



The Eanes ISD Readiness Plan to Safely Re-Engage Students and Staff in the 2020-21 School Year

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Introduction and Challenges

In 1970, when the 20-something year old engineers of Apollo 13 were tasked with a timeline of hours versus days to save the lives of their friends on the aptly-named “Odyssey” command module, they had to solve the problem with what they had on-hand. They realized their usual risk-averse process was out the window and they had to rely on a combination of intuition, experience, a few items available to the crew, and shrewd mechanical engineering. They also had to rely on bonds of trust developed over hundreds of preflight reviews, water cooler conversations and backyard barbecues. This potential tragedy became NASA’s finest hour.

The expectation school will resume safely and responsibly this fall is accompanied by numerous opinions and theories about how to do so. As expected, most viewpoints also run the gamut of conflicting values. Reopening school in August will be very complex due to many unknown and uncertain variables. Using the “Apollo 13” analogy, “Houston, we have a problem.”

How to re-engage in learning is a puzzle that can only be unscrambled by considering a range of seemingly incongruent ideas – like fitting a square peg into a round hole. When encountering any predicament, the first step is to better understand the challenge.

This is what we know:

1. School will restart in August.
2. The help of staff and parents will be needed to make it happen.
3. COVID-19 will still exist in the community.
4. It is unlikely there will be a vaccine by fall.

This is what we do not know:

1. What will be federal, state and local regulations or guidance required to open schools?
2. How will social distancing determine allowable capacities?
 - a. No more than 10 students in a room?
 - b. Buses?
 - c. Cafeterias?
 - d. Childcare?
 - e. Will teachers and students be required to wear face coverings?
3. What testing and cleaning protocols will be required?
 - a. Taking temperatures?
 - b. Cleaning classrooms, restrooms, locker rooms, gyms, cafeterias, buses?

With so many knowns and unknowns, students, staff and parents have understandable and legitimate concerns. Everyone expects a safe environment in which to learn and work.

Eanes ISD will provide the option for parents and staff to indicate whether they want to return to school remotely or by actually returning to the building. Because of the complexities

inherent in these options, individuals are asked to make a commitment for up to one full semester. Understandably, should a student or staff member become ill, that individual may need to quickly default to remote learning.

Several task forces of 70 teachers, parents, community members and administrators have identified information necessary to make appropriate decisions for one's family or oneself. The health and safety of staff and students are paramount in the recommendations. Four task forces studied the following topics:

1. Remote Learning and In-Building Instruction
2. Curriculum, Instruction and Assessments
3. Learning and Work Environments
4. Administering Options

This document contains the essential proposals and suggestions to safely re-engage students and employees in the 2020-21 school year based on current constraints and considerations related to the COVID-19 pandemic. The following information provides awareness and understanding in four distinct areas as individuals exercise possible options when returning to work and learning in August 2020.

PLEASE NOTE: The details in this document are subject to change as directives from governing authorities, health officials or environmental conditions may determine.



Task Forces and Input

Members of the Task Force on Remote Learning and In-Building Instruction

Secondary Task Force Members

Bob Weinschenk	Parent
Cathy Yenca	Teacher, Hill Country Middle School
Chris Hanson	Educational Partner, Westlake High School
Joe Herrera	Coordinator, PEIMS
Katie Hensle	Teacher, Westlake High School
Linda Rawlings	Senior Adviser
Matt Zemo	Director, Special Education
Melissa Gerhart	Teacher, Westlake High School
Mindy Choate	Director, Humanities Curriculum
Vanessa Holda	Teacher, Hill Country Middle School

Elementary Task Force Members

Heather Meek	Principal, Bridge Point Elementary
Jan Noonan	Coordinator, Special Education
Kathy Hatch	Teacher, Valley View Elementary
Kimberley Israel	Enterprise Applications Coordinator
Kristen Stewart	Parent
Dr. Kristy Sailors	Director, Educational Technology
Raven Reeves	Educational Partner, Forest Trail Elementary
Shannon Hardiman	Teacher, Cedar Creek Elementary
Susan Fambrough	Chief Learning Officer
Tracie Mojica	Teacher, Bridge Point Elementary

Members of the Task Force on Curriculum, Instruction and Assessments

Alex Merritt	Teacher, Barton Creek Elementary
Amy Williams	Educational Partner, Bridge Point Elementary
Ashley Krause	Teacher, Forest Trail Elementary
Brittany Morrison	Teacher, Hill Country Middle School
Chad Burnett	Director, STEM Curriculum

Members of the Task Force on Curriculum, Instruction and Assessments *continued*

Dianne Carter	Principal, West Ridge Middle School
Dr. Monique Pikus	Parent
Erin Krieger	Teacher, Eanes Elementary
Jennifer Dusek	Principal, Valley View Elementary
Julie Cimino	Teacher, Valley View Elementary
Kathleen Sullivan	Principal, Hill Country Middle School
Kiley Grantges	Teacher, Cedar Creek Elementary
Lesley Ryan	Principal, Eanes Elementary School
Melinda Darrow	Teacher, Westlake High School
Morgan Menichini	Teacher, Valley View Elementary
Nadine Herbst	Teacher, Westlake High School
Rebekah Ellis	Teacher, West Ridge Middle School
Sang McDonnell	Parent
Valerie Taylor	Educational Partner, Westlake High School

Members of the Task Force on Learning and Work Environments

Chris Scott	Chief Financial Officer
Dr. Steven Kelder	Health Professional, Community Member
Eric Wright	Chief Technology Officer
Jamie Richardson	Director, Assessment and Counseling
Jeannie Young	Coordinator, Child Development Center
Jeremy Trimble	Chief Operations Officer
Laura Wright	Teacher, Eanes Elementary
Leslie Boldrick	Nurse, Bridge Point Elementary
Dr. Mary Allen Smith	Coordinator, Special Education
Matt Greer	Director, Safety, Security and Risk Management
Nicole Gee	Director, Human Resources
Steve Ramsey	Principal, Westlake High School
Steve Stracke	Director, Child Nutrition
Tiffany Phelps	Principal Barton Creek Elementary
Tricia Pate	Teacher, Bridge Point and Cedar Creek Elementaries

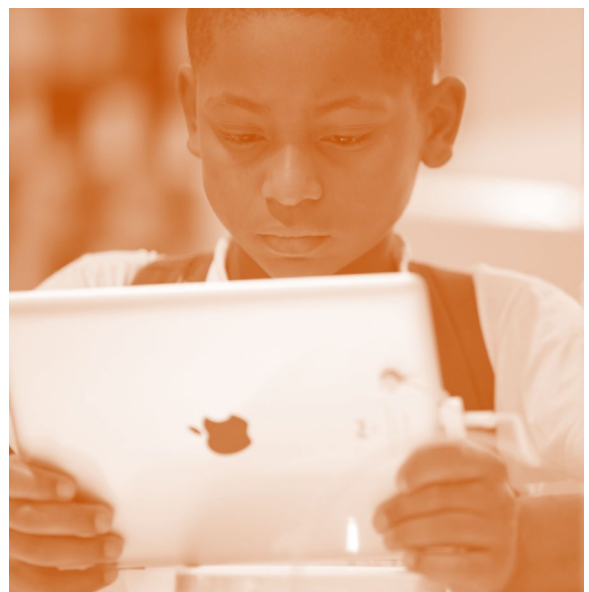
Members of the Task Force on Administering Options

Allyson Collins	General Counsel
Brett Hotchkiss	Teacher, West Ridge Middle School
Brian Bolek	Director, Maintenance and Facilities
Cathy York	Parent
Claudia McWhorter	Chief Communications Officer
Cody Spraberry	Principal, Forest Trail Elementary
Dr. Jeff Arnett	Deputy Superintendent
Josette Saxton	Parent
Julia Fortman	Coordinator, Institute for Excellence
Kerry Taylor	Director, Fine Arts
Lane Griggs	Teacher, Westlake High School
Laurie Lee	Chief Human Resources Officer
Lee Bergen	Teacher, Westlake High School
Meg Green	Teacher, Bridge Point Elementary
Molly May	Chief Student Support Officer
Nicki Kennington	Student Support, Eanes Elementary
Pamela Van Dyke	Communications Assistant

Input was also Gathered from these Groups

- Classroom teachers
- Special education parents and professionals
- Community members
- The School Safety and Health Advisory Council
- Envision Eanes
- Institute for Excellence
- Principals

In addition, more than 6,000 students, parents and teachers participated in an extensive survey on the results of remote instruction in the spring of 2020, from which considerable feedback was drawn to develop this plan.



Recommendations for Remote Learning and In-Building Instruction

Charge

To make specific recommendations for the remote and in-building learning schedules, and to provide information about schedules so families and staff better understand their options.

Anticipated Conditions

- Students may move from the in-building experience into remote learning for a period of time as needed due to student/staff illness or county or state regulations.
- Both the remote and in-school experience will provide similar expectations around coursework and grading.
- Some students and staff could be in remote learning for an extended period of time.
- Remote learning should follow the same schedule as the in-school learning to allow a.) some teachers to serve both remote and in-building students in the same class; and b.) students to move from one format to the other as seamlessly as possible.

Recommendations for the fall remote learning schedules

Remote learning and in-building learning will follow the same schedule so students and staff may move from one to the other as needed. Kindergarten students (who are new to learning and will either be in a remote situation or in-building with social distancing in place), should transition gradually and flexibly to full-day kindergarten within the schedule to allow for more personal or small-group instruction.

Following are **SAMPLE** remote and in-building schedules for each level. **These examples are approximate.** *The actual schedules and times are subject to change based on the number of sections at each grade level and the start times at each campus.*

Elementary Grades Pre-K-5 **EXAMPLE**

Kindergarten	Morning Meeting 7:40-8:00	Reading/ SS Block* 8:00-8:35	Specials 8:45-9:15	Ind. Reading 9:15-9:45	Writing/ SS Block* 9:45-10:30	Lunch & Recess 10:30-11:45	FIT 11:45-12:30	Math Block* 12:40-1:20	Sci/ SS Block* 1:40-2:15	Specials 2:25-2:55
1st	Morning Meeting 7:40-8:00	Reading/ SS Block* 8:00-8:35	FIT 8:50-9:35	Writing/ SS Block* 9:35-10:20	Math Block* 10:30-11:05	Specials 11:15-12:00	Lunch & Recess 12:00-1:15	Sci/SS Block* 1:15-2:00	SG Instruction/ Ind. Work 2:00-2:55	
2nd	Morning Meeting 7:40-8:00	Reading/ SS Block* 8:00-9:05	Writing/ SS Block* 9:15-10:00	Math Block* 10:10-11:15	Lunch & Recess 11:15-12:30	FIT 12:30-1:15	Specials 1:25-2:10	Sci/SS Block* 2:10-2:55		
3rd	Morning Meeting 7:40-8:00	Reading/ SS Block* 8:00-9:05	Writing/ SS Block* 9:15-10:00	Math Block* 10:10-11:15	Lunch & Recess 11:15-12:30	Specials 12:30-1:15	FIT 1:20-2:05	Sci/SS Block* 2:15-3:00		
4th	Morning Meeting 7:40-7:55	Block 1* (ELA/SS) 7:55-9:20	Specials 9:20-10:05	FIT 10:05-10:50	Lunch & Recess 10:50-12:05	Block 2* (Math/Sci) 12:05-1:30	SG Instruction/ Ind. Work 1:30-3:00			
5th	Morning Meeting 7:40-8:00	Block 1* (ELA/SS) 8:00-9:00	Block 2* (Math) 9:15-10:15	Specials 10:15-11:00	Lunch & Recess 11:00-12:15	Block 3* (Sci) 12:15-1:15	SG Instruction/ Ind. Work 1:15-2:15	FIT 2:15-3:00		

*Academic blocks of time consist of short 15-20 minute live mini-lessons, opportunities for small group instruction with the teacher, and independent work times.

English Teacher
Spanish Teacher

Middle School Grades 6-8 **EXAMPLE**

6th Grade		7th Grade		8th Grade	
1st Period	8:35-9:20	1st Period	8:35-9:20	1st Period	8:35-9:20
2nd Period	9:30-10:15	2nd Period	9:30-10:15	2nd Period	9:30-10:15
3rd Period	10:25-11:10	3rd Period	10:25-11:10	3rd Period	10:25-11:10
LUNCH	11:10-11:40	4th Period	11:20-12:05	4th Period	11:20-12:05
4th Period	11:50-12:35	LUNCH	12:05-12:35	5th Period	12:15-1:00
5th Period	12:45-1:30	5th Period	12:45-1:30	LUNCH	1:00-1:30
6th Period (Adv./WCT)	1:40-2:00	6th Period (Adv./WCT)	1:40-2:00	6th Period (Adv./WCT)	1:40-2:00
7th Period	2:10-2:55	7th Period	2:10-2:55	7th Period	2:10-2:55
8th Period	3:05-3:50	8th Period	3:05-3:50	8th Period	3:05-3:50

High School Grades 9-12 **EXAMPLE**

Westlake High School Bell Schedule, 2020-21	
1st Period	8:50-9:35
2nd Period	9:45-10:35 (Announcements)
3rd Period	10:45-11:30
4th Period	11:40-12:30 (Lunch)
5th Period	12:40-1:30 (Lunch)
6th Period	1:40-2:25
7th Period	2:35-3:20
8th Period	3:30-4:15

Information for All Families to Consider Prior to Determining an Option

- Both remote students and in-building students will follow the same “bell” schedule.
- Both in-building and remote classrooms will use large- and small-group instruction for remediation and enrichment activities.
- Both in-building and remote students will demonstrate mastery of concepts using traditional methods as well as assessments emphasizing application over memorization.
- Both remote and in-building students will have frequent breaks throughout the day.
- Both remote and in-building students will have the same expectations and experiences regarding the curriculum.
- Remote students who take a class for which there is no remote teacher may need to virtually attend the in-building classroom for instruction.
- Similarly, students who come into the building for learning may need to virtually attend a remote classroom for instruction if the teacher is only available remotely. In situations such as this, an area will be available in the building for students to both social-distance and to access their class remotely.

Information for Staff to Consider Prior to Determining an Option

- Remote staff will need to “check-in” with students and find ways to build relationships remotely and to focus on social-emotional learning and student wellness.
- Remote learning times will follow the same schedule as the in-building times.
- Both remote and in-building students will have frequent breaks throughout the day.
- Both in-building and remote classrooms will use large- and small-group instruction for remediation and enrichment activities.
- Both in-building and remote students will demonstrate mastery of concepts using traditional methods as well as assessments emphasizing application over memorization.
- Both remote and in-building students will have the same expectations and experiences regarding the curriculum.
- Remote students who take a class for which there is no remote teacher may need to virtually attend the in-building classroom for instruction.
- Similarly, students who come into the building for learning may need to virtually attend a remote classroom for instruction if the teacher is only available remotely. In situations such as this, an area will be available in the building for students to both social-distance and to access their class remotely.
- Remote staff and the in-building staff will need to work closely in professional learning communities to ensure consistency of curriculum, instruction and quality in assessments.

Recommendations for Curriculum, Instruction and Assessments

Charge

Establish expectations for instruction and assessments - including academic integrity and grading - to maintain a viable curriculum and experience especially in a remote learning environment.

Anticipated Conditions

- For staff, professional learning opportunities are necessary to support ongoing, embedded time implementation in these areas:
 - Instructional models
 - Assessment options
 - Vertical alignment
 - Alignment across learning environments and subjects
 - Building relationships in a remote environment
 - Meeting the needs of diverse learners remotely and in-building
 - Technology tools
- Resources are necessary to support students and parents with executive functioning skills for managing time, space and materials in all formats.
- Training tools are necessary for families to better utilize and access technology both remotely and in-building
- Comparable instructional materials are necessary to support students who are learning remotely and in-building (e.g., manipulatives, stylus, etc.)
- Cleaning of materials will be necessary for supplies that travel to and from a student's or staff member's home environment.

Instruction

- Instruction will address the same Texas Essential Knowledge and Skills (TEKS) across both remote and in-building platforms.
- TEKS from the final quarter of 2019-20 will be incorporated into the first semester of 2020-2021 where they appropriate with diagnostic components to guide instruction.
- Staff will access a variety of methods for content delivery to support students in multiple platforms. (e.g., blended learning, flipped classroom, recorded content for students to review, cross-curricular ties, etc.)
- Guidelines of Universal Design for Learning (UDL) will be incorporated into instructional practices.
- Time for small-group instruction and intervention will be incorporated into the schedule for both remote and in-building learning.

Assessment

- Guidelines of UDL will be incorporated into assessment, especially for “action and expression” with a focus on application of learning.
- Options/Considerations for Assessment may Include:
 - Open book/resources at hand for assessments
 - Portfolios
 - Choice
 - Shorter more frequent assessments given in a variety of ways
 - Oral assessment
 - Student self-assessment
 - Project-based tasks with appropriate and equal access for remote learning materials
- Some assessments for instructional planning will be incorporated into feedback rather than for an assigned grade.
- Both formative (pre) and summative (post) assessments will be used.
- A plan for benchmarks not already online (e.g., MAP) will be developed. These may include reading assessments, quarterly benchmarks, STAAR, end-of-course benchmarks, etc.

Grading/Academic Integrity

- Current Eanes ISD policies and administrative regulations on grading will be followed.
- Assessments that make dishonesty and cheating more difficult will be created by teachers (e.g., non-traditional choice boards, projects, open-book exams, etc.).
- Teachers will need to explicitly teach the expectations for academic honesty and integrity at the beginning of the year and revisit them periodically throughout the year with respect to social-emotional learning.
- Clear expectations and guidance for students and families around levels of support will be communicated by the teacher to provide valid indication of mastery, including:
 - How much support a teacher believes the student would require on an assignment
 - How much and what type of support a parent or tutor is actually providing to accomplish the task



Recommendations for Work and Learning Environments

Charge

Determine how the work and learning environments will be different with facility preparations and adjustment of services based on requirements for cleaning, childcare and personal protective equipment (among other variables).

Anticipated Conditions

Eanes ISD will ensure all staff, resources and supplies are prepared for school re-opening, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment.

The Centers for Disease Control (CDC) provides guidance to assist with the cleaning of facilities and determining adequate measures, such as social distancing.

Before schools re-open, Eanes ISD will also enhance cleaning plans, pre-return inspections and mechanical system checks, including:

- Verifying mechanical, HVAC, fire/life safety systems are fully operational.
- Ensuring adequate inventory of supplies (i.e. PPE, Cleaning supplies, hand sanitizer, etc.).
 - Unless required for specific job responsibilities, individuals (students and staff) will be expected to provide their own personal protective equipment (e.g., face coverings)
 - Other protective equipment may be provided by the school district as necessary for specific job responsibilities. (i.e. gloves, masks, face shields and gowns for nurses).
 - *IMPORTANT: Used gloves must be discarded in a trash receptacle; flushing them down a drain may clog sewer systems.*
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency.
- Ensuring compliance with CDC, Health and Human Services, TEA and other jurisdictional policies.
- Providing communication of procedures and expectations upon entering facilities and throughout buildings.



How the Work and Learning Environments Will be Different

Elementary Grades Pre-K-5: General

- Consistent with TEA guidance, a health screening will be required each school day for all Staff and students.

COVID-19 Symptoms for Screening

- Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - Loss of taste or smell
 - Diarrhea
 - Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
 - Known close contact with a person who is lab confirmed to have COVID-19
 - This list does not include all possible symptoms
- Whenever possible and developmentally appropriate, there should be no group or pairs work requiring students to regularly interact within 6-feet, recognizing this is not possible for early childhood students and some students with special needs.
 - Consistent with TEA guidance and the actions taken by many organizations across the state, staff and students for whom it is developmentally appropriate will likely be mandated to wear personal protective equipment (such as face coverings), as necessitated by governmental ordinances or local directives. There may be moments when face coverings can be removed (e.g., some outdoor activities, eating, etc.)
 - Unless required for specific job duties, individuals (students and staff) will be expected to provide their own personal protective equipment (e.g., face coverings)
 - Face coverings will likely be mandated in hallways, between classes or at the beginning and end of the school day when students may congregate and class groups may not be as easily isolated from one another.
 - Allow for specific independent exceptions for short periods of time as recommended by each campus principal
 - It is most likely not developmentally appropriate for students younger than kindergarten and for some students with special needs to wear face coverings.

Young children (e.g., those in the Child Development Center) and persons who are unable to adjust or remove face coverings should not be regarded as suitable candidates for wearing face coverings.

- Information will be provided to staff and students on proper use, removal and washing of cloth face coverings, as they are likely mandated.
- Whenever possible, students, teachers, and staff will maintain consistent groupings of people to minimize virus spread in the school.
- Visitors and volunteers will not be permitted unless authorized.
 - Parents picking up their student(s) will need to call ahead. Upon arrival, the parent should notify the campus through the entry buzz-in system. The student(s) will be brought out to the parent.

Elementary Grades Pre-K-5: Arrival

- Parents will be restricted from walking students inside the school building.
- Separate entrances to be utilized for car riders and bus riders.
- Hand sanitizer or hand washing stations to be placed at entry/exit points.
- Upon arrival, all students will be directed to their homeroom classroom.
- Staff reporting times may need to be adjusted to supervise arriving students.
- Instruct non-classroom staff to be available for additional duties as may be required.

Elementary Grades Pre-K-5: Classrooms

- Students will remain in their classroom as a cohort and teachers will rotate to the students for instructional purposes if needed
- When students must be taught by multiple teachers, it is better for students not to be brought together with those in other classes for shared instruction or mixed with other classes during elective or other periods or between classes.
- Consistent with TEA guidance, student desks (or seats at a table if used) must be placed a minimum of six feet apart. as much as possible, students should face the same direction rather than facing each other.
- The number of students in a classroom may vary depending on parental choice and recommendations of governing authorities. Classrooms will be programmed to encourage social distancing where feasible when students are present.
- Each classroom will be outfitted with the following:
 - Informational graphics
 - Refillable individual hand sanitizer
 - Access to disinfectant wipes

- Classroom “centers” will be removed to allow for social distancing and adequate working services to be provided.
- Discourage the use of backpacks, but if necessary they should be placed at each student's work area. Eliminate the use of cubbies and lockers.
- Eliminate communal supplies. Each student may be required to provide his or her own individual supplies.
- Reduce individual manipulatives when possible, increasing the use of technology.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.
- Custodial staff will conduct daily after-hours cleaning and disinfecting of classrooms and other areas.
- Specials, such as art, physical education and music:
 - Consider repurposing the specials areas for instructional space for teaching/ virtual learning to increase the teaching capacity of the building, as large groups will not likely be possible
 - Art projects shall be designed to be taught in the student's homeroom. Periodically upon approval, projects may be conducted outside the classroom to necessitate the specific tasks (e.g., clay projects, etc.)
 - Physical education lessons shall be designed to meet social distancing requirements indoors and outdoors. These should be limited to activities not involving physical contact with other students or equipment until advised otherwise by state/local public health officials.
 - Music activities shall be designed to be taught in the student's homeroom.

Elementary Grades Pre-K-5: Restrooms

- Limit occupants and the availability of toilets and urinals and sinks to comply with health agency recommendations and social distancing.
- Electrostatic Disinfecting to be applied every hour.
- Implement a system to identify the number of occupants using each restroom to mitigate exceeding maximum occupancy.
 - For example, students utilize their SmartTag ID on a lanyard as a hall pass. Students would place their ID lanyard on an available hook outside the restroom prior to entering. If a student approaches the restroom and no hooks are available, they would wait outside at a designated spot.

Elementary Grades Pre-K-5: Transitions

- Students shall travel corridors as far to the right as possible. “Stay Right, Stay Safe.”
- Create visual cues to help students maintain physical distances.

- DO NOT institute any corridor usage policies or circulation paths that would disrupt emergency egress routes or prevent students from seeking the nearest exit, or confuse students in the event of an emergency.

Elementary Grades Pre-K-5: Lunch

- Depending on the number of students permitted to be in school, develop plans for lunches to be eaten in the cafeteria as well as the classroom.
- Provide 6-foot distance around all occupiable assigned seats while maintaining the student’s consistent cohort for “in-classroom” lunches.
- Lunch period times may be extended (i.e., starting earlier and ending later).
- Microwaves shall not be permitted in the cafeteria.
- Lunch visitors will not be permitted unless pre-approved.
- Provide hand sanitizer stations at entrances and exits.
- Campuses shall be “Nut Free”

Elementary Grades Pre-K-5: Outdoor Activities

- When feasible and appropriate, it is preferable for students to gather outside rather than inside, because of likely reduced risk of virus spread outdoors.
- Recess activities shall maintain their class cohort and maintain social distancing from other classmates, including 12-feet between groups.
- Playscape equipment shall remain closed.

Elementary Grades Pre-K-5: Library

- Library spaces will be considered for additional instructional purposes and treated in the same manner as classrooms.
- Consider digital resources to limit the sharing of paper resources.
- Interactive functions or exhibits, including child play areas, will remain closed.
- Computer use will be restricted to facilitate proper sanitation of computer devices.

Elementary Grades Pre-K-5: Nurses Clinic

- Based on a clinical assessment, the school nurse will determine if and when a student needs to be sent home.
- Parents will not be permitted to enter school to pick-up an ill student.
- Students who are ill should be picked up within 30 minutes and no later than 1 hour.

Elementary Grades Pre-K-5: Childcare

- The Eanes ISD Child Development Center (CDC) may be able to operate but under extremely limited conditions following guidance and regulations from governing authorities.

- Parents will likely be mandated to wear a face covering and properly sanitize upon entering the CDC.
- If feasible and if offered, Eanes ISD's EZ-Care (afterschool) operations may also be extremely limited.

Elementary Grades Pre-K-5: Events

- All events (e.g., meet the teacher, holiday celebrations, field trips, etc.) will not be conducted within the school building or campus. All such events should occur virtually.
- Meetings between parents and staff should be conducted virtually.

Elementary Grades Pre-K-5: Typical Departure

- Stagger car riders, bus riders and walkers using separate exits.
- Parent walk-ups will not be permitted.
- Staff reporting times may need to be adjusted to supervise departing students.
- Non-classroom staff will likely need to be available for additional duties as necessary.

Secondary Grades 6-12: General

- Consistent with TEA guidance, a health screening will be required each school day for all staff and students.

COVID-19 Symptoms for Screening

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Diarrhea
- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Known close contact with a person who is lab confirmed to have COVID-19
- This list does not include all possible symptoms

- Whenever possible and developmentally appropriate, there should be no group or pairs work that would require students to regularly interact within 6-feet, recognizing this is not possible for some students with special needs.
- Consistent with TEA guidance and the actions taken by many organizations across the state, Staff and students for whom it is developmentally appropriate will likely be mandated to wear personal protective equipment (such as face coverings), as necessitated by governmental ordinances or local directives. There may be moments when face coverings can be removed (e.g., some outdoor activities, eating, etc.).
 - Unless required for specific job duties, individuals (students and staff) will be expected to provide their own personal protective equipment (e.g., face coverings)
 - Face coverings will likely be mandated in hallways, between classes or at the beginning and end of the school day when students may congregate and class groups may not be as easily isolated from one another.
 - Allow for specific independent exceptions for short periods of time as recommended by each campus principal
 - It is most likely not developmentally appropriate for some students with special needs to wear face coverings. Persons who are unable to adjust or remove face coverings should not be regarded as suitable candidates for wearing face coverings.
 - Information will be provided to staff and students on proper use, removal, and washing of cloth face coverings, as they will likely be mandated.
- Whenever possible, students, teachers and staff will maintain consistent groupings of people to minimize virus spread in the school.
- Visitors and volunteers will not be permitted unless authorized.
 - Parents picking up their student(s) will need to call ahead. Upon arrival, the parent should notify the campus through the entry buzz-in system. The student(s) will walk or be brought out to the parent.

Secondary Grades 6-12: Arrival

- Parents will be restricted from walking students inside the school building.
- Separate entrances will be utilized for car riders, bus riders, walkers/student drivers.
- Hand sanitizer stations will be placed at entrances and exits.
- All students will be directed to their first period classroom.
- Staff reporting times may need to be adjusted to supervise arriving students.
- Instruct non-classroom staff to be available for additional duties as necessary.

Secondary Grades 6-12: Classrooms

- Consistent with TEA guidance, student desks (or seats at a table if used) must be placed a minimum of 6-feet apart. As much as possible, students should face the same direction rather than facing each other.
- The number of students in a classroom may vary depending on parental choice and recommendations of governing authorities. Classrooms will be programmed to encourage social distancing where feasible when students are present.
- Each classroom will be outfitted with the following:
 - Informational graphics
 - Refillable individual hand sanitizer
 - Access to disinfectant wipes
- Eliminate the use of lockers.
- Eliminate communal supplies. Each student may be required to provide his or her own individual supplies.
- Reduce individual hands-on projects when possible, increasing the use of technology.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.
- Custodial staff will conduct daily after-hours cleaning and disinfecting of classrooms and other areas.
- Personal classroom snacks can be allowed, as long as they are not shared.

Secondary Grades 6-12: Restrooms

- Limit availability of toilets, urinals and sinks to comply with health agency recommendations and social distancing.
- Electrostatic disinfecting will be conducted every hour.
- Limit occupants to the number required for social distancing.
- Implement a system to identify the number of occupants utilizing each restroom to mitigate the chance of exceeding maximum occupants per social distancing.

Secondary Grades 6-12: Transitions

- When transitioning between classes, students shall travel corridors as far to the right as possible. "Stay Right, Stay Safe."
- Create visual cues to help students maintain physical distances
- Where possible, one-way traffic throughout campus corridors will be established. DO NOT institute any corridor usage policies or circulation paths that would disrupt emergency egress routes or prevent students from seeking the nearest exit, or confuse students in the event of an emergency.

Secondary Grades 6-12: Lunch

- Depending on the number of students permitted to be in school, develop plans for both “in person” lunches in the cafeteria as well as eating lunch in the classroom.
- Provide 6-foot distance around all occupiable assigned seats while maintaining the student’s consistent cohort for “in person” lunches.
- Lunch period times may be extended (i.e., starting earlier and ending later).
- Microwaves shall not be permitted in the cafeteria.
- Lunch visitors will not be allowed.
- Provide hand sanitizer stations at entrances and exits.
- Only seniors will be permitted to take an off-campus lunch. All students returning must wash hands or sanitize upon entering the school building.

Secondary Grades 6-12: Library

- Library spaces will be considered for additional instructional purposes and treated in the same manner as classrooms.
- Consider digital resources to limit the sharing of paper resources.
- Interactive functions, exhibits or commons areas will remain closed.
- Computer use will be restricted to facilitate proper sanitation of computer devices.

Secondary Grades 6-12: Nurses Clinic

- Based on a clinical assessment, the school nurse will determine if and when a student needs to be sent home.
- Parents will not be permitted to enter school to pick-up an ill student.
- Students who are ill should be picked up within 30 minutes and no later than 1 hour.

Secondary Grades 6-12: Events

- All school wide events (e.g., Back to School Night, pep rallies, field trips, etc.) will not be conducted within the school campus or building unless specific guidance is provided by an authorized entity (e.g., the University Interscholastic League, TEA, etc.). All events should occur virtually if possible.
- Meetings between parents and staff should be conducted virtually.

Secondary Grades 6-12: Typical Departure

- Stagger car riders, bus riders, walkers and student drivers using separate exits.
- Parent walk-ups will not be permitted.
- Staff reporting times may need to be adjusted to supervise departing students.
- Non-classroom staff will likely need to be available for additional duties as necessary.

Facility Preparations and Adjustment of Services

Controlled Access

Consider guidelines and recommendations to control building ingress and egress to promote ongoing safety and precautionary measures at those points. These might include:

Protocols for Safety and Health Checks, Building Reception, Shipping/Receiving, Elevators, Visitor Policies

- Entry points for students, staff, visitors and deliveries will be controlled and minimized.
- A health screening will be required each school day for all staff and students.
- Provide hand sanitizer, wipes and personal protective equipment as appropriate at main entry points.
- To reduce the risk of contamination from door handles and to encourage social distancing, entry doors utilized for morning entry and afternoon dismissal may be kept open. However, it is still vital to maintain security and access control, so any open doors must be continuously monitored by staff to stop unauthorized access and to monitor for threats.
- Reception and lobby areas, gathering places and common spaces will be reconfigured for social distancing.
- Visitors and volunteers will not be permitted unless pre-authorized.
 - Parents picking up their student(s) will need to call ahead. Upon arrival, the parent should notify campus through the entry buzz-in system. The student(s) will be brought out to the parent.

Reducing Touch Points & Increasing Cleaning

Frequently touched surfaces are reservoirs for viral pathogens. By reducing the frequency of physical contact with items also touched by others, individuals can reduce their exposure to communicable diseases. These solutions may be temporary or permanent.

Touchless ingress/egress, clean area policy, cleaning common areas

- Maintain enhanced cleaning and disinfecting practices.
- Supply hand sanitizer in each classroom and near each work area, particularly those that are shared.
- Clean and disinfect frequently touched surfaces (e.g., railings, door handles, etc.) and shared objects (e.g., toys, art supplies, etc.) between uses.
- Enable do-it-yourself cleaning through hand sanitizer, disinfectant wipes and other self-cleaning products.
- Disinfect high-touch shared tools, such as whiteboard markers, remote controls, etc. after each use.

- Prevent community sharing of items, including pencils, pens, crayons, etc.
- Disable drinking fountains. Only bottle fillers will remain operable.
 - Encourage faculty, staff and students to bring their own water.
- Limit in-building meetings.
- To the extent possible, keep doors open between classes to minimize contact with doors and door handles by students and staff entering or exiting classrooms. Provide disinfectant to each classroom so door handles and commonly touched surfaces can be readily disinfected as needed.

Cleaning Computers and Electronics

All computers, accessories, touchscreen devices and electronics in shared locations will be frequently cleaned and disinfected according to these recommendations from the CDC.

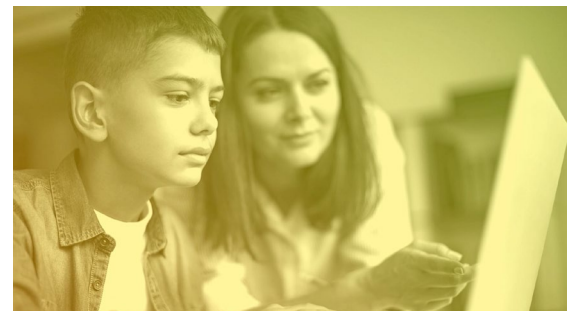
- Using a disinfectant wipe containing 70-percent alcohol, hard and non-porous surfaces will be gently and carefully wiped. This will include the display, keyboard, mouse and other exterior surfaces.
- Hand sanitizer or disinfectant wipes will be provided at general use copiers and printers.

Social-Distancing Plan

Space planning solutions will be used to reduce transmission of contagious diseases through social distancing. Reconfigurations may differ depending on the use of each space and the total number of occupants. Understanding that dynamic will allow calculation of the total occupants expected to be accommodated in the school as well as assessment of the demand for spaces. Public safety codes, building codes, applicable laws and security requirements will not be compromised to achieve social distancing.

Decreasing Density and Managing Schedules

- Arrival and departure times for students and staff may be staggered.
- Social distancing with 6-foot protocols will be planned, introduced and supported.
- In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, will likely be mandated to wear face coverings to conceal the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they will likely be mandated to reduce virus spread when physical distancing is not feasible.
- Discontinue the use of lockers and cubbies.
- Sharing small rooms will be prohibited, converting them to single-occupant use only.

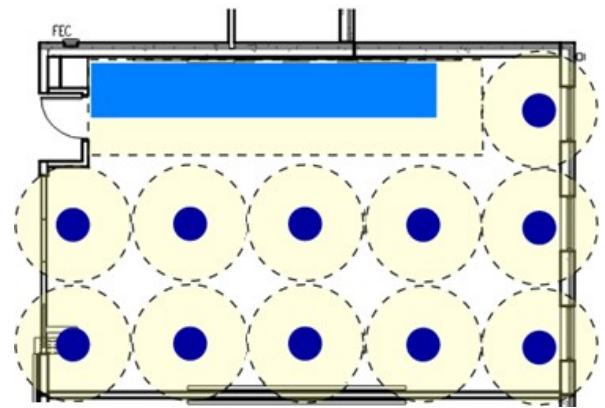


Instructional Spaces

- General, specials and elective classrooms.
 - Additional instructional areas will be created to increase the teaching capacity of the facility, using art rooms, music rooms, gymnasiums and other spaces.
 - Following TEA guidance, student desks (or seats at a table) will be a minimum of 6-feet apart. Where possible, students will face the same direction rather than facing each other.
 - The number of students in a classroom may vary depending on parental choice and recommendations of governing authorities. Classrooms will be programmed to encourage social distancing where feasible when students are present.
- Corridors and circulation.
 - Visual cues will be created to help students maintain physical distances
 - Access to hand sanitizer will be provided throughout each campus
 - Corridor usage policies or circulation paths will not be instituted that would disrupt emergency egress routes or prevent students from seeking the nearest exit, or confuse students in the event of an emergency

Single Classroom

10 Students & 1 Teacher



Administrative Spaces

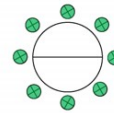
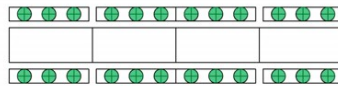
- Waiting and deliveries.
 - Hand sanitizer will be provided
 - A shield guard may be installed at reception desks
- Offices.
 - Distances of 6-feet will be provided between all occupied seats and workspaces
 - Depending on the size of the office, guest chairs may be unusable
- Conference Rooms.
 - Distances of 6-feet will be provided between all conference seats when in use
 - Available and unavailable positions will be marked on the table using tape or signage
- Clinics.
 - Per CDC recommendations, areas where individuals who become ill can be isolated from well students and staff until they leave the school will be provided

- Students and staff visiting the nurse’s clinic will likely be mandated to wear a face covering before entering

Common Spaces

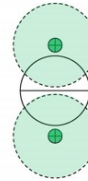
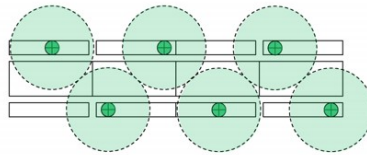
- Cafeteria.
 - Distances of 6-feet will be provided between all occupied seats
 - Available and unavailable positions on the tables will be marked using tape and/or signage
 - Protective shields will be added at payment and checkout points
 - Instructional areas will be created in the cafeteria to increase the teaching capacity of the facility
 - Sanitizing and handwashing areas will be designated

PRE-PANDEMIC
Typical 30" x 12' folding table
Capacity 12/table
100%



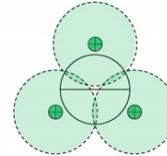
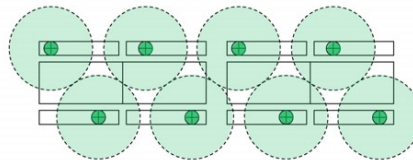
PRE-PANDEMIC
Typical 60" folding table
Capacity 8/table
100%

SOCIAL DISTANCING
Typical 30" x 12' folding table
Capacity 3/table
25% pre-pandemic capacity



SOCIAL DISTANCING
Typical 60" folding table
Capacity 2/table
25% pre-pandemic capacity

SOCIAL DISTANCING
Typical 36" x 12' folding table
Capacity 4/table
33% pre-pandemic capacity



SOCIAL DISTANCING
Typical 60" folding table
Slightly overlapping circles
Capacity 3/table
37% pre-pandemic capacity

- Auditorium.
 - Proper spacing between patrons will be ensured to achieve 6-feet of social distancing between patrons, not exceed 50-percent of the facility’s indoor occupancy limits
 - Seating arrangements will be configured in rows to maintain at least two empty seats (or six-feet separation) between groups
 - Rows between patrons will be alternated (every other row left empty), as appropriate
 - Seats and frequently touched areas will be disinfected between performances
- Gym.
 - 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 will be avoided
- The gymnasium may be re-purposed for instructional space for teaching and/or virtual learning to increase the teaching capacity of the building, as large events will not likely be possible
- Equipment will be disinfected after each use
- Activities requiring multiple students to touch or handle the same equipment (e.g. basketball) will be avoided
- Sanitizing areas and access to handwashing will be provided

Bus Transportation

As schools reopen, the number of students using school bus transportation services will be determined. From when students leave their home and board the school bus, new safety and sanitizing considerations will need to be met. Additional cleanings and sanitizing, additional driver training and procedures will be integral to the safety of students and drivers.

Loading/Seating plans, Cleaning schedule, Routing adjustments

- Consistent with the actions taken by many organizations across the state, staff and students for whom it is developmentally appropriate will likely be mandated to wear personal protective equipment (such as face coverings), as necessitated by governmental ordinances or local directives.
- A health screening may be required each school day for all staff and students before boarding or de-boarding the bus.
- Proper personal protective equipment, disinfectants and hand sanitizer will be provided on each bus.
- Commonly touched surfaces (e.g., seats, windows, step rails) of school buses will be wiped down and cleaned after morning and afternoon routes are completed. Mist disinfectant applications will also be applied at the end of each day. After completing disinfection activities, windows will be opened to allow the buses to thoroughly ventilate and surfaces air-dry.
- Each school bus will have tissues available for students who cough or sneeze, with a trash disposal station readily available.
- Parents may be asked to confirm transportation options and commit for a designated period of time, with exceptions allowed for unexpected health concerns.
- Routes will be adjusted to accommodate the needs of modified class schedules.
- To be efficient with limited public resources, school districts across the state are scaling back the number of individual bus stops because social-distancing requirements limit the number of students that can be transported at one time. This limitation may increase the number of “group stops” throughout the school district.

- Seating will be specified on buses to maintain social distancing, if possible. Additional buses, routes and/or practices may be needed to meet social-distancing requirements, including:
 - Buses will be loaded back-to-front in the morning. Buses will be loaded back-to-front by stop (assigned seats) in the afternoon.
 - Consistent with TEA guidelines, students who do not live in the same household should be seated at least 6-feet from other students on the bus (in most cases, this will mean one student per row, on opposite sides of the bus). Students will remain in their designated seats at all times.
 - Conventional 72-passenger buses will be limited to **12** available seats; 84-passenger transit buses will be limited to **14** available seats.
 - Seats on special education buses may vary by route to accommodate students in wheelchairs.

Pre-pandemic Seating

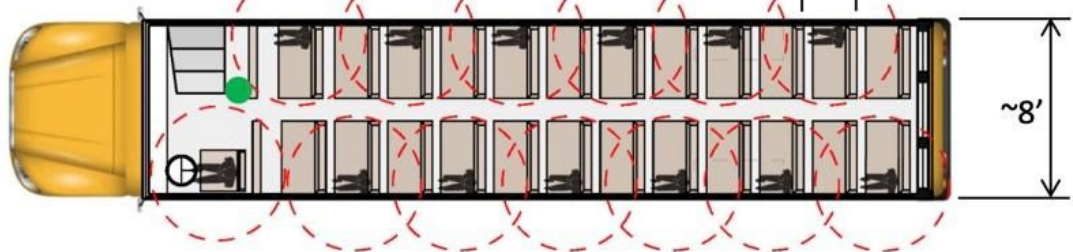
72 Students



Social Distancing Seating

Overlap in circles

12 students



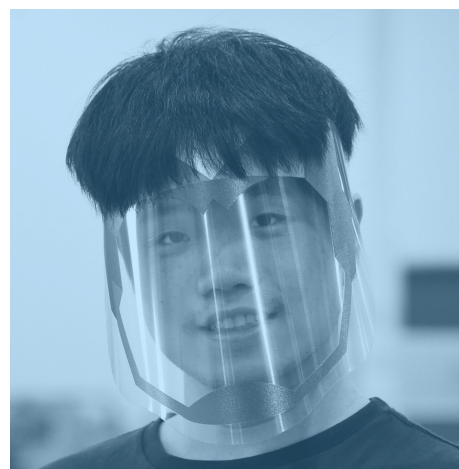
Food Service

The district will need to assess, based on CDC guidance, whether to serve meals and, if so, in the classroom or in smaller cohorts in the cafeteria or offer grab-and-go boxed meals.

- Sanitization of serving stations will be increased.
- Only “Grab & Go” products will be available.
- Students and staff will utilize Smart Tag ID badges (bar codes) for account access with the discontinuation of touch-number pads.

Lunch in the Cafeteria

- **Elementary Grades Pre-K-5**
 - Only pre-packaged meals will be served
 - Grade-level lunch times will be staggered
 - Students must sanitize hands prior to entering the cafeteria
 - No cash/checks will be accepted during lunch periods; only pre-payments will be accepted
 - Students and staff will use Smart Tag ID badges (bar codes) for account access with the discontinuation of touch-number pads
 - Each cashier will have classroom sheets with numbers and barcodes (photos may be necessary to eliminate misuse of accounts)
 - No self-serve items will be available; drinks and snacks will be served by staff
- **Secondary Grades 6-12**
 - Only pre-packaged meals will be served
 - Packaged “Grab & Go” items will be available
 - Students will sanitize their hands prior to entering the serving area
 - No cash/checks will be accepted during lunch periods; only pre-payments will be accepted
 - Students and staff will use Smart Tag ID badges (bar codes) for account access with the discontinuation of touch-number pads
 - Service of Chick-fil-A, burgers and pizza will continue
 - Self-service utensils will no longer be used; picnic packs for flatware/napkins will be available



Guidelines to Provide Continued Meal Service to Students Under Limitations

- Hand sanitizer will be provided in appropriate locations in the service area and cafeteria.
- Cleaning will be increased to follow Hazard Analysis and Critical Control Point (HACCP) procedures.
- Approved face coverings, gloves and hair-restraints will likely be mandated to be worn by all food service staff.
- Food pick-up service will be provided for students eligible for free & reduced meals who participate in remote learning.
- Salad bars will be eliminated; only pre-made salads will be served.
- At the secondary level (grades 6-12), provide satellite feeding areas (kiosks, outdoor seating) to accommodate all students.

Lunch in the Classroom (if applicable)

- **Elementary**
 - Only pre-ordered and pre-paid meals will be served
 - No cash sales or checks will be accepted
 - On-line, paper and e-mail order forms will be developed
 - Limited menu options will be available
 - Lunch times will be staggered to ensure timely deliveries
 - Possible variations will be considered, such as half-classroom, half-cafeteria service
- **Secondary**
 - Provide food stations at various locations in hallways throughout the campus
 - There are currently an insufficient number of middle school and high school staff available to serve individual classrooms
 - Social-distancing requirements will be maintained at all times



Recommendations for Administering Options

Charge

Determine how student and staff options will be administered, including the process for collecting responses and prioritizing students and staff according to need and responsibilities, to the extent possible.

Anticipated Conditions

- Expected social-distancing requirements by governing authorities may impose parameters beyond the school district's local control.
- Based on these directives, families (on behalf of students) and staff (on their own behalf) will be asked to select the option of participating in school remotely or in the building.
- Should individual options or expectations exceed the school district's ability to accommodate preferences, a process will be applied to determine how options may be honored, including various considerations and criteria.

Student Considerations and Criteria

The Texas Education Agency (TEA) published a document in May 2020 wherein categories of students are listed as possible considerations for prioritization when returning to school. Because remote instruction may be the default environment, these guidelines are a foundation for prioritizing students should more families/students wish to participate in learning inside the building than space allows. The list below (items 1-6) is taken from that document, and specifics for certain groups are defined. Items 7 and 8 were added by the Task Force.

1. Students with significant academic gaps
 - Students who have not passed one or more STAAR/end-of-course tests
 - Students receiving direct dyslexia intervention
 - Students at-risk of not graduating/dropping out
2. Students with disabilities whose needs pose additional challenges to learning in a virtual environment but who are otherwise not medically at risk
 - All special education students who receive academic instruction accessing prerequisite skills or modified TEKS
 - Students in special education or who receive §504 services who are demonstrating significant mental health issues (as recommended by special education staff, counselor, campus administrator)
3. Students experiencing homelessness
 - Any student who meets criteria of homelessness under the McKinney-Vento Act

4. English learners
 - Any student currently identified as Limited English Proficient (coded as a 1 in the Public Education Information Management System [PEIMS])
5. Students whose parents may have greater need of childcare to allow them to work, *including those whose parents are employed by Eanes ISD and who must return to work; therefore the children of the employee may be allowed to return also.*
6. Students in protective day service who are not otherwise medically at risk
 - Any student currently served through the Department of Family and Protective Services
7. Others
 - Students who are economically disadvantaged
 - Students who do not have access to reliable internet
 - High school seniors in need of specific credits to graduate
8. In the prioritization of students, if one student from the above considerations is permitted to attend school, all school-age siblings in the student's household will be afforded the same opportunity at the discretion of parents or guardians.

Staff Considerations and Criteria

Conversely, staff circumstances and classifications are also recommended as considerations for determining which employees can choose to *continue with remote learning* if staff are needed to support those who return to an in-building environment. The list below suggests these factors when staff may be permitted to continue with remote learning.

1. Employees who have COVID, or family members have COVID, or are quarantining due to possible exposure to COVID.
2. Employees who are in high-risk categories (age, immuno-compromised, etc.) and would not want to return to in-building work.
3. Employees who cannot return to in-building work or are constrained to do so without appropriate childcare.
4. Employees who are not high risk, no school-age children, but do not feel safe in an in-building work environment.

Those staff who choose to return to work in an in-building environment are not within the above categories; instead, they are:

5. Employees who are willing and able to work in-building.
6. Employees who may not have access to reliable internet.
7. Employees whose jobs cannot be performed remotely.
8. Employees who may need to work in-building to accommodate attending students.

The Process for Collecting Responses and Prioritizing Students and Staff

- In a staff and parent options process administered from June 29 at 8 a.m. to July 8 at 5 p.m., individuals will be asked to select either remote or in-building instruction according to their preference, need and responsibilities, *to the extent possible*.
- Families who do not respond to the application will be assigned to remote learning as the default environment. Staff who do not respond will be placed where the greatest need exists.
- The application will be available online in both English and Spanish.
- Only the parent/guardian designated as the **primary contact** for the student within the school district's student information system (Skyward) will be able to complete the application. Parents are expected to work together to provide information in the best interests of their child(ren) and families.
- The application will be accompanied by information detailing the work and learning environment as well as staff responsibilities for both remote and in-building options.
- Placement of the student or staff, according to the options process, will be determined with the above criteria applied to prioritize students and staff, according to the time-and-date stamp and *to the extent possible*.
- Parents or guardians will complete one online options form per student; however, the time-and-date stamp of options for the first child in the household will apply to options requested for all children in the household, *to the extent possible*.
- If more individuals prefer to return to in-building instruction than will be allowed by directives from governmental authorities, a wait list will be created based on the time and date the online options form was submitted.
- The selection application may indicate general disclaimers regarding each option.
- Individuals will be asked to commit to an option by a specified date, understanding any change in guidance or requirements from governmental authorities at a later date could require the school district to re-administer or redistribute such assignments.
- In addition to directives from governmental authorities (e.g., social-distancing requirements), the options process will help the school district determine its ability to accommodate the individual's option to return to school *to the extent possible*. These include asking the individual to respond according to a scale (or range) of applicability:
 - Participation in clearly identified activities that cannot be done remotely
 - Need for transportation
 - If the person's role or that of a family member is considered "essential" worker according to the HEROES Act.

After Options are Determined

- Final determination of placement will be made by campus and district administrators.
- The length of commitment to the individual's placement may be for one semester, as indicated during the options process.
- Every effort will be made to accommodate individual preferences to the extent possible. Students and some staff - especially those students in grades 6-12 - may have unique needs or requirements to access a specific in-building class or activity should they choose or be deferred to remote learning. If so, these requests or needs will be considered on an individual basis. This may include employees who cannot return to in-building work or are constrained to do so without appropriate childcare.
- Also considered may be student and staff learning experiences that cannot be done remotely, such as certain Career and Technical Education (CTE) learning experiences for middle and high school students (based on administrative decision).
- If an individual chooses in-building instruction, and should the individual later become ill or test positive for COVID-19 or otherwise need to self-isolate and quarantine, the individual as well as any other individuals with whom he or she came in contact may be assigned to remote instruction in accordance with recognized healthcare and precautionary guidelines.

