



# STEPHENVILLE

## INDEPENDENT SCHOOL DISTRICT



*Developing the Potential of Every Student, Every Day*

### **Safe Return to In-Person Instruction & Continuity of Services Plan**

All instruction for the 2021-2022 school year in Stephenville ISD will be in person. The Curriculum and Instruction Department will be working with all staff to revisit, revise and recommit to the instructional practices best suited for academic acceleration. We will revisit our previously utilized materials and resources, deciding if they are still relevant and decide how we will utilize them going forward. We will revise our materials and resources based on data points including student and campus needs, and we will recommit to employing the best instructional practices to ensure high levels of learning for all students

#### **Health and Safety of Students, Educators, and Staff**

SISD will continue to maintain the health and safety of students, educators, and other school staff by following a complete list of COVID-19 protocols. Any changes to protocols may be made based on current Texas Education Agency, Centers for Disease Control and Erath County Health Department guidance in conjunction with the State of Texas.

Effective June 1, 2021:

- Face coverings will be optional for visitors, staff and students.
- Campuses will work to ensure no student is treated differently as a result of their choice to wear a mask or not wear a mask.
- Visitors will be allowed on campus according to standard visiting rules.
- Social distancing will be maintained when feasible.
- Staff and students will continue to be expected to wash their hands frequently throughout the day.
- Parents and employees will continue to be required to report confirmed positive cases of COVID-19 to campus staff. Staff and students with symptoms of COVID-19 (until ruled out) OR a confirmed case of COVID-19 must quarantine for 10 days from the date of symptom onset or positive test if no symptoms.

- Staff will not conduct close contact reviews and students/staff will not be required to quarantine for exposure **unless living in the same household (or for a sustained period of time)**; however, if made aware that a student is a close contact, they will notify the student's parents.
- Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period. The stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed. Alternately, students can end the stay-at-home period if they receive a negative COVID-19 test result after day 7 of the close contact exposure period (test must occur on day 5 or later). **Fully vaccinated persons who meet the criteria will no longer be required to quarantine following exposure to someone with COVID-19.**
- Routine and enhanced cleaning/sanitation measures will continue at all SISD facilities; facilities will be disinfected and sanitized per industry guidelines. Emphasis will be given to ensure high touch surfaces are disinfected periodically.
- Any SISD facility identified having a confirmed COVID-19 positive test will undergo enhanced disinfection per industry guidelines.
- Hand sanitizing stations will be located throughout all SISD facilities

## COVID-19 Isolation Plan

### Students Who Display COVID-19 Symptoms While at School

#### Step 1:

When a student on campus has displayed symptoms of COVID-19, such as a fever, coughing, shortness of breath, etc., the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home. Students who are ill will be separated from their peers and should be picked up within one hour.

#### Step 2:

The campus nurse will speak with the parent/guardian regarding quarantine and isolation needed for their symptomatic student. The student who has symptoms of COVID-19 may return to campus after 10 days have passed from symptom onset AND symptoms resolved AND at least 24 hours have passed with no fever without the use of fever-reducing medication. The student may return to campus before the end of the 10-day period only IF a note from a health care provider is received by and discussed with the campus nurse prior to the student returning to campus.

#### Step 3:

The campus nurse will follow up with the student throughout the quarantine and isolation period.

#### Step 4:

If the parent of the student reports to the campus nurse that the student was tested for COVID-19 and is now lab-confirmed positive, the steps for "Students Who Report That They Are Lab-Confirmed Positive for COVID-19" will be followed.

### Students Who Report That They Are Lab-Confirmed Positive for COVID-19

#### Step 1:

When a student has been lab-confirmed positive for COVID-19, the school nurse and teacher should be notified of their illness, and the student should remain home for 10 days from the date of testing.

#### Step 2:

The student who had the lab-confirmed COVID-19 positive test result may return to campus after 10 days have passed from the date the positive test was performed AND symptoms resolved AND at least 24 hours have passed with no fever without the use of fever-reducing medication.

#### Step 3:

The campus nurse will follow up with the lab confirmed COVID-19 positive student throughout the quarantine and isolation period.

#### Step 4:

SISD will follow Texas Education Agency guidance for reporting lab positive confirmed COVID-19 cases.

## **Student Academic Needs and Student/Staff Social, Emotional, Mental Health**

### **Learning Loss**

In order to close the COVID gap, we are offering face-to-face summer school to students determined at risk of failure in the next grade level. We also offer summer to all students who are Limited English Proficient.

Our 4th, 6th, and 9th grade students who did not meet grade level expectations will receive 30 additional hours of small group instruction to help close learning gaps that may have occurred due to Covid-19. This will be done during an advisory period or in after school tutorial sessions.

All of our students in grades K-10 will take the NWEA Universal screener to identify academic strengths and weaknesses in ELAR and Math. Teachers will utilize this data to better understand and plan for where students are in relation to the skill or concept they are working on in class. As a district we are focusing on utilizing tools within the TEKS Resource system to better understand the depth and complexity of the standards as well as know where students are through district common assessments.

## **Special Education**

For our students in Special Education, we will provide COVID Recovery Response Services (CRRS) and Extended School Year services (ESY) to qualifying students. CRRS provides students with disabilities the educational services needed to make up for skills or learning that have been lost due to COVID-19. ESY services provide qualifying individualized instruction and services to prevent severe or substantial loss of skills or learning during the time beyond the regular school year when schools are not in session. Additionally, IEP meetings will also respond to the supplemental questions outlined in SB 89. This data will include the need for compensatory services. During the 2021-22 school year, Special Education staff will continue to monitor individual student levels and monitor progress toward goals.

## **English Learners**

For our EL students, we have purchased Speak Agent in grades 2-5, which has a curriculum with embedded language enrichment lessons. In addition, we have purchased a newcomer program for our secondary ESL students to help with language acquisition. Our bilingual teachers have been extensively trained on best practices for flexible bilingualism and accelerated instruction to support our bilingual and ESL students.

## **Teacher Professional Development**

We offered Summer Professional Learning opportunities for teachers to attend face-to-face or online. Our focus at the primary campuses was the HB3 Reading Academy for all teachers and administrators in grades-K-3. We are continuing the Reading Academy this year. Kindergarten-2nd Cohort teachers should finish in December and 3rd grade teachers should finish in June. We are also focusing some professional development time toward our RBL Grant Award. This professional development, provided by Raise Your Hand Texas, focuses on personalized learning for all students and data driven instruction. We will continue to offer training on TEKS Resource Implementation Tools in order to have successful implementation of our curriculum framework.

## **Counseling Services**

Comprehensive school counseling services, providing mental health education and support, and training staff in social emotional learning (SEL) are a priority at SISD. We have several structures in place to nurture the development of safe and supportive school climates. Each campus in SISD offers a comprehensive school counseling program that supports academic, social/emotional needs and prepares students for college and a future career. During the pandemic, SISD counselors worked to provide virtual lessons and resources for both students and staff. Each campus counselor webpage was consistently updated to provide information regarding community resources. We also provided virtual individual counseling and parent consultation, as needed.

We have surveyed our students, teachers and parents to discover the most pressing needs. The survey results have prompted us to move forward with our prevention activities that include guidance lessons (ranging in topics of stress management to goal setting), individual and group counseling services, staff training and parental involvement. Our program focuses on the current needs of our students which include how to maintain mental health, suicide prevention, substance use prevention, healthy relationships, character education and social and emotional

learning. Counselors also meet with students who are at-risk academically to support their long-term goals through goal setting, time management, and tutorial opportunities.

In addition to campus counselors, SISD has two mental health counselors that assist with the transition between campuses. Each of the counselors works closely with the campus counselors on three campuses to identify the most at-risk students and provide school counseling services or community support referrals. The mental health counselors provide additional individual and small group counseling services to students that complement those already provided by the school counselor. Additionally, these counselors provide support to students assigned to the district alternative education campus.

## **Homelessness**

SISD also provides specific attention and support to our students experiencing homelessness. We will continue to provide information, training, and development to district educators, counselors, support staff and community partners regarding the eligibility and identification, procedures, intervention techniques, and district response and responsibilities under the McKinney Vento Act, and how it benefits students experiencing homelessness. Economically vulnerable families and students are often displaced during times of crisis and this pandemic is no exception. We have seen changes in the needs of this group. For instance, the need for hygiene items, more living in "tripled up" situations, and more living in substandard housing. The district has participated for many years in the TEHCY grant program to help meet some of these needs. Our district also funds a bilingual parent liaison to serve the schools and the community to ensure that our families are getting the information they need to access community resources. During the pandemic, Aramark food services ran continuous feeding programs to address hunger during both the school year and the summer. We also worked with other partners to provide food packs to any in need during special distribution events.

## **Health Services**

Our health services department provides ongoing health supports as well as referrals to (local and surrounding areas) for primary care, vaccinations (local, surrounding areas and local health department TDSHS), vision, hearing, spinal and A.N. (Acanthosis Nigricans) and others as needed. Stephenville EMT's provided the most recent "Stop the Bleed" training for SISD staff in order to provide emergency wound care if ever needed. SISD also partners with Cook Children's Hospital to help with the guidance of COVID related protocols, based on the many different scenarios, in order to help guide families and students to protect themselves and others. Our campus based coordinated health teams provide ongoing support for the SISD health and safety of every student we encounter to the best of our ability and within the parameters and scope of our practice.

## **Collaborative Partnerships**

To provide all of these supports to students, whether in the pandemic or during the recovery period, we have made strategic partnerships throughout the community. These partnerships are vital in identifying and addressing needs, responding with support services, and ensuring sustainability. Some of our additional partnerships include Stephenville Police Department, PTOs, Health Department, City of Stephenville, Erath County United Way, HOPE, Tarleton State University, TRIO, Pecan Valley Centers for Behavioral & Developmental Healthcare, Texas Health Resources, Foster's Home, STAR Council, Paluxy River Children's Advocacy Center, multiple food pantries, youth development organizations, businesses, and corporations. Collaborative services include social services, mentoring/tutoring, supplies to meet basic needs, transportation, summer camp,

TANF, food stamps, WIC, Medicaid, protective services, utility/rent assistance, after school care, immunizations, emergency hygiene supplies, counseling services, college and career preparation, technology, child care, and parent and life skills training.

All of these district support positions, programs, community partnerships, and resources continue to help district staff identify and respond to unique barriers, stigmas, and challenges of student well-being and mental health in ways that ensure students have the support they need to achieve academic success and postsecondary readiness.

## **Student Attendance**

During the pandemic, attendance was obviously an issue. The district collaborated with parents to keep absences to a minimum. The primary goal was to provide resources to help remove barriers that prevented students from fully engaging in the educational setting and planning with campus officials to facilitate those students' return to school. They also assisted families in need by connecting them with community partners and resources.

This year we plan to further utilize school and community partnerships/resources to help students stay fully engaged in their education as we educate the whole child.