LEARN SBISD

SBISD'S PLAN TO KEEP KIDS SAFE & LEARNING

2020-2021

LearnSBISD Document Revisions

Overall Plan Section and page#	Section Specific	Revision(s)
Teaching and Learning, p. 18	*Executive Summary*	*August 24*
Teaching & Learning; p. 22 - 23	*Family Commitment*	*August 24*
Teaching & Learning; p. 26	*Short-Term Closure*	*Revised process map, hyperlink*
HEALTH & SAFETY; p. 83	*Student Health Protocols*	● *wash their hands or use hand sanitizer when reporting to school, before and after meal* ● *should maintain 3-6 feet distancing* ● *All students, 3 years old up to adults, are required to use non-medical grade face masks/face coverings*
HEALTH & SAFETY; p.83 - 84	*Staff Health Protocols*	● *wash their hands or use hand sanitizer when reporting to school, before and after meal* ● *should maintain 3-6 feet distancing* ● *All students, 3 years old up to adults, are required to use non-medical grade face masks/face coverings*

HEALTH & SAFETY; p. 84	*Designated Point Person*	*The campus nurse will record and report all COVID-19 cases at the campus to the local health department.* *The Manager of Safety and Risk Management will notify and share plans with the Fire Marshal with jurisdictional authority of any temporary or permanent facility changes requiring approval.*
HEALTH & SAFETY; p. 85	*Community Mitigation Activities*	*Added bullet to CDC Health Hygiene Practices* *Frequent cleaning of commonly touched surfaces*
HEALTH & SAFETY; p. 85 - 86	*Monitor your health and be alert for symptoms of COVID-19:*	*Added the following note:* **NOTE: To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.*

HEALTH & SAFETY; p. 86 - 87	*Visitor & Volunteer Policy*	*Visitor & Volunteer Process* ● *Public service providers, district instructional, administrative, communications, technology, facilities employees, essential educational vendors, student teachers and observers for an teacher preparation program, CPS, first-responders, and contractors may be allowed into a district facility by appointment and must follow the check-in process below:* *Check-In Process* ● *All visitors will be required to wear a face mask or face covering appropriately over the nose and mouth.* *Added the following note:* **NOTE: To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.*
HEALTH & SAFETY; 89 - 90	*Health Screening- Isolation Protocols*	*HEALTH SCREENING* ● *Parents/guardians are expected to screen their child daily for COVID-19 symptoms each day prior to sending their child to school.* ● *At least one (1) day (24 hours)* ● *One (1) negative test result*

HEALTH & SAFETY; 89 - 90	*Health Screening-Isolation Protocols*	*Added the following:* *NOTE: To be considered exposed to COVID-19, an individual would need to have had prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.* *Added definitions for isolation and quarantine.* *Isolation: is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).* *Quarantine: is used to keep someone who might have been exposed to COVID-19 away from others.* *Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms.* *People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.*

HEALTH & SAFETY; p.91	*For Employees*	*HEALTH SCREENING* ● *All staff are expected to stay home if they have a fever, feel sick, or are exhibiting any of the symptoms of COVID-19.* ● *One (1) day (24 hours)* ● *have one (1) negative test result in order to return prior to the quarantine period.*
HEALTH & SAFETY; p. 93	*Face Masks/Coverings*	*Face masks or coverings are <u>required </u>for all staff and students and <u>shall</u> be worn:* ● *On the bus at all times.* ● *Gaiters are an allowable face covering and must be worn appropriately over the face and mouth.* ● *or college logo.* **Note: Masks with one-way exhalation valves or vents are not allowed. Failure to wear a mask is considered a health hazard and may result in disciplinary consequences, see appendix.*

HEALTH & SAFETY; p. 94	*Face Shields*	*A note from a health care provider is required if a student or employee has a health condition that inhibits them from wearing a face covering/mask or due to a religious practice that would require otherwise.* *Students shall provide a physician's note to the nurse and will be required to wear a face shield at all times.* *Employees shall request an accommodation through Human Resources and if the accommodation is approved, then they will be required to wear a face shield at all times.* *According to the Texas Education Agency, full- face shields may be used in place of a mask to protect eyes, nose, and mouth whenever a mask is not feasible or whenever the education context may benefit from the ability to see an individual's full face.* *Teachers may distribute face shields to students, if needed, to facilitate clear communication for in-person instruction. Students would only be allowed to wear them while seated at their desk, during instruction. If the student needed to move about the room, the mask or face covering must be on.*
HEALTH & SAFETY; p. 95	*Social Distancing*	*All students and employees will practice physical distancing of 3-6 feet, whenever possible and to the extent possible. Face coverings/masks are required in addition to practicing social distancing, when feasible.*
HEALTH & SAFETY; p. 96	*COHORTING*	*Campuses will identify classes and/or small groups*
HEALTH & SAFETY; p. 96 - 97	*LIBRARY*	*Added:* *Masks and/or face coverings are required.*

HEALTH & SAFETY; p. 97	*RESTROOMS*	*Students and staff must wash hands after using the restroom and should use hand sanitizer when entering the classroom.*
HEALTH & SAFETY; p. 97	*RECESS*	*Masks and/or face coverings are required during recess.*
HEALTH & SAFETY; p. 97 - 98	*SPECIALS- Health Fitness*	*All students and employees will practice physical distancing whenever possible and to the extent possible.* *Students will be cohorted by classes and/or in small groups.* *Visual markers will be placed on the gym floor, indoor and outdoor field and surfaces as reminders of physical distancing rules.* *Classes can be divided to split time outside for half the class and indoors for the other half.* *If or when equipment will be used, it will not be shared and will be disinfected after every use.* *Students are required to wear face covering or masks in class.* *Students will be encouraged to bring their own water bottles and will fill those at the beginning of class.* *Staggered arrivals and dismissals is a must to give teachers time to clean equipment; and separate entrances/ exits will be utilized.* *Processes for sanitizing equipment used by students will be implemented to ensure that equipment is disinfected after each use.*

HEALTH & SAFETY; p. 98	*SPECIALS-Elementary Art & Music*	*Appropriate physical distancing measures will be followed in all Music and Art classes.* *Students are required to wear face covering or masks in class.* *Students will be cohorted by classes and/or in small groups.* *Students will use their own art supplies. No sharing of supplies is permitted.* *No wind instruments will be used in the first semester.* *Processes for sanitizing equipment and instruments used by students will be implemented to ensure that it is disinfected after each use.*
HEALTH & SAFETY; p. 98	*MEETING SPACES*	*Meetings will be limited to video conferencing when possible.* *If meetings must be held in person, all physical distancing protocols will be implemented.* *o Masks and/or face coverings are required.* *o Limit the sharing of materials/supplies.*
HEALTH & SAFETY; p. 98 - 99	*ADMINISTRATIVE SPACES*	*Mask or face coverings are required.* *Staff shall not congregate at lunch and are required to socially distance during meals.*
HEALTH & SAFETY; p. 99	*Child Nutrition Services*	*To ensure the safety of students and staff, no outside food deliveries will be accepted (i.e. food, gifts, parent delivered lunch, food trucks, DoorDash, etc.).* *Staff will continue to adhere to all safety and sanitation standards regarding the processing, service, storage, and clean-up of meals.*

HEALTH & SAFETY; p. 99 - 100	*Lunch*	● *Campus Administration will designate groups to eat in the cafeteria with appropriate physical distancing and students will be released on a staggered schedule.* ● *Campus Administration will designate groups to eat in the cafeteria with appropriate physical distancing and students will be released on a staggered schedule.*
HEALTH & SAFETY; p. 100	*Transportation*	*All students, ages 3 years old to adults, will be required to use face coverings or masks*

HEALTH & SAFETY; p. 101	HEALTH FITNESS CLASSROOM PROTOCOLS	*Updated by H/F Directors*
		● *Whenever possible, taking weather conditions into account, Health Fitness classes will be held outside to allow for maximum physical distance between students.*
		● *Within the program, consistent grouping of the same participants will be encouraged, while refraining from intermixing groups whenever possible.*
		● *Any activities bringing students into close physical contact will be avoided.*
		● *Visual markers will be in place on the gym floor, bleachers, weight rooms, and indoor and outdoor field and surfaces as reminders of physical distancing rules.*
		● *Locker rooms will not be utilized the first semester, so students will not be required to dress out. Procedures will be implemented in the locker rooms to promote physical distancing.*
		● *Processes for sanitizing equipment used by students will be implemented to ensure that equipment is disinfected after each use.*
		● *Separate entrances and exits will be utilized during a class period, to minimize physical contact with handles.*
		● *Activities requiring the sharing of equipment between participants will be avoided as much as possible. Community supplies are considered high touch and will be cleaned frequently.*
		● *Students will be encouraged to bring refillable water bottles to avoid direct contact with water fountains. Water bottles will be filled at the beginning of class.*
		● *Sanitizing areas and access to handwashing will be provided.*

HEALTH & SAFETY; p. 101 - 103	EXTRACURRICULAR	ATHLETICS
		Athletic practices and contests will be conducted following safety protocol provided by guidance from SBISD, UIL and TEA. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc. *Hand sanitizers will be in gym facilities and equipment will be sanitized on a regular basis.* *Locker room use will be determined by TEA/UIL. If locker rooms can be accessed, all locker room space will be utilized to enforce physical distancing guidelines.* *Protocols will be in place for managing the storage, cleaning and disinfecting, and redistribution of school equipment.* *Staff will monitor locker rooms and other areas where students may congregate to ensure effective implementation of school protocols.* *Staff and students are required to wear face coverings while inside locker rooms, meeting rooms, training rooms, and other areas where students may congregate other than shower facilities.* *As part of their overall plan, schools will develop a plan for mitigating the risk of spreading COVID-19 when disinfecting, cleaning, and laundering items such as towels, practice clothes and uniforms. The plan will include protocols for redistributing these items to students. Involved staff will be trained specifically on these protocols.* *A plan for the hydration of student-athletes will be created for providing water to students and staff while ensuring that water isn't shared.* *Bus travel will follow transportation guidelines provided by SBISD and TEA.* *Spectator attendance at games and contests may be limited based on TEA and UIL guidelines.*

- *All employees, parents, visitors and students ten years of age or older must wear face coverings or face shields upon entry to an area where UIL activities are being conducted and when not actively practicing or playing in the contest, unless an exception in Executive Order GA-29 applies.*
- *Event procedures will be in place to minimize face-to-face interactions.*
- *Separate entrances and exits may be utilized at practice and contest sites whenever possible.*
- *Schools may allow spectators to attend contests within a maximum 50% capacity limitation, provided that appropriate spacing between spectators is maintained according to the protocol. These areas should also be at least six feet from the team area whenever possible.*
- *All participants should be provided with entry and exit plans for contest areas that maintain separation from non-participants. Individuals not essential to the teams involved will not be given access to contest areas, court or fields before, during or after contests.*
- *Areas will be designated by host sites for visiting teams that are clean and have been disinfected before the team's arrival.*
- *Areas will be designated by host sites for sport officials that have been cleaned and designated prior to their arrival. The entrance and exit for the officials should be separate from fans whenever possible.*
- *Before each contest, schools will follow the screening process described by the UIL to screen all staff members, contractors, sports officials, volunteers, and any individuals otherwise involved in working the event. These individuals should also self-screen as described in these screening protocols.*

		• *Whenever possible, pre-contest announcements will be made that include expectations for spectators at each contest site regarding the use of face coverings, the adherence to social distancing, and the importance of sanitization during and after the contest.*
		• *Pre-game or pre-event meetings between teams and sports officials will be planned to allow appropriate distancing between individuals.*
		• *Pregame and post-contest gestures of sportsmanship will be conducted between teams and sport officials in ways planned that help reduce the risk the spread of COVID-19.*
		• *Post-game interviews will be conducted while wearing face coverings and maintaining at least six feet of distance between the interviewer and the individual being interviewed.*
		• *Concessions and/or concession sales may be limited to encourage physical distancing and to follow health and safety guidelines.*
HEALTH & SAFETY; p. 110	*Responding to Presumptive & Confirmed COVID-19 Cases*	• *Dismiss students and staff for 2-5 days. The district will work to determine the extent of the exposure and spread while working with local health officials. If the spread is determined to be substantial students and staff may be required to stay home 10-14 days following the student and/or staff process maps.*

HEALTH & SAFETY; p. 111	*Return to Work/School Protocols*	*Asymptomatic individuals with confirmed COVID-19 can return to school after:*
		● *At least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications)*
		Students and employees with new or worsening symptoms may not return to school until:
		● *At least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications)*
HEALTH & SAFETY; p. 111		*Students and employees with new or worsening symptoms may not return to school until:*
		● *At least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications)*
		● *Must have one (1) negative COVID-19 test result*
HEALTH & SAFETY; p. 112	*Process Map for Presumptive & Confirmed Exposure*	*See new Student process map*
HEALTH & SAFETY; p. 113	*Process Map for Presumptive & Confirmed Exposure*	*See new Employee process map*
HEALTH & SAFETY; p. 114-116	*COVID-19 Student Scenarios*	*New section*

| *HEALTH & SAFETY;*
p. 117 | *APPENDIX* | *Attachments: Forms/Letters/Info Added:*
● *COVID-19 Healthy Hygiene Resources*
● *2020 – 2021 SPECIAL EDUCATION LEARNING PLAN*
● *2020 – 2021 CAREER & TECHNICAL EDUCATION LEARNING PLAN*
● *Mask forms*
● *SBISD Health & Safety Protocol Parent Acknowledgment Form* |

Are you ready to learn SBISD?

2020-2021

SBISD is offering families two options for the school year. Students can receive instruction in either a **In-person Learning** model or an **Opt-In Distance Learning** model.

In-person

Opt-in Distance Learning

Explore LearnSBISD

Find out which option is best for your family by reviewing our plan, **Learn**SBISD.

LEARN SBISD

Health and Safety

Teaching and Learning

Family Supports

Staying Connected

Let's connect.

Questions? Connect with us using our new feedback tool, **Let's Connect**.

Choose your learning option.

Learning Model Selection Form

springbranchisd.com/learnsbisd

EXECUTIVE SUMMARY

Facing the challenge of COVID-19 requires an unparalleled commitment to our Core Values and our purpose – providing a quality education for Every Child.

SBISD will continue to follow the guidance of local, state, and national health and government agencies with two guiding imperatives:

- the health, safety and well-being of our students, staff and families, and
- the academic growth and social-emotional development our students need and deserve and their families expect.

To support this commitment, we've developed LearnSBISD.

Maintaining student learning and academic progression is a non-negotiable.

The health and safety of the SBISD family is also of critical importance. These two overriding priorities have informed and shaped the plan outlined in the pages presented here.

Our plan, **LearnSBISD**, was designed to illustrate how - together - we'll support these priorities, what you can do to engage and shape our shared work, and most importantly what information you need to know to make the best decisions about learning for your child.

This plan was informed by countless stakeholders, medical professionals, parents and employees and focuses on four critical areas of work. **These areas are:**

- **Teaching & Learning**
- **Health & Safety**
- **Parent Supports**
- **Staying Connected**

Our expectation is that you review this plan and make the best choice for your family in regard to what back to school looks on August 24.

No matter what your choice is, know that it will be amazing and our teachers and staff stand ready to serve Spring Branch families.

Grounded in our core values, we will:

Prioritize Every Child

- What's best for children, within the confines of the guidance to which we must adhere, will drive our decisions.
- Prioritize instructional continuity, maintaining our commitment to Every Child. Every day. Every minute. Every way.
- Be unwavering in our commitment to educational excellence and the SBISD experience, with educators and students held accountable for their part of teaching and learning, even though the location of instruction may vary.

Leverage Collective Greatness

- Emphasize our belief that everyone's work matters.
- Value and place importance on every member of the SBISD Family and hold each other accountable.
- Leverage each individual's gifts and talents for the good of our children and the system.

Nurture Collaborative Spirit

- Model that each of us is committed to all of us and that professional learning communities, teamwork and sharing ideas are more important than ever.
- Work together, acknowledging the need for flexibility to ensure all ideas are welcomed and illuminated and the most impactful are enacted.
- Recognize everyone is doing their best and understand that we all are experiencing Covid-19 impacts in some way. There will be no judgement.

Expand Limitless Curiosity

- Ask the hardest questions to ensure the best solutions – be willing to be innovative and think differently.
- Learn from family, student and staff experiences and seek feedback when appropriate to continually improve
- Provide all teachers, learners, leaders and families with the tools and supports needed to succeed in distance learning

Navigate with a Strong Moral Compass

- Sustain the trust of stakeholders as we make hard decisions, and communicate regularly with transparency and empathy.
- Ensure that high quality education as a fundamental, non-negotiable happens for Every Child so they achieve their highest potential, regardless of the circumstances we face.
- Treat others with kindness and respect, even if viewpoints differ.
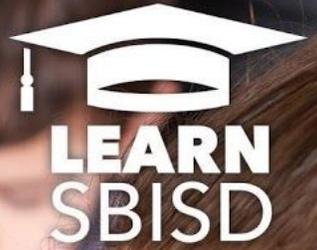
LEARN SBISD

Teaching & Learning

Why do we need a teaching and learning plan?

The short answer to this question is to keep kids learning. No matter what challenges we face, our responsibility is to ensure students in SBISD continue their learning effectively.

Public schools have never faced closures like those associated with the COVID-19 Pandemic. The closure enacted in the spring of 2020 resulted in a months-long shutdown of school buildings. This shutdown was frequently referred to as an "emergency" or "crisis" schooling experience. The instruction and learning that occurred was not homeschooling or distance learning; it was crisis schooling.

Our staff, students, and families learned valuable lessons from the experience of at-home learning that took place March-June 2020. These lessons have been essential and informed our planning for the 2020-2021 school year.

2020-21 Education Choices

SBISD is offering two choices for the 2020-21 school year: in-person learning and distance learning. We acknowledge that some families prefer for their students to resume in-person instruction, while other families may prefer a distance learning model for their student(s). Parents will have the option to choose which model is best for their students.

FAMILY COMMITMENT

A commitment form is being sent via Skyward to the email of the primary parent or guardian contact for each registered student on July 15,2020. Please complete this form by July 22, 2020, for each child in your family and select the model for each child.

In-person or Distance Learning Family Commitment

If, after submitting the commitment form, you wish to make a change, the deadline to make this change is midnight, July 31, 2020. Beyond this date, we will not be able to accept changes until the end of the first 9-week grading period.

Timely feedback is critical in preparing for the first day of school on Monday, August 24. Significant planning will take place as principals will adjust master schedules and classroom space to account for the opt-in distance learning program connected to each campus.

The first priority will be to provide the Distance Learning program within each school context, however, staffing will be contingent on the number of families who select this program by campus.

Synchronous vs. Asynchronous

Asynchronous

Synchronous

Synchronous

Synchronous instruction is the kind of learning that occurs in a virtual space with students interacting in real time, or "live". The teacher interacts in a specific virtual place, through a specific online medium, at a specific time. Video conferencing (e.g. Zoom) is a common method. Synchronous instruction can be used for whole group lessons, small group lessons, and many other combinations.

Asynchronous

Asynchronous instruction does not require having the student and teacher engaged at the same time. The teacher provides the online instructional materials for reading, lectures for viewing, assignments for completing, and progress monitoring assessments. Students work independently through various pre-assigned work and submit their assignments through the learning management system.

KEY FEATURES of the OPT-IN DISTANCE LEARNING MODEL

- Students receive instruction online and will follow a daily schedule.
- Instruction will be delivered by SBISD teachers, following the SBISD scope and sequence.
- Scheduled instruction and interaction will be made by the online teacher.
- Attendance will be taken daily to fulfill local and state requirements.
- While it is recommended that students maintain this instructional setting for a semester, students who opt-in to the distance learning program may return to in-person instruction at the end of a grading period (nine weeks).
- Students may continue online for the semester and school year.
- The first priority will be to provide the Distance Learning program within each school context so that students stay connected to their home-zoned school. However, staffing will be contingent on the number of families who select this program by grade and by campus.

INSTRUCTIONAL DELIVERY

- Students' learning schedules will be structured to require students to participate in synchronous and asynchronous learning every day
- Students will be required to engage in schoolwork every day.
- Students who require support and interventions will continue to receive those in the online environment.
- Students will follow a daily schedule and attendance will be taken.
- Compulsory attendance rules apply to online students the same as students who attend school in person.
- Students will be held responsible for academic honesty per SBISD Student Handbook and SBISD Grading Expectations.
- Students will have a certified SBISD teacher as their official teacher for the course. In most cases, the curriculum will be developed by SBISD teachers. In some cases, the course curriculum will come from our virtual course partners APEX and Edgenuity. For Dual Credit and OnRamps

courses, the instructional continuity plan of the partner institutions will be followed.

SYNCHRONOUS LEARNING EXPECTATIONS
- Students attend class on time - per their class schedule - every school day.
- Students will dress appropriately.
- Students are ready to learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher.
- Students will participate in the class.

ASYNCHRONOUS LEARNING EXPECTATIONS
- Complete asynchronous activities assigned every school day.
- Students show evidence of participation in daily online learning by satisfactorily completing assignments to demonstrate student learning.
- Communicate with the teacher when needing additional assistance.

GRADING AND ASSESSMENTS
- Grading Expectations will be applied to instructional settings equally (in-person and distance learning).
- Progress report and report card grading timelines will be consistent (in-person and distance learning)
- Students participate in district and state assessments.
- If a course requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time to complete the requirement.

SPECIAL LEARNING NEEDS
ARD/IEP/504 committees will determine the unique needs of students to determine support and service recommendations for students attending school virtually. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met.

STUDENT DEVICES
- Students participating in the distance learning program will receive a district-approved device, appropriate to their grade level
- Use of a district-provided device is subject to parent permission as well as adherence to the district's Code of Conduct and Acceptable Use Policy. Forms will be provided as part of the back-to-school process.
- Families may choose to pay an annual $25 Technology Fee to limit any costs related to accidental damage or loss of device.

Short-Term Closure

There is a likelihood across the 2020-21 school year that schools will face periods of short-term school closure, due to Covid-19.

In situations requiring some form of temporary school closure, the decision to transition from In-Person Learning to Distance Learning will be made by the Superintendent of Schools. Circumstances will determine when and how distance learning will be enacted for in-person students.

The key words for 2020-21 are flexibility and teamwork. Everyone must be ready to quickly pivot the instructional setting on short notice. Teachers at all grade levels will maintain up-to-date course resources on the district's learning management system (LMS), itslearning, so that a seamless transition occurs.

View: EXPOSURE PROCESS MAP in Health and Safety

"In-Person" instruction may experience short-term closure situations

In-Person Learning

Short-term closure of a grade level or a school → Students and teachers work remote; continue coursework and daily schedule; teachers deliver remote instruction per DLP

Individual students self-quarantine → Students continue coursework and daily schedule from home; stay enrolled with F2F teachers; teachers monitor engagement and schedule zooms in small groups

Individual teacher self-quarantines → Principal arranges for coverage of class; coursework and daily schedules continue for students

Protocol to Enact Short-Term Closure: Class, School, District

Due to health and safety guidance, there is a high likelihood that students will spend some time learning from home.

In the event of short-term closure in the 2020-2021 school year due to Covid-19, the transition to distance learning can be enacted quickly.

1) The Superintendent of Schools will designate when distance learning will begin for an impacted school.
   a. Refer to Health and Safety flowcharts
2) Communication will be sent to the Board of Trustees and impacted staff and families.
3) Principals will share information about distance learning with impacted staff and families, specific to their school and their daily schedule.
4) Principal will notify staff whether they will physically report to campus or work remotely, depending on the circumstances and safety conditions.
5) For the first day of distance learning, teachers will post assignments in the LMS. Students and staff will continue their daily schedule remotely and will mirror the instructional delivery of the opt-in distance learning program.
   a. attendance will be taken
   b. interaction will require both synchronous and asynchronous
   c. refer to the Distance Learning program for further guidance
6) Teachers will work with their grade-level or department-level teams to make instructional adjustments so that teaching and learning can continue using the LMS.

Distance Learning

Tools to Support Distance Learning

SBISD has a robust offering of digital resources. During distance learning, the following core technological and communication systems will be utilized:

Channel	Audience	Description and Access
Email	Faculty, staff, students, and parents/guardians	Email will be used for all major communications and announcements, including those from the Superintendent and campus principals.
ItsLearning (ITSL)	Students, faculty, staff; all grades	Description of Itslearning and supporting documentation for parents is published and available on the public-facing itslearning page under the Students & Families tab: Link to itslearning
ItsLearning: Parent Portal	Parents/Guardians	Follow the progress of your student on the ITSL Parent Portal. Quick access to view upcoming events, assignments, deadlines, and course resources.
Zoom	All students and staff	Zoom is utilized for video conferencing. Students do not need to create accounts. All teacher-initiated meetings and live sessions are password-protected.
Google Suite	All students and staff	Google for Education (Docs, Slides, Sheets, Jamboard, and Drawings) is recommended for documents, spreadsheets and presentations. Google integrates with ITSL and is accessible on Chromebooks. Learn more: Link to Google for Students
Skyward: Family Access	Parents/Guardians	A password-protected site that provides both parents and students access to course grades, homework, attendance, and more. Link to Family Access
SBISD website	General public	SBISD will maintain general information
Campus websites	General public	Campuses will maintain general information

Social Media	General public	All notices sent via email will also be communicated via physical media

Roles and Responsibilities

During Distance Learning

Every member of the SBISD family plays an important role in effective implementation of flexible instructional settings. The purpose of this chart is to communicate at a high level the unique role that each stakeholder plays to ensure high levels of learning for each student. The distance learning plan will evolve over each period of implementation.

District Personnel Roles & Responsibilities	
Senior Staff	- Provide leadership across every division with frequent reports and updates to the Board of Trustees, community, and employees. - Implement guidance from federal, state, and local agencies. - Engage stakeholder groups in cycles of feedback. - Create and communicate the back-to-school plan, LearnSBISD. - Establish systems, structures, and clear lines of communication to ensure students learn at high levels and employees are supported.
Executive Directors	- Support all departments and schools in the implementation of DLP. - Provide leadership and supervision of specific teams, as part of coordinated efforts to ensure high quality education for all students. - Perform routine monitoring of the district strategic plan in regards to technology learning goals and roles.
Directors	- Maintain and adjust curriculum road maps and assessment plans. - Design and facilitate professional learning to respond to needs. - Continued evaluation and recommendation of new techniques, digital tools, and processes as a result of teacher feedback and student learning needs. - Support all teachers and teams in the implementation of DLP. - Support all schools in developing strategies to differentiate instruction and provide meaningful feedback to students.

Campus Personnel Roles & Responsibilities	
Principal and Assistant Principal	- Establish clear structure, systems, and channels of communication for staff, students, and parents in the event the DLP is activated. - Deploy campus plans to quickly reposition all aspects of the learning experience to an online setting. - Ensure grade-level teams or content-area teams identify essential standards, unit by unit, in each course, each grade level to ensure high levels of learning for all students. - Help teachers implement DLP and ensure high quality learning experiences for all students. - Monitor all district communication. - Participate in professional learning to support your growth. - Monitor and celebrate teaching and learning.
Teachers	- Teach, model, and deliver class content, using cycles of explicit teaching, small group instruction, student conferences, etc. - Provide timely feedback to students per Grading Expectations. - Collaborate regularly with your team to design instruction and assessment. - Develop high quality learning experiences that address course TEKS while balancing online learning, volume of work assigned, and student/teacher interaction. - Maintain course information on ITSL teacher pages. - Participate in professional learning to support your growth. - Communicate regularly with families regarding progress. - Monitor district and school communications for up-to-date information. regarding instructional continuity plans and distance learning resources. - Implement, document, and monitor use and effectiveness of individual student accommodations and positive behavior supports for students under SSC, 504, ESL, or SPED
In-Class Support, Resource, AIM and SBS Monitor Teachers	In addition to the Roles and Responsibilities of the "Teacher" above: - Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of IEPs. - Communicate regularly with other staff who teach the students on your caseload. - Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of

	accommodations and modifications, positive behavior supports, and assessing overall progress of the child. ● Provide or assist the general education teacher with providing small group instruction for students who may benefit from additional practice to close academic and curricular gaps. ● Communicate regularly with families regarding student progress. ● Implement student-specific interventions and IEP goals and track progress for all academic, physical-emotional and functional goals. ● Maintain documentation of IEP services and supports.
Dyslexia Support Teachers	● Deliver standard protocol dyslexia instruction, IMSE Orton-Gillingham, for identified students with Dyslexia. ● Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading. ● Collaborate regularly with classroom teachers to discuss individual student needs. ● Communicate regularly with families regarding student progress. ● Maintain all necessary student records required by the Dyslexia program. ● Assist in organizing and/or conducting professional learning opportunities for teachers and parents.
APPLE, CUBS, ECSE, LIFE, and self-contained AIM and SBS Teachers	In addition to the Roles and Responsibilities of the "Teacher" above: ● Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of IEPs. ● Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of accommodations and modifications, positive behavior supports, and assessing overall progress of the child. ● Communicate regularly with families regarding student progress. ● Implement student-specific interventions and IEP goals and track progress for all academic, physical-emotional and functional goals. ● Maintain documentation of IEP services and supports.
Counselors	● Provide guidance and support for students to aid in monitoring and supporting student wellbeing. ● Serve as liaison for communication with students/families in crisis.

	• Monitor students with intensive needs, and schedule regular check-ins. • Maintain physical-emotional lessons, resources, and supports. • Host consistent virtual office hours for students to access counseling resources.
Librarians (K-12) Transformational Learning Specialists (6-12)	• Curate content and collaborate with colleagues to recommend resources for high-quality distance learning experiences. • Regularly check in with classroom teachers to identify ways to support their design of distance learning experiences. • Provide regular training for parents to assist in all aspects of DLP. • Work in tandem with Campus Technician and CTR.
Instructional Specialists, Interventionists	• Support teachers and teams in developing strategies to differentiate instruction. • Support teachers and teams as they design and deliver current and new methods to assess student learning. • Serve as a partner teacher and provide small group instruction.
Instructional paraprofessional and teacher associates	• Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP. • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support. • Participate in professional learning opportunities. • Assist teachers in processes intended to monitor student progress.
Campus Technician and Campus Technology Representative (CTR)	• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed. • Be available in person or remotely to provide on-demand tech support help. • Support families in need of internet access by referring to external providers. • Monitor and maintain device inventory. • Responsible for understanding and implementing technology services resources.

Student Roles & Responsibilities

- Follow the designated schedule communicated by their teacher to attend class during synchronous times and complete asynchronous activities assigned
- Participate in learning through live class time at designated times, using proper etiquette
- Turn in school work at the direction of the assigned teacher
- Responsible for participation in the lesson
- Regularly monitor online platforms to check for announcements and feedback from your teachers (itslearning, email, etc)
- Complete lessons and assessments with integrity and academic honesty, doing your best work
- Communicate with your teachers when you need additional support or cannot meet deadlines
- Comply with SBISD's Acceptable Use Policy, including expectations for online etiquette CQ (Exhibit)
- Seek out and communicate with other adults as different needs arise

For questions about:	Contact:
an assignment, course, or resource	Your teacher
a technology-related problem or issues	Your teacher, campus librarian, or the SBISD helpdesk
a personal, academic, or emotional concern	Your counselor
a health-related concern	Your school nurse
other issues related to distance learning	Your principal or assistant principal

Parent/Guardian Roles & Responsibilities

- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher
- Ensure your child is on track with assignments and coursework
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work and assessments
- Provide a quiet, consistent place for your child to study
- Monitor communication from your child's teachers, your principal, and the district
- Ensure that your child knows their username and passwords for instructional resources
- Engage your child in conversations about their learning, such as begin and end each day with a check-in with your child
- Remain mindful of your child's stress or worry; encourage time for physical activity and time spent offline
- Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Help your child understand when to ask for help. Being able to work independently is a goal of learning.

For questions about:	Contact:
an assignment, course, or resource	your child's teachers
a technology-related problem or issues	your child's teacher, campus librarian or the SBISD helpdesk
a personal, academic, or emotional concern	Your child's assigned counselor
a health-related concern	The school nurse
other issues related to distance learning	Your child's principal or assistant principal

Instructional Continuity by School Level

No matter the instructional setting, our responsibility is to ensure high levels of learning for all students. Priority standards are identified in each grade, in each course, and for each grading period. School teams will practice the seven steps of the professional learning community process.

While SBISD will continue to learn and evolve through every time period spent in a distance learning model, we have identified three essential functions to ensure instructional continuity:

PreK	Elementary	Middle	High

Content delivery:
How will teachers offer content to students and in what format?

Interaction:
How will teachers interact with students and how often? Synchronous or asynchronous?

Assessment:
How will teachers assess student work and provide feedback to students?

PreK 3-4

Early Learning Priorities and Considerations

Content Delivery
- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Distance learning for PK children will remain sensitive and respectful of the needs of young children.
- It is expected that students in PK will need higher levels of parental/ guardian involvement.

Interaction
- The primary communication tool will be email and ITSL.
- Students will have both live zoom sessions for direct teaching and recorded video lesson segments.
- Learning will include off-screen and on-screen learning activities.
- The PK teacher will provide parents with opportunities to holistically maintain and develop physical-emotional skills, foundational literacy and numeracy skills, fine and gross motor skills through daily connections in the form of live sessions and pre-recorded sessions, guided activities, experiences, and challenges, and adaptive software.

Assessment
- Multiple forms of assessment will be used to monitor student learning.
- Literacy formative assessments will include PK Checklists, ITSL, Observation Survey, and Benchmark Reading.
- Summative assessments will include five components of CIRCLE Progress Monitoring Instrument.
- Parents may be asked to share student work through ITSL submissions for progress monitoring.
- If an assessment cannot be reasonably completed remotely, parents may be asked to bring their student to campus or district facility, at a designated and scheduled time, to complete the assessment. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

PK-3 and PK-4: Approximate Time Frames for Learning

Approx. per Day	Subject Area
20 minutes	Morning Meeting (Opening the day and read aloud)
120 minutes	Emergent Literacy skills focused on Read Aloud and Response to Readings, Book Making/Writing, Vocabulary and Phonics Activities
15 minutes	Istation Reading
30-45 minutes	Emergent Numeracy skills focused on math tasks using manipulatives focused on counting, sorting, and problem-solving
15 minutes	Istation Math
15 minutes	Music and Movement
60-120 minutes	Creative, Imaginative Play (building with blocks, boxes, dramatic play, art project, cooking, board games)
Flex Learning	Extended time offers opportunities to …. • Explore project based learning and participate in various phases of class projects focused on science or physical studies topics • Read and write independently • Additional focus on essential learning targets • Create individual books • Outdoor play

NOTE:
1) Student schedules will be communicated by the online teacher of record.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.

PK-3 and PK-4 Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
Anecdotal Records	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
PK Checklist	ZOOM virtual testing protocol; 1:1 with teacher, teacher may ask parent to share work samples virtually
LEVEL 2 - Defined as district-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
Observation Survey	ZOOM virtual testing protocol ; 1:1 with teacher
F&P Benchmark Running Record	ZOOM virtual testing protocol ; 1:1 with teacher
PK Checklists	ZOOM virtual testing protocol ; 1:1 with teacher
CIRCLE	ZOOM virtual testing protocol ; 1:1 with teacher
LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
Pre-LAS	State recommendation- TBD
CIRCLE	State recommendation-TBD

Special Learning Needs: ARD/IEP/504 committees will determine the unique needs of students to determine support and service recommendations for students attending school virtually. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met.

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility

Grades PK/K-5

Elementary School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itslearning (ITSL).
- Learning activities and experiences will emphasize interaction and open-ended creativity.
- Teachers will utilize a variety of digital and non-digital resources to engage their students in meaningful learning experiences.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates.
  - Whole group, small group, student conferences, and tutorials
- Students will have both Zoom sessions for direct teaching and recorded video lesson segments that will allow them to complete the work provided by the teacher.
- K-2 students may need higher levels of adult involvement to complete assignments.

Assessment
- Priority standards, proficiency scales, and learning activities will inform how to best support the learner.
- Multiple forms of assessment will be used to monitor student learning.
- Appropriate ongoing feedback will be provided to guide learning.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning).
- If a content area requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time, to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Elementary School: Approximate Time Frames for Learning

Kindergarten to Second Grade	
Approx. per Day	Subject Area
60 minutes	Reading /Phonics (Social Studies connections)
60 minutes	Writing/Phonics (Social Studies connections)
90 minutes	Math, including math adaptive software
45 minutes	Science
45 minutes	Art, Music, Health Fitness
30 minutes	Intervention and Enrichment
Third Grade to Fifth Grade	
60 minutes	Reading/ Word Study (Social Studies connections)
60 minutes	Writing/Word Study (Social Studies connections)
90 minutes	Math, including math adaptive software
45 minutes	Science
45 minutes	Art, Music, Health Fitness
30 minutes	Intervention and Enrichment
All Elementary School Students	
Extended/Flex Learning	• Enrichment activities that explore topics with more depth and complexity will be provided • Independent and read-aloud times K-10 minutes, 1st-10 minutes, 2nd-15 minutes (to increase over the year)

NOTE:
1) Student schedules will be communicated by the online teacher of record.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
    a) Core Content blocks (ELA, Math, Science, Social Studies) begin each learning block with a "live" warm-up every school day.
    b) Core Content blocks end with an exit ticket every school day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.
5) Assessments may require in-person administration at a scheduled time at a campus or a district facility

Math Acceleration
SBISD has a robust math acceleration program, where elementary students who are advanced in the area of math and qualify for above-grade level instruction through Credit by Exam. Qualifying students receive instruction from a middle school teacher in a middle school class setting. Schedules will be developed and communicated to families. Sessions will be offered in synchronous and asynchronous formats. See Middle School section.

Spiral Program
Students who receive SPIRAL services will continue to do so through synchronous and asynchronous opportunities with teacher support. Schedules for extension and enrichment activities will be developed and communicated.

Primary Gifted Program (PGP)
Students who receive PGP services will continue to do so through synchronous and asynchronous opportunities with teacher support. Schedules for extension and enrichment activities will be developed and communicated.

Dyslexia Program
Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.

Special Education Programs
Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

One-Way Dual Language (OWDL) Bilingual Programs
Students who receive bilingual instruction will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated. Sessions will be offered in synchronous and asynchronous formats.

Two-Way Dual Language (TWDL) Bilingual Programs
(Sherwood, Cedar Brook, and Pine Shadows)
Students who participate in the TWDL Choice Programs will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated.

The first priority will be to provide the Distance Learning program within each school context, however, staffing will be contingent on the number of families who select this program by campus. TWDL programming is highly specialized, as such your child's teacher may or may not be from your child's home campus.

Elementary (Grades K-5) Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	Assessment Process in a Virtual Environment
Quizzes/formative /exit tickets/anecdotal notes	ZOOM virtual testing protocol, itslearning, All in Learning, variety of evidence of student work; written responses; rubrics
Unit tests/summatives	ZOOM virtual testing protocol, itslearning, All in Learning, GoGuardian

LEVEL 2 - Defined as district-wide local assessments	
Assessments	Assessment Process in a Virtual Environment
Measure of Academic Progress (MAP)	ZOOM virtual testing protocol
Letter ID	ZOOM virtual testing protocol; 1:1 with teacher
Running Records- ELA	ZOOM virtual testing protocol
Priority Standards Assessment (PSA)	ZOOM virtual testing protocol, All in Learning, GoGuardian
Practice STAAR	ZOOM virtual testing protocol, All in Learning, GoGuardian

LEVEL 3 - Defined as state and national assessments	
Assessments	Assessment Process in a Virtual Environment
TELPAS	State recommendation- TBD
LAS Links	State recommendation- TBD
Pre-LAS	State recommendation- TBD
STAAR	State recommendation- TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol
COGAT/GT Screener	ZOOM virtual testing protocol

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility

Grades 6-8

Middle School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itsLearning (ITSL).
- Students will be provided with clear learning targets and learning outcomes.
- Teachers will utilize a variety of digital and non-digital resources to engage students.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates using Zoom.
  - Whole group, small group, student conferences, tutorials, office hours
- Teachers will incorporate asynchronous (recorded, pre-assigned) learning experiences that will enable students to progress through course curriculum.
- Students are expected to participate in zoom lessons, complete discussion posts, etc.
- Students should complete work independently or in virtual collaboration with their peers when necessary.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or when assistance is needed.

Assessment
- Priority standards, proficiency scales, and learning activities will inform how to best support the learner.
- Multiple forms of assessment will be used to monitor student learning.
- Appropriate ongoing feedback will be provided to guide learning.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning)
- If a course requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Middle School Students	
Approx. Time per Day	Subject Area
90 minutes	Language Arts course
45 minutes	Social Studies course
45 minutes	Math course, including math adaptive software
45 minutes	Science course
45 minutes	Elective 1 course
45 minutes	Elective 2 course
Extended/Flex Learning	- Intervention, re-teaching, conferencing - Enrichment activities that explore topics with more depth and complexity - Independent and read-aloud times
Tutorials	Each campus will publish tutorial calendar
Office hours	Teachers will post office hours on ITSL teacher page

NOTE:
1) Student schedules will follow the home campus master schedule.
2) Direct teaching, or "live, real time" teaching, will be scheduled each day.
   a) Every class period begins with a "live" warm-up every school day.
   b) Every class period ends with an exit ticket every school day.
3) Attendance will be taken every school day.
4) There will be a combination of direct instruction and pre-assigned classwork for every school day.
5) Assessments may require in-person administration at a scheduled time at a campus or a district facility

Math Acceleration
SBISD has a robust math acceleration program, where elementary students who are advanced in the area of math and qualify for above-grade level instruction through Credit by Exam. Qualifying students receive instruction from a middle school teacher in a middle school class setting. Schedules will be developed and communicated to families. Sessions will be offered in synchronous and asynchronous formats.

Gifted and Talented Services
Students who receive GT services will continue to do so. During the course selection process in the spring, students selected courses aligned to their learning needs. Students will follow their course schedule.

Dyslexia Program
Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.

Special Education Programs
Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

Two-Way Dual Language (TWDL) Bilingual Programs
(Spring Woods MS and Spring Forest MS) Students who participate in the TWDL Choice Programs will continue to receive services. Instruction will follow the approximate time frame for learning as noted above. Schedules will be developed and communicated.

The first priority will be to provide this program within each school context, however, staffing will be contingent on the number of families who select this program by campus. TWDL programming is highly specialized, as such your child's teacher may or may not be from your child's home campus.

Athletics
Awaiting UIL guidance

Performing Arts/Fine Arts
Some Fine Arts courses may require students to obtain equipment and supplies from campus in order to complete course requirements or may require students to access on-campus equipment, under district supervision and at scheduled times. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Students enrolled in middle school band or orchestra:
1) Students who use a school-owned instrument will be scheduled to pick up their instrument from the campus in order to have it for online class.
2) If a school-owned instrument is in need of repair, the student will need to either bring the instrument to campus to be sent off for repair, or coordinate with the band director how to schedule the repair from a district-approved repair vendor.

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
quizzes	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
unit tests	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
semester exams	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, SafeAssign
LEVEL 2 - Defined as district-wide local assessments	
Assessments	**Assessment Process in a Virtual Environment**
Measure of Academic Progress (MAP)	ZOOM virtual testing protocol
Running Records	ZOOM virtual testing protocol
Priority Standards Assessments (PSA)	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
Practice STAAR/EOC	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
TELPAS, LAS Links	State recommendation- TBD
STAAR/EOC	State recommendation- TBD
PSAT	National recommendation- TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol
COGAT/GT Screener	ZOOM virtual testing protocol

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility

Grades 9-12

High School Priorities and Considerations

Content delivery
- Curriculum and student instructional resources are provided in itsLearning (ITSL).
- Students will be provided with clear learning targets and learning outcomes.
- Teachers will utilize a variety of digital and non-digital resources to engage students in meaningful learning experiences.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.

Interaction
- Students will engage in synchronous, or real time, engagement with their teachers and classmates using Zoom.
  - Whole group, small group, student conferences, tutorials, office hours
- Teachers will incorporate asynchronous (recorded, pre-assigned) learning experiences that will enable them to progress through course curriculum.
- Students are expected to participate in zoom lessons, complete discussion posts, etc.
- Students should complete work independently or in virtual collaboration with their peers when necessary.
- Students are encouraged to be proactive in reaching out to teachers when questions arise or when assistance is needed.

Assessment
- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on students achievement,
- Teachers will design assessments and create environments that assist students in making good choices related to academic integrity.
- Grading Expectations will be applied to all instructional settings equally (in-person and distance learning)
- If a course requires assignments or assessments that cannot be reasonably completed remotely, students may be required to report to campus or district facility, at a designated and scheduled time to complete the requirement. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

High School Students	
Approx. Time per Day	Subject Area
45-90 minutes/day	For every course in your schedule, based on campus master schedule. Follow your daily schedule for synchronous and asynchronous instruction
Dual Credit OnRamps	Follow course guidance from partner institutions
Extended learning	College Prep practice, Naviance connections, T24/advisory lessons
Tutorials	Each campus will publish tutorial calendar
Office hours	Teachers will post office hours on ITSL teacher page

NOTE:
1. Student schedules will follow the home campus master schedule.
2. Direct teaching, or "live, real time" teaching, will be scheduled each day.
   a. Every class period begins with a "live" warm-up every school day.
   b. Every class period ends with an exit ticket every school day.
3. Attendance will be taken every school day.
4. There will be a combination of direct instruction and pre-assigned classwork for every school day.

Athletics
Awaiting UIL guidance.

Career and Technical Education (CTE)
Many CTE courses require specialized equipment, direct supervision of hands-on activities, and/or specific materials and technology. Distance Learning students may be required to access on-campus equipment, under district supervision and at scheduled times for several face to face instructional labs.

The lab time that students will spend on their campus will be focused on skill attainment and/or meeting the hour requirements necessary to successfully complete the program. Students will be given a designated schedule of time and dates outlining when they should report to campus for the skill-based components of their program. This information will be provided to students and parents in the course syllabus. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

CTE courses requiring on-campus access:

CTE Courses	Welding - Intro 1 & 2 Construction Tech 1 & 2 Health Science Theory/Clinical Culinary Arts - Intro 1 & 2, Practicum Agriculture Mechanics Oil and Gas 1 & 2 TRIO Electric 1 & 2 Patient Care Technician/Phlebotomy Cosmetology 1 & 2 Pharmacy Technician NJROTC

Dyslexia Program

Students who receive Dyslexia services will continue to do so. Schedules will be developed and communicated. Sessions will be offered in a synchronous format and led by a Dyslexia Support Teacher.

Performing Arts/FIne Art

Some Fine Arts courses may require students to obtain equipment and supplies from campus in order to complete course requirements or may require students to access on-campus equipment, under district supervision and at scheduled times. Students will need to be screened for Covid-19 and follow any other school requirements consistent with practices for other students.

Fine Arts courses requiring on-campus access:

Courses	Printmaking, Fibers, Ceramics, Sculpture, Jewelry, AP Art Studio, HS Technical Theatre, Band, Orchestra

Students enrolled in band or orchestra:
1) Students who use a school-owned instrument will be scheduled to pick up their instrument from the campus in order to have it for online class.
2) If a school-owned instrument is in need of repair, the student will need to either bring the instrument to campus to be sent off for repair, or coordinate with the band director how to schedule the repair from a district-approved repair vendor.

Special Education Programs

Students who receive related services through Special Education, 504, etc. and choose the Distance Learning Program will be provided the opportunity to convene a meeting to revise their supports and services to ensure we meet the needs of our students virtually.

College Entrance Exams

Administrations of School Day PSAT and SAT are subject to rules and regulations of the College Board. Currently, there are no provisions for remotely proctored PSAT or SAT assessments.

Saturday administrations of the SAT and ACT operate under the supervision, rules, and regulations of the College Board and ACT.   Specific decisions about national test administrations are being developed by each organization for the 2020-2021 school year.

High School (Grades 9-12) Types of Assessments

LEVEL 1 - Defined as campus-level assessments	
Assessments	**Assessment Process in a Virtual Environment**
quizzes	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign
unit tests	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign
semester exams	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian, Turnitin, SafeAssign

LEVEL 2 - Defined as district-wide local assessments	
Assessments	**Assessment Process in a Virtual Environment**
Priority Standards Assessment (PSA)	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian
Practice EOC	ZOOM virtual testing protocol, itslearning, All in Learning, GoFormative, GoGuardian

LEVEL 3 - Defined as state and national assessments	
Assessments	**Assessment Process in a Virtual Environment**
TELPAS, LAS Links	State recommendation - TBD
STAAR End-Of-Course exams (EOC)	State recommendation - TBD
Texas Success Initiative Assessment (TSI)	State recommendation - TBD
Industry-Based Certifications (IBC)	State recommendation - TBD
PSAT, SAT, AP, IB	National recommendation - TBD
ASVAB	National recommendation - TBD
Credit by Exam (CBE)	ZOOM virtual testing protocol

NOTE - assessments may require in-person administration at a scheduled time at a campus or a district facility
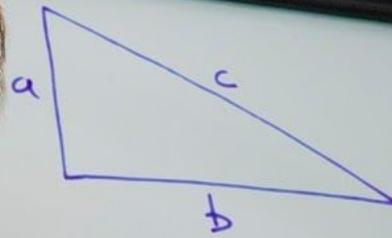
Distance Learning
(TEACHERS)

Professional Learning
Supporting All Teachers

10 Guidelines for SBISD Teachers

The following guidelines will ensure that our students have focused, targeted, and systematic learning opportunities based on students' physical, emotional, and academic needs. Supporting our teachers in adjusting to flexible instructional settings is a priority system-wide.

1. **Collaborate with colleagues.** Working collaboratively, whether as a grade level, a subject area, or even within a district-wide content team for some courses, provides opportunities to capitalize on individual strengths, experiences, and expertise. To ensure high levels of success for all students, no matter what learning environment is used, the three big ideas of Professional Learning Communities will continue to guide our work: (1) Focus on learning, (2) Collaborate with collective responsibility, and (3) Be results oriented.

2. **Embrace this opportunity to increase student executive functioning skills.** While distance learning requires schedules and routines to provide a sense of normalcy, teacher teams can also leverage this opportunity to design learning experiences by varying student products that allow for greater student creativity. Now more than ever, teachers can pace lessons that elicit students "owning their learning" by taking initiative to go beyond the main lessons to extend their learning connected to the content.

3. **Design instruction for cognitive complexity.** Design instruction and student engagement with content and concepts that shifts students to more advanced levels of cognitive complexity, moving beyond recall/remembering to analysis, evaluation, and synthesis/creation. Teacher teams will spend considerable time studying the TEKS and priority standards to determine what areas need to be re-taught, what areas can be sped up, and what areas need to be slowed down. Students need to spend more time at the upper ends of Bloom's Taxonomy, rather than the lower.

4. **Plan for appropriate instructional structures.** Based on neuroscience and what we currently understand about memory, attention, engagement, clarity, novelty versus ritual, and even comprehension in online and offline environments, teacher teams will carefully plan consistent, intentional structures for new learning, collaboration, peer and teacher feedback, checks for understanding, and meaningful assessment.

5. **Building Blocks for Synchronous and Asynchronous Instruction.** Through the power of effective team collaboration, teachers will design

synchronous and asynchronous lessons that are challenging and will design checks for understanding within units of learning to provide students with meaningful feedback. Teams will consider the building blocks of an online lesson (Direct Instruction, Modeling, Discussion, Research and Exploration, Collaborative Tasks, Practice and Review, Assessment, and Reflection) to build intentional learning experiences. Teams will leverage the district-approved software and digital content.

6. **Think about assessment differently.** Assessment can be a challenging adjustment during distance learning. Teachers are asked to think differently and not rely solely on traditional assessment methods. Provide students a variety of ways to demonstrate what they have learned (i.e., discussions, written responses, presentations, project/product development, concept maps, tests, and quizzes). Large assignments might need to be broken into segments, which will allow for timely and targeted feedback to students.

7. **Academic integrity is critically important.** Teacher teams will want to consider assessment practices and create environments that assist students in making good choices related to academic integrity. Academic integrity will need to be revisited often. Established expectations for academic integrity are published in Board Policy EIA(Local): Academic Achievement, SBISD Code of Conduct, and SBISD Grading Expectations.

8. **Less is more.** Providing students with predictable routines benefits everyone. Whether we are facing an intermittent distance learning period of time or teachers are providing online instruction in the opt-in distance learning campus program, teachers should take a less-is-more approach, especially at the outset. Family situations are unique and everyone responds differently to times of stress. Providing all students, teachers, leaders, and families with the tools and supports needed to succeed in distance learning is a priority.

9. **Evaluate your students' conditions for learning.** Every student's capability for distance learning depends on various conditions. Teachers should assume positive presuppositions and have an open dialogue with parents and students to understand technology and physical-emotional needs.

10. **Use approved-district software and digital applications.** The SBISD Marketplace maintains up-to-date district-approved digital instructional resources in one place. The Marketplace, accessible through ITSL, provides a quick way to access high quality resources that are available in SBISD. Digital resources in the Marketplace are vetted for TEKS-alignment and technology standards. Recommendations for additional resources can be submitted through the software approval process.

Building Blocks - Online Lessons

The Building Blocks of an Online Lesson		
Building Block	**Objective**	**Online Tools Used in SBISD**
Direct Instruction	Transfer information (lecture or mini-lesson) or explain a complex topic.	Use Camtasia to record a screencast.
Modeling	Conduct a think-aloud as you navigate a task, apply a strategy, practice a skill, or use an online tool or resource.	Use Camtasia to record or edit a video showing students how to do something or record a screencast to demonstrate how to navigate something online.
Discussion	Engage students in academic conversations about a text, video, podcast, topic, or issue.	Post discussion questions on itslearning to engage students in asynchronous text-based discussions. Host a synchronous discussion using Zoom to allow students to engage in a real-time discussion.
Research and Exploration	Encourage students to research a topic or issue and crowd- source the information they find.	Give students a topic to research online and ask them to crowdsource what they are learning in a shared space online (an discussion board, shared Google Doc or slide deck, Padlet Wall, or FlipGrid).
Collaborative Tasks	Group students online and allow them to work collaboratively on shared tasks.	Use Google Suite (Docs, Slides, Sheets, & Drawings) to engage groups of students online (shared documents or slide decks).
Practice and Review	Connect students with practice and review activities.	Use online resources, like Kahoot!, Khan Academy, or NoRedInk, to encourage review and to create retrieval activities. Use digital documents (Google Suite) to assign activities or writing assignments.
Assessment	Assess student work and use data to determine what students need moving forward.	Administer tests and quizzes using online assessment tools such as the itslearning Test Tool. Assign a writing prompt, task, or project designed to assess the students' mastery of content.
Reflection and Meta- cognitive Skill Building	Ask students to think about what they learned, how they learned it, what questions they have about the concepts covered, and what support they need to continue improving.	Use Google Forms, or Socrative to create an exit ticket to encourage students to develop their metacognitive muscles. Teachers can also ask students to reflect in an online journal or learning log (Google Doc) about their progress each day or week.

LEVEL UP

Coaching Teachers to Become Designers of Lessons

Flexible instructional settings call for teachers to "level up" skills to leverage digital tools and resources to create engaging distance learning experiences for every child.

Effective integration of technology in blended and online learning environments requires that educators learn a variety of new skills and pedagogical approaches.

A culture of professional learning, openness to new methods, and collaboration must be cultivated through layers of support for all educators in the system. SBISD has developed a pathway of professional learning experiences and coaching that support teachers in the journey from developing essential skills to mastering more advanced distance learning skills and strategies.

Year-round Professional (All)

**Vanguard Fellowship Educators
Three-year professional learning cohort**

Large-group/small-group training and individual coaching of SBISD teachers

3 LEVELS OF TECH INFUSION

These layers of support are:

- Secondary Campus-Based Transformational Learning Specialists (TLS) and Librarians provide large-group/small-group training and individual coaching of teachers around technology infusion in face-to-face, blended, and online learning experiences. The coaching model provides the critical one-on-one, collaborative, and often just-in-time support that enables teachers to deepen their skill around meaningful use of technology in all learning environments.
- Vanguard Fellowship Educators participate in a three-year professional learning cohort to develop technology skills and grow in their practice. Vanguard Fellows and other tech-savvy teachers serve as peer support on their campuses.

- District-level support from the Educational Technology team and Content Area teams from the Academics Division provide support in the form of year-round professional learning sessions, collaborative planning, and second-level support for issues related to technology integration.
- Additionally, teachers are supported with device & application technical issues with a Campus Technology Representative (CTR) on each campus and the district-level Technology Services team.

LEVEL 1 - All educators PK-12 Required baseline training located in Safe Schools		
	Course title	Purpose
1.1	**ItsLearning Basics & Itslearning Grade Passback**	Beginner sessions cover basic itslearning features including how to Increase efficiency in grading workflow with the Grade Passback feature which integrates with Skyward. Navigate Plans, Resources, Activities, and Test Tool.
1.2	**eLearning Basic Training &**	Learn how to facilitate online Learning with the basics of ITSL: Plans, Discussion Boards, Assignments with Google,

	Videoconferencing Security	Camtasia, Zoom & Video Conferencing Best Practices for Safety & Security. Overview and best practices targeting essential basic skills for successful eLearning. (Video 1) Video Conferencing Safety & Best Practices. (Video 2) Camtasia for screencasting and creating video lessons. (Video 3)
1.3	G Suite Basics for EDU	Explore how Google Suite tools can be created & formatted to ensure students can interact with the tools for learning.

LEVEL 2		
	Course title	Purpose
2.1	Itslearning: Beyond the Basics	Advanced techniques to design learning experiences within ITSL to support deeper learning. Create progress-based Learning Paths within "Plans", use "360 Report" for tracking student progress, leverage "Groups" to target learning.
2.2	Essentials of Successful Online Teaching	Transition to a fully online teaching experience with an emphasis on skills, strategies, and course design.
2.3	Zoom Power	Advanced techniques with Zoom to enhance facilitation skills for meetings, webinars, and synchronous instruction. Manage support in breakout rooms, advanced screen share functions, and use iPad share screen feature, all within Zoom.
2.4	Essentials of Successful Blended Learning	Explore essential digital tools and resources, learn effective online classroom setup and management, and envision how to adjust your online instruction to leverage blended learning strategies for any learning environments.
2.5	Google Tools Carnival for Teaching and Learning	Explore advanced techniques with Google Suite tools to ensure students can interact with the tools to engage in and demonstrate their learning through content creation. Session includes time to create and practice the methods.

LEVEL 3		
	Course title	Purpose
3.1	Transformational itslearning	Customize ITSL functions and features to facilitate blended learning to support deeper learning, and student agency. Use the portfolio feature for reflective learning and self-assessment and leverage integrations to support authentic learning experiences.
3.2	Master Video Production	Develop high-quality instructional videos using advanced Camtasia features and improve the quality of Zoom recordings with advanced Camtasia editing.

ITSLEARNING

Implementation Expectations

Our Learning Management System, itslearning, provides teachers and students with a powerful platform for communication and meaningful organization of the learning experience in support of the ISTE standards for educators and learners. Through itslearning and a variety of integrated third-party resources, teachers are designers and facilitators of blended learning experiences, and students are empowered with learning pathways and opportunities to hone their communication and collaboration skills with classmates.

We have identified several realistic "Year 1" and "Year 2" implementation actions for teachers and school leaders as outlined below. Our aim is to have a cohesive, aligned standard for implementation system-wide to support a consistent learning experience for all students.

Great Teachers

Great Leaders

Digital Learning Success

Learning Management System (LMS)

Training & Professional Development

Year 1 (2019-2020)	
Teacher Actions	**School Leader Actions**
1. Create or update "About me" page 2. Load Course Syllabus and/or Course Overview within "Course Resources" 3. Enter and maintain due dates for quizzes, tests, and major projects within "Plans" 4. Access SBISD unit planners and content supports regularly	1. Integrate ITSL content and tools into each staff development opportunity 2. Monitor, support, and coach teachers on the implementation of district-identified essential teacher actions 3. Access SBISD Leadership course regularly
Year 2 (2020-2021)	
YEAR 1 teacher actions PLUS 1. Use two-way activities within the itslearning platform such as the Assignment Tool, Discussion Board, and the Test Tool. 2. Add Standards to teacher-created Plans and Activities. 3. Establish and maintain clear organization in all itslearning courses by effectively utilizing itslearning Plans and Calendar. 4. Use the Grade Passback tool to push grades from Activities to the Skyward Gradebook.	**YEAR 1 school leader actions PLUS** 1. Integrate ITSL content and tools into each staff development opportunity 2. Enroll in courses of appraised teachers. 3. Monitor, support, and coach teachers on the implementation of district-identified essential teacher actions 4. Access SBISD Leadership course regularly
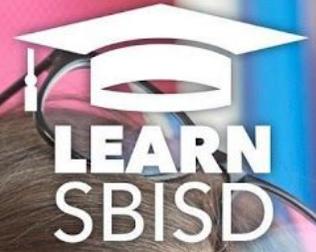
Social-Emotional Learning

Social-Emotional Learning

Prior to the start of the 2020-2021 school year, staff will participate in a re-entry process that supports:

- A tiered process for re-acclimation to ensure that all groups are given an opportunity to successfully transition back into their environments, by :
  - Acknowledging the tragic circumstance surrounding last year's conclusion
  - Sharing current concerns and frustrations
  - Building resilience through collective support and alleviation of anxiety, due to uncertainty
- Staff wellness after facilitating a crisis schooling model and managing the factors associated with COVID 19
- Staff reentry strategic personal and team planning
- Student development and physical emotional supports planning

The re-entry process will be a tiered process of protocols, facilitated as follows:

Leadership Team: Leadership teams are the first level in the re-entry process. The ILT will return and begin the emotional reconciliation process within the first leadership meetings. Specific protocols will be facilitated to enhance coping mechanisms in the members of the team

- Re-entry protocol training for principals by student support staff
- Re-entry protocol facilitation by principals for ILT's
- Re-entry protocol facilitation by administrators for staff
- Trauma training facilitated by campus counselors
- Campus culture activities facilitated by administration
- Implicit bias/diversity training facilitated by consultants for counselors and administrators

Teaching/Support Staff: Staff teams are the next layer of the process for reintegration. It is essential that they understand the global process around re-entry to decrease anxiety. Through these protocols, staff will get an opportunity to release frustrations, acknowledge challenges and begin developing concrete solutions to move forward and support their work.

- Protocol participation with other campus staff
- Character Strong training participation
- Character Strong lesson facilitation with students
- Character Strong teacher challenge campus culture building
- Teacher/support staff participation in diversity focus group conversations

Students: As a result of tiered supports for the adults, an effective school-wide implementation plan will be initiated upon the return of each individualized group of re-entry participants.
- Student participation in Character Strong activities
- Student participation in No Place for Hate activities
- Student participation in diversity focus group conversations

Materials related to protocols and trauma training will be developed by the district to allow campuses to focus on scheduling logistics, academics, staff planning, student planning, etc.

The facilitation of events and activities will enhance campus culture, and build strength and resilience by:

1) Strengthening adult SEL competency

- Administrators, teachers, support staff, parents

2) Strengthening and developing student SEL competency

- Students

Leadership Team Re-Entry Protocol #1: A Common Purpose

A Common Purpose Protocol: The purpose of this protocol is to allow members to debrief and support each other about the work-related stressors encountered related to the COVID pandemic. It also provides an opportunity for participants to revel in their common commitment to the work in the midst of uncertainty and build on that strength.

Materials needed: Butcher/chart paper or white board wall, sticky notes, pens

1. Members are asked to respond in writing (sticky notes are provided) to a prompt, which asks them to share their most stressing moments to end the year in a Crisis Schooling Model during the pandemic.
2. Once finished they affix them to the top half of a chart, the facilitator allows those who want to share an opportunity to expound on their shared thoughts and the team shares a moment of communal grief around the frustrations associated with the pandemic that lead to their current loss of normalcy. Feelings, thoughts and emotions surrounding stressors are encouraged and acknowledged.
3. After sharing is complete, the facilitator will acknowledge the challenges by reviewing them and applaud them for their dedication and perseverance in returning for this school year to focus on meeting the needs of our students in the midst of so much uncertainty.
4. Once complete, the facilitator asks the group, "So, what is your higher purpose? Regardless of all of these statements, we are back to face the challenges associated with this school year which takes grit and dedication.
5. Next, the facilitator asks each participant to write their "higher purpose" on a sticky note and place it below the dividing line.
6. The facilitator then shares the statements and applauds their commitment to the work of educating our children.

Outcome: This activity will help the team release frustrations and come together around a common purpose. The Higher Purpose Statements can be used to formulate values which can be displayed and re-visited as a reflection and reminder of the team's ability to focus on the priority, which is our students, despite adverse challenges and circumstances.

Leadership Team Re-Entry Protocol #1: A Common Purpose

**Greatest Stressors Related to Ending the
School Year in a Crisis Schooling Model**

Higher Purpose Statements

Leadership Team Re-Entry Protocol #2: Strength-Resilience

Strength- resilience Protocol: The strength-resilience protocol allows groups to process concerns (past and present), acknowledge their collective strength to overcome and develop tailored suggestions for team member support as you move forward.

Materials: Chart paper or white board, marker

1. The facilitator asks the team members to share their greatest personal stressor encountered during the pandemic.
2. Members respond in writing on sticky notes
3. Once finished, they affix them to the wall under the corresponding area (self, family/friend, work, personal)
4. Next, staff will do a gallery walk to review the different stressors that their colleagues have encountered.
5. The facilitator will respond, "Knowing that we are all returning with such heavy weight emotionally, what are some things we can do to support each other during this transition in our lives?"
6. A group member will be asked to script the answers
7. Team members will then begin to share thoughts and suggestions

Outcome: This is beneficial for shining the light on the individual member's ability and personal power to overcome or persist in the face of adversity. They are encouraged to revel in their resilience and strength, regardless of tragic circumstances. This promotes cognitive reappraisal, which increases their ability to cope in the face of continuous stressors, because COVID will continue to be a stressor during the 2020-21 school year, since the Pandemic is not over.

Leadership Team Re-Entry Protocol #2: Strength-Resilience

Materials needed: sticky notes, pens

SELF	FAMILY/FRIEND	WORK	PERSONAL

Leadership Team Re-Entry Protocol #2: Strength-Resilience

Materials needed: Chart paper or white board, marker

SUPPORT IDEAS AND SUGGESTIONS:
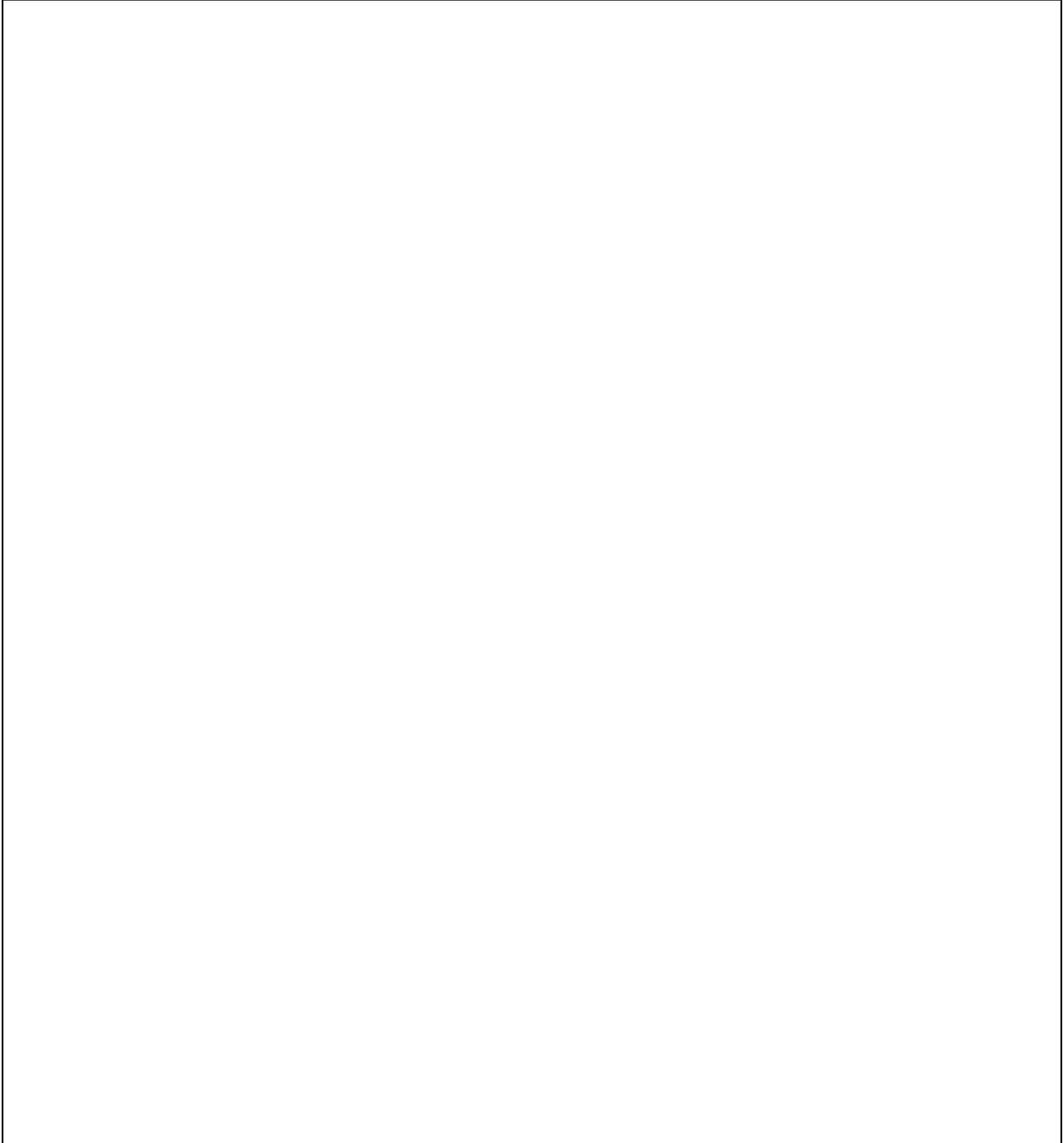
Leadership Team Re-Entry Protocol #3: Realms of Concern and Influence

Realms of Concern and Influence Protocol: The purpose of this activity is to brainstorm all of the things the individual team members and the returning staff are concerned about related to the upcoming school year and differentiate which of those concerns the leaders have direct influence over.

==**Materials needed:** Chart paper or white board, sticky notes, pens==

1. Draw three concentric circles of increasing size on flipchart.
2. In the smallest, central circle participants place themselves. Ask them to imagine that their success lies outside all of the circles.
3. Ask participants to list all the things they are concerned about in their school community. These "Realms of Concern" go into the outer ring. They should list EVERYTHING they are concerned about.
4. Ask participants to determine which issues from the outer ring they have influence over. These "Realms of Influence" go into the middle circle. Have them think critically about what they put in the Realm of Influence.
   Possible Discussion Questions/Topics
   - What do you see? What sticks out? What is significant to you?
   - What is the difference between the "concerns" list and the "influence" list?
   - What does this mean for our work?
   - As you work to make changes in your Realm of Influence by including other essential staff, the Realm of Influence gets larger. You begin to have more influence to affect change in your Realm of Concern.

Outcome: This protocol is beneficial because it helps leaders address their challenges from a place of strength and allows them to think through the essential actions, personnel, collaborations and resources necessary to assert authority over their challenges. It also helps leaders to help those reluctant staff members to understand their roles in the problem-solving process and take ownership over their realm of influence.

Leadership Team Re-Entry Protocol #3: Realms of Concern and Influence

Realms of Concern and Influence Protocol:

TEACHER/STAFF RE-ENTRY

Teacher/Staff Re-Entry Protocol #1: Strength-Resilience

Strength-Resilience Protocol: While working in content or support teams, staff will complete the first phase of the Strength-Resilience protocol. The strength-resilience protocol will allow groups to process concerns (past and present), acknowledge and share positive words of affirmation and encouragement and gain a better understanding of the need to demonstrate patience and support as they move forward.

Materials needed: Chart paper or white board, sticky notes, fine point markers, pens

1. Members respond in writing on sticky notes to a prompt, which asks them to share one of the greatest stressors they encountered during the pandemic.
2. Once finished they affix them to the wall under the corresponding area (self, family/friend, work, personal)
3. Next, she will ask staff to do a gallery walk to review the different stressors that their colleagues have encountered.
4. Each staff member will be given circle dots and additional sticky notes
5. Each participant can then write a message of affirmation, encouragement, or acknowledgement around the shared statement or a place circle dot next to the statement as a ditto.
6. Feelings, thoughts and emotions surrounding stressors are encouraged and acknowledged.
7. Staff are given the opportunity to discuss a statement that resonated with them and share a thought around it.
8. After sharing is complete, the facilitator will acknowledge the challenges encountered during this time and applaud them for their dedication and perseverance in being there to focus on meeting the needs of the students in the midst of so much uncertainty. He/she will share that it's going to take everyone working and supporting each other to effectively cope throughout the year.
9. The facilitator then responds saying, "Knowing that we are all returning with such heavy weight emotionally, what are some things we can do to support each other during this transition in our lives?"
10. Participants respond while a team member records the suggestions and ideas

Outcome: This protocol is a great tool for assessing the individual challenges that people have and may continue to face and developing tailored interventions to support them. It also allows the staff to collectively understand the need for them to support each other in order to ensure a positive campus culture and climate.

Also, the suggestions and ideas they share will give actual thoughts related to relevant, requested ideas for needed support.

Teacher/Staff Re-Entry Protocol #1: Strength-Resilience

Materials needed: Chart paper or white board, sticky notes, fine point markers, pens

SELF	FAMILY/FRIEND	WORK	PERSONAL

Teacher/Staff Re-Entry Protocol #1: Strength-Resilience

SUPPORT IDEAS AND SUGGESTIONS:
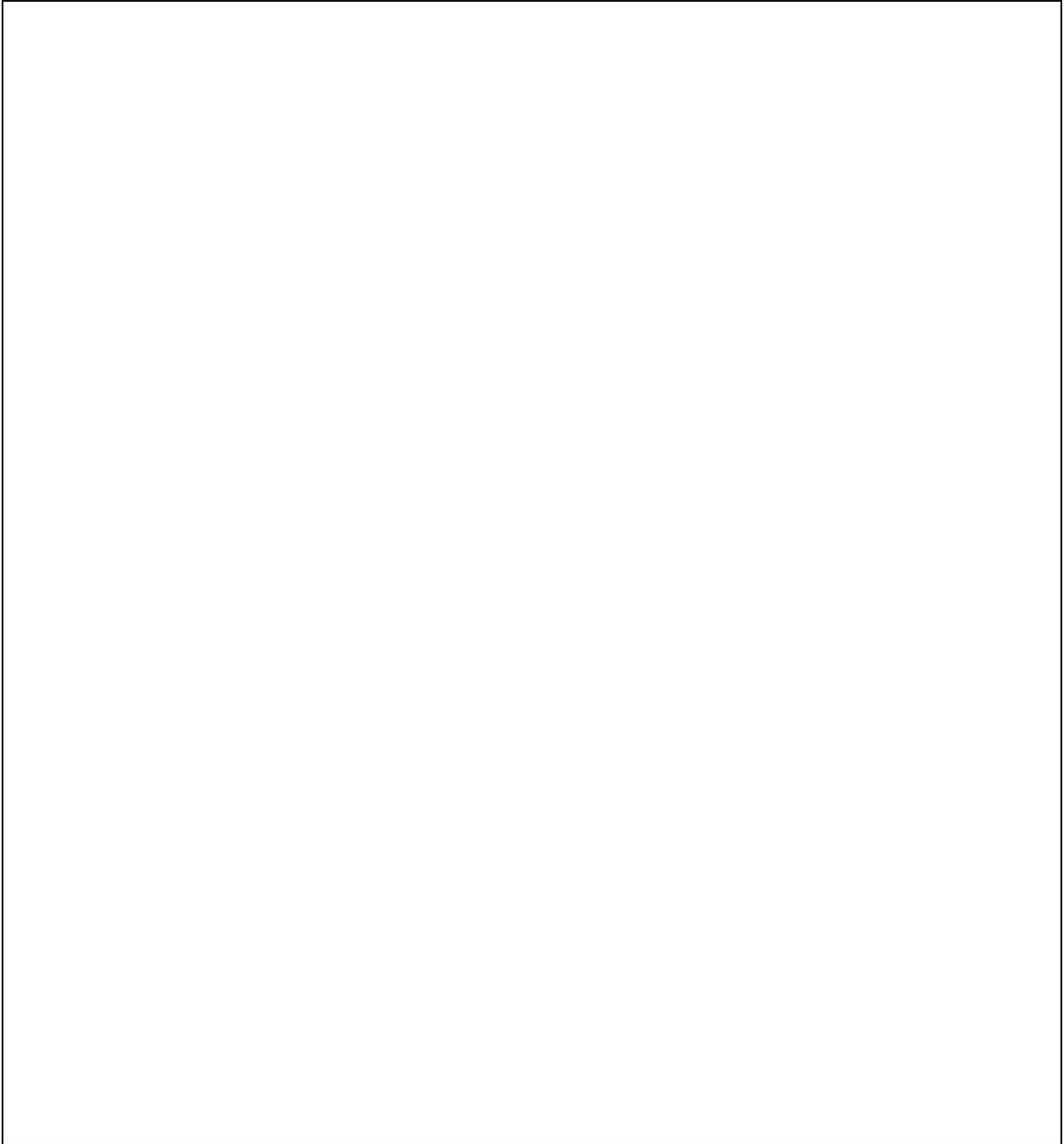
Teacher/Staff Re-Entry Protocol #2: Blooming Questions-Blooming Concerns

Blooming Questions-Blooming Concerns Protocol: In the midst of extreme change or uncertainty, this protocol can be used to help team members acknowledge the fears/concerns, prioritize them based on actual impact, and determine solutions for addressing them.

Materials needed: Chart paper or white board, markers

1. Staff are asked to share work-related concerns around returning for the school year
2. All responses are recorded under the concerns tab on the chart
3. Staff are then asked to write on sticky notes the potential consequences of not addressing each of the concerns listed
4. Responses are posted in the Consequences section next to the Concern on the chart
5. Based on the responses, staff are asked to prioritize those concerns based on those that have the greatest consequences associated with it.
6. Next, participants are asked to develop solutions to the challenges that will have the greatest impact on their work.

Outcome: This protocol will help teams determine the greatest concerns in the midst of great amounts of uncertainty/fear. It will give them a collective sense of control in addressing the problems/concerns and help them feel more confident in having a plan of action)

Teacher/Staff Re-Entry Protocol #2: Blooming Questions-Blooming Concerns

CONCERNS	CONSEQUENCES	SOLUTIONS

Protocol Extension

During team time, have staff work to find solutions to other problems that were discussed and work as a team to generate ideas and solutions to overcome those challenges. They can then update the chart to provide to the administration for review.

STUDENT RE-ENTRY

Self Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Self Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself.

Social Awareness

The ability to understand physical and ethical norms for behavior and to recognize family, school, and community resources and supports.

Relationship Skills

The ability to communicate clearly, listen well, cooperate with others, resist inappropriate physical pressure, negotiate conflict constructively, and see and offer help when needed.

Decision Making

The ability to make constructive choices about personal behavior and physical interactions based on ethical standards, safety concerns, and physical norms.

What is required to promote SEL for students?

- Fostering a Supportive School Climate
- Integrating SEL into daily interactions
- Elevating Student Voice
- Integrating SEL into Student Supports
- Focusing on developing students in each of the SEL competency areas

We will focus on the SEL Competencies promoted by CASEL to build physical emotional acuity in our students.

In order to ensure that students are successful in transitioning back into the environment, staff will need to assist students in developing their skills in 5 component areas:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Problem-solving Skills

Through the use of **Character Strong** lessons, we will enhance the skills of our students by helping them to:

- Understand and manage emotions
- Set and achieve positive goals,
- Feel and show empathy for others,
- Establish and maintain positive relationships
- Make responsible decisions

Staff will need to reflect on the following questions to determine how to build a supportive classroom climate for their students upon return.

Teachers are an integral part of the physical emotional learning of their students and the positive interactions they have with their students will improve their overall performance.

SELF AWARENESS

- How will we support students with processing their emotions related to past experiences around COVID
- What activities will be best to facilitate with students in order to encourage discourse around their emotions, thoughts, and values
- How will we as staff foster a supportive campus/classroom environment face-to-face or in an online environment, while respecting physical-distancing guidelines
- How will we assist students with taking personal pulse-checks to self-assess when becoming overwhelmed
- How will we foster a growth mindset in students to increase student resiliency moving forward

SELF MANAGEMENT

- How will we promote pro-physical self-management skills in students who are responding negatively after COVID
- What activities will we facilitate to enhance organizational skills in students to assist them in managing their academic workload when in a face-to-face, online, or hybrid academic settings

- How will we help students to anticipate challenges that they could potentially encounter when interacting with others and problem-solve around them
- How will we help students to establish viable goals for the school year, and determine the best way to achieve the goals that they have set

SOCIAL AWARENESS

- How will we help students understand their role in the greater academic environment with regards to respecting diverse perspectives around individual student encounters related to COVID.
- How will we promote and encourage student empathy towards others who are being impacted by COVID
- How will we promote acceptable physical norms and positive interactions with peers through the use of physical media platforms and other methods of communication
- How will we promote appropriate physical protocols when working collaboratively with others in a physically distance or online environment

RELATIONSHIP SKILLS

- How will we maintain effective communication with students and be effective models for student behavior if students are online
- How will we develop effective relationships with our students and foster a culture of support in our classroom if we are online
- How will we help students physically engage with others and learn effective teamwork strategies
- What will physicalization look like in the online environment

RESPONSIBLE DECISION MAKING

- How will we include student voice in the decisions we make regarding student learning and processes for class facilitation
- In what way will we allow student choice to be a factor in how they access the curriculum or display knowledge of content
- How will students share safety concerns that they encounter during COVID
- How will we ensure that students adhere to ethical standards of learning in an online environment

LEARN SBISD
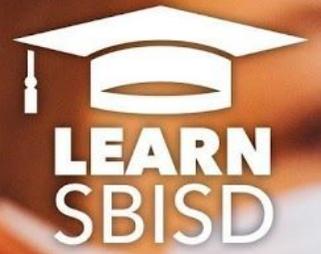
Health & Safety

Health and Safety

The health and safety section provides in-person instruction guidance for the 2020-2021 school year.

The information contained in this document is based on the latest health and safety guidelines provided by federal, state and local health and governmental agencies related to COVID-19.

The health and safety measures are designed to prevent the spread of the coronavirus and to provide mitigation practices should an outbreak occur. Due to COVID-19, each family will need to make decisions about their child's education and the health and safety of their family by selecting in-person or remote instruction. The following are required essential health protocols for students and staff members:

Student Health Protocols:
- Parents/guardians are expected to screen their child(ren) for COVID-19 symptoms each day **prior** to sending them to school.
- All students will be instructed on methods to protect themselves and others from COVID-19 at school.
- All students should practice appropriate physical distancing, hand hygiene, and respiratory etiquette.
- All students will be trained on proper handwashing techniques and should regularly wash their hands or use hand sanitizer when reporting to school, before and after meals, and after using the restroom.
- All students should maintain 3-6 feet distancing from others, when feasible, and wear face masks/face coverings.
- All students, 3 years old up to adults, are required to use non-medical grade face masks/face coverings appropriately covering the nose and mouth, while in the classroom, hallways, and all common spaces.
- All face masks/face coverings shall be free of any images, words, political slogans, with the exception of a SBISD school or district logo, or college logo.

Employee Health Protocols:
- All SBISD employees will be required to complete a self-screening daily **prior** to entering the work site.
- All employees will be expected to know, understand and practice methods to protect themselves and others form COVID-19 at work.
- All employees must practice appropriate cleaning and disinfection, hand hygiene, and respiratory etiquette.

- All employees are expected to regularly wash their hands or use hand sanitizer when reporting to work, before and after meals, and after using the restroom.
- All employees should maintain 3-6 feet distancing from others when feasible, and wear face masks/face coverings.
- All employees are required to use non-medical grade face masks/face coverings appropriately covering the nose and mouth, while in classrooms, hallways, and all common spaces.
- All face masks/face coverings shall be free of any images, words, political slogans, with the exception of a SBISD school or district logo or college logo.

The District will continue to implement health and safety guidance from federal, state, and local governmental agencies to ensure a safe and healthy start to school.

As new measures are determined, the District will make adjustments and implement changes and updates as needed.
(Updated 08/30/2020)

Designated Point Person

The Campus Safety Officer is the designated point person for COVID-19 issues at each campus and will be responsible for responding to, and implementing COVID-19 health and safety guidelines and protocols. The principal and Campus Safety Officer will work closely with the campus nurse to monitor, respond, and communicate information and updates on COVID-19. The campus nurse will record and report all COVID-19 cases at the campus to the local health department. The campus nurse will notify the Manager of Safety and Risk Management and the Campus Safety officer of any cases reported. The Manager of Safety and Risk Management will notify and share plans with the Fire Marshal with jurisdictional authority of any temporary or permanent facility changes requiring approval.

The Director of Safety and Security and the Manager of Safety and Risk Management for the district will communicate health and safety updates, staff health and safety training, and health and safety protocols to the Campus Safety Officers and department supervisors. The Campus Safety Officers and Supervisors will ensure all staff complete health and safety training and follow the health and safety protocols.

(Updated 08/30/2020)

Community mitigation activities

Community mitigation activities help to prevent and reduce the spread of the infectious diseases, including COVID-19. The District is committed to providing a safe and healthy environment for our students, staff, and families. It is important to understand the virus spreads from person to person in close contact, through respiratory droplets.

Everyone is at risk for exposure to COVID-19 and symptoms may appear 2-14 days after exposure to the virus. Some people are at higher risk due to underlying health conditions and the risk increases with age. Individuals 85 years and older have the greatest risk to become seriously ill.

Individuals at any age with certain underlying health conditions may be at a higher risk of severe illness from COVID-19 and should consult a physician on ways to protect themselves.

Each member of our community can support the district's efforts to slow the spread of this infectious disease by following the CDC healthy hygiene practices:

- Wash your hands often.
- Use hand sanitizer if soap and water is not available.
- Cover your mouth and nose with a face mask or face covering when around others.
- Cover coughs and sneezes.
- Frequently clean commonly touched surfaces.
- Practice physical distancing when and where feasible.

Monitor your health and be alert for symptoms of COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- 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 or experiences any of the symptoms of COVID-19

All staff and students are expected to stay home if they have a fever, feel sick, or are exhibiting any of the symptoms of COVID-19.

NOTE: To be considered exposed to COVID-19, an individual would need to have had **prolonged** close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.
(Updated 08/30/2020)

Visitor & Volunteer Policy

Visitor & Volunteer Process:
- To limit exposure to communicable diseases, and in an abundance of caution, all District facilities will be closed to nonessential visitors, parents, volunteers, and activities involving external groups or organizations for the first semester.
- Parents dropping students off in the morning or picking up at dismissal will be required to wait outside.
- Essential meetings will be conducted through virtual appointments or limited face-to-face visits.
- Public service providers, district instructional, administrative, communications, technology, and facilities employees, essential educational vendors, student teachers and observers for teacher preparation programs, CPS, first-responders, and contractors may be allowed into a district facility by appointment and must follow the check-in process below:
(Updated 08/30/2020)

Check-in Process:
- All visitors will need to show identification and be scanned through RAPTOR.
- All visitors will be required to wear a face mask or face covering appropriately over the nose and mouth.
- All visitors are expected to practice physical distancing whenever and wherever feasible.
- Each individual will be verbally screened (via questioning) for any of the following new or worsening signs or symptoms of COVID-19:

- ❏ Fever or chills
- ❏ Cough
- ❏ Shortness of breath or difficulty breathing
- ❏ Fatigue
- ❏ Muscle or body aches
- ❏ Headache
- ❏ New loss of taste or smell
- ❏ Sore throat
- ❏ Congestion or runny nose
- ❏ Nausea or vomiting
- ❏ 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 or experiences any of the symptoms of COVID-19

*NOTE: To be considered exposed to COVID-19, you need to have **prolonged** close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Any visitor to a SBISD site that fails to satisfactorily answer the screening questions above, will not be allowed to enter the premises and will need to leave immediately. A virtual appointment may be scheduled in lieu of an in-person meeting.
(Updated 08/30/2020)

Health Screening - Expectations

Have you experienced any of the following health symptoms in the last 24 hours?

Personal Daily Self Screening (ALL)

All students and employees will self-screen for any of the following **new** or **worsening signs or symptoms** of COVID-19:

- ❏ Fever or chills
- ❏ Cough
- ❏ Shortness of breath or difficulty breathing
- ❏ Fatigue
- ❏ Muscle or body aches
- ❏ Headache
- ❏ New loss of taste or smell
- ❏ Sore throat
- ❏ Congestion or runny nose
- ❏ Nausea or vomiting
- ❏ 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 or experiences any of the symptoms of COVID-19

*NOTE: To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Health Screening - Isolation Protocols

For Students

Parents/guardians are expected to screen their child daily for COVID-19 symptoms each day **prior** to sending their child to school.

Students are expected to stay home if they have a fever, feel sick, or are exhibiting any of the symptoms of COVID-19.

Students will have a temperature check and be verbally screened for symptoms of COVID-19 daily.

Health Screening

SBISD will prohibit a student who fails the health screening criteria and has symptoms consistent with COVID-19, who is lab-confirmed with COVID-19 diagnosis, or has direct **prolonged** close contact exposure to someone who has a positive COVID-19 diagnosis. The student must stay home throughout the infection period, and cannot return to campus until the school screens the student to determine if any of the below conditions for campus re-entry have been met:

- ○ In the case of a child who was diagnosed with COVID-19, the child may be ready for attending school when **all three** of the following criteria are met:
    - at least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever- reducing medications) **AND**
    - the child has improvement in respiratory symptoms (e.g., cough, shortness of breath) **AND**
    - at least 10 days have passed since symptoms first appeared.

o   In the case of a child who has symptoms consistent with COVID-19 and who does not get evaluated by a medical professional or tested for COVID-19, the child is assumed to have COVID-19, and the child must not return to school until the child has completed the same three-step criteria listed above.

o If the child has symptoms consistent with COVID-19 and the parents want their child to return to school before completing the above self-isolation period, the child's parents **must** obtain a medical professional's note clearing the child for returning based on an alternative diagnosis; **OR** the child must have one (1) negative test result in order to return prior to the quarantine period.

o   If the child has been in prolonged close contact with a person who is lab- confirmed to have COVID-19, they should notify the school and should not return to school until the end of the 14-day self- quarantine period from the last date of exposure, **OR** until they obtain a medical professional's note clearing the child for returning based on a COVID-19 free diagnosis; **OR** the child must have one (1) negative test result in order to return prior to the quarantine period.

NOTE: To be considered exposed to COVID-19, an individual would need to have had **prolonged** close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Isolation: is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Quarantine: is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

(Updated 08/30/2020)

Isolation protocol for students with symptoms

Any student who does not pass the health screening will report to the nurse for a clinical assessment and be separated from peers.

- If the student is suspected to have exposure to or symptoms consistent with COVID-19, the parents/guardians will be contacted.
- The student must be picked up within 30 minutes and no later than one hour from the time the campus contacted the student's parent/guardian.
- The areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) will be cleaned and sanitized as soon as is feasible.
- The student who was diagnosed with COVID-19 cannot return to school until the student is screened and meets any of the criteria in the health screening section above.

For Employees

Employees are expected to conduct a daily self-check health screener to be reviewed by the nurse and employees must report any potential or known exposure to COVID-19.

All staff are expected to stay home if they have a fever, feel sick, or are exhibiting any of the symptoms of COVID-19.

Health Screening

SBISD will prohibit an employee who fails the screening criteria, has a positive COVID-19 diagnosis, or has direct **prolong** close contact exposure to someone who has a positive COVID-19 diagnosis from being allowed on campus or department until they meet any of the criteria for re-entry as follows:

- In the case of an employee who was diagnosed with COVID-19, the employee may be ready to return to work when all three of the following criteria are met:
    - at least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever- reducing medications) **AND**
    - the employee has improvement in respiratory symptoms (e.g., cough, shortness of breath) **AND**
    - at least 10 days have passed since symptoms first appeared.

- If an employee has symptoms **AND** tests positive **OR** is suspected to have COVID-19 they **must**:

    - The employee must follow the above requirements **OR**
    - Must obtain a physician's release to return to work due to an alternative diagnosis; **OR**
    - have one (1) negative test result prior to the quarantine period.

- If an employee has prolonged close contact exposure with an individual who has symptoms **OR** individual who tests positive for COVID-19 (Including someone at Home) **OR** employee tests positive but has no symptoms.
    - The employee must self-isolate for 14 days; **OR**
    - may return to work sooner with one (1) negative test result prior to the quarantine period; **OR**
    - provide a physician's note with an alternative diagnosis with a release to work.

Note: To be considered exposed to COVID-19, an individual needs to have **prolonged** close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Isolation protocol for employees with symptoms:

- Employees who do not pass the above screening must notify their supervisor, report absence into AESOP, and go home.
- If an employee is concerned symptoms are COVID-19 related, they should consult with a health care provider.
- The areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) will be cleaned and sanitized as soon as is feasible.
(Updated 08/30/2020)

COVID-19 Mitigation Efforts

TRAINING
Students:
The District will provide age-appropriate CDC hygiene lessons on: hand washing, face coverings, how COVID spreads, physical distancing, respiratory etiquette and proper use of masks and face coverings.

Employees:
All District employees will be trained on health safety protocols through Safe Schools SBISD training module. Additional CDC training modules will be available on hand washing, face coverings, how COVID spreads, physical distancing, respiratory etiquette and proper use of masks and face coverings.

SIGNAGE
All district facilities will have health safety signage on health COVID-19 symptoms, how COVID spreads, hand washing, face coverings, respiratory etiquette and physical distancing.

FACE MASKS/COVERINGS
Students and Employees:

Face masks or coverings are **required** for all staff and students ages 3 years old up to adults and **must** be worn:
- Properly over the nose and mouth and when physical distancing is not possible or practical.
- In the classroom, during passing periods and in common spaces-e.g. restrooms, hallways, library, cafeteria, gym, meeting rooms, offices, after school, etc.
- On the bus at all times.
- Gaiters are an allowable face covering and must be worn appropriately over the nose and mouth.
- Masks and face coverings shall be free of any images, words, political slogans, with the exception of the SBISD school or district logo or college logo.

*Note: Masks with one-way exhalation valves or vents are not allowed.
Failure to wear a mask is considered a health hazard and may result in disciplinary consequences, see appendix.
(Updated 08/30/2020)

Face Shields

- According to the Texas Education Agency, full- face shields may be used in place of a mask to protect eyes, nose, and mouth whenever a mask is not feasible or whenever the education context may benefit from the ability to see an individual's full face. School systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.
- Teachers may distribute face shields to students, if needed, to facilitate clear communication for in-person instruction. Students would only be allowed to wear them while seated at their desk, during instruction. If the student needs to move about the room, the mask or face covering must be put on again before getting up from their desk.
- A note from a health care provider is required if a student or employee has a health condition that inhibits them from wearing a face covering/mask or due to a religious practice that would require otherwise.
- A parent/guardian shall complete the mask accommodation form for students and provide a physician's note to the nurse. If the accommodation is approved the student shall be required to wear a face shield when physically possible.
- Employees shall request an accommodation and submit an accommodation form through Human Resources. If the accommodation is approved, the employee shall be required to wear a face shield when physically possible.
(Updated 08/30/2020)

HAND SANITIZER/HAND SOAP/SANITIZER
Daily Activities for Students and Employees:

- Alcohol-based hand sanitizer will be available at the main entry/exit doors to the campus, in classrooms, in the cafeteria and in high traffic areas throughout the campus.
- Staff and students will be expected to regularly wash or sanitize their hands.
- **SBISD students and staff will be expected to:**
    - Use hand sanitizer upon entry to classroom and periodically during instructional day
    - Wash hands with soap and water and/or use hand sanitizer before eating and after eating, following restroom breaks and before and after recess, physical education classes, or other outdoor activity.
- **Alcohol-based sanitizer will be used on:**
    - High touch surfaces include desks, light switches, door knobs, phones, conference tables, computer keyboard, counter tops and chairs.
- Hand soap

- - Wash hands for 20 seconds using disinfecting soap.
- Hand sanitizer
  - Use hand sanitizer before and after touching surfaces such as vending machines, copy machines, coffee pots, refrigerator handles and door knobs.

CLEANING and DISINFECTION
Daily District and Campus Facilities Cleaning:

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Cleaning cloths will be changed for each classroom and common area to maximize room to room cleanliness.
- Custodians will wear masks and gloves during work hours.
- The cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Additional Cleaning Measures for COVID-19 Positive Cases

- If a classroom or facility is closed due to COVID-19 spread, hospital grade disinfectant, which is recommended for use on the virus that causes COVID-19, will be used to disinfect.
- Custodial staff will disinfect classrooms, restrooms, and all additional areas in the entire building.

SOCIAL DISTANCING

All students and employees will practice physical distancing of 3-6 feet, whenever possible and to the extent possible. Face coverings/masks are **required** in addition to practicing social distancing, when feasible. (Updated 08/30/2020)

MODIFIED CLASSROOM LAYOUT
Elementary and Secondary Classrooms will need to:

- Clear classrooms of unnecessary furniture such as reading couches and large bookshelves to allow the maximum square footage for student seating.
- Reduce and remove extra materials.
- Space seating/desks at least 3-6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other).
- Classrooms with tables will have students seated on opposite ends and sides of the table with a divider/partition between the students.

COHORTING

- Campuses will identify classes and/or small groups and keep them together through cohorting. This is to ensure student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups when feasible.
 (08/30/2020)

STAGGERING SCHEDULING

- Each campus will stagger student travel in hallways upon arrival, transition periods, and at dismissal times by utilizing multiple entrance and exit pathways.

SHARED OBJECTS

- Students will be discouraged from sharing items that are difficult to clean or disinfect.
- Elementary and PreK will keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas as feasible.
- Secondary lockers will not be assigned - students will carry all needed materials and lunch with them.
- Students will need to have adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Students will need to avoid sharing electronic devices, toys, books, and other games or learning aids when feasible. Shared supplies will be sanitized between use.

COMMUNAL SPACES

Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between use. When needed, students will bring personal supplies from the classroom.

All students and staff will be required to use hand sanitizer when entering and exiting common areas.

LIBRARY

- Masks and/or face coverings are required.
- Visual reminders will be added and furniture arranged to help students maintain physical distancing while in the library.
- Students and staff will sanitize hands upon entering and after visiting the library.
- High touch surfaces (i.e. table tops, chairs, door handles, technology equipment) will be disinfected regularly.
- Occupancy will be limited.
(Updated 08/30/2020)

RESTROOMS

- Each campus/facility will identify the number of occupants utilizing each restroom to mitigate the chance of exceeding maximum occupants per physical distancing.
- Signage will be used to show the number of students in the restroom at one time for physical distancing.
- Students and staff must wash hands after using the restroom and should use hand sanitizer when entering the classroom.
- Will be monitored throughout the school day and cleaned and disinfected daily.
(Updated 08/30/2020)

CAFETERIA

- Cafeteria tables should be spaced apart and tables will be cleaned and disinfected between use.
- Cafeteria capacity will be based on current guidelines. Physical distance will be provided around each seat.
- Signage and staff will reinforce physical distance and traffic patterns in the cafeteria.
- Hand sanitizer will be available at entrances and exits of the cafeteria.

RECESS

- Stagger the use of playground equipment in cohorted groups .
- Masks and/or face coverings are required during recess.
- Limit the number of class groups on the playground and physical distance when and where feasible.
- Students and staff should wash hands and/or use hand sanitizer before entering and when exiting the playground.
(Updated 08/30/2020)

SPECIALS- Health Fitness

- All students and employees will practice physical distancing whenever possible and to the extent possible.
- Students will be cohorted by classes and/or in small groups.
- Visual markers will be placed on the gym floor, indoor and outdoor field and surfaces as reminders of physical distancing rules.
- Classes can be divided to split time outside for half the class and indoors for the other half.
- If or when equipment will be used, it will not be shared and will be disinfected after every use.
- Students are required to wear face covering or masks in class.
- Students will be encouraged to bring their own water bottles and will fill those at the beginning of class.
- Staggered arrivals and dismissals is a must to give teachers time to clean equipment; and separate entrances/ exits will be utilized.
- Processes for sanitizing equipment used by students will be implemented to ensure that equipment is disinfected after each use.
(Updated 08/30/2020)

SPECIALS- Elementary Art & Music
- Appropriate physical distancing measures will be followed in all Music and Art classes.
- Students are required to wear face covering or masks in class.
- Students will be cohorted by classes and/or in small groups.
- Students will use their own art supplies. No sharing of supplies is permitted.
- No wind instruments will be used in the first semester.
- Processes for sanitizing equipment and instruments used by students will be implemented to ensure that it is disinfected after each use.
(Updated 08/30/2020)

MEETING SPACES
- Meetings will be limited to video conferencing when possible.
- If meetings must be held in person, all physical distancing protocols will be implemented.
    - Masks and/or face coverings are required.
    - Limit the sharing of materials/supplies.
    (Updated 08/30/2020)

ADMINISTRATIVE SPACES
Reception, Offices, Conference Rooms, Mail Room, Staff & Faculty Lunch Area

When possible, meetings will be conducted virtually. However, if the need arises to meet in person please follow campus/facility guidelines:

- Masks or face coverings are required.

- Partitions will be utilized as needed.
- Hand sanitizer will be provided in front office spaces.
- Distances of 3-6 feet will be provided between all occupied seats and workspaces as feasible.
- High touch surfaces should be cleaned frequently
- Staff shall not congregate at lunch and are required to socially distance during meals.
(Updated 08/30/2020

FLEXIBLE LEARNING SPACES

- The number of students in these areas will be limited as driven by available space and physical distancing guidelines.
- Common spaces and supplies in these spaces will be disinfected frequently.

CHILD NUTRITION SERVICES

All child nutrition staff will continue to practice 'personal hygiene' standards as required.

- To ensure the safety of students and staff, no outside food deliveries will be accepted (i.e. food, gifts, parent delivered lunch, food trucks, DoorDash, etc.).
- Grab and go meals may be served in the cafeteria and taken to designated areas for consumption, while ensuring the safety of children.
- Continue to use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food will be sanitized.
- Staff will continue to adhere to all safety and sanitation standards regarding the processing, service, storage, and clean-up of meals. This includes personal hygiene standards including handwashing and the proper use of gloves during meal production and service.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.

Breakfast

- "Grab and Go" breakfast will be served in the cafeteria and students will eat breakfast in their homeroom or in areas throughout the campus as designated by Campus Administration.
- Cafeteria and serving areas will be cleaned and disinfected between use.

Lunch

- Lunches will be "Grab and Go."
- Campus Administration will identify various locations throughout the building for students to eat and to physical distance as feasible.
- Campus Administration will designate groups to eat in the cafeteria with appropriate physical distancing and students will be released on a staggered schedule.
- Cafeteria, serving, and eating areas will be cleaned and disinfected between uses.
  (Updated 08/30/2020)

TRANSPORTATION

As a response to COVID-19, SBISD encourages all families, with the ability to do so, to transport children to and from school.

Bus transportation will be offered; however, the standard number of transported students compromises the ability to physically distance. For this reason, students utilizing bus transportation will be required to utilize face coverings.

- Students will be required to pre-register for bus transportation by July 24, 2020 in order to ensure transportation services.
- All students will use hand sanitizer upon boarding the bus.
- All bus drivers will wear face covering.
- All students, ages 3 years old to adults, will be required to use face coverings or masks, covering nose and mouth while riding the bus.
- Once daily buses will be sprayed with a disinfectant at the end of each day. In addition, on a weekly basis, all buses will be cleaned and disinfected.
- Transportation staff will be trained in proper sanitizing procedures.
- All SBISD ISD vehicles will be equipped with sanitizing and cleaning supplies.
- Encourage families to transport their children to and from school.
  (Updated 08/30/2020)

GATHERINGS & FIELD TRIPS

- Until further notice, the use of field trips to enhance the educational experience will be postponed.
- Until further notice, there will be no large student assemblies.
- Any student physical activities (i.e. pep rallies, celebrations) must be conducted in open air venues, or limited to less than 50 participants. All such activities, regardless of location, must be in compliance with state physical distancing guidelines.

- All campuses will pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.

HEALTH FITNESS CLASSROOM PROTOCOLS

- Whenever possible, taking weather conditions into account, Health Fitness classes will be held outside to allow for maximum physical distance between students.
- Within the program, consistent grouping of the same participants will be encouraged, while refraining from intermixing groups whenever possible.
- Any activities bringing students into close physical contact will be avoided.
- Visual markers will be in place on the gym floor, bleachers, weight rooms, and indoor and outdoor field and surfaces as reminders of physical distancing rules.
- Locker rooms will not be utilized the first semester, so students will not be required to dress out. Procedures will be implemented in the locker rooms to promote physical distancing.
- Processes for sanitizing equipment used by students will be implemented to ensure that equipment is disinfected after each use.
- Separate entrances and exits will be utilized during a class period, to minimize physical contact with handles.
- Activities requiring the sharing of equipment between participants will be avoided as much as possible. Community supplies are considered high touch and will be cleaned frequently.
- Students will be encouraged to bring refillable water bottles to avoid direct contact with water fountains. Water bottles will be filled at the beginning of class.
- Sanitizing areas and access to handwashing will be provided. (Updated 08/30/2020)

EXTRACURRICULAR ACTIVITIES

CHEERLEADING

- Practices and performances will be conducted following safety protocol provided by guidance from SBISD, UIL, TEA and the NFHS. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

ATHLETICS

- Athletic practices and contests will be conducted following safety protocol provided by guidance from SBISD, UIL and TEA. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.
- Hand sanitizers will be in gym facilities and equipment will be sanitized on a regular basis.
- Locker room use will be determined by TEA/UIL. If locker rooms can be accessed, all locker room space will be utilized to enforce physical distancing guidelines.
- Protocols will be in place for managing the storage, cleaning and disinfecting, and redistribution of school equipment.
- Staff will monitor locker rooms and other areas where students may congregate to ensure effective implementation of school protocols.
- Staff and students are required to wear face coverings while inside locker rooms, meeting rooms, training rooms, and other areas where students may congregate other than shower facilities.
- As part of their overall plan, schools will develop a plan for mitigating the risk of spreading COVID-19 when disinfecting, cleaning, and laundering items such as towels, practice clothes and uniforms. The plan will include protocols for redistributing these items to students. Involved staff will be trained specifically on these protocols.
- A plan for the hydration of student-athletes will be created for providing water to students and staff while ensuring that water isn't shared.
- Bus travel will follow transportation guidelines provided by SBISD and TEA.
- Spectator attendance at games and contests may be limited based on TEA and UIL guidelines.
- All employees, parents, visitors and students ten years of age or older must wear face coverings or face shields upon entry to an area where UIL activities are being conducted and when not actively practicing or playing in the contest, unless an exception in Executive Order GA-29 applies.
- Event procedures will be in place to minimize face-to-face interactions.
- Separate entrances and exits may be utilized at practice and contest sites whenever possible.
- Schools may allow spectators to attend contests within a maximum 50% capacity limitation, provided that appropriate spacing between spectators is maintained according to the protocol. These areas should also be at least six feet from the team area whenever possible.
- All participants should be provided with entry and exit plans for contest areas that maintain separation from non-participants. Individuals not essential to the teams involved will not be given access to contest areas, court or fields before, during or after contests.
- Areas will be designated by host sites for visiting teams that are clean and have been disinfected before the team's arrival.
- Areas will be designated by host sites for sport officials that have been cleaned and designated prior to their arrival. The entrance and exit for the officials should be separate from fans whenever possible.

- Before each contest, schools will follow the screening process described by the UIL to screen all staff members, contractors, sports officials, volunteers, and any individuals otherwise involved in working the event. These individuals should also self-screen as described in these screening protocols.
- Whenever possible, pre-contest announcements will be made that include expectations for spectators at each contest site regarding the use of face coverings, the adherence to social distancing, and the importance of sanitization during and after the contest.
- Pre-game or pre-event meetings between teams and sports officials will be planned to allow appropriate distancing between individuals.
- Pregame and post-contest gestures of sportsmanship will be conducted between teams and sport officials in ways planned that help reduce the risk of the spread of COVID-19.
- Post-game interviews will be conducted while wearing face coverings and maintaining at least six feet of distance between the interviewer and the individual being interviewed.
- Concessions and/or concession sales may be limited to encourage physical distancing and to follow health and safety guidelines. (Updated 08/30/2020)

FINE ARTS

- Large group practice sessions, sectionals and rehearsals will adhere to health safety guidelines provided by an authorized entity (e.g., SBISD, TEA, UIL, etc.)
- Fine arts music private lesson teachers will not be allowed to teach on campus facilities until further guidance is provided by an authorized entity.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., SBISD, TEA, UIL, etc.)
- Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., SBISD, TEA, UIL, etc.) including but not limited to transportation procedures, number of attendees, and the orientation of concerts.
- All fine arts performances will be streamed online when possible.
- Booster club meetings shall be held virtually to minimize outside exposure to campuses.

SPECIAL EDUCATION PROGRAMS

GENERAL GUIDANCE

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face.
- If transportation is in a student's IEP as a related service, SBISD will provide transportation.
- All special education students who ride district transportation will be required to comply with health and safety protocols for district transportation.

In an effort to minimize potential exposure to our most vulnerable students, SBISD will:
- Focus on physical distancing when possible, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing masks.
- Require masks when physical distancing is not possible.
- Post visual supports throughout the classroom to remind and support understanding of expectations.
- Keep each student's belongings separated using student designated containers or areas.
- Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
- Sanitize all used materials daily.
- Utilize protective barriers as appropriate.
- Utilize grouping and scheduling strategies to reduce exposure.

Related Services Face-to-Face

- Group sizes will comply with state and local health regulations.
- When feasible and appropriate, it is preferable for students to receive services outside rather than inside to reduce potential spread of contagions.
- Providers will develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
- Face coverings and protective barriers should be used when appropriate.
- Speech-language pathologists will wear clear face masks/shields as needed.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Employees should wear face coverings over the nose and mouth when appropriate.

Exposure Prevention Strategies

Special education services may be delivered in a small group setting with hands-on support. Special education teachers and service providers will take care to reduce any unintentional exposure by:
- Creating supplementary aid and manipulative kits for each student.
- Update as needed per unit of instruction.
- Follow procedures for sanitizing items prior to adding to a student's bag.
- Laminate supplemental aids so they can be easily cleaned and reused.

Strategically Scheduling Students

- Limit variation of student groupings.
- Minimize the number of resource staff working with a particular group of students.
- Adhere to district guidelines regarding number of students and staff in a specific location at any given time.

Facilitating Safe Small Group Activities

- Adhere to physical distancing requirements.
- Ensure sanitization of space before and after each small group.
- Face shields and/or dividers if students need to work in close proximity to complete activities.
- Wear appropriate face covering at all times during small group instruction.

Supervising Transitions

- Follow district guidelines.
- Enforce physical distancing of students in hallways and other common areas.

- Provide visual supports or schedules that highlight physical distancing when transitioning between classrooms or activities.

Specialized Classrooms

- When appropriate, students will be provided face shields instead of facemasks for safety.
- Specialized equipment will be sanitized between each use. There will be adequate supplies to minimize the sharing of high touch materials or limit use of supplies of equipment to one group of students at a time.
- Special education classrooms and service locations may have additional protective barriers in place to support a safe environment for our students and staff.

Service Providers
Service providers will be expected to support the District's health safety efforts by:

- Providing indirect services virtually when possible;
- Providing direct services virtually during school day when appropriate;

Adhering to district expectations for health screenings, PPE and scheduling to minimize cross-contamination.

See appendix for more Special Education information

Career and Technical Education (CTE)

See appendix for information on Career and Technical Education

Child Care
The District will follow health safety guidelines from local and state governmental agencies guidance. This information will be updated as new guidelines are released.

The information below is the latest guidance from Texas Health and Human Services and guidelines for child care from Texas Education Agency (TEA):

- The Texas Health and Human Services Commission has enacted new emergency rules (PDF) related to health and safety standards for child day care operations. These emergency rules include many of guidelines from the Open Texas Child Care Checklist (PDF).
- The emergency rules require you to operate in accordance with the Guidance for Child Care Programs that Remain Open released by the Centers of Disease Control in addition to the requirements described below.

CAREGIVER REQUIREMENTS

The emergency rules require:
- All caregivers have taken required health and safety training related to COVID-19 through the Texas A&M AgriLife Extension.
- All employees age 65 and older to talk to their health care provider to assess their risk and to determine if they should stay home.

SCREENING REQUIREMENTS

The emergency rules require:
- Implementing screening procedures that align with the CDC's most recent guidance.
- Conducting daily screening of anyone who enters the operation and denying entry only to those who fail the screening criteria.

Drop-off and Pick-up Procedures

The emergency rules require:
- Implementing drop-off and pick-up procedures that limit possible exposure between families and child care staff, such as staggering drop-off and pick-up times.
- Pick-up and drop-off procedures for children outside the operation, unless there is a legitimate need for the parent to enter.

Diapering Procedures

The emergency rules require following current minimum standards related to diapering, and:
- Wash the child's and caregiver's hands before beginning.
- Wear gloves.
- Post diaper changing procedures in all diaper changing areas.

Soiled Clothing Requirements

The emergency rules require all children and caregivers to have multiple changes of clothing available in order to change any clothing with secretions on it. If clothing becomes soiled with bodily secretions, you must:
- Place contaminated clothing in a sealed plastic bag to be sent home with the child or caregiver, or wash in a washing machine at the operation.
- Wash the child's and caregiver's hands.
- Not allow a child to wear another child's clothing.

Environmental Health

The emergency rules require:

- Adjusting the HVAC system if possible, to allow fresh air to enter the operation.
- Limiting machine washable cloth toys to one person at a time and launder toys before being used by another child.
- Posting signs describing handwashing steps near sinks used for handwashing.

Food Preparation

The emergency rules require:
- Having a sink used exclusively for food preparation if your operation prepares food.
- Serving children individual meals and snacks. Family style meals may not be served.

https://tea.texas.gov/sites/default/files/covid/emergency_child_care_guide_for_schools_4.20.pdf

Preparing & Responding to COVID-19

OUR PROCESS

The District will use the following CDC process chart to help determine which mitigation strategies are appropriate for COVID-19 outbreaks and for individual exposure events within district facilities.

School Decision Tree

All Schools Regardless of Community Spread

Confirmed person with COVID-19 in building? → Assess Risk → Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

Is community spread Minimal to Moderate or Substantial?

M/M

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

S

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building WITH EXTENDED SCHOOL DISMISSALS.
- Consider ways to accommodate needs of children and families at high risk.

CDC

Responding to Presumptive & Confirmed COVID-19 Cases

OUR PROCESS

There may be a need for the district to implement short-term closure procedures for a class, campus, or area of the District if it is determined a person with a confirmed case was at the facility. The duration of school dismissals will be made on a case-by-case basis. **The District will implement the following procedures:**

- The nurses will record and report all COVID-19 cases to the Health Department. Then notify the Manager of Safety and Risk Management and the Campus Safety Officer.
- Campus principal and Campus Safety Officer will ensure health and safety protocols are followed and appropriate information is shared with the school community.
- The Director of Safety and Security and the Campus Safety Officer will work to initiate the short-term closure procedures.
- Dismiss students and staff for 2-5 days. The district will work to determine the extent of the exposure and spread while working with local health officials.   If the spread is determined to be substantial students and staff may be required to stay home 10-14 days following the student and/or staff process maps
- All extracurricular activities, field trips, and assemblies will be cancelled during a short-term closure.
- Students and employees will be asked to stay home and self-monitor for any symptoms.
- The District will notify staff, students, and parents of any closures for COVID-19 exposure due to confirmation of a positive COVID-19 test.
- Lab confirmed positive COVID-19 cases will be reported by campus to TEA as required.
- The District will isolate and decontaminate the affected classroom, workplace, vehicle, equipment, etc., as necessary.
(Updated 08/30/2020)

As required by the Americans with Disability Act (ADA) and the Family Education Rights and Privacy Act (FERPA) the district will maintain the confidentiality of students and/or staff members who have tested positive for COVID-19.

Return to Work/School Protocols

STUDENTS and EMPLOYEES

OUR PROCESS

A student or employee known to have had prolonged close contact with a person who is lab-confirmed to have COVID-19 or experiences any of the symptoms of COVID-19 may not return to school until the end of the 14-day self-quarantine period from the last date of exposure.

Asymptomatic individuals with confirmed COVID-19 can return to school after:
- At least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); **and**
- The individual has improvement in symptoms (e.g., cough, shortness of breath); **and**
- At least ten (10) days have passed since symptoms first appeared.
- Asymptomatic individuals who test positive and later develop symptoms should follow the guidance for symptomatic persons above.

Students and employees with new or worsening symptoms may not return to school until:

- At least one (1) day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); **and**
- The individual has improvement in symptoms (e.g., cough, shortness of breath); **and**
- At least ten (10) days have passed since symptoms first appeared; **or**
- In the case of a student/employee who has symptoms that could be COVID-19 and does not get evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to school until the individual has completed the same three-step criteria listed above; **or**
- If the student or employee has symptoms that could be COVID-19 and wants to return to school before completing the above self-isolation period, the individual must obtain a medical professional's note clearing the individual for return based on an alternative diagnosis; **or**
- Must have one (1) negative COVID-19 test result in order to return prior to the quarantine period.
(Updated 08/30/2020)

Process Map for Presumptive & Confirmed Exposure

STUDENTS PROCESS MAP

(Updated 08/30/2020)

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Student Process Map for COVID-19

Student reports they are positive for COVID-19 OR has symptoms consistent with COVD-19.

Student reports one or more symptoms when verbally screened by teacher.

Student reports someone at home has symptoms of COVID-19 OR someone at home has tested positive.

Student/Parent notifies their teacher and remain home.

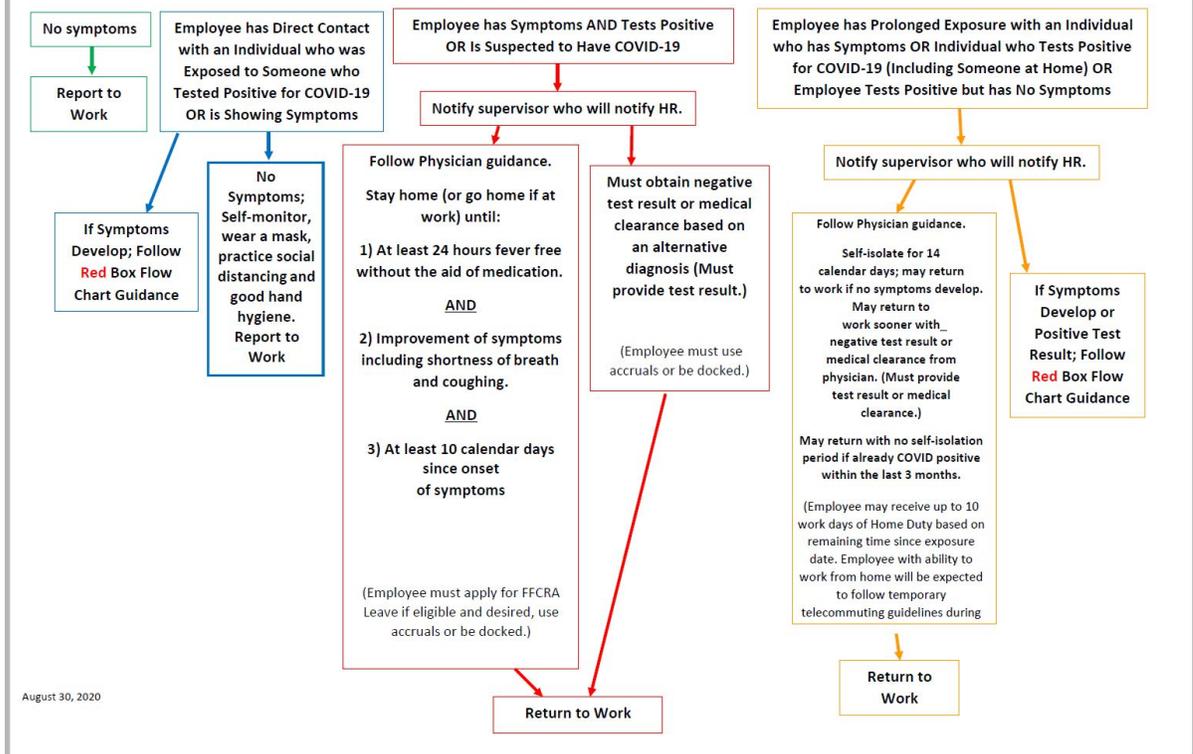Teacher sends the student to the nurse to be evaluated.

This would be considered prolonged exposure to someone with COVID-19 or symptoms of COVID-19; however, the student presents no symptoms and has not tested positive.

The nurse determines if the student needs to go home and notifies parent to come get the student.*

The nurse determines if the student may return to class.

Student should be screened by the nurse. If the information obtained from the student confirms prolong close contact, the parent will be notified to pick up the child.

The student must be picked up within 30 minutes and no later than one hour from the time the campus contacts the student's parent/guardian.

The student may return to campus after:
-at least one day (24 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); AND
-the child has improvement in respiratory symptoms (e.g., cough, shortness of breath); AND
-at least 10 days have passed since symptoms first appeared.

If the child has symptoms consistent with COVID-19 and the parents want their child to return to school before completing the 10 day self-isolation period, the child's parents must obtain a medical professional's note clearing the child for returning to school based on an alternative diagnosis;
OR
Must have one negative COVID-19 test results in order to return prior to the quarantine period.

If the child has symptoms consistent with COVID-19 and the parents want their child to return to school before completing the 10 day self-isolation period, the child's parents must obtain a medical professional's note clearing the child for returning to school based on an alternative diagnosis;
OR
Must have one negative COVID-19 test results in order to return prior to the quarantine period.

The child should not return to school until the end of the of the 14-day self- quarantine period from the last date of exposure, or until they obtain a medical professional's note clearing the child for returning based on a COVID-19 free diagnosis OR

The student may return to campus after:
-at least one day (24hours) have passed since recovery (resolution of fever without the use of fever- reducing medications) AND
-the child has improvement in respiratory symptoms (e.g., cough, shortness of breath) AND
-at least 10 days have passed since symptoms first appeared;
OR
-Must have one negative COVID-19 test results in order to return prior to the quarantine period.

The Campus Safety Officer and nurse will work with the COVID positive individual to identify any potential additional exposures at the campus and with family members.

Campus Safety Officer will work with the principal to send written notification of possible exposure to all staff and parent/guardian of students who were potentially exposed.

All student and staff who were exposed will be sent home for 14 days from date of last exposure. Those persons will need to monitor their symptoms at home and contact their primary care provider if they develop symptoms.

August 30,2020

(Updated 08/30/2020)

EMPLOYEE PROCESS MAP

Employee Process Map for COVID-19

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

No symptoms

↓

Report to Work

Employee has Direct Contact with an Individual who was Exposed to Someone who Tested Positive for COVID-19 OR is Showing Symptoms

↓

If Symptoms Develop; Follow Red Box Flow Chart Guidance

No Symptoms; Self-monitor, wear a mask, practice social distancing and good hand hygiene. Report to Work

---

Employee has Symptoms AND Tests Positive OR Is Suspected to Have COVID-19

↓

Notify supervisor who will notify HR.

Follow Physician guidance.

Stay home (or go home if at work) until:

1) At least 24 hours fever free without the aid of medication.

AND

2) Improvement of symptoms including shortness of breath and coughing.

AND

3) At least 10 calendar days since onset of symptoms

(Employee must apply for FFCRA Leave if eligible and desired, use accruals or be docked.)

Must obtain negative test result or medical clearance based on an alternative diagnosis (Must provide test result.)

(Employee must use accruals or be docked.)

↓

Return to Work

Employee has Prolonged Exposure with an Individual who has Symptoms OR Individual who Tests Positive for COVID-19 (Including Someone at Home) OR Employee Tests Positive but has No Symptoms

↓

Notify supervisor who will notify HR.

Follow Physician guidance.

Self-isolate for 14 calendar days; may return to work if no symptoms develop. May return to work sooner with_ negative test result or medical clearance from physician. (Must provide test result or medical clearance.)

May return with no self-isolation period if already COVID positive within the last 3 months.

(Employee may receive up to 10 work days of Home Duty based on remaining time since exposure date. Employee with ability to work from home will be expected to follow temporary telecommuting guidelines during

If Symptoms Develop or Positive Test Result; Follow Red Box Flow Chart Guidance

↓

Return to Work

August 30, 2020

(Updated 08/30/2020)

COVID-19 Student Scenarios

Scenario 1:

If a student tests positive for COVID-19, the parent/guardian will notify the campus and/or teacher and the student will remain home and may return to campus after:

1.) at least one day (24 hours) have passed since recovery (resolution of fever without the use of fever- reducing medications); **AND**
2.) the child has improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND**

3.) at least 10 days have passed since symptoms first appeared.

If the child has symptoms consistent with COVID-19 and the parents want their child to return to school before completing the 10 day self-isolation period, the child's parents must obtain a medical professional's note clearing the child for returning to school based on an alternative diagnosis; **OR**

The student must have one negative test result in order to return prior to the quarantine period.

The Campus Safety Officer and nurse will work with the COVID positive individual to identify potential additional exposures at the campus and with family members. The Campus Safety Officer will work with the principal to send written notification of potential exposures to all staff and parents/guardians of students who were potentially exposed.

All students and staff who were exposed will be sent home for 10 days from the date of last exposure. Those persons will need to monitor their symptoms at home and contact their primary care provider if they develop symptoms.

Students continue with their coursework and daily schedule from home. Students remain enrolled and connected to their in-person teachers. Teachers monitor engagement, assignment completion, and will schedule video conferences in small groups.

Scenario 2:

A student reports one or more symptoms when verbally screened by the teacher. The teacher will send the student to the campus nurse to be evaluated. Based on the evaluation the nurse may return the student to class or notify the parent the student needs to go home.

The student must be picked up within 30 minutes and no later than one hour from the time the campus contacts the student's parent/guardian, in order to reduce exposure. The student will remain home and may return to campus after:

- If the child has symptoms consistent with COVID-19 and the parents want their child to return to school <u>before</u> completing the 10 day self-isolation period, the child's parents must obtain a medical professional's note clearing the child for returning to school based on an alternative diagnosis; **OR**
- The student must have one negative test result in order to return prior to the quarantine period.

The Campus Safety Officer and nurse will work with the individual to identify potential additional exposures, if any, at the campus and with family members. The Campus Safety Officer will work with the principal to send written notification of potential exposures to all staff and parents/guardians of students who were potentially exposed.

All students and staff who are identified as having potential exposure will be sent home for 10 days from date of last exposure. Those persons will need to monitor their symptoms at home and contact their primary care provider if they develop symptoms.

Students continue with their coursework and daily schedule from home. Students remain enrolled and connected to their in-person teachers. Teachers monitor engagement, assignment completion, and will schedule video conferences in small groups.

<u>Scenario 3:</u>

A student reports that someone at home has symptoms or COVID-19 OR someone at home has tested positive for COVID-19. This would be considered prolonged exposure* to someone with COVID-19 or symptoms of COVID-19; however the student presents no symptoms and has <u>not</u> tested positive.

The student must be screened by the nurse for symptoms of COVID-19. If the information obtained from the student confirms prolonged close contact, the parent/guardian will be notified to pick up the student. The parent/guardian will need to have the student pick up within thirty minutes, in order to reduce exposure. The student will remain home and may return to campus after:

- The child should not return to school until the end of the of the 14-day self- quarantine period from the last date of exposure, **OR**

- Until they obtain a note from a medical professional clearing the child for returning based on a COVID-19 free diagnosis **OR**;

The student may return to campus after:

1.) at least one day (24 hours) have passed since recovery (resolution of fever without the use of fever- reducing medications); **AND**
2.) the child has improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND**
3.) at least 10 days have passed since symptoms first appeared; **OR**

- The student must have one negative test result in order to return prior to the quarantine period.

APPENDIX
Attachments: Forms/Letters/Info

- [Template announcing closure](#) (word)
- [Template announcing closure being extended](#) (word)
- [Template announcing remaining open](#) (word)
- [Sample Letter for confirmed COVID exposure_staff](#) (word)
- [Sample Letter for confirmed COVID exposure_student](#) (word)
- [Sample Letter for presumptive COVID exposure_staff](#) (word)
- [Sample for presumptive COVID exposure_student](#) (word)
- [Healthy Hygiene Resources](#) (PDF)
- [2020 – 2021 SPECIAL EDUCATION LEARNING PLAN](#) (PDF)
- [2020 – 2021 CAREER & TECHNICAL EDUCATION LEARNING PLAN](#) (PDF)
- District Approved Masks for Elementary Students (English/Spanish)
- District Approved Masks for Secondary Students (English/Spanish)
- Mask Acknowledgment Form (English/Spanish)
- In-Person Instruction Parent Acknowledgment Form (English/Spanish)
- In-Person Activity Parent Acknowledgment Form (for distance learners) (English/Spanish)

Index of Toolkit

Included here are posters for use. They include:

- **Facility Signage**
- **Printable Information/PSA Posters**

If you need copies of these posters or have printing support requests, please contact Paul Bryan, SBISD Print Manager.
larry.bryant@springbranchisd.com

STOP

Feeling Sick?

Stay home when you are sick!

If you feel unwell or have the following symptoms
please leave the building and contact your health care provider.
Then follow-up with your supervisor.

DO NOT ENTER if you have:

FEVER

COUGH
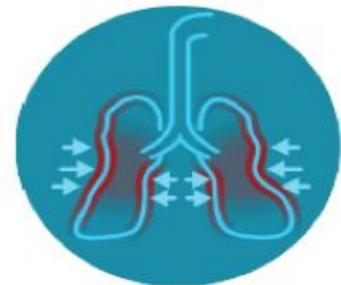
SHORTNESS OF BREATH

Stop- Self-screen for any of the following new or worsening signs or symptoms of possible COVID-19:

- ☐ 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

cdc.gov/CORONAVIRUS

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Avoid close contact with people who are sick.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

Avoid touching your eyes, nose, and mouth.
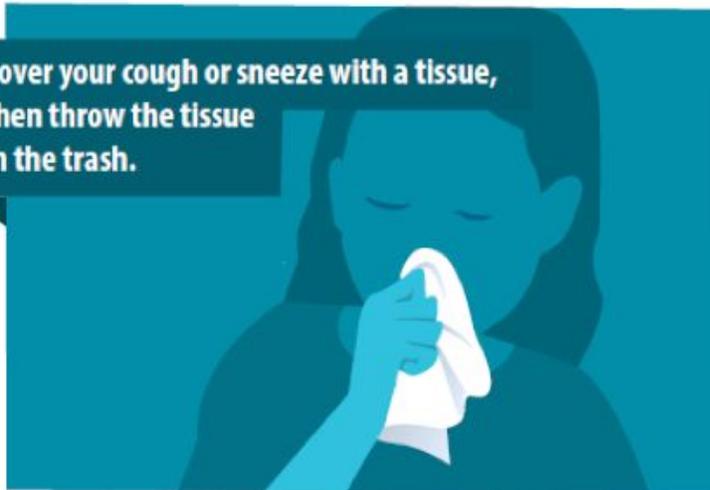
Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.

Wash your hands often with soap and water for at least 20 seconds.

TEXAS Health and Human Services

Texas Department of State Health Services

For more information: dshs.texas.gov/coronavirus

Help Protect Yourself and Others from COVID-19

Practice Social Distancing

Stay 6 feet (2 arm's lengths) from other people.

And Wear a Cloth Face Covering
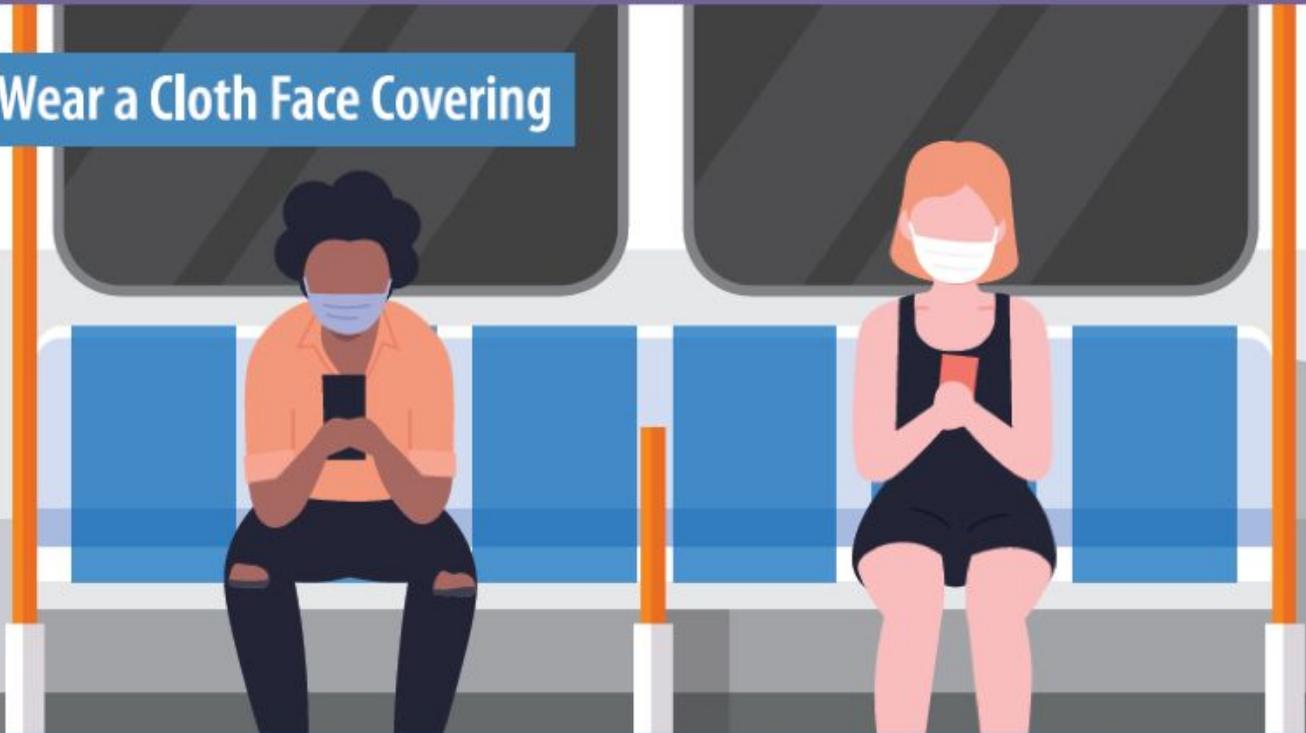
Be sure it covers your nose and mouth to help protect others.
You could be infected and not have symptoms.

CDC

cdc.gov/coronavirus

CLEAN HANDS KEEP YOU HEALTHY.

Wash your hands with soap and water for at least **20 SECONDS.**

LIFE IS BETTER WITH CLEAN HANDS

www.cdc.gov/handwashing

PLEASE STAND HERE
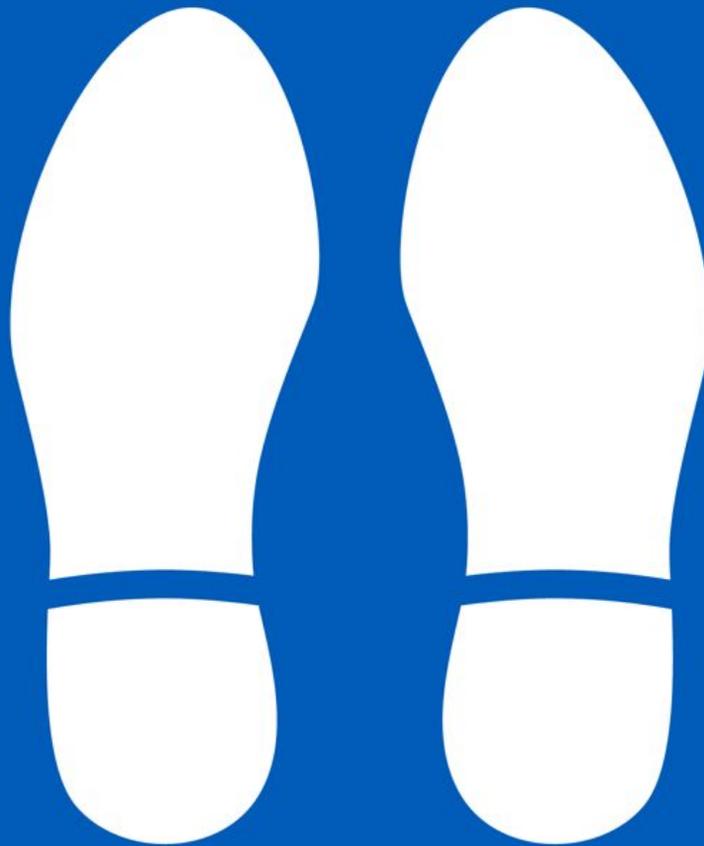
THANK YOU FOR PRACTICING
SOCIAL DISTANCING

CAUTION

PLEASE SANITIZE THIS AREA BEFORE AND AFTER USE.

In an effort to protect the health and safety of our students, staff and community, all SBISD buildings are closed to students and the public.

FOR ASSISTANCE PLEASE CALL:

Randolph Adami
Director of Safety and Security
Ann Fisher
Manager of Risk Safety

713-464-1511

School/office hours at this site:

Thank you for your patience and understanding during this public health crisis.
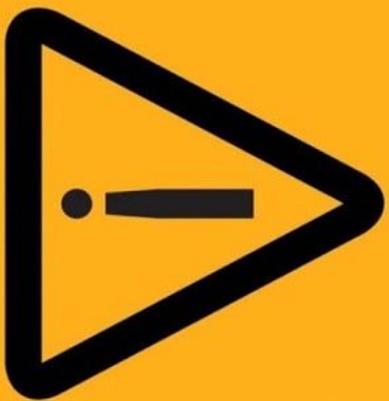
⚠ CAUTION

PLEASE SANITIZE YOUR HANDS BEFORE AND AFTER USE.

LEARN
SBISD

A COVID-19 Resource

STOP!

PRIOR TO ENTERING YOU HAVE TO SELF-SCREEN FOR SYMPTOMS OR SIGNS OF COVID-10

A COVID-19 Resource

CAUTION

WATER FOUNTAINS ARE ONLY TO BE USED TO FILL WATER BOTTLES

WASH YOUR HANDS

Always wash your hands with soap for at least 20 seconds.

1. Wet your hands
2. Get soap
3. Scrub (20 seconds!)
4. Rinse
5. Dry

LEARN
SBISD

A COVID-19 Resource

PROHIBITED

DO NOT ENTER
This area is currently
PROHIBITED
from use.

**LEARN
SBISD**

A COVID-19 Resource
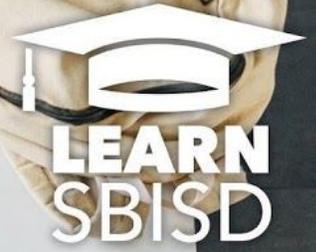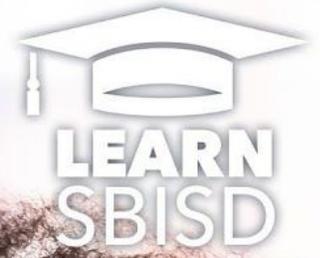
Family Supports

Family Supports

It's critical for families to have the support they need.

That's why we've compiled a list of helpful resources and training.

Visit our website to learn more:

springbranchisd.com/learnsbisd

Staying Connected

Staying Connected

Our goal is to keep the community informed, maintain transparency, align messaging between the district and schools, and keep all channels of communication open.

How can I connect with my teacher?

Connect with your teacher through email. Every **school website** has a pull-down at the top of the page titled "About" from there you will find a link to a page called "Staff (A-Z)."

How can I connect to provide feedback?

It's important to recognize that great communication starts by listening. It's essential for us to expand our method of collecting feedback this school year. That's why we're implementing *Let's Connect*. *Let's Connect* provides a new way for SBISD to collect, organize, and quickly respond to your most pressing questions and needs. Look for the *Let's Connect* tab on the SBISD website.

Click here to learn more.

How can you support communication?

School principals and administrators "retweet," repost, and assist in sending out messages through their campus and department physical media accounts. Our parents can do the same! Share, like and continue the conversation on your own media channels. You'll help to ensure everyone is well informed and connected.

How can I connect with the school district?
- Email & Text Messaging
- Website
- Social Media - **Twitter**, **Facebook**, **Instagram**
- **Vimeo**

Sign up for news alerts!

Make sure you're signed up for email and text alerts from us. Learn more **here**.