

Return to In-Person Instruction and Continuity of Services



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STAFFORD MSD

SAFE RETURN TO LEARN: 2021-2022



1

Address Student Learning Gaps- Intervention & Learning Loss

6

Retain High Quality Staff



Focus on Mental Health



2



7

Train Staff/Teacher Mentorship



3

Support the Specific Learning Needs of Eco Dis, SPED, and ELL Students

4

Provide a Districtwide Focus on the Student Profile

8

Increase Technology Use

9

Accountability for all



5

Communicate. Uniform, Consistent, Transparent, and Timely Districtwide and Campus-wide Communication System & Calendar

10

Practice Safety. Improve indoor air quality and cleanliness



Stafford Municipal School District Safe Return to Learn Plan and Use of ESSER Funds: 2021-2022

Overview of Stakeholder Engagement

Updated: 11.16.2021

Note: Clarifications were made to the document in Feb 2022, but no programmatic changes were made.

Stafford MSD will return to traditional, in-person learning and will not offer an online option for the 2021-2022 school year.

The Elementary and Secondary School Emergency Relief (ESSER III) Fund is authorized by the American Rescue Plan (ARP) Act of 2021. The intent and purpose of this funding is to help schools safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. Addressing the academic learning recovery of students is paramount, as well as, the return to in-person learning. This one-time only grant ends with the 2023-2024 school year.

Unified Recipe of Success: “We Are One”

On June 2, 2021, from 8:30 am – 4:30 pm, the Stafford Municipal School District and many of their stakeholders met to discuss the comprehensive needs of the district.

Smaller stakeholder sessions took place via Zoom on June 17 and June 24, 2021. Participants from these sessions included students, parents, representatives from community organizations, teachers, principals, directors, and chiefs. Zoom documentation of attendance was recorded.

Throughout the stakeholder meetings, data from various instruments was shared and analyzed for needs, root causes, and priorities. Some of the data sources included:

- Parent Surveys
- Stakeholder Input
- Staff Input
- STAAR Academic Performance
- TAPR Report
- Results Driven Accountability Performance Indicators
- Discipline Data
- Staff retention – Exit data

The Comprehensive Needs Assessment Agenda included:

- 1) My Cake Story Activity – Dr. Margaret C. Patton (15 min.)
- 2) Welcome and Norms – Marva Rasberry (5 min.)
- 3) District and Federal Priorities – Dr. Margaret C. Patton (10 min)
- 4) CNA/CIP/DIP – ESSER Connection - Discussion/Plan 4 Learning – Dr. Patton & Ms. Rasberry (50 min.)
- 5) What is a SMART goal? – Lakenya Perry-Allen (20 min.)
- 6) Data and Academic Priorities – Dr. Kadir Almus, Dr. Kathleen Blanco, & Dr. Jennifer Warford (60 min.)
- 7) Ranking Academic Priorities Dr. Dawn Dubose (20 min.)
- 8) Fiscal Alignment and ESSER III – Laginia Jones and Dr. Patton (90 min.)
- 9) Breakout Campus Discussion of Data, Needs, Root Causes, and Priorities (2 hrs.)
- 10) Group Share – Campus Principals & Stafford Leadership Team (30 min.)

Stakeholders who participated during either of the three sessions included:

Name	Organization	Role	Email
Clint Mendonca	Community Member	Community Member	Clint4stafford@gmail.com
Sylvia Molina	Community Organization - Baker Ripley	Early Childhood Instruction (EL Representative)	smolina@bakerripley.org
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Name	Organization	Role	Email
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Name	Organization	Role	Email
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ESSER Program Plan Focus Areas

Our academic program recovery will focus on learning loss and other critical areas:

1. **Address Student Learning Gaps** (Intervention/Learning Loss)
2. **Focus on Mental Health** (Student, Staff, Families)
3. Support the **Specific Learning Needs of Eco Dis, SPED, and ELL Students**
4. Provide a Districtwide **Focus on the Student Profile** (Learning Style, Student Story, *Building Relationships*, *Student Character Program* – ex. *The Leader in Me*, *7 Habits of Highly Effective Teens*)
5. **Communicate.** Uniform, Consistent, Transparent, and Timely Districtwide and Campus-wide Communication System & Calendar
6. **Retain High Quality Staff** - Intentional focus on Valuing Staff – Teacher Retention
7. **Train Staff/Teacher Mentorship** – Focus on Instruction and Intervention Best Practices
8. **Increase Technology Use** as a Learning Tool – Go Green; Support departments
9. **Accountability for all** – Align all initiatives to District's Focus/DIP/CIP.
10. **Practice Safety.** Improve indoor air quality and cleanliness

After compiling stakeholder input concerning gaps caused by the COVID 19 pandemic, SMSD has decided to focus on providing additional support to campuses in the most impacted areas of learning loss, mental health, and safety. The additional staff would include: Instructional Interventionists, SPED and ESL Staff, Counselor/Social Worker, and Custodians.

(See SMSD website at staffordmsd.org/esser for more information from Program Schedules PS3013 and PS3014.)

Use of Funds

A projected summary of expenditures for the three-year ESSER III funds:

Details	Total Costs
Addressing learning loss of students: Interventionists, student Intervention extra duty pay for staff, after-school and summer programs, learning supplies for students and professional development for staff. (In excess of mandatory 20% of grant funds)	\$3,563,517
Addressing Mental Health: Partial salary for Mental Health Counselor	\$120,000
Safety and Sanitation	\$293,660
Other Expenses	\$335,640

Detailed Use of Funds - Summary

Item	Description	TOTAL
Afterschool & Summer Intervention	Provide additional instructional time for students who experience learning loss.	\$1,000,517
CTE Program	Update equipment to support students in CTE Program.	\$45,000
EL Program	Provide additional support for English language learners including hiring an EL Specialist.	\$225,000
Family and Teacher Connection Center	Update the Family and Teacher Connection Center to provide ongoing family support, programs, courses, and opportunities to connect with staff. Provide mental health supports to students, staff, and families.	\$80,000
Fine Arts Program	Update Fine Arts Program to provide more learning opportunities for elementary students.	\$30,000
Early Childhood Program	Build a strong foundation with PreK3-K Curriculum and Instruction, with a focus on Reading	\$75,000
Admin Cost	Provide administrative support within business/accounting department.	\$335,640
Interventionists	Provide academic intervention for students including social and emotional supports where needed.	\$1,395,000
Homeless Student Support	Provide additional support for students who are experiencing situational homelessness. Provide mental health supports to students and families.	\$30,000
New Teacher Support	Provide ongoing support to new teachers including Professional Development opportunities and mentor program. Provide mental health supports to staff. Embed self-care strategies in mentor program.	\$30,000
Safety/Maintenance	Upgrade the air filters and hire additional custodial staff.	\$293,660
Mental Health Support/Staff and Student Wellness	Hire a Social Worker and a part-time counselor to support student and staff mental wellness as well as to support the needs of special education students.	\$250,000
SPED Coordinator	Provide additional support for students with special needs including hiring a SPED Coordinator.	\$285,000
STEM Program	Provide additional STEM opportunities for students including using STEM in support of social and emotional learning.	\$208,000
Student Mentor Program	Provide additional support to students who are considered economically disadvantaged. Provide mental health supports to students in need.	\$30,000
	TOTAL	\$4,312,817

Continuity of Services

Stafford MSD will return to the robust curriculum and expectations that was in place prior to the COVID closure. The district will focus on addressing learning loss through innovative approaches including blended learning, mental wellness, and safe school operations.

Addressing Learning Loss

SMSD has prepared a comprehensive plan for the 2021-22 school year to address the learning loss caused by COVID-19. The plan includes the following components.

- Beginning of Year (BOY) assessments have identified learning gaps to be addressed.
- Intervention Blocks/Lab Classes were created for MS and HS.
- Intervention Blocks (Spartan Time) for ECC and ES were redesigned.
- Small Group Accelerated Instruction (AI) started at the beginning of the school year to meet the requirements of HB 4545.
- PLCs were redesigned to focus more on AI small group strategies.
- Interventionists were hired out of ESSER III funds
- State-recommended HQIM have been implemented with instructional supports through several TEA initiatives (CRIMSI, MIZ, SAF, and TCLAS).
- Co-teaching has started for SPED populations.
- Collaborative Accelerated Learning Committee (ALC) meetings were conducted with LPAC and ARD to meet the needs of special populations students.
- Additional staff members were added out of ESSER III for Special Populations to serve these populations better
- Saturday tutorials started for MS and HS.
- Afterschool tutorials have been offered for Elementary and Middle School Students.
- Tutorial sessions implemented for intersession days
- Math and reading (Zearn and BookNook) Intervention resources were obtained through the TCLAS grant.
- SMSD Curriculum Team has been creating small group intervention resources for Science and Social Studies.
- Small group Accelerated Instruction also started for grades 1-3.

Blended Learning

SMSD is looking to blended learning to address the growing learning gaps due to COVID. In the summer of 2020, our district approved a 1-to-1 initiative providing every student with an iPad. With the right infrastructure and technology in place, we look forward to utilizing devices to assist with differentiated learning opportunities for our students. Tailoring lessons for each child pose a challenge,

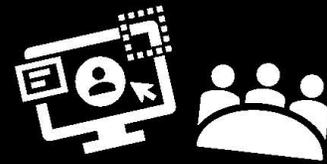
making it almost impossible in a typical conventional classroom. Teaching the students of SMSD using a conventional model of education, in which students are grouped in classes and taught the same thing in the same way, is an ineffective way for students to learn successfully. By systematically monitoring and tracking each student's progress toward clearly defined goals, blended learning will enable us to provide multiple differentiated paths to learning that is scaffolded and tailored to each student's needs and abilities.

As part of our school design and instructional design effort, SMSD applied and received two prestigious TEA blended learning grants last year; Math Innovation Zones Blended Learning Grant and School Action Fund- Blended Learning Design Grant. We have also received additional grants to utilize TEA's highly recommended blended learning products such as Zearn, Eureka Math, and Amplify. With these resources, teachers can start any lesson in the curriculum and assign independent digital lessons that are completely scaffolded and complementary to that day's work.

Also, SMSD provides continual blended learning professional development opportunities by utilizing the same learning management system that they are expected to utilize for their instruction. See below for the Perfect Blend model as an example.

The Perfect Blend

SMSD Blended Learning Support



Blended learning is a great way to engage students, provide them with valuable resources, and leverage the use of technology in the classroom. In order for us to implement blended learning with fidelity, we have to not only train, but coach teachers on strategies they can use in the classroom, in addition to tech tools that work well with those strategies.

As a part of the district's Strategic Support Plan, my team and I are tasked with providing a minimum of 5 blended learning for your staff (preferably during faculty meetings). These "Perfect Blend" sessions will be short and should take no longer than 15-20 minutes. We will also utilize Open LMS for quick asynchronous activities that teachers will complete on their own time. Below is a draft of the blended learning support plan that can be adjusted according to your faculty meeting schedule.

	Session	Title	Description	Resources
	Session 1	The Perfect Blend	In this session, learners will review the definition of blended learning and blended learning models. We will focus primarily on Station Rotation and Flipped classroom.	Open LMS Module 1
	Session 2	Sounds Like a Plan	In this session, learners will review the basics of planning for blended instruction, including adapting current lesson plans to the Station Rotation and Flipped Classroom models.	Open LMS Module 2
	Session 3	CLASSROOM Management	In this session, learners will discover how to use Apple Classroom to manage the use of iPads in the classroom.	Open LMS Module 3
	Session 4	The Right Tools for the Job	In this session, learners will explore tools that can be used to create instructional resources and asynchronous activities, and foster collaboration during Station Rotation.	Open LMS Module 4
	Session 5	"One Thing" Challenge	In the final session, teachers will be challenged with changing just One Thing for the remainder of the semester to incorporate one of the strategies or tools learned in this series.	Open LMS Module 5

Mental Health Initiatives & Medical Services

This school year Stafford MSD has addressed or continues to support our Mental Health Initiative & Medical Services for students, teachers and staff by implementing the following activities:

- Being One: Self-Care to All-Care- Professional Development held November 5, 2022. This day of professional development focused on **employee self-care**. Presenters included social workers, licensed professional counselors, and district staff. The goal was to give staff tools to care for self that could also be applied to **students**.
- Stafford MSD upgraded the ***Employee Assistance Program*** where Stafford MSD **employees** are able to access additional counseling sessions from 3 to 6 times for each area of concern.
- The District utilizes the Family Life and Community Resources to provide crisis counseling, ***trauma-informed support***, and other related services for **students and staff**.
- Our (8) eight Counselors on all of campuses continue to provide individual, group, and guidance lessons for our **students**.
- The nursing position at Stafford Middle School was upgraded from a clinic assistant to a RN position to meet the increased medical needs due to COVID-19.
- The District has instituted Mindfulness Mondays (**staff**) and Walking Wednesdays (**staff and families**) to provide on-going tips for mental wellness. **Staff members** are encouraged to participate and share their own tips.
- Regular check-ins with **staff** members. Administrators provide regular check-ins with staff in regards to wellness.
- Utilize Social Worker to support the social emotional needs of **families and staff, and students** with an emphasis on special education learners. This position was provided using ESSER I, and will continue to be provided in the ESSER III grant for Years 2 and 3)
- Utilize Family Liaison to extend social emotional support to our **families and community** with a focus on **homeless, foster children, and economically disadvantaged populations**.
- Each campus is engaged in Restorative Practices to assist **students** who have behavioral concerns. The goal is to move from discipline to student development and self-maintenance in the areas of social, emotional, and behavioral needs.

Safe Return to Learn Plan

Note: This portion of the plan will continue to be adjusted based on local, state, and federal guidance.

Stafford MSD is following the guidance of the Fort Bend County Health & Human Services, which is working closely with the CDC, local governments, and health care providers to prepare for and respond to the evolving COVID-19 situation. Stafford MSD also has a COVID-19 Contact Tracing Department.

Mask Wearing (OPTIONAL/HIGHLY RECOMMENDED FOR THOSE WHO ARE UNVACCINATED)

- Students and staff who are not fully vaccinated and aged 2 or older, should wear a mask in indoor public places.
- In general, masks do not need to be worn in outdoor settings.
- Students and staff who have a condition or are taking medications that weaken their immune system may NOT be protected even if they are fully vaccinated. They should continue to take all precautions recommended for unvaccinated people, including wearing a well-fitted mask, until advised otherwise by their healthcare provider.

Close Contact Exposures

Close contact exposures only apply to individuals who have not been fully vaccinated.

- Given the growing availability of vaccines and updated guidance from the CDC, Fort Bend County Health Department, and the TEA, SMSD will no longer require employees and students to quarantine. We encourage the use of masking and ask that you monitor symptoms and seek testing and/or physician guidance if needed.
- Employees and students may quarantine at home if they choose, the decision is up to each parent/guardian or employee. For students any COVID-related absences are excused – parents will need to continue to communicate with teachers and/or the campus attendance clerk. For employees, the SMSD Board provided ten (10) additional days for leave during the 2021-2022 school year to an employee who is absent for reasons related to COVID-19. The ten days will be provided to all employees who test positive for COVID-19 and confirm a positive test result.

Stafford MSD is no longer requiring that students and employees quarantine for exposures only for positive cases. Therefore, employees will have to decide if they want to utilize the COVID-19 days or use other allocated leave days. If an employee chooses to quarantine or if serving as a caregiver (i.e. spouse, child, relative, etc.), once your ten (10) COVID-19 days are depleted other leave time will have to be utilized. The COVID-19 days WILL NOT carry forward after the 2021-2022 school year. For questions related to leave time, please contact HR. **updated 2/15/2022**

Travel Reporting

SMSD **does not require** a quarantine after domestic/out of state travel within the US.

If students are traveling internationally and are *not vaccinated*, it is critical that they quarantine and take a negative PCR test on Day 5 following their return. They must present a negative PCR test before returning to campus.

If they are traveling internationally and are *fully vaccinated* (meaning it has been two weeks since their second or final vaccine dose), **they do not need to quarantine before returning to campus**, but it is recommended by the CDC that they take a negative PCR test on Day 5 after their return.

- **SMSD STAFF:** must report and communicate travel plans to supervisor and Human Resources.

Positive Cases

SMSD Positive Case Policy

This applies to any positive case, regardless of vaccination status. These policies have been updated regarding CDC Guidelines for isolation as of January 4, 2022.

To return to SMSD, the positive case must:

Have been isolated for **5 days** since symptoms first appeared or since testing positive, with the following symptom-based criteria being met:

Being fever free for 24 hours without using medication

Being free of body aches and improved symptoms including cough, congestion, and fatigue

Listed above are the minimum requirements and dates – in some cases, a person may be ill for longer. Please contact your physician with any further questions or concerns.

SMSD Athletes: the UIL requires that your athlete be cleared by a doctor to safely resume physical activity. SMSD's Athletic Trainer, will be given your info and will follow up with you to obtain this doctor's note and clear your athlete to return.

SMSD Staff: must report and communicate absences to supervisor and Human Resources.

*To make this very clear, this means that the whole family must be cleared to return to SMSD.

Our entire staff has been or will be trained on procedures and has access to PPE equipment as needed. Additionally, our Maintenance department is cleaning schools, district offices, school buses, and other common areas as often as possible.

Transportation

Our Transportation Department will adhere to the following procedures:

- All students are encouraged to social distance at the bus stop.
- Every bus will be disinfected before & after each ride.
- Drivers and students are encouraged to wear masks for the duration of their route.
- Students will load onto bus from back to front and unload in the opposite direction from front to back.
- Masks, gloves and hand sanitizer dispensers will be available on each bus.

COVID-19 Dashboard

This page will provide important information such as COVID-19 cases, employee vaccinations, and FAQs to our campus and the local community.

[COVID-19 Dashboard - Stafford Municipal School District | Stafford, Texas \(staffordmsd.org\)](https://staffordmsd.org)

Plan updated November 2021

NOTE: Clarifications to the RIPICS document were embedded in February 2022. No programmatic changes were made.