

# Agenda of Special Board Meeting

## The Board of Trustees El Campo Independent School District

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A Special Board Meeting of the Board of Trustees of El Campo Independent School District will be held July 20, 2020, beginning at 7:00 PM in the ECHS Auditorium, 600 West Norris, El Campo, Texas 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
  2. Public Comment
  3. **Presentation Items**
    - A. Curriculum and Instruction
  4. **Discussion and Action Items**
    - A. Curriculum and Instruction
  5. Adjournment
- 

*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, July 17, 2020 at 1:30 p.m.

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Bob Callaghan, Superintendent

**Agenda Item Summary Sheet**

**Meeting Date: July 20, 2020**

**Submitted by: Dolores A. Trevino, Assistant Superintendent of Curriculum**

***Consent Item***

**Curriculum and Instruction** TEA Synchronous and Asynchronous Attestations

**Summary** On July 7, 2020 the Texas Education Agency set up two new methods to fund remote instruction.

**Method A**

Remote Synchronous Instruction – Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

**Method B**

Remote Asynchronous Instruction – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

**ECISD Board Policy** None.

**Effective Date** July 2020

**Previous Board Action** None.

**Future Action Expected** None.

**Background Information and Significant Issues** In planning for the 2020-2021 school year and under TEA guidance, ECISD will include Asynchronous online instruction as an option for Pre-K through second grade and provide Synchronous online instruction 3<sup>rd</sup> through 12<sup>th</sup> grade.

As soon as the letter of intent is received by TEA, the LEA will have contingent approval to record attendance for students using the remote asynchronous instruction method. The district will be fully funded for attendance recorded via the remote asynchronous instructional method throughout the contingent approval period. Contingent approval will remain in place through a grace period, which ends at the end of the LEA’s third six-week attendance reporting period (for the purposes of PEIMS attendance reporting). In order to continue to be funded for remote asynchronous instruction beyond the grace period, the LEA must submit a plan that meets of the requirements as verified by a TEA approval process.

<b>Student and Public Benefit</b>	These online methods of remote instruction will allow parents with pandemic concerns the option of keep students home during the 20-21 school year.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	TEA documents for review; 20-21 Asynchronous Plan Summary; 20-21 Synchronous Attestations Summary, Overview of remote instruction guidance 7.7.20
<b>Contact Person(s)</b>	Dolores A. Trevino, Assistant Superintendent of Curriculum and Instruction
<b>Action Required</b>	Approval to authorize the Superintendent to finalize and submit the attestations and plans for asynchronous and synchronous remote learning on behalf of the district.
<b>Superintendent's Recommendation</b>	The Superintendent recommends the board authorize the district to submit the attestation/plan once it is finalized. <b>Bob Callaghan, Superintendent of Schools</b>

**TEA**

**STRONG  
START**

2020-21

## Preparing for Remote Instruction



Where to find this document:  
<https://tea.texas.gov/coronavirus>  
- Waivers, Finance & Grants

# Keeping Students, Educators, and Staff Safe is Our First Priority

COVID-19 is a major disruption. But if we make certain operational adjustments, we will create an environment where students can safely learn on-campus by significantly reducing the risk of viral spread on campus.

Our collective goal is to safely maximize learning opportunities for students, and we know on-campus instruction is likely the best option for most.



# The COVID Slide is Real

Especially for students from low-income families

But not necessarily for those from high incomes

We must ensure that **remote instruction** is delivered as effectively as we possibly can, for all of our students.

In the United States, as of May 24 2020, students from low income ZIP codes decreased progress in online math coursework by **55.6%** compared to January 2020.



Data from students using Zearn, an online math coursework system, on how much student progress occurred relative to normal

[Opportunity Insights, Economic Tracker](#), June 2020

**We cannot allow this public  
health crisis to become a  
generational education crisis**

# Two Major Collective Challenges

Keep school safe in the time of COVID by making operational adjustments



Re-engineer the school experience so students reach high academic outcomes, with the same or better proficiency in 2021 as they did pre-COVID



Keep School Safe



Re-Engineer the School Experience



This presentation describes the **framework** to accomplish this, and the **supports** from TEA to help any district that wants the help to make these changes happen.

## Framework

1. Public Health Guidance
2. Remote Instruction Attendance Considerations
3. Calendar Considerations

## Supports

4. Instructional Planning
5. Statewide Supports from TEA

# Public Health Guidance



See:  
Public Health Guidance  
at <https://tea.texas.gov/coronavirus>  
in Public Health Orders

# Remote Instruction Attendance Considerations



For details, see:  
SY 2020-21 Attendance and Enrollment FAQ  
at <https://tea.texas.gov/coronavirus>  
in Waivers, Finance and Grants

# Transitioning from Crisis Response

- In the immediate crisis response, a significant number of statutory requirements were waived, as we transitioned to **providing instructional support** as opposed to **providing instruction**. Of note:
  - Schools no longer needed to take daily attendance to get funding.
- This crisis response was necessary, but, when considering the longer term of a full school year, we need a framework that funds schools to **provide instruction**.
- In crafting this attendance framework, we have attempted to balance the need of our school systems for flexibility to generate predictable funding with the need of taxpayers for accountability that instruction is being provided to students.

# Making an ADA System Accommodate Remote Instruction

- The school finance system revolves entirely around the concept of funding average daily attendance (ADA), with requirements:
  1. that schools operate for a minimum of 75,600 minutes over the year; and
  2. students receive a minimum of 4 hours of daily instruction to generate full-day funding.
- TEA has reviewed the legislative framework for remote instruction (the Texas Virtual School Network or TXVSN). It includes two provisions that helped inform TEA proposed rule-making:
  - a. School systems must submit their TXVSN virtual courses to TEA for approval prior to being eligible for funding, to ensure some minimal quality in a remote setting.
  - b. No virtual courses are funded below 3<sup>rd</sup> grade through the TXVSN.

# Making an ADA System Accommodate Remote Instruction

- TEA will use its waiver authority to provide districts with new options for determining daily attendance.
- TEA has attempted to craft a framework that provides **maximum grace** to allow time to transition for the new school year while maximizing funding stability.
- All changes will only apply for the 2020-21 year. More permanent changes related to remote instruction policy will be decided by the legislature.

# There are two new methods to fund remote instruction:

## Method A

- **Synchronous Instruction** - Requires all participants to be present at the same time, virtually
- Examples: Live interactive classes with students and teachers participating real-time, teacher supported work time on video conference calls, scheduled and timed online tests

## Method B

- **Asynchronous Instruction** - Does not require all participants to be virtually present at the same time
- Examples: Self-paced online courses with intermittent teacher instruction, pre-assigned work with formative assessments on paper or in LMS, watching pre-recorded videos of instruction with guided support



Both instructional delivery formats must cover the required curriculum per TEC, §28.002.



# Method A: Synchronous instruction is very similar to “on campus”

- Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone
- Must address the required curriculum per TEC, §28.002
- Students logged in at the teacher’s documented official attendance time are marked present for that day but would be documented as “Present-Remote Synchronous” in SIS for PEIMS reporting
- Students who are not logged in at the teacher’s documented official attendance time are marked absent
- Teachers take and post attendance on a specific schedule, just as with on-campus ADA



# Method A: Synchronous instruction is very similar to “on campus”

- A minimum number of daily minutes are required to earn **full-day funding**
  - 3rd through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes
  - PK - 2nd grade are not eligible to earn funding through the synchronous model. (School systems could support these grades via the asynchronous method.)
- Daily instructional minutes need not be consecutive
- Time students spend in work-based learning opportunities can be included in the daily instructional minute calculation; these include internships, externships, apprenticeships, and mentorships
- For half-day ADA FSP funding, divide the full-day minute requirements in half
- School grading policies for remote student work must be consistent with those used before COVID-19 for on campus assignments



## Method A: Synchronous instruction is very similar to “on campus”

- Synchronous ADA method is being established as a Commissioner waiver
- LEAs must submit an attestation that they are prepared to offer synchronous instruction before funding will flow for synchronous attendance
- Districts must post the attestation on their website once it has been made
- Attestation checklist is available on the [TEA COVID-19 website](#)
- Checklist components likely to include components like:
  - Ensuring teachers are trained to deliver remote instruction on the district’s chosen platform
  - Ensuring teachers have practiced delivering a synchronous instruction lesson
  - Ensuring there is tech support available to troubleshoot student access issues



# Method B: Asynchronous instruction involves far more self-guided student instruction

- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices, or over the phone
- Must address the required curriculum per TEC, §28.002
- Eligible for all grades
- School grading policies for remote student work must be consistent with those used before COVID-19 for on-campus assignments



# Method B: Asynchronous instruction involves far more self-guided student instruction

- Will generate **full-day funding** for each day “engaged,” assuming (for secondary) that a student isn’t scheduled to participate in less than a half-day's worth of courses
- Staff should check daily for student “engagement.” If students are engaged for the day, they would be marked as “Present-Remote Asynchronous” in SIS for PEIMS
- Students who are not “engaged” that day are marked absent
- “Engaged” means any of these three occur:
  - Progress (as defined in the approved learning plan) in the Learning Management System (LMS) made that day
  - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
  - Turn-in of assignment(s) that day



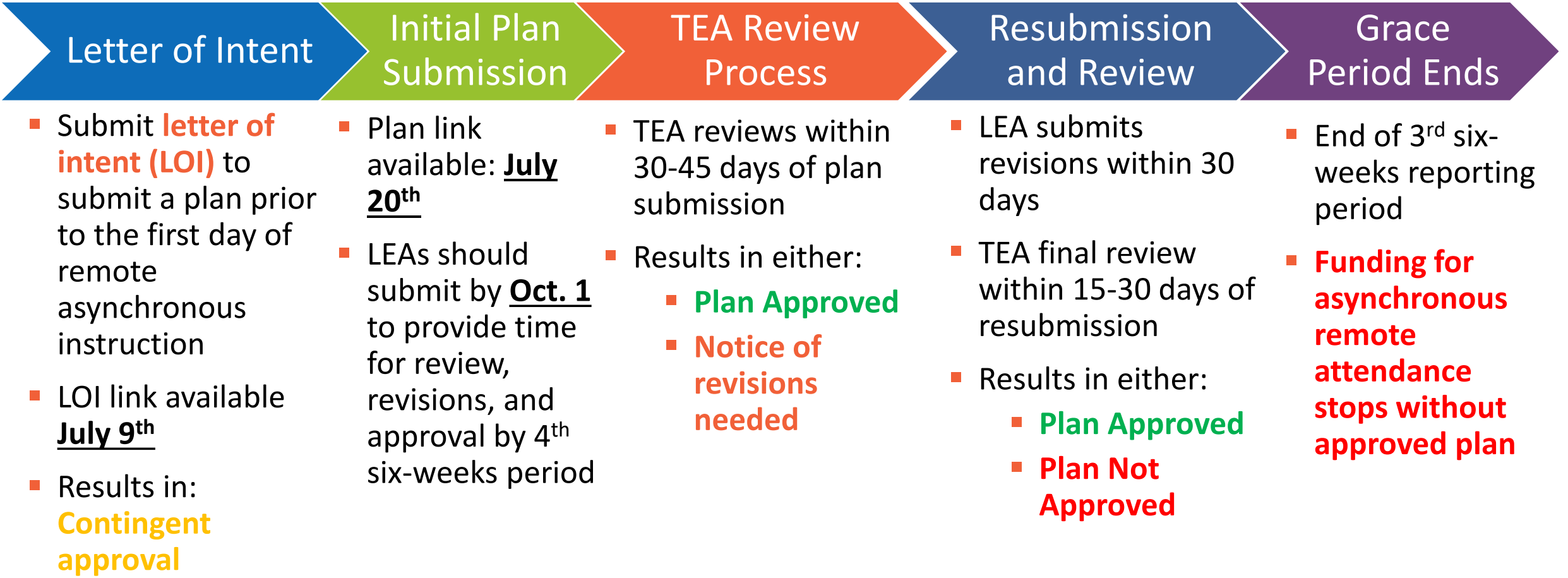
# Method B: Asynchronous instruction involves far more self-guided student instruction

- Asynchronous ADA method is being established as a Commissioner waiver
- LEAs must apply to receive the waiver, by submitting a plan to TEA for approval
- Plans must address four key requirements:
  - **Instructional Schedule:** Expectations for when and in what setting students are learning--loosely equivalent to an on-campus instructional day
  - **Material Design:** Curriculum must be designed for asynchronous student learning
  - **Student Progress:** Daily student progress is defined and measured
  - **Implementation:** The LEA must provide educators with support to provide remote instruction
- Plans must be posted online for parents to see
- Plans can include differentiation by grade and subject, but only one plan allowed per LEA
- LEAs can submit a letter of intent to begin claiming asynchronous attendance.

Asynchronous will be funded **for up to the first three six-week periods**, even if plans aren't approved during that period, to provide maximum grace while systems adjust



# Method B: LEAs must submit an asynchronous letter of intent and will enter a grace period through the end of the 3<sup>rd</sup> Six-Weeks FSP Period



# Method C: TXVSN Remains an Option



- Funding is all or nothing based on successful course completion (defined as passing the course or subject).
- There are two TXVSN paths – full time vs. individual high school (HS) courses.
- Full Time:
  - There are a limited number of full-time, virtual schools authorized for full funding in the TXVSN.
  - Other districts that wish to offer full-time virtual instruction under the completion model can do so if they meet all TXVSN requirements, but under statute can only be funded for up to 3 courses (i.e., half-day funding).
- Individual HS Courses:
  - The TXVSN statute includes the ability for school systems to contract with authorized TXVSN course providers to offer up to three high school courses while remaining enrolled in their own school.
    - This could help LEAs offer a hybrid experience, with students on campus for several classes and off campus for others.
    - These students generate daily attendance via normal on-campus participation for the remainder of their schedule.

# Stable Funding with Expectations for Student Instruction

- School systems have uncertainty over how long it will take to implement these practices.
- To stabilize funding expectations, school systems will be provided an **ADA grace period** for the first two six-weeks (of FSP reporting) to allow time for us to collectively adjust. Specifically, if ADA counts during those two six-weeks are more than 1% less than the first two six-weeks last year, the **first two six-weeks will be excluded** from 2020-21 ADA calculations. Some restrictions apply. See the FAQ for more specifics.
- In addition to this ADA grace period, school systems also have the **attendance grace period** for asynchronous plan approval, which continues through the end of the **third six-weeks**.
- Remote instruction has never been funded before, outside the TXVSN. The proposed framework fully funds remote instruction for every LEA using statutory waiver authority, but that commitment to full funding has been made contingent on a system of student-focused checks and balances as outlined in this document:
  - Daily on campus instruction is provided
  - Daily attendance is being taken
  - Remote student work is being graded consistent with on campus practices
  - Academic accountability returns in 2020-21
  - For asynchronous – daily student progress with academic content is occurring
  - For asynchronous – LEAs must have approved plans to deliver instruction in a way that works asynchronously

# Generating ADA for Remote Instruction

- LEAs can require parents who choose remote to remain remote for up to one full grading cycle (i.e, a six-week period) if it is in the best educational interest of the child.
- Except as noted below, on-campus instruction must be provided for all grades served every day for all students whose parents want them to attend on campus, in order for an LEA to be eligible to receive funding for remote instruction any day.
  - For any day a campus is ordered closed, remote instruction will be funded.
  - For any day an LEA closes a campus as a result of a confirmed COVID-19 case on campus, remote instruction will be funded, subject to the following:
    - To allow sufficient time to resolve the public health concerns, campuses may remain closed for up to 5 days to on-campus instruction while drawing funding for all students participating in remote instruction.
  - During the first three weeks of the school year, LEAs can limit access to on-campus instruction (for example, 25% of a campus' normal occupancy for the first week, only certain grades or classes, or fully virtual). Students who do not have access to Internet or devices at home for remote learning must be allowed on campus (even if otherwise fully virtual during this period).
  - LEAs are permitted to offer a hybrid instructional model (less than daily on-campus attendance) for those students who choose it, as long as a daily on campus option is also available for all parents who want it.
  - Full-time TXVSN campuses may be fully remote, as allowed by statute.

# Should You Adjust Your Instructional Calendar?

- School calendars are locally controlled, not subject to TEA approval.
- Schools must offer 75,600 operational minutes to be fully funded.
- If you must close to on-campus instruction for COVID-19, as long as you offer remote synchronous or remote asynchronous instruction on days your campus is closed, those days will count toward your operational minutes requirements at the same number of minutes as your on-campus schedule would have been. Alternatively, you may use bad weather make-up days, but you may need more than the normal amount of days.
- **TEA will not issue missed school day** waivers for COVID-19 closure days to districts that do not offer remote instruction.
- **TEA will not issue low attendance** waivers for COVID-19 closure days, unless you can meet the 75,600 minutes without the low attendance days.
- For consideration: At this date, for those that want to add more time for on-campus instruction for students, adding time to the end of the calendar likely makes more sense than starting sooner, given all of the operational changes you need to implement for the start of school and where we are in the year. **Similarly, if you need more time to implement necessary remote instruction or-campus operational plans, you have legal flexibility, in light of the health crisis, to delay the start of school, if such a change is prudent in your local context.**
  - Note: STAAR testing windows are [extended a month](#).

# Instructional Planning



# Two Major Collective Challenges

Keep school safe in the time of COVID by making operational adjustments



Re-engineer the school experience so students reach high academic outcomes, with the same or better proficiency in 2021 as they did pre-COVID



# Two Major Collective Challenges

Re-engineer the school experience so students reach high academic outcomes, with the same or better proficiency in 2021 as they did pre-COVID



- What changes can we make **now**
- to **curriculum & instructional practices**
- to ensure we accelerate learning, making up for any COVID slide,
- and come out of 2020-21 academically stronger than we did pre-COVID

# In adjusting C&I practices to meet student and community needs...

Districts must provide a daily on-campus learning option

Districts may, depending on local context, provide additional learning options

**On Campus**

**Remote**

**Hybrid**

Students and families will choose how they “attend” school...

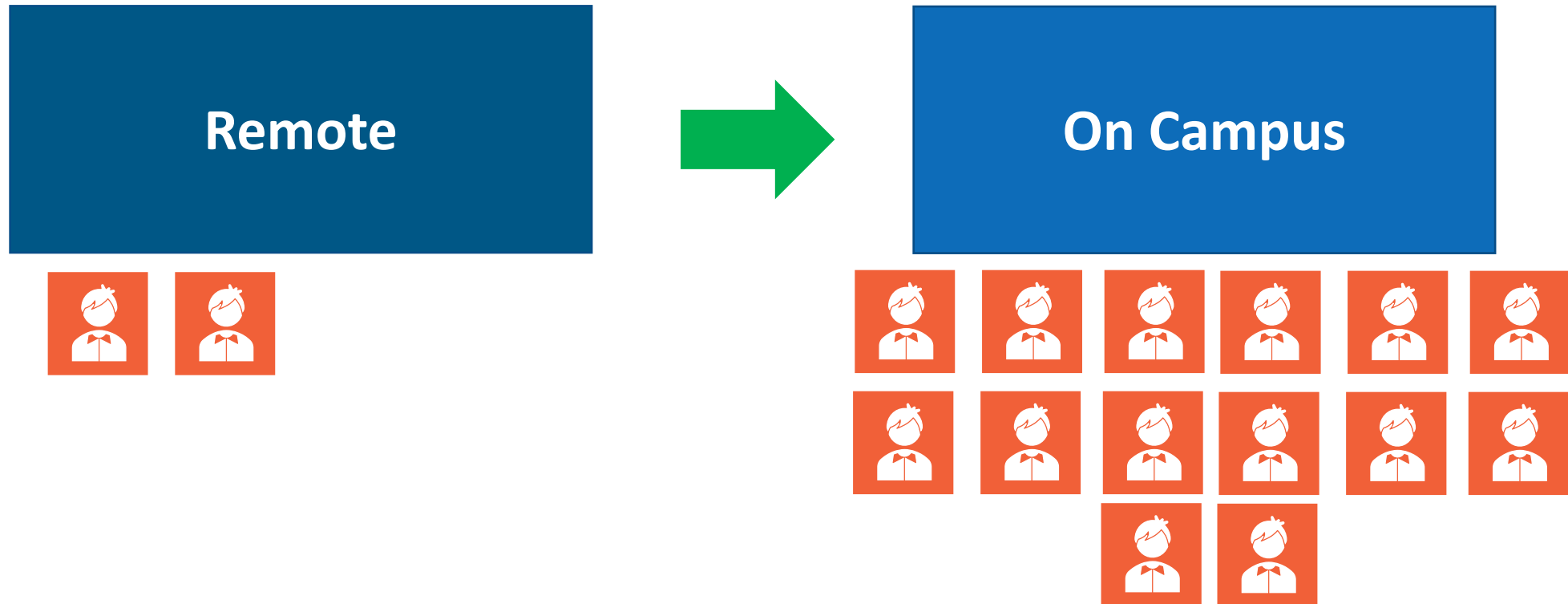
Student plans to participate in on-campus instruction 100% of the time

Student plans to participate in remote learning 100% of the time

Student plans to participate in an intentionally designed mix of on-campus and remote learning

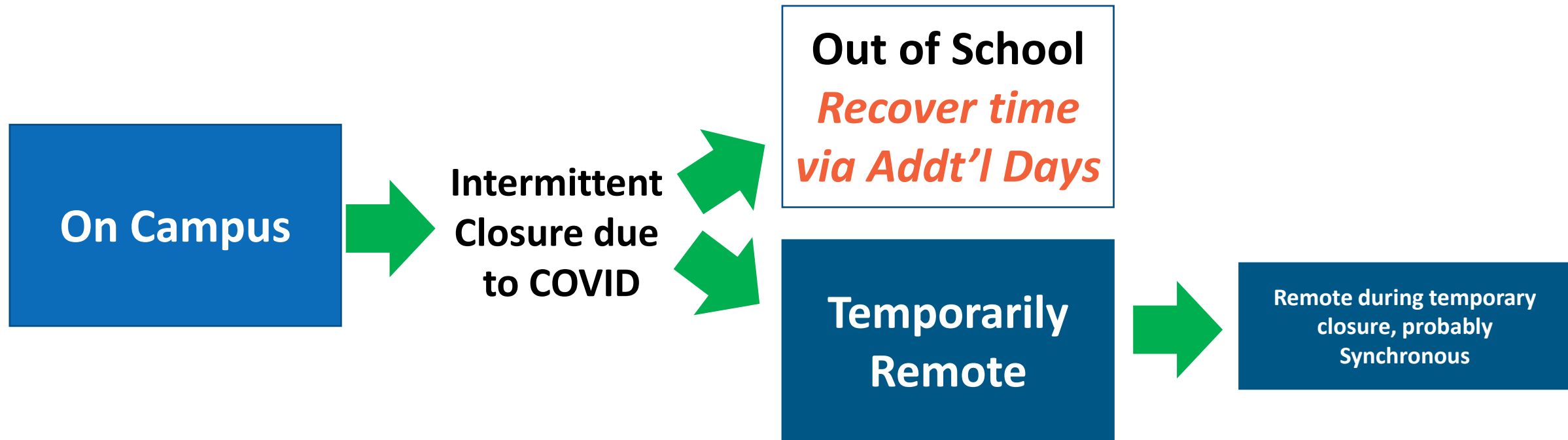
# All options should be developed with contingencies in mind

There may some students who elect to begin the year in remote learning who eventually decide to transition to on-campus learning.  
*(LEAs can restrict transitions back to on campus to occur at the end of a grading period)*



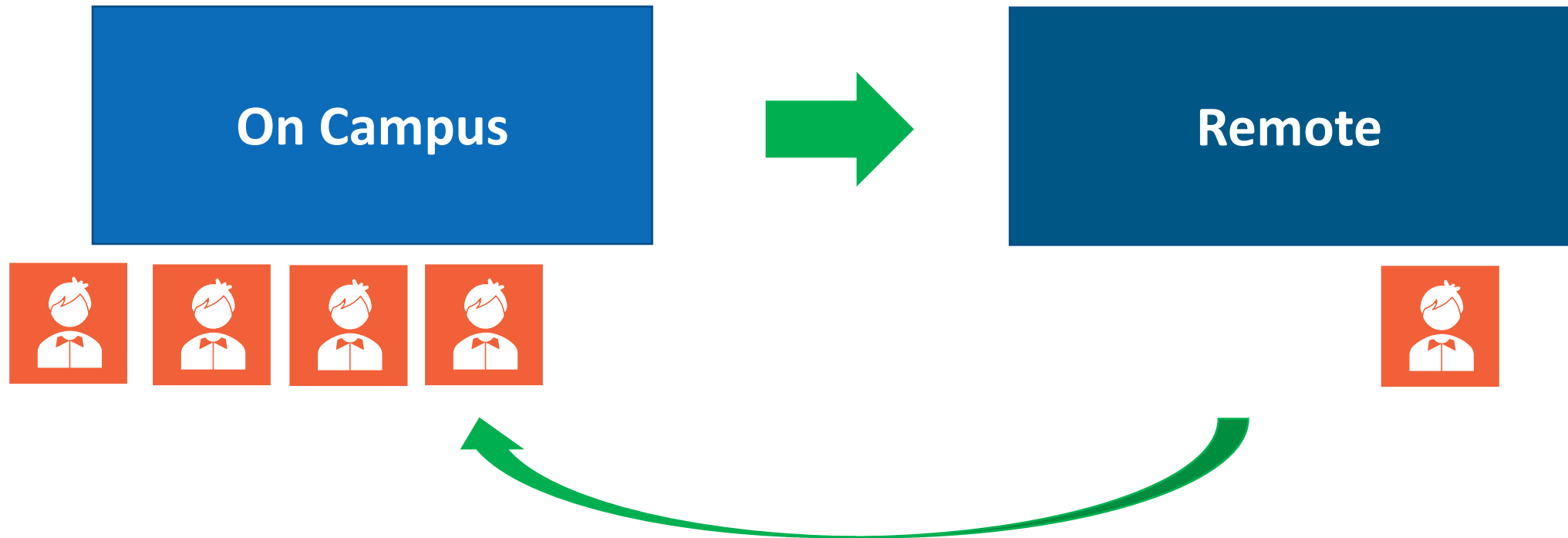
# All options should be developed with contingencies in mind

On-campus instruction may experience intermittent closure



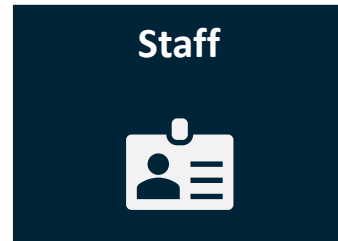
# All options should be developed with contingencies in mind

Some of those students in schools who experience intermittent closures may elect to go remote full time



And then some of them may elect to return to on campus as they confirm they are safe

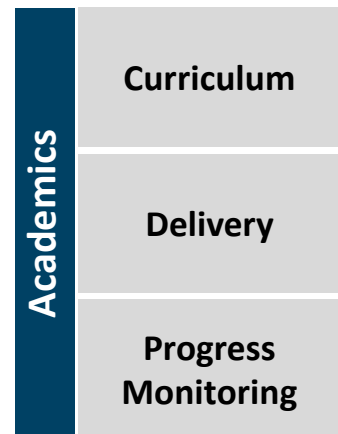
# An intentionally designed hybrid model may make sense in some contexts



- **Split staffing model**
- Leverage teacher strengths across:
  - Environment: On-campus v. remote
  - Instruction type: Large scale v. small group



- Additional days school year planned to account for intermittent closures
- Student schedules that allow for asynchronous learning (whether on or off-site)
- Specific days for small group support and intervention



- Instructional materials intentionally selected for quality, rigor, and ability to span remote and on campus
- Mix of synchronous & asynchronous while on campus or remote
- Through formative and interim assessment
- Requires teacher collaboration across environments

# The contingency scenarios should drive district design

**What are changes to make now such that students experience coherent high-quality instruction, even if they change instructional settings?**

**Ensure rigor and coherence of instructional materials across options**

**Create student progress monitoring processes that work across options**

**Build educator understanding and capacity to deliver across multiple options**

All changes should prioritize students most likely to have suffered a COVID slide (SPED, EL, and at-risk students and those with significant learning gaps)

# Some Resources to Help with Instructional Planning

Visit the instructional continuity page:

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning>

Available now:

- [Reflection Tool](#) – to help jumpstart the planning process
- [Survey resource](#) – sample questions compiled from LEAs for LEAs to better understand parent & staff concerns & goals

# Statewide Supports from TEA



# Resources Coming Soon

## Keep School Safe



- Public Health Operational Guidebooks
- Confirmed Case Planning Exercises & Tools
- Personal Protective Equipment

## Re-Engineer the School Experience



- Texas Home Learning 3.0
- Strong Start Planning Tools
- Educator Training & Support
- Operation Connectivity

# Public Health Operational Guidebooks

## *Step-by-step implementation support and best practices*

Keep School Safe



### What to expect:

- Step-by-step processes and templates for implementing public health guidance
- Exemplars to demonstrate how guidance can be applied in different contexts
- Public health communications protocols and templates

### What it will help you accomplish:

- Implement required public health guidance effectively
- Determine which aspects of the recommended guidance apply best in your context and consider how to apply them

**Initial guidebooks  
posted on TEA website  
July**

# Confirmed Case Planning Exercises & Tools

*Practice procedures before a COVID-positive case occurs in your school, in partnership with public health authorities*

Keep School Safe



## What to expect:

- Guidance and contacts to facilitate work with local health authorities
- Training for administrators on how to respond to a positive case
- Exercises conducted with local health authorities to prepare for future positive cases

## What it will help you accomplish:

- Be prepared in the event your school experiences a positive case on campus
- Re-open campuses sooner in the event they are closed, while ensuring families have confidence in your safety measures

**More information  
coming in July**

# Personal Protective Equipment (PPE)

## *Providing PPE for students and educators to safely re-open schools*

### What to expect:

- An initial supply of PPE for systems that would like to use it to mitigate COVID spread among staff and/or students
- PPE includes disposable masks, reusable masks, thermometers, hand sanitizer, gloves, and face shields
- **What it will help you accomplish:**
- Have PPE on hand, if desired, for the start of the school year
- Decrease some costs associated with PPE

Keep School Safe



**Information related to distribution strategy in July 2020 and PPE arrives in your district by August 1**

# Texas Home Learning 3.0

*Continuing TEA's efforts to meet the distance learning needs of your students*

Re-Engineer the School  
Experience 

## What to expect:

- Texas Home Learning 3.0 provides an **optional** free high-quality curriculum and tools to facilitate remote learning, including a Learning Management System and aligned progress monitoring for any interested school systems to use as needed
- Implementation resources and support for teachers, school leaders, and district leaders

## What it will help you accomplish:

- Help districts make changes for student learning scenarios likely to occur during the year, including remote, hybrid, and students who transition settings
- Cut down on costs associated with providing remote learning

[More information on the instructional continuity site and coming throughout July 2020](#)

# Strong Start Planning Tools

*Comprehensive set of planning tools to support a successful 20-21 school year*

Re-Engineer the School  
Experience 

## What to expect:

- Reflection tool to jumpstart the planning process
- Sample surveys to use with your families and educators
- Guidebook to lay out key district design decisions
- Sample school models for more COVID-resilient schools

## What it will help you accomplish:

- Understand what your family and staff preferences are
- Evaluate organizational and operational capacity
- Make key decisions about district and school design

**First tools posted on TEA  
Website on June 23  
and updated regularly**

# Educator Training and Support

## *High-quality professional development for a Strong Start to SY20-21*

Re-Engineer the School  
Experience



### What to expect:

- Virtual training for 8,000 school leaders on excellence in remote instruction focused on leading remote learning and supporting teachers in remote instruction
- Training resources for teachers on delivering content remotely
- Virtual training for teachers focused on understanding and effectively responding to trauma along with building positive classroom climate and culture in remote and on campus instructional settings

### What it will help you accomplish:

- Set educators up for successful delivery of remote instruction
- Respond to your teachers' and students' mental health and emotional well-being for when they return to school

**Trainings start  
July 2020**

# Operation Connectivity

*Meeting the challenge of ensuring all students have access to internet and a device*

Re-Engineer the School  
Experience 

## What to expect:

- Planning tools to help meet immediate needs for broadband & devices for students who opt for remote instruction
- Statewide plan to eliminate the digital divide, ensuring students have sufficient broadband & devices at home

## What it will help you accomplish:

- Get families in need broadband & devices, cheaper

**Planning Framework  
early August**

# Timeline for Upcoming Resources

Re-Engineer the  
School Experience



Keep School Safe



June

July

August

- **2020-21 Strong Start Planning Tools: Reflection Tool & Survey**

- **Public Health Operational Guidebooks**
- **Confirmed Case Planning Tools**
- **Texas Home Learning 3.0 Planning Materials**
- **More 2020-21 Strong Start Planning Tools**
- **Educator Training**

- **Texas Home Learning 3.0**
- **Personal Protective Equipment**
- **Operation Connectivity Guides**

## Part I: Attestations

### Student and Family Support

- Districts ensure that all students, including students with disabilities and English Learners, are able to receive instruction via synchronous methods and provide accommodations or resources to support when necessary.
- Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Families and students are provided with clear communications about expectations and support for accessing and participating in synchronous instruction
- Families are aware of options for transferring between instructional settings and the design of the synchronous remote options allows for transitions to occur with minimal disruption to continuity of instruction

### Educator Support

- Educators are trained and supported to do synchronous instruction on the district chosen platform, including practice with the platform prior to delivery with students.
- Educators receive ongoing, job-embedded support to continuously improve their practice in the synchronous remote setting.

### Tech Support and Access

- District IT staff are trained on the platform and can troubleshoot access issues for parents and students when issues arise. A helpdesk or other support line is accessible for parents and students for this purpose.
- Consistent, daily platform is identified by the district for delivery of instruction to students
- Educators have technology equipment that allows them to deliver synchronous remote instruction including proper internet bandwidth and devices with enabled cameras and microphones.

### Instructional Framework

- Curriculum is fully aligned to the TEKS and designed to ensure all TEKS are covered by the end of the year
- Instructional schedule meets the minimum number of daily minutes to meet full day funding:
  - 3rd through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes
  - PK - 2nd grade are not eligible to earn funding through the synchronous model.
- School grading policies for remote student work are consistent with those used before COVID for on campus assignments

## Part II: Final Attestation

*This draft is for guidance only. Plans must be submitted through a survey link after July 9.*

- The Superintendent and the Board attest that these commitments are being met as of the date the attestation is submitted.
- Include the date the Board approved the final attestations or pre-approved the Superintendent's submission of the attestations.

## Part I: Attestations

### Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

### Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
  - Assessments that ensure continued information on student progress remotely
  - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

### Student Progress

*This draft is for guidance only. Plans must be submitted through a survey link after July 20.*

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - Data from the Learning Management System (LMS) showing progress made that day
  - Curricular progress evidenced from teacher/student interactions made that day
  - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

### Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - Cover all grade levels and content areas that are participating in asynchronous learning
  - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

### Part II: Open Response

<p><b>Please check the grade level(s) for which these open response descriptions/attachments apply.</b></p> <p><i>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</i></p>		
<input type="checkbox"/> PK3	<input type="checkbox"/> 3	<input type="checkbox"/> 8
<input type="checkbox"/> PK4	<input type="checkbox"/> 4	<input type="checkbox"/> 9
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12

1. Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

2. Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials
3. Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.
4. Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

### **Part III: Final Attestation**

- The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.
- Include the date the Board approved the final plan or pre-approved the Superintendent's submission of the plan.

# EL CAMPO INDEPENDENT SCHOOL DISTRICT

## *IN RESPONSE TO COVID-19* **RETURN TO LEARN PLAN**



PLEASE NOTE: The details of the ECISD Return to Learn Plan are subject to change as we receive guidance from the Texas Education Agency, Governor's Office, and state and local officials. Please check back often for the most up-to-date information.

# TABLE OF CONTENTS

Introduction

3

## **Section 1: Safety of Students, Staff, and Visitors**

3

Employee and Student Screening and Protocols

3

Isolation Protocols

3

Campus Re-entry

4

Close Contact

4

Guidance if Exposed

5

Social Distancing

5

Personal Protective Equipment (PPE)

5

Masks or Face Coverings

5

Disinfecting and Hand Sanitizing Protocols

6

Facilities Cleaning

6

Deep Cleaning and Disinfection Protocol

7

Visitors on Campus

7

Work and Learning Procedures

7

Classroom Configurations and Procedures

7

Common Areas

8

Restrooms

8

Arrivals, Dismissal and Transitions

9

Daily Schedule

9

Breakfast and Lunch

10

Transportation

10

Field Trips

10

Campus Events and Large-Group Gatherings

10

Communication Methods

11

**Section 2: Academics and Instruction**

12

Commitment Form For Each 9-Week Grading Period

12

Instructional Plan

12

Attendance Policy

13

Grading Policy

13

Physical Education

13

Extracurricular and Student Organization Activities

14

Online Instruction and Temporary Remote Instruction

14

ECISD 1:1 Chromebook (New for 20-21) Initiative

15

Social-Emotional Well-Being of Students and Staff

15

Bilingual/ESL Services

15

Gifted and Talented Light Program

16

Special Education, 504, Homebound & Dyslexia Services

17

## INTRODUCTION

We have created this plan to aid in navigating the reestablishment of our school where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to the district. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO). Regular updates will be made to this plan based on information provided by the CDC, WHO, and applicable federal, state, and local agencies.

## SECTION 1: SAFETY OF STUDENTS, STAFF, AND VISITORS

### EMPLOYEE AND STUDENT SCREENING AND PROTOCOLS

To help prevent the spread of COVID-19 and reduce the potential risk of exposure, we will be requiring employees to complete a daily self-screening which includes a temperature reading and answering a set of questions related to COVID-19 symptoms including:

Within the last 14 days have you experienced any of the following

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- 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

All screening information will be kept confidential by Human Resource and the district nurse. Campuses will conduct a daily check-in process for employees including the [COVID-19 Health Screener](#).

Parents are responsible for screening their children before arriving at school or riding the school bus. Parents must ensure that they do not send a child to school if the child has COVID-19 symptoms or is lab-confirmed positive. In this situation parents are required to notify the campus principal.

### ISOLATION PROTOCOLS

- Individuals displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- When a student has displayed symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
  - Students who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.

- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus contacted the student's parent/guardian.
- If a student is isolated based upon the screening, other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected quickly using the fast drying sanitizing spray.
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools will notify all teachers, staff, and families of all student in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on campus activities.
- If an individual who has been in a school is lab-confirmed to have COVID-19, the district will notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Acts (FERPA).
- Individuals who were in close contact with an individual who is lab-confirmed to have COVID-19 will be notified of their requirement to quarantine until the 14-day incubation period has passed.

## CAMPUS RE-ENTRY

- Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
  - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
    - i. at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
    - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
    - iii. at least ten days have passed since symptoms first appeared.
  - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
  - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

- The isolation area and suspected employee’s or student’s work area/classroom must be thoroughly cleaned and disinfected, in addition to all other common surfaces recently touched by the employee or student.

## **CLOSE CONTACT**

“Close contact” with an individual who is lab-confirmed to have COVID-19 is determined by an appropriate public health agency. For clarity, close contact is defined as:

- A. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- B. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield;

if either occurred at any time in the last 14 days at the same time the infected individual was infectious. Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

## **GUIDANCE IF EXPOSED**

While we all hope to avoid exposure to illness from COVID19, we need to be prepared for that possibility. If you or someone you’ve been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you. In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC.

Please do the following:

1. Quarantine yourself in a specific room away from others in your home.
2. Contact the following (in order of priority), let them know you have been exposed to COVID19, then follow their instructions.
  - a. Your healthcare provider
  - b. ECISD’s HR department
  - c. Your supervisor
3. Your supervisor will work with HR to determine appropriate next steps.
4. In case of an emergency, call 911 and let them know you have been exposed to COVID19, then follow their instructions.

## **SOCIAL DISTANCING**

Social distancing is an effective way to prevent potential infection. ECISD employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others.

- Traffic Flow – Taped lines on the floor will mark the walking direction throughout the school in order to maintain the social distancing requirement of 6 feet.
- Ad-hoc Interactions/Gatherings – Non-essential/informal meetups and visiting should be avoided.

## PERSONAL PROTECTIVE EQUIPMENT (PPE)

As the year progresses or recommendations from the state, CDC, or AAP change, this requirement may be lessened based on recommendations and a reduction in COVID-19 community spread.

In order to minimize exposure to COVID-19, PPE may be needed to prevent certain exposures. PPE can include:

**Masks or Face Coverings:** Masks or face coverings are an important part of employee protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. *Please note that social distancing should still be practiced even with the use of masks or face coverings.*

- All staff and students will utilize face coverings, as developmentally appropriate, when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, etc. Face coverings will also be utilized to the greatest extent possible in the regular classroom setting.
- For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
- It may be impractical for students to wear masks or face shields while participating in some activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students and staff who are not wearing masks or face shields.

In addition to using PPE, please remember to:

- Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth.
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

## DISINFECTING AND HAND SANITIZING PROTOCOLS

### Hand Washing/Sanitizing Expectations

- On the first day a student attends school on campus, the school will provide instruction on appropriate hygiene practices and other mitigation practices adopted in the local school system.
- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Hand sanitizer will be provided each time students enter or leave the classroom.
- Hand sanitizer will be provided if students move to a different work location within the classroom.
- Students will be required to thoroughly wash hands after recess, before eating and following restroom breaks.

### Supplies and Materials

- The sharing of supplies will be extremely limited. When supplies must be shared, they will be sanitized after each use.

- Staff will utilize disinfectant to sanitize high-touch and working surfaces.

## FACILITIES CLEANING

ECISD partners with McLemore for custodial services. McLemore custodial employees have been trained on COVID-19 safety protocols.

The safety of our employees and students are our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean off the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

### GENERAL DISINFECTION MEASURES

Category	Area	Frequency
Workspaces	Classrooms, Offices	At the end of each use/day
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day
Buses	Bus seats, handles/railing, belts, window controls	At the end of each use/day
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work.

## DEEP CLEANING AND DISINFECTION PROTOCOL

Deep cleaning is triggered when an active employee or student is identified as **lab-confirmed positive** for COVID 19 based on testing. Deep cleaning should be performed as soon as the confirmation of a positive test, as practical. While the scope of deep cleaning is presumed to be the full site, sites may reduce the footprint to be deep cleaned if there is sufficient rationale to do so, and they gain consensus of the superintendent and campus administration. Notwithstanding the above, if an active employee is **lab-confirmed positive** COVID19, in lieu of performing deep cleaning, sites may shut down the site for a period of 72 hours to allow for natural deactivation of the virus, followed by site personnel performing a comprehensive disinfection of all common surfaces.

## VISITORS ON CAMPUS

Parental engagement is important to help us take precautionary measures to protect you and everyone in the building.

### Visitor Access to Building

- In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office.
- Families are encouraged to contact the office by phone rather than entering the building.

### Visitor Screening & PPE Requirements

- All individuals entering the building and visiting the office area will be required to wear a face covering.
- In extremely rare situations when individuals must move beyond the office area:
  - All visitors will be screened through the use of a symptom screening form [COVID-19 Health Screener](#) for anyone moving beyond the office area.
  - Physical distancing of a minimum of 6 ft. will be followed.

## WORK AND LEARNING PROCEDURES

### CLASSROOM CONFIGURATIONS AND PROCEDURES

It is our promise to maintain a warm and inviting learning environment in our classrooms while simultaneously following health guidelines.

- Desks or tables are socially distanced as much as instructionally possible with a goal of maintaining a distance of 6ft between individuals.
- Class sizes will be kept small when possible.
- To the greatest extent possible, contact with individuals from other designated student groups will be limited.
- Students will have their own designated materials and supplies. This includes individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain separation from other classroom groups to the greatest extent possible.
- Supplemental services will be provided while maintaining safety protocols.
- If it is possible to keep a physical distance of 6 feet and students are sitting alone, they may remove their face covering as permitted by their teacher.
- The recommended procedures will be applied to all classroom settings, including special education locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.
- Visual reminders of distancing requirements and best practices will be posted in all classrooms.
- To the extent possible, locked doors will be propped open between classes to minimize contact with doors and door handles by students and staff entering or exiting classrooms.
- To the extent, possible windows and doors will be propped open to increase air circulation.
- Teachers will develop, teach, and implement procedures that:

- Limit student movement within the classroom such as turning in assignments, materials being passed out, etc.
- Establish student responsibilities to clean personal areas, materials, and supplies.
- Reinforce hand washing protocols and intermittent use of hand sanitizer.

### **Common Areas**

- Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms and other meeting rooms.
- 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.
- Virtual meetings will be utilized when possible.
- In-person meetings will maintain social distancing and facial coverings will be required.

### **Restrooms**

- Proper handwashing technique will be taught to all students and consistently reinforced.
- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure monitoring of social distancing guidelines.
- The number of occupants utilizing each restroom at any given time will be limited to mitigate the chance of exceeding maximum occupants per social distancing.
- After a restroom break, students will be required to use hand sanitizer before reentering the classroom.
- Restrooms will be disinfected at multiple times throughout the day.

## **ARRIVALS, DISMISSAL AND TRANSITIONS**

### **Arrival**

- Buildings will open at 7:15 a.m. with students reporting directly to classrooms.
- Students arriving prior to 7:15 a.m. will wait in cars with parents until the buildings open.
- Families of walkers who arrive prior to 7:15 will be contacted and asked to make adjustments to arrival times.
- When possible, separate entrances will be utilized to reduce traffic.
- All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- Visitors will not be allowed in the building during arrival.
- Campus-specific bus procedures will be established.

### **Dismissal**

- Students will be released directly from their classrooms whenever possible.

- Campus may designate staggered dismissal groups. (for example, staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.)
- Separate exits will be utilized if possible.
- Campus-specific bus procedures will be established.

**Pickup during school hours**

- Parents will call ahead to the front office to utilize “Curbside Pick Up” of students during regular school hours.

**Transitions**

- Where possible, one-way traffic throughout campus corridors will be established.
- Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.
- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class to the extent possible.

## DAILY SCHEDULE

ECISD school hours 8:00 am - 3:30 pm Monday-Friday

**Campus Specific Information**

El Campo High School		
El Campo Middle School		
Northside Elementary		
Hutchins Elementary		
Myatt Elementary		

## BREAKFAST AND LUNCH

To minimize foot traffic in the building and to allow for adequate physical distancing for students during eating periods, **no outside food deliveries will be accepted and there will be no visitors allowed in the cafeteria.** These restrictions may loosen as the year progresses, however, it is important to allow campus staff the flexibility to space out students throughout common areas so that social distancing is possible.

- Cafeteria and serving areas will be cleaned between uses.
- Breakfast & lunches served by ECISD child nutrition will be “Grab and Go.”
- Students may eat in various locations throughout the building to maximize social distancing.
- Cafeteria, serving, and eating areas will be cleaned between uses.
- Signage and staff will reinforce social distancing throughout the cafeteria.

- All ECISD child nutrition staff will use masks or face shields and gloves while performing job responsibilities and will be trained to practice health and hygiene regulations.

## TRANSPORTATION

In response to COVID-19, ECISD encourages all families, with the ability to do so, to transport their children to and from school. Bus transportation will be offered; however, the standard number of transported students compromises the ability to socially distance. **All students, as developmentally-appropriate and per CDC guidelines, will wear masks or face shields while riding the bus.**

- Hand sanitizer will be available when boarding the bus.
- All bus drivers will wear masks or face coverings.
- Buses will be cleaned and disinfected between each transportation run and at the end of the day.
- Transportation staff will be trained in proper cleaning and disinfecting procedures.
- All ECISD vehicles will be equipped with cleaning and disinfecting supplies.

## FIELD TRIPS

- Field trips will be conducted virtually.
- At this time, off-campus field trips will not be scheduled.

## CAMPUS EVENTS AND LARGE-GROUP GATHERINGS

During the fall semester, ECISD will avoid scheduling non-essential large group gatherings and events where adults and students must commingle indoors or where students would be unnecessarily exposed to the virus in public places such as field trips, assemblies, dances, public pep rallies, PTO fun nights, etc.

- Meet the teacher, open house, parent conferences, etc. will be held virtually as appropriate.
- Parents will be allowed to attend performances virtually.
- Any school-wide events that are approved to be held on campus need to adhere to social distancing requirements outlined by ECISD, TEA and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.)
- Schoolwide events will be live streamed and/or occur virtually, when possible.
- To limit larger gatherings, campus club meetings should be held virtually, when possible. If meeting in person is required, groups should use larger meeting spaces or multiple meeting opportunities will be provided.

## COMMUNICATION METHODS

The district and campuses will communicate official ECISD news using ECISD alerts, and official district and school websites, newsletters and social media accounts.



To stay updated on the most up-to-date information:

1. Teachers, students, and parents need to check their email often.
2. Visit our district website.
3. Follow our social media platforms.
4. Students will work in SeeSaw PK-K and Google Classroom Grades 1-12

## SECTION 2. ACADEMICS AND INSTRUCTION

### 20-21 El Campo ISD Instructional Offerings

Students will commit to either option each nine week grading period

<p><b>1</b> In-person Instruction</p> 	<p><b>In-person instruction</b></p> <ul style="list-style-type: none"> <li>• Health prevention measures</li> <li>• ECISD teachers and curriculum</li> <li>• Monday - Friday</li> <li>• All core and elective courses</li> <li>• Music &amp; PE for elementary</li> <li>• Technology and learning software</li> <li>• Transportation for eligible students</li> <li>• Extracurricular activities</li> <li>• Counseling services</li> <li>• Traditional attendance and grading policy</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ECISD 1:1 Technology Integration</b></p>	<p><b>Temporary Remote Learning due to class or school closure</b></p> <ul style="list-style-type: none"> <li>• Internet and computer required</li> <li>• Instruction via Google Classroom for first -twelfth and See Saw for Pre-K &amp; Kindergarten</li> <li>• Teachers instruct from a classroom</li> <li>• Real-time and self-paced instruction</li> <li>• Modified school day schedule</li> <li>• Extracurricular activities unavailable</li> <li>• Counseling services</li> </ul>
<p><b>2</b> Online Learning</p> 	<p><b>Online learning</b></p> <ul style="list-style-type: none"> <li>• Internet and computer required</li> <li>• Monday - Friday</li> <li>• Instruction via Google Classroom or See Saw</li> <li>• ECISD teachers and curriculum</li> <li>• Real-time &amp; self-paced instruction</li> <li>• Formal class schedule</li> <li>• Daily attendance</li> <li>• Access to extracurricular activities</li> <li>• Parent as learning coach</li> <li>• Counseling services</li> <li>• Traditional attendance and grading policy</li> </ul>		

### COMMITMENT FORM FOR EACH 9-WEEK GRADING PERIOD

We are asking families to commit to either In-person Instruction or Online Instruction for each child attending an ECISD school for the 2020-2021 school year. This commitment will be for August 12 - October 9 and last the duration of the first nine weeks grading period. Surveys will be sent out two weeks before the next grading period throughout the school year to allow parents to change if they so choose.

This form must be submitted for each child attending an ECISD school. The survey deadline is **Wednesday, August 5, 2020**. ECISD will default to In-person Instruction at their assigned ECISD campus for individuals who do not submit a commitment form. All of the standard policies regarding enrollment apply to both In-person and Online Instruction.

For any questions, please contact or email your campus principal.

### INSTRUCTIONAL PLAN

**Instructional Gaps:** Due to the pandemic and school closures, we expect there to be larger gaps than if they were just out for the summer. Emphasis will be placed on literacy at Pre-K - 2nd and the continued use of Really Great Reading phonics program.

We will gather data through a BOY baseline assessments, such as:

- Pre-K CIRCLE Assessment
- Kindergarten TPRI & TXKEA
- 1st & 2nd TPRI & STAR Renaissance Math
- 3rd STAR Renaissance Reading and Math
- 4th - EOC TEA Beginning of the Year Assessment and released STAAR assessments

We will take the data from the baseline assessment to determine where the gaps are with each student.

**Scope and Sequence:** Since we will not be starting out like a normal school year, our scope and sequence will look different. We will need to integrate previous grade level TEKS with our BOY instruction. The TEKS Resource Gap tool will be utilized to help close gaps, all while staying on track to cover our required grade level TEKS. Additionally, an emphasis on the Lead4ward identified essentials for each grade level will serve as a guide.

**Special Populations and Special Education:** Students will continue to receive academic, language, and physical supports throughout the school year. Services may be adjusted due to remote learning and will be determined by the appropriate committee or program. For specific information contact:

Amy Bosse, Director of Special Education [abosse@ecisd.org](mailto:abosse@ecisd.org)

Laura Pustejovsky, Special Populations Coordinator [lpustejovsky@ecisd.org](mailto:lpustejovsky@ecisd.org)

## ATTENDANCE POLICY

ECISD will be required to take daily attendance with both in-person instruction, online instruction, and temporary remote learning models. This means students will have to be present in-person and/or engaged in learning each day to be counted as present for credit purposes. Daily Engagement Measures are required for attendance. "Engagement" is defined by TEA as daily progress or completion and submission of assignments.

For Distance Learning, attendance requirements (as required by the TEA) will be documented by the interactions with educators and the engagement level with lessons and assignments within Google Classroom or See Saw (for early elementary). There will be required times for log-ins to the Google Classroom platform as well as required Google Meet sessions.

Per Texas Education Code (TEC) 25.092, students must attend 90 percent of a course in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year.

Given the public health situation, student attendance may be earned through the delivery of remote and online instruction.

## GRADING POLICY

Grades will be taken according to the local ECISD grading policy for In-school Instruction, Online Learning, and Temporary Remote Learning. The ECISD grading policy is located on our [district's webpage](#).

## PHYSICAL EDUCATION

Whenever possible, physical education classes will be held outside to allow for maximum social distancing between students.

- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Locker room and class size will be determining factors when it comes to dressing out for secondary physical education classes.
- Students will need to provide their own water bottles.
- Restroom use will be the practice of “one in and one out.”
- Equipment will be disinfected after each use.
- Any activities bringing students into close physical contact will be avoided. Activities requiring multiple students to touch or handle the same equipment will be avoided.
- Sanitizing areas and access to handwashing will be provided.

## **EXTRACURRICULAR AND STUDENT ORGANIZATION ACTIVITIES**

Extracurricular and cocurricular activities, practices, and competitions will be conducted following safety protocols provided by ECISD, University Interscholastic League (UIL), and the Texas Education Agency (TEA). This will include health screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

- Hand sanitizer will be available in gym areas and equipment will be sanitized on a regular basis.
- Locker room use will be determined by TEA and UIL. If locker rooms can be accessed, all locker room space will be utilized to follow social distancing guidelines.
- Bus travel will follow the transportation guidelines provided by ECISD and TEA.
- Spectator attendance at games and contests may be limited based on TEA and UIL guidelines.
- Ticketing for events may be utilized to control the capacity of facilities.
- Event procedures will be in place to minimize face-to-face interactions.
- Separate entrances and exits may be utilized and event doors may be propped open to minimize physical contact with handles.
- Spectator seats may be marked and/or configured in a way to enforce social distancing.
- Concessions and/or concession sales may be limited to encourage social distancing and to follow health and safety guidelines.
- School-wide indoor pep-rallies will not be held during the Fall semester.
- Outdoor pep-rallies or gatherings must include appropriate social distancing.
- Assemblies and student activities must adhere to recommended social distancing.
- Hand washing or hand sanitation stations will be available for any activity.
- The use of masks or face shields should be implemented per designated protocols.

## **ONLINE INSTRUCTION AND TEMPORARY REMOTE INSTRUCTION**

Technology integration Pre-K - 12th grade will be a non-negotiable as we enter the 20-21 school year. On-going support and training will be provided by our instructional technology department. Teachers will record lessons from their classroom to provide students with a blended type approach to learning.

## **Pre-K & Kindergarten**

See Saw is the learning platform utilized to deliver Texas Education Agency approved asynchronous instruction at home. Students will follow district guidelines for attendance, grades, and participation.

## **1st & 2nd Grades**

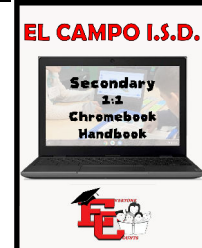
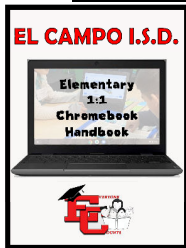
Google Classroom and Google Meets is the platform utilized to deliver Texas Education Agency approved asynchronous instruction at home. Students will follow district guidelines for attendance, grades, and participation.

## **3rd - 12th Grades**

Google Classroom and Google Meets is our online platform to deliver Synchronous daily live and recorded instruction from the classroom teacher.

# **ECISD 1:1 CHROMEBOOK (NEW for 20-21) INITIATIVE**

The district is moving to a 1:1 district for the 2020-2021 school year. This means all students in first through senior year will be issued a Chromebook as part of their school materials. The devices will be issued at the start of the school year with a required protection fee. Detailed information of this initiative in the [Elementary 1:1 Chromebook Handbook](#) and the [Secondary 1:1 Chromebook Handbook](#).



Under the pandemic circumstances Myatt students in Pre-K and Kindergarten will be issued an IPAD to support remote learning. No fee is required at this time.

# **SOCIAL-EMOTIONAL WELL-BEING OF STUDENTS AND STAFF**

Regardless of the learning model chosen by students, social and emotional support will be provided every day. Implementation of social and emotional learning will include:

- Teachers will receive professional learning on social and emotional learning (SEL), trauma-informed, and emotional poverty by Dr. Ruby Payne.
- Student in-class and online activities focused on the social and emotional student needs.
- Mental health supports for students and employees.
- The counselors will work with students individually or in small groups to address any well-being needs.

## BILINGUAL/ESL SERVICES

ECISD will ensure that students who are identified as English Learners (ELs) are provided with appropriate instruction based on English proficiency levels. We will ensure that, to the greatest extent possible, each learner with limited English proficiency can be provided the educational and linguistic services identified in the student's Language Proficiency Assessment Committee (LPAC) plan.

**Instruction: Bilingual or ESL** Students will continue to be supported consistent with their LPAC Plan with linguistic accommodations and supports.

**Parent Input:** If at any time you have questions about your child's English language services, please contact your child's teacher and/or campus LPAC Administrator or Laura Pustejovsky, Special Populations Coordinator [lpustejovsky@ecisd.org](mailto:lpustejovsky@ecisd.org) for more information.

**Assessment:** Remote data collection, social distance observation, and educator checklists can be conducted remotely to monitor language proficiency. Safety precautions will be taken when face to face assessment is required for eligibility determination. Safety precautions include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.

## GIFTED AND TALENTED LIGHT PROGRAM

ECISD will ensure that learners identified as Gifted and Talented (GT) are provided with appropriate and challenging instruction. We will ensure that, to the greatest extent possible, each GT identified learner can be provided the differentiation aligned to the general classroom curriculum.

**Health and Safety:** Gifted and Talented teachers will be trained in COVID-19 safety protocols. PPE for staff as well as additional sanitization procedures will be in place to support students in classrooms.

**Instruction:** Students will continue to be supported in a manner consistent with the ECISD Gifted and Talented Services model (elementary, middle school, high school). Students will continue to receive individualized, modified and/or alternate curriculum as appropriate.

**Evaluations:** We will continue to provide Gifted and Talented Identification assessment to the maximum extent possible once further guidance is provided from the Texas Education Agency regarding universal and ongoing screening.

- Remote data collection, social distance observation, educator and parent interviews and checklists may be conducted remotely as needed.
- The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of the gifted and talented evaluation may not be completed remotely in order to determine the most effective instructional placement.
- Safety precautions will be taken when face to face assessment is required for instructional placement. Safety precautions could include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.

Contact your campus GT Counselor or Laura Pustejovsky, Special Populations Coordinator [lpustejovsky@ecisd.org](mailto:lpustejovsky@ecisd.org) for more information.

## **SPECIAL EDUCATION, 504, HOMEBOUND & DYSLEXIA SERVICES**

ECISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the educational and related services identified in the student's individualized education program (IEP) or Section 504 Plan.

### **Health and Safety:**

- Intervention Services staff will be trained in COVID-19 safety protocols.
- Additional PPE for staff as well as additional sanitization procedures will be in place to support students in classrooms.
- Students will be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary.

### **Instruction:**

- Students will continue to be supported consistent with their IEP/504 Plan. Students who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff. Students served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
- Students served through Section 504 will continue to receive accommodations and services identified in their Student Services Plan.
- Small group instruction and interventions will be provided either in person or virtually. In-person, face-to-face instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual Interventions will include direct access to the therapist or interventionist as well as access to relevant individualized digital resources to reinforce the target skill.
- Remote, at home intervention will be scheduled in advance with the teacher/therapists/facilitator. Students will be expected to be available at their assigned intervention or small group time for synchronous learning.

### **Dyslexia Services:**

- Student's will have a scheduled time according to his/her individualized plan. Students will be expected to be available at their assigned time.
- Dyslexia services will be provided both in-person and virtually.
- Small group instruction and interventions will be provided either in person or virtually. In-person, face-to-face instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual Interventions will include direct access to the Dyslexia Interventionist as well as access to relevant digital resources to reinforce the target skill.

### **Specialized Services:**

- Group sizes will comply with state and local guidelines.
- Direct Related and/or Instructional Services (speech therapy, occupational therapy, physical therapy, adapted PE, music therapy, direct psychological services, audiological and/or vision services) will be provided in person or via virtual platform and may include a combination of virtual lessons and activities. In-person, face-to-face instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual services will include direct access to the therapist, facilitator, or interventionist as well as access to relevant individualized digital resources to reinforce the target skill.
- Consultative Services may occur through parent training, teacher training, observation and feedback as well as access to online resources.
- Special Education Transportation services will be provided to eligible students as determined by the ARD committee.
- Homebound Services will be provided Online instruction via virtual platform with direct access to the general education teachers. Homebound Eligibility is determined by the ARD/504 Committee.

### **ARD/504 Meetings:**

- We will continue to hold required ARD/504 Meetings using a virtual platform to allow for meaningful participation and collaborative decision making.
- If at any time you have questions about your child's IEP/504 Plan or services and wish to convene an ARD/504 meeting to discuss, please contact your child's Diagnostican, Campus 504 Coordinator, or Speech Language Pathologist.
- IEP/504 Plan amendments may be considered on a case by case basis to align virtual (remote at home) instruction.
- TEA has provided a [guidance document](#) on compensatory strategies and services.
- Consideration will be given to each individual student's progress on their IEP/504 Plan. Baseline data and acquisition of skills will determine if students are in need of additional Covid response services.

### **Evaluations:**

- We will continue to provide Full and Individual Evaluations and 504 evaluations to the maximum extent possible.
- Remote data collection, social distance observation, teacher and parent interviews and checklists can be conducted remotely.
- The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of the evaluation may not be completed remotely in order to come to an eligibility determination.
- Safety precautions will be taken when face to face assessment is required for eligibility determination. Safety precautions include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.