need to follow the same protocols on drop-off and pick-up we had in place last year.
- Rochelle ISD may have to offer multiple runs to the Brady bus stop if ridership is higher.
- Rochelle ISD bus drivers will seat students from back to front as they enter the bus. Siblings must sit next to each other.
- Rochelle ISD bus drivers will space students apart from each other in a way that maximizes their distance but accommodates as many riders as possible.
- Rochelle ISD bus drivers have the right to disallow entry of any student suspected of having COVID-19 based on observable symptoms or a temperature check.
- Rochelle ISD will work to have hand sanitizer on buses and is committed to disinfecting busses after each use.
- Rochelle ISD bus drivers will use windows strategically to draft air through the bus.

## **Personal Protective Equipment**

In the event that the number of infections reaches a number within the county that requires the district to comply with a mask requirement/ordinance, the following protocols will be put into place.

Students in grades 5-12 will be required to wear a mask for the fullness of the school day under the guidelines presented by TEA.

Students in grades PK-4 will be encouraged to wear a mask, but they are not required to wear a mask; parents have elective control whether or not they wish their students to wear a mask.

Masks must be used properly by all individuals; ordinances requiring masks be worn effectively make the mask another component of the dress code. Therefore, the RISD requires that all students wearing masks wear them properly and not use them as a toy or in a manner that detracts the educational process. Mask must not be inappropriate in nature or design.

If ordinances are in place that require masks, staff members will wear masks (or face shields) when working with students.

Masks are not required if:

- the activity, room layout, or placement allows for at least six feet of distance between individuals
- an individual is eating or drinking
- an individual has a medical condition makes wearing a mask unfeasible or a medical detriment
- an individual is exercising