

Devine Intermediate 2020-2021 School Startup Plan

Please be aware that this plan may be revised, edited or corrected without any advance notice should conditions change.

- Safety
 - Visitors are not allowed on campus unless it is an emergency.
 - In an emergency, all visitors will be screened before entering the campus.
 - All staff will complete a self-screening before entering the campus each day.
 - All students, staff and visitors will use a mask.
 - All ARD's and 504 meetings will be conducted virtually until further notice.
 - Meet the Teacher will be conducted virtually. Parents will schedule individual meetings with on campus teachers on August 19 from 8:00 AM– 11:30 AM and 1:00 PM– 4:00 PM and on August 20 from 8:00 AM– 11:30 AM and 2:30 PM – 7:00 PM. The remote teacher will schedule three (3) group virtual Meet the Teachers. The first of which will be on August 19 at 10:00 AM. The remainders will be on August 20 at 3:00 PM and another at 5:30 PM
 - Parents are not allowed to eat with students and no food deliveries are permitted.
 - No sharing of food or other items while on campus.
 - If parents need to pick up a student, they will need to call ahead. We will have paperwork ready ahead of time.
 - Hand sanitizer will be available for students in every classroom.
 - Parents will be required to pick up a student within an hour after being notified by the office or the nurse of a child's illness.
 - Students will be assigned seats in every classroom. These seating charts will need to be updated as needed.
 - There will be no sharing of students' personal supplies.
 - The playgrounds will be periodically sanitized during each day.
 - Students must supply their own bottled water or a clear screw top water non-breakable bottle to be filled at one of the bottle filling stations.
 - All water fountains in each hall will be covered and closed, leaving only bottle filling stations open.
 - Transitions
 - Traffic flow in each hall will be marked on the floor and ceiling with hanging signs to accommodate for social distancing.
 - Reminders for social distancing will be placed along hallways, travel paths and entrances.
 - Restrooms
 - Towel dispensers have been installed to eliminate the use of blow dryers. All blow dryers have been disabled
 - Assigned classroom times for group use
 - Close cafeteria restrooms during lunch to intermediate students so that the younger elementary students can have better access. Any intermediate student that needs to use the restroom will be directed to another facility on campus.

- Lavatory faucets are set to run approximately 20 seconds to allow students to properly wash their hands without the need to retouch the faucet after activation.
 - Automatic flush valves are installed on student toilets and urinals.
- Arrival to campus
 - Students may arrive on campus starting at 7:30 AM. There will be no early drop-offs allowed.
 - Students arriving between 7:30 AM and 7:40 AM will report to the cafeteria where social distancing is possible. They will be released from there to go to their classrooms at 7:40. Students arriving after 7:40 AM and not eating breakfast will report directly to their homeroom classes.
- Dismissal at end of school day (iDismiss)
 - Due to the nature of the drop off and outside of an emergency, no changes to a students mode of pickup will be allowed after 3:00 PM.
 - All cars must have the student's dismissal number displayed in the windshield. Families will be assigned the same number for each child. Parents must make arrangements to get the windshield number to any others that may be picking their child up.
 - All students, bus or pickup, will be dismissed from their classrooms according to the arrival of their pickup vehicle.
 - Persons picking up students on Atkins Ave. will form two lanes, beginning at Church Dr. They will maintain those two lanes and merge into one lane at Bentson Dr.
 - A member of the campus staff will log in pickup vehicles as they arrive in the pickup zone. That information is transmitted to all classrooms where teachers will receive the information and then checkout any student currently in the classrooms. Persons working the front pickup and the bus area will report to these areas at 3:25. At that time, they can begin to enter student pick up information.
 - Students will not be dismissed until notified that their ride is available. This will allow for fewer students transitioning to the pickup areas at the same time.
 - Students will be dismissed from their classrooms according to the position of their departure vehicle.
 - Teachers will "check out" a student in their care once the notification is posted.
 - Students will depart through the side doors by the gym where a "gatekeeper" will "dismiss" them in the system. Using this system, we are better able to monitor students transitioning in the building.
- Instructional – Remote Learning
 - One teacher at each grade level will be dedicated to conduct remote instruction. That teacher will have an aide part of the day to assist her in giving tutorials, etc. The teacher will maintain a scheduled office time of at least one hour, for help with homework, assignments, etc.
 - Small groups will be scheduled each day through Google Meets.
 - All grade levels will provide a minimum of three (3) hours of virtual instruction each day that school is in session according to the districts published instructional calendar. This will be a combination of multiple content areas. At the discretion of the remote learning teacher, these may be different subjects each day.

- All students will complete a beginning of year assessment in math and reading to ascertain where they are academically. The assessment will be the i-Ready Beginning of Year Diagnostic. All of our returning students took this diagnostics test last year at their previous grade levels. This will offer us a benchmark for growth. Once the diagnostic is complete, the computer system will design each student a path to work on during his or her practice time while logged in to the i-Ready program. Both on-campus and remote learning students will take this diagnostic. It is incredibly important that all students taking this diagnostics assessment be allowed to complete the test on their own. If the student receives assistance outside of the allowable accommodations, the information gathered will be flawed, and there by, the program designed specifically for that student, will reflect those same flaws.
- The published grading policy for each grade level will remain consistent for students participating in all learning platforms.
- Attendance -
 - At home learners who login to the Devine Intermediate resources each day and engage in teacher-assigned learning apps and assignments (including but not limited to Google Classroom) are considered “present” and will not be marked absent. Students must interact with the teacher, show progress by completing assignments or activities or be engaged in school work during the day to be counted “present” for that day. Any student that does not interact with the teacher, show progress by completing assignments or activities or be engaged in school work during the day will be counted absent. This absence can be resolved if the student engages in daily learning assigned by their teachers by 11:59 p.m. that same day.
 - For our purposes, a student can show progress by and be marked “present” if they log in to a synchronous lesson, engage with the teacher during tutoring time or office hours or turn in one assignment from any content area.
- Third Grade
 - Teacher will stream and record all lessons and then post the lesson to Google Classroom. Students may join synchronously or through asynchronous engagement.
 - Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous times and some asynchronous times.
 - Daily asynchronous assignments are to be completed independently. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.
 - Teachers will structure the instructional day to follow the campus bell schedule. Within each content area, teachers will plan for students to participate in asynchronous learning.
 - Accurate attendance records of students logging in to synchronous lessons and those making progress in asynchronous instruction are important so it is imperative that parents communicate with teachers when there is a need for a student to be absent and not participating in any type of remote learning.

- Fourth Grade
 - Teacher will stream and record all lessons and then post the lesson to Google Classroom. Students may join synchronously or through asynchronous engagement.
 - Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous times and some asynchronous times.
 - Daily asynchronous assignments are to be completed independently. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.
 - Teachers will structure the instructional day to follow the campus bell schedule. Within each content area, teachers will plan for students to participate in asynchronous learning.
 - Accurate attendance records of students logging in to synchronous lessons and those making progress in asynchronous instruction are important so it is imperative that parents communicate with teachers when there is a need for a student to be absent and not participating in any type of remote learning.
- Fifth Grade
 - Fifth grade has historically been a departmentalized grade level, much like secondary teachers. This has enabled our teachers to become more specialized in the subjects that they teach. Therefore, the teacher that is doing the synchronous lesson and recording for those students learning through asynchronous instruction may or may not be the teacher of record.
 - The teacher of record will remain the point of contact for students and parents alike. The teacher of record is responsible for all grades, tutoring, and discussions about student needs.
 - The teacher of record will monitor the live streaming and attend to any questions that the synchronous or asynchronous students may have.
 - Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.
 - Daily asynchronous assignments are to be completed independently. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.
 - Teachers will structure the instructional day to follow the campus bell schedule. Within each content area, teachers will plan for students to participate in asynchronous learning.
 - Accurate attendance records of students logging in to synchronous lessons and those making progress in asynchronous instruction are important so it is imperative that parents communicate with teachers when there is a need for a student to be absent and not participating in any type of remote learning.
- Instructional – On Campus

○ Third Grade

- The year will start with six (6) classroom teachers.
- All at-home and on-site instruction will be aligned in the case of an ordered closure or a student moving between the learning styles due to an ordered quarantine.
- All classes will be self-contained with all teachers instructing in all content areas.
- All students will complete a beginning of year assessment in math and reading to ascertain where they are academically. The assessment will be the i-Ready Beginning of Year Diagnostic. All of our returning students took this diagnostic test last year at their previous grade levels. This will offer us a benchmark for growth. Once the diagnostic is complete, the computer system will design each student a path to work on during his or her practice time while logged in to the i-Ready program. Both on-campus and remote learning students will take this diagnostic. It is incredibly important that all students taking this diagnostics assessment be allowed to complete the test on their own. If the student receives assistance outside of the allowable accommodations, the information gathered will be flawed, and there by, the program designed specifically for that student, will reflect those same flaws.
- The published grading policy for each grade level will remain consistent for students participating in all learning platforms.
- Please see the campus handbook for a detailed description of on-campus learners attendance requirements.

○ Fourth Grade

- The year will start with six (6) classroom teachers.
- The grade level will use the team teaching model with three teams of two teachers.
- When changing content areas, teachers will travel to students to help minimize exposure.
- All at-home and on-site instruction will be aligned in the case of an ordered closure or a student moving between the learning styles due to an ordered quarantine.
- All students will complete a beginning of year assessment in math and reading to ascertain where they are academically. The assessment will be the i-Ready Beginning of Year Diagnostics. All of our returning students took this diagnostics test last year at their previous grade levels. This will offer us a benchmark for growth. Once the diagnostics is complete, the computer system will design each student a path to work on during his or her practice time while logged in to the i-Ready program. Both on-campus and remote learning students will take this diagnostic. It is incredibly important that all students taking this diagnostics assessment be allowed to complete the test on their own. If the student receives assistance outside of the allowable accommodations, the information gathered will be flawed, and there by, the program designed specifically for that student, will reflect those same flaws.
- The published grading policy for each grade level will remain consistent for students participating in all learning platforms.

- Please see the campus handbook for a detailed description of on-campus learners attendance requirements.
- Fifth Grade
 - The year will start with six (6) classroom teachers.
 - One team of teacher's will stream and record the classroom instruction so that it is easier to keep instruction aligned across the grade level.
 - The grade level will use the team teaching model with three teams of two teachers.
 - When changing content areas, teachers will travel to students to help minimize exposure.
 - All at-home and on-site instruction will be aligned in the case of an ordered closure or a student moving between the learning styles due to an ordered quarantine.
 - All students will complete a beginning of year assessment in math and reading to ascertain where they are academically. The assessment will be the i-Ready Beginning of Year Diagnostics. All of our returning students took this diagnostics test last year at their previous grade levels. This will offer us a benchmark for growth. Once the diagnostics is complete, the computer system will design each student a path to work on during his or her practice time while logged in to the i-Ready program. Both on-campus and remote learning students will take this diagnostic. It is incredibly important that all students taking this diagnostics assessment be allowed to complete the test on their own. If the student receives assistance outside of the allowable accommodations, the information gathered will be flawed, and there by, the program designed specifically for that student, will reflect those same flaws.
 - The published grading policy for each grade level will remain consistent for students participating in all learning platforms.
 - Please see the campus handbook for a detailed description of on-campus learners attendance requirements.
- Meals
 - Breakfast
 - All breakfast will be served in the cafeteria.
 - Upon arrival, students needing to eat breakfast will proceed directly to the cafeteria to eat.
 - Lunch
 - Due to the lack of available space, all lunch periods will be 30 minutes long.
 - Half of the students will eat in the cafeteria while the other half is eating in their classrooms. These groups will rotate on a schedule that will be developed as it becomes clearer how many students will take part in on-campus learning.
 - Tables in the cafeteria will be arranged to maximize social distancing while still being able to accommodate the students participating in instruction on campus.
 - Parents are not allowed to eat with students and no food deliveries are permitted.
 - No sharing of food or other items while on campus.

- Specials
 - All Specials periods will be 45 minutes long.
 - Students will attend PE every other day.
 - On days where they are not scheduled for PE they will follow a schedule that rotates through Science Lab, Music, Computer Lab and Character Education/Art.
- PE
 - Students are required to wear masks during PE.
 - Students will participate in PE every other day.
 - Weather permitting; the PE coaches will incorporate outdoor activities.
- Music
 - Activities and room arrangement will be setup to maximize social distancing while still being able to achieve the standards of instruction.
 - There will be no shared instruments.
 - All instruments will be sanitized at the end of class
- Science Lab
 - Activities and room arrangement will be setup to maximize social distancing while still being able to achieve the standards of instruction.
 - Due to the nature of scientific discovery, there may be times when students will work in groups. Students will be required to wash their hands with soap and water at the end of these exercises or use the provided hand sanitizer.
 - The sharing of instruments will be held to a minimum.
 - All instruments will be sanitized at the end of class.
- Computer Lab
 - Students will be spaced at every other computer terminal.
 - All instruments and terminals will be sanitized at the end of class
 - Teach students to wipe down their stations when finished with class
- Recess
 - Students are required to wear masks during recess.
 - Schedule two recess periods per day, to be monitored by classroom teachers.
 - There will be no more than three classes on the playground at one time.
 - Currently exploring and publishing a list of activities that can be achieved with social distancing.