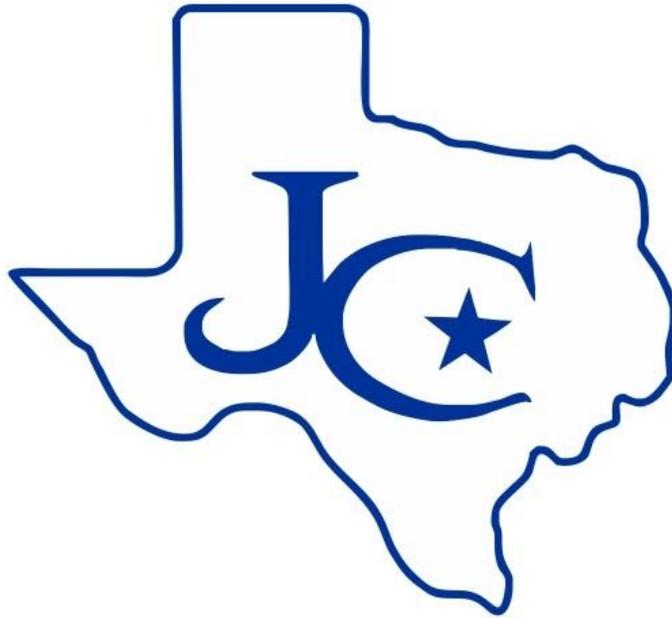


Jarrell ISD



2020 - 2021

Return to School Plan

“Ready, Set, Learn”

DRAFT

Updated 09/20/20

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General Information

The Jarrell ISD Return to School plan has been developed in accordance with TEA guidelines and federal, state and local entities. Ensuring the health and safety of our school community continues to be our top priority as we plan for the 2020-21 school year.

At the start of school on August, 19, Jarrell ISD will implement a transition period that includes **remote-only** instruction for the **first three weeks** of the school year. Students who cannot participate in remote learning at home because of lack of broadband internet access or devices will have access to technology on the school campus. However, if all students have been provided the necessary devices and have connectivity to access those devices, then an in-person setting is not required during this time.

At the end of the **three week transition period** on September 9, students will either continue 100% remote learning at home or attend campus for 100% face-to-face learning. During the week of August 3-7, families will select whether they want their child to receive in-person instruction starting September 9. Information about this will be shared via email, posted on the district website and shared on our social media accounts. If a parent who chooses virtual instruction wants their child to switch to an on-campus instructional setting, they can do so, **but only at the end of a grading period**.

We are committed to ensuring that all students receive the support and services that they need regardless of the learning environment they have selected. We understand the importance of choice for families, so parents and guardians will be able to choose how their children will learn once the transition period is over. Below are the two instructional methods that the district is providing for students.

On-Campus Face-to-Face Teaching and Learning

On-campus face-to-face learning occurs when the teacher and the student meet physically in a classroom for a set time for whole-group lessons, small-group lessons, guided practice, and independent practice with social distancing and health and safety measures in place.

At-Home Remote Teaching and Learning

Remote learning occurs when the student learns from home and meets with the teacher online at scheduled times (synchronous), or the student receives instructions for learning and completes their assignments at their own pace (asynchronous). The teacher and student do not meet in a traditional physical classroom setting.

Jarrell ISD's plans are subject to change as public health guidelines are updated and feedback from stakeholders is collected. There will be situations that require temporary school closure due to positive COVID-19 cases in schools. Parents, staff and students should be prepared for this disruption in the event that it occurs, while actively working to prevent the spread of COVID-19 through prevention and mitigation practices.

Learning Methods in a Remote Environment

Jarrell ISD will provide remote learning opportunities that will allow all students to engage in high-quality learning experiences, utilize Jarrell ISD instructional resources, and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the students in the online learning environment through individualized and differentiated experiences that are consistent with those of their grade level peers attending in person. Remote learning and on-campus learning will follow the same schedule as closely as possible to ensure a smooth transition in the event students and staff must move from one to the other. Jarrell will utilize both synchronous and asynchronous models of learning during remote instruction. In this setting, Jarrell ISD will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically prepared and their social and emotional needs are being met.

Synchronous Instruction

Synchronous instruction is two-way, real-time live instruction between teachers and students, through the computer or other electronic devices. In this setting, Jarrell ISD students are expected to:

- attend synchronous meetings on time, per their class schedule.
- follow the Jarrell ISD dress code.
- attend in a designated, distraction-free workspace
- show their faces on the screen to engage with the teacher and students virtually
- actively participate in class activities, discussions, and assignments

Asynchronous Instruction

Asynchronous instruction is a curricular experience where students engage in learning on their own time, interacting with the teacher at scheduled times via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of the adopted Learning Management System (LMS). Jarrell ISD students are expected to:

- complete asynchronous activities assigned each day.
- show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning.
- communicate with the teacher as assigned and when needing additional assistance.

Student and Family Expectations (district update 09/20/20)

Students will interact with the teacher and students daily. Families are expected to support their students by ensuring that they:

- interact using Google Meets for synchronous learning and Google Classroom for asynchronous learning.
- participate in synchronous learning for small group instruction, intervention, special education support, and dyslexia.

- have access to a device, a place to work and are engaged in virtual learning activities. This includes ensuring that personal family activities and conversations are not visible or audible to the teacher and other students during synchronous learning.
- have supplies to complete off-line assignments
- complete assignments with integrity and academic honesty.
- Complete the daily learning measure to comply with attendance requirements
- communicate with the school when assistance is needed.
- submit assignments daily.
- attend live instruction appropriately dressed in accordance to JISD dress code.

Classroom, Intervention, Special Education, and Dyslexia Teacher Expectations (district update 09/20/20)

Students are expected to engage in live synchronous learning with core content teachers and instructional support teachers.

- Teachers will provide instruction, learning resources, and support through the use of Google Classroom and the adopted Learning Management System (LMS).
- Teachers will utilize the same curriculum for remote and face-to-face instruction and will implement “best practice” strategies for remote learning.
- Grading will be consistent with the Jarrell ISD grading guidelines used for in-person instruction.
- Teachers will provide office hours and tutorials so that students can access instructional support from teachers when needed.
- Teachers will schedule intervention sessions, small group instruction, one-on-one support, special education support, dyslexia instruction, and counseling sessions
- Teachers are expected to provide daily feedback to students regarding work products and learning progress.
- Teachers will provide formative and summative assessments.

Remote Learning Models at the Elementary and Secondary Levels

Modes of Instruction for Remote Learning	
<p>Synchronous Learning</p> 	<p>Asynchronous Learning</p> 
<p>Students meet with teachers online at scheduled times each day. Students will have opportunities to::</p> <ul style="list-style-type: none"> • participate in class meetings • receive live instruction daily 	<p>Students receive instruction for learning and complete their assignments independently each day. Students will:</p> <ul style="list-style-type: none"> • work independently to practice skills and create

- work in small groups
- collaborate with peers
- work one-on-one with the teacher

- products
- access lessons and assignments through Google Classroom
- learn with video lessons and online resources
- Access district resources such as Istation and STEMscopes

Elementary Instructional Model ([Elementary Sample Daily Schedule](#))

Students in K-5th grade will participate in **asynchronous and synchronous virtual learning**. This includes scheduled times when teachers will meet remotely with all students in real-time via a computer as well as periods of independent practice. Teacher and student interaction may include class meetings, small group instruction, whole group instruction, and one-to-one support. Parents and guardians will be expected to ensure their students login and participate in daily scheduled two-way instruction and complete independent activities during other times of the day.

Attendance and Grading:

Attendance for remote learning is based on **daily engagement**, not solely on the completion of assignments. State law and local policies require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (in person) attendance in satisfying this requirement.

Attendance will be taken daily. Students will be marked remote *asynchronous present* or *absent* based on whether the student was engaged through one of the approved asynchronous engagement methods **on that day**. Methods of measuring attendance may include

- daily progress in the learning management system (LMS)
- Daily progress via teacher-student interactions, as defined in the approved learning plan
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail)

A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. Grading policies for virtual instruction will be consistent with the district's grading policies for on-campus assignments.

Middle and High School Instructional Model ([Middle School Sample Daily Schedule](#), [High School Sample Daily Schedule](#))

Students in middle and high school will participate in **asynchronous and synchronous virtual learning**. Teachers in each class will schedule time for synchronous learning. Teacher and student interaction may include class meetings, small group instruction, whole group instruction, and one-to-one support. Parents and guardians will be expected to ensure their students login and participate in daily scheduled two-way instruction and complete independent activities during other times of the day.

Attendance and Grading:

Attendance for remote learning is based on **daily engagement**, not solely on the completion of assignments. State law and local policies require students to attend at least 90% of their classes

to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (in person) attendance in satisfying this requirement.

Attendance will be taken daily. Students will be marked remote *asynchronous present* or *absent* based on whether the student was engaged through one of the approved asynchronous engagement methods **on that day**. Methods of measuring attendance may include

- daily progress in the learning management system (LMS)
- Daily progress via teacher-student interactions, as defined in the approved learning plan
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail)

A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. Grading policies for virtual instruction will be consistent with the district's grading policies for on-campus assignments.

CTE and Elective Courses

Some elective courses may have coursework that can only reasonably be completed in person, even if some components of the course could be taught virtually (e.g. welding). These courses must be made available to students who are otherwise learning virtually, although the school district can require a student to come to campus to complete a required assignment or project for an elective course if the course requires assignments that cannot be reasonably completed remotely.

CTE Course Requirements

Jarrell ISD may develop a list of CTE courses that require students to be on-campus to receive instruction. An average of 45 minutes per day or 450 minutes over a two-week period is still required in order for a CTE course to receive CTE funding. Minutes may be combined across multiple instructional models in order to meet the minimum number of minutes required for CTE funding. In-person instruction, synchronous remote learning instruction, and asynchronous remote learning instruction minutes may be combined.

Choosing Remote vs. On-Campus Instruction

At the end of the **three week transition period** on September 9, students will either continue 100% remote learning at home or attend campus for 100% face-to-face learning. During the week of August 3-7, families will select whether they want their child to receive in-person instruction starting September 9. Information about this will be shared via email, posted on the district website and shared on our social media accounts. If a parent who chooses virtual instruction wants their child to switch to an on-campus instructional setting, they can do so, **but only at the end of a grading period**.

Considerations for Families in Selecting an Option

- Both remote students and in-building students will follow the same “bell” schedule.
- Both on-campus and remote classrooms will use large-and small-group instruction
- Both on-campus and remote students will demonstrate mastery of concepts using traditional and online instruction.
- Both remote and on-campus students will have frequent breaks throughout the day.
- Both remote and on-campus students will have the same expectations and experiences regarding the curriculum.

Considerations for Staff in Selecting an Option

- Remote staff will need to “check-in” with students and find ways to build relationships remotely and to focus on social-emotional learning and student wellness.
- Remote learning times will follow the same schedule as the on-campus times.
- Both remote and on-campus students will have frequent breaks throughout the day.
- Both on-campus and remote classrooms will use large-and small-group instruction.
- Both in-building and remote students will demonstrate mastery of concepts using traditional and online instruction.
- Both remote and in-building students will have the same expectations and experiences regarding the curriculum.
- Remote staff and on-campus staff will need to work closely in professional learning communities to ensure consistency of curriculum, instruction and quality in assessments.

On-Campus Learning Models at the Elementary and Secondary Levels

Once on-campus learning at Jarrell ISD schools opens, parents will still have the option for their children to continue learning remotely from home. Parents must commit to either on-campus or remote learning two weeks prior to the start of the grading period, and students may only transition to a different learning model at the end of a grading period. For on-campus learning, students and teachers will attend class in-person, five days a week, with additional safety measures that align with local, state and federal guidelines and recommendations. In this setting,

- Teachers will provide instruction, learning resources, and support through a variety of educational platforms including Google Classroom, Google Apps for Education, and a Learning Management System (LMS).
- Teachers will plan instruction that is quickly and easily transferable from in person to virtual/remote in the event of a temporary school closure due to COVID-19 spread.
- District-directed and campus-designed safety procedures will be implemented.
- Grades 6-12 students will be assigned schedules based on their course selections form completed last spring.

On-campus learning may transition to remote learning under the following conditions:

- On-campus instruction is prohibited by an order issued by an entity, other than the school district, authorized to issue such an order under state law.
- A campus closes as a result of a confirmed COVID-19 case on the campus

Special Populations

Special Education

Jarrell ISD 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 special education and related services identified in the student's individualized education program (IEP).

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, 504 Plan, etc. and who choose to enroll in Jarrell ISD's remote learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or on-campus.

Meeting IEP Service Recommendations

- All ARD and 504 meetings will follow district guidelines to protect the health and safety of all.
- Jarrell ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.
- Jarrell ISD will review all health plans and IEPs prior to reentry into campus settings and revise them through an ARD with appropriate safety protocols, as needed.
- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or remotely.
- For students attending face-to-face instruction, a contingency plan for services should be documented within the deliberations of the ARD/IEP/504 outlining how services will be implemented during remote learning, in the event of school closure.

Gifted and Talented

Students identified as gifted and talented learners will continue to receive differentiated instruction from classroom teachers within the virtual learning program.

Bilingual and ESL

Jarrell ISD will ensure that students will be placed in the language program that best fits their needs.

- The Language Proficiency Assessment Committee will identify potential English learners within the first four calendar weeks of the students' enrollment. The LPAC may meet via video conferencing and electronic signatures are allowed. LPAC parent participation is currently optional.
- The English learner identification assessment can be administered following local health regulations. Intermittent breaks within the school year are included in the required timeframe of four calendar weeks for identification.

- During periods of school closures due to COVID, JISD will provide temporary instructional support for potential English learners, based on the Home Language Survey, to ensure prompt access to program services when the identification process is delayed.
- 2019-2020 students' progress and continued program participation decisions will be communicated with parents within the first 30 calendar days of the 20-21 school year.

Curriculum, Instruction, and Technology Resources

Instruction

Jarrell ISD will be implementing instructional practices to provide consistency across learning environments and to ensure the safety of students and staff. Regardless of the learning environment, Jarrell ISD is committed to ensuring that all students have an equitable and positive experience and access to high quality instruction.

- Teacher teams will plan instruction that is content consistent, yet environment specific to ensure equitable learning opportunities for all students.
- Learning experiences for students will utilize strategies and best practices associated with blended learning, a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
- Instruction will be designed to meet the individual academic and environmental needs of students where they are.
- Students, regardless of learning environment, will engage in high quality learning and experiences aligned to Jarrell ISD curriculum and the Texas Essential Knowledge and Skills (TEKS).
- Students who are participating in face to face learning at school may move into virtual/remote learning for a period of time if needed for school closures, due to student/staff illness, or county or state regulations.
- Both the on-campus and remote learning experiences will utilize a Learning Management System to provide similar expectations for coursework and attendance, and follow the same grading guidelines.

Student Feedback (district update 09/20/20)

Daily feedback allows students to have a clear understanding of their academic progress on a consistent and frequent basis. The daily schedules include time for small group instruction, intervention, and office hours. During these scheduled times, teachers will be providing direct feedback to students. Feedback will be given by classroom, intervention, special education, and dyslexia teachers. Daily feedback from teachers to students is conducted through a variety of methods:

- Google Classroom
- Google Meets
- small group instruction
- Intervention
- Tutorials
- Office hours
- Email
- Conferring

Feedback to students may be in response to:

- Projects/assignments
- Small group interactions
- formative/summative assessment
- Graphic organizers
- Written products
- Active participation
- Enter and exit tickets
- videos

Learning Management System (LMS)

Information about the Learning Management System will be updated as the district receives guidance from the state. Teachers will be trained on the LMS prior to providing instruction to students. Prior to the implementation of an LMS, student engagement will be tracked using Classlink, Google Classroom, and Ascender Teacher Portal.

Technology

- Grades 6-12 will be issued Chromebooks for school and home use.
- Students in prekindergarten - 5th grade will be issued a Chromebook if they do not have a device at home.
- Students without home internet will have WiFi access 24/7 at the elementary schools and middle school parking lots.
- Internet hotspots and Chromebooks will be issued to families without internet access. Please note that hotspots work on cellular data and do have access limitations.

Parents may contact the district Help Desk for technology requests or troubleshooting. Parents may make a face-to-face appointment to come to the technology offices if issues cannot be resolved remotely. Support is provided in English and Spanish. Information about [Remote Support Procedures](#) and [Technology Device Pickup](#) are posted at the Jarrell ISD website.

Campus Library Guidelines (District update 08/09/20)

Providing library services and materials to students and staff in the safest manner possible during the re-opening of campuses is the top priority of Jarrell ISD Library Services. Visit the [Campus Library Reopening Guidelines link](#) for full plan details. The plan offers guidance in the re-opening and safe operation of the school library facility, based on 4 Levels of Service. In addition to these guidelines, campus librarians are encouraged to collaborate with campus administrators on implementing library guidelines in accordance with campus needs.

Grading Policies during Remote and On-campus Instruction

Current Jarrell ISD grading policies and guidelines will be followed for remote and on campus learning.

Elementary Grading Policy

Students will earn a minimum of ten (10) grades for each grading period per academic subject.

- Two (2) of the ten grades will be assessment grades (projects, major grades, tests)
- eight (8) will be daily grades.

Late Work/Test Corrections

- Students will be allowed to make-up assignments and assessments that were assigned during the student's absence.
- Late work and extenuating circumstances will be addressed by each grade level.
- Test corrections may be required as per Classroom Teacher.

Make up work

- Students who have been absent for any reason must make up the work they missed.
- A student will receive two makeup days for the first day of an absence and one additional day for each additional day they are absent consecutively.
- In the case of a prolonged illness or other extenuating circumstance the parent should contact the principal to discuss the completion of missed work.
- Failure to make up work may result in academic penalties.

Middle School Grading Policy (District update 08/06/20)

For a 9 week grading period;

- 8 grades will be daily grades
- 3 will be major grades (projects, tests, etc.). Benchmark Tests may be taken for a grade.
- Grades must be updated in the teacher's gradebook weekly.
- A missing assignment may receive an "M" to signify that the student assignment is missing.
- Progress reports will be sent out every 3 weeks.
- The semester exam will be 15% of the semester grade.
- The JISD district percentages: Assessments 60% and daily grades 40%. No single grade will count more than 25%.

Late Work/Test Corrections (not associated with a documented absence)

- 10 points may be deducted each day late for up to 5 school days.
- Test corrections will be completed within 5 days of assignment date and may not receive greater than a 70.
- AP will be allowed

High School Grading Policy (District update 08/06/20)

For our 9 week grading period,

- 8 grades will be daily grades
- 3 will be major test grades (projects, tests, etc). When we have benchmarks in the Fall and Spring, there will be 4 major grades for that 9 weeks. The lowest major grade, during the benchmark 9 weeks, will be dropped. The benchmark will not "hurt" the student's grade(s).
- Grades must be updated in the teacher's gradebook weekly
- A missing assignment may receive an "M" to signify that the student assignment is missing.
- Progress reports will be sent out every 3 weeks.

- The semester exam is 15% of the semester grade, outside the grading period.
- The JISD grade percentages are 60% assessment and 40% daily. No single grade should count for more than 25% of the total grade.
- Grades are due to the Registrar by NOON the Friday of the end of the 3 weeks for 3, 6 & 9 weeks grades. FOR THE LAST 9 weeks, grades must be submitted to the Registrar BY 1 pm on the last day of school. For SENIORS: Grades are due before the 2nd to last Friday of the end of school by 4:30 pm.

Late Work:

- Non-AP/PAP will have 5 business days, with ten points off each day, to turn in their work. After that, it is a zero.
- PAP will have one extra business day, with ten points off, to turn in their work. After that, it is a zero.
- AP will be allowed one day for late work.
- Absence policy will apply. These are actual school days, not class days.
- Test corrections, see department policy

Campus Bell Schedules for In-Person Instruction

Buses will run regular routes when in-person instruction begins on September 9. **(District update 08/12/20)**

	Jarrell and Igo Elementary	Jarrell Middle School	Jarrell High School
Bus Drop-off to Campus	7:00 - 7:10 a.m.	7:30 - 7:40 a.m.	8:00 a.m. - 8:10 a.m.
Parent Drop-off/Doors Open	7:20 a.m.	7:40 a.m.	7:30 a.m.
Teachers Report to Campus	7:15 a.m.	7:40 a.m.	8:00 a.m.
Tardy Bell	7:45 a.m.	8:10 a.m.	8:35 a.m.
End of School Day	3:05 p.m.	3:50 p.m.	4:20 p.m.

State Assessments

In light of past and anticipated impacts of the COVID-19 pandemic, the commissioner of education is exercising his authority under Texas Education Code (TEC), Section 7.056, to waive the requirements of TEC, Section 28.0211 regarding grade promotion requirements for students in fifth and eighth grade for the 2020–2021 school year.

Students enrolled in grades 5 and 8 are still required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests once. Regardless of their score, retest

opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. These decisions should be based on local criteria that reflect a student's academic achievement and mastery of subject matter, and should include STAAR assessment results, along with other relevant information.

Districts are still responsible for providing accelerated instruction and supports for students who fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance.

As a part of this waiver, there will only be one administration of the STAAR grades 5 and 8 mathematics and reading assessments for the 2020–2021 school year. This administration will be in May to coincide with the administration of other STAAR grades 3–8 assessments. **(TEA Update July 27)**

STAAR Testing Windows

School districts may choose to participate in the optional extended **online testing** windows for the State of Texas Assessments of Academic Readiness (STAAR). STAAR grade 4 writing, grade 7 writing, English I, and English II are included in the five-week online testing window extension but have been assigned designated days within each week of the extension.

- STAAR EOC assessments - December 8 -18 (two weeks)
 - English 1 - December 8
 - English 2 - December 10
- STAAR grades 3–8 and EOC assessments - April 6–May 7 (five weeks)
 - Grades 4 and 7 Writing, English 1- April 6, April 13, April 20, April 27, or May 4
 - English 2 - April 8, 15, 22, 29, or May 6
- STAAR EOC assessments - May 4–June 4 (five weeks)
- STAAR Grade 8 Science - May 6 - 11
- STAAR Grade 8 Social Studies - May 7-11
- STAAR grades 3–8 assessments - May 11–June 11(five weeks)

The test dates for **paper administration** remain the same. Visit the [TEA 2020 - 2021 assessment calendar](#) for dates.

- Grades 4 and 7 Writing - April 6
- Grades 3-8 Math - May 11
- Grades 3-8 Reading - May 12
- Grade 5 Science - May 13

Counseling Services

As with in-person services, the school counselor will provide brief virtual check-ins with students, especially targeting those students who have recently been referred, those students on the counselor's existing caseload and/or those students in situations of homelessness, at-risk, foster care, etc. In addition, school counselors will offer supplemental best practice-based academic or social, emotional, skill-building lessons for targeted groups. These small group remote sessions will provide solution-focused problem-solving strategies. Before a student participates in small group sessions, the

parent or guardian will be informed of the purpose of the small group or on-going counseling plan. In addition to this counseling and supportive guidance, other student services include:

- Academic and career advising
- Information, referral and connection to community resources
- EAFK/SEL guidance lessons and videos
- Newsletters and video push-outs
- ACT TESSERA Assessment/Needs Assessment
- Surveys and climate temperature checks
- Well child checks
- Consultation with educators; support service coordination and education
- Staff self care and well-being tips

Social and Emotional Learning

Similar to those on campus, students in the elementary and middle school virtual learning program will receive instruction in social-emotional skills such as relationship skills, coping strategies, and self-reflection; however the information will be provided in a virtual environment.

Mental and Behavioral Health Support

Mental and Behavioral Health support will continue in virtual environments. For students needing extra support, the school counselor will refer students for services. Once parent consent is obtained, students will receive education through a virtual environment called teletherapy. Teletherapy provides therapy through a live video connection over the internet. Teletherapy sessions will be provided by the JISD School Mental Health Provider, Intervention Services SMHP or outside partners such as STARRY, Bluebonnet Trails' HRSA Grant Award or Texas Child Health Access Through Telemedicine (TCHAT). For those students who are attending in-person, similar services will be offered in a face-to-face setting.

Extracurricular Activities

Extracurricular activities are subject to UIL Guidelines.

Health and Safety Protocols

Hand Washing and Hand Sanitizers

Staff and students will be instructed to either wash hands or use hand sanitizer when moving between spaces within the campus. Protocols include:

- Utilizing hand sanitizers in the hallways upon entering the building
- Since students will need to touch door handles, students will use hand sanitizer inside the classroom once returning from the restroom
- Prior to leaving the classroom, teachers will give each student some hand sanitizer upon walking out of the classroom
- Students will utilize the hand sanitizing stations before and after transitions.

- The school will provide students with lessons on proper hand washing techniques and are encouraged to utilize hand washing stations or hand sanitizer every time they change physical spaces within the campus (to include recess or outdoor activities).

Masks

Jarrell ISD will comply with the governor's executive orders regarding the wearing of masks. In addition to executive orders, JISD will require the use of masks for adults and students in grades 4 -12.

Students and staff are expected to wear face coverings during school hours.

- Face coverings include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth)
- Students in Pre-K through 3rd grade are required to wear a mask when entering, moving through, and leaving the campus.
- Students in grades 4-12 are required to wear face coverings at all times while at school.
- Students will not be required to wear face coverings while eating.
- It may be impractical for students to wear face coverings while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, students, teachers, staff, and visitors are required to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities
- Individual needs regarding face coverings will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.
- Additional protective equipment will be provided to the nurse's office for use in the clinic.

Facility cleaning

Campuses and other district facilities will be thoroughly cleaned and disinfected each day.

- Commonly touched surfaces, such as doorknobs and railings, will be disinfected frequently throughout the day.
- Disinfectant wipes will be provided to elementary teachers to sanitize working surfaces and shared objects. Secondary classrooms will use disinfectant spray to clean surfaces and shared objects.
- Students may not share any items amongst themselves.
- Teachers and staff will wipe down any additional surface spaces that have been used during the class period, including their own technology and door handles.

Furniture and supplies

Campuses will institute more frequent cleaning practices, including additional cleaning by custodial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate. JISD will:

- arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles and common tables/desks.
- arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
- follow CDC guidance on cleaning community buildings to prevent COVID-19 spread.
- ensure cleaning products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.

Campus Visitors

To minimize the risk of exposure on campus, visitors will be limited to those essential to school operations. Visitors, including parents and guardians, who are allowed on campus will proceed to the reception area for a health screening, where they will complete:

- a form to determine if the visitor has COVID-19 symptoms (as listed in this document) or is test-confirmed with COVID-19. If so, they must remain off campus until they meet the criteria for re-entry.
- screening questions to determine if visitors have had close contact with an individual who is test-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed; and
- a temperature check

Visitors will be required to wear face coverings at all times and will be granted access to limited areas of the building as determined by the campus administration. Campuses will utilize virtual meetings to limit campus visitors whenever possible. Visitors are required to follow all district and campus guidelines.

Parents/Guardians who need to provide student medication should contact the school nurse and set up an appointment to deliver the medication to the school. Medications must be delivered by the parents/guardians and not sent to school with students.

Considerations Before Students Enter School

Prior to arrival at school, parents/guardians will be asked to do the following:

- Conduct a COVID assessment screening each morning for students attending school (Refer to the Forms section of this document.)
- Keep child(ren) at home if they have any symptoms.
- Ensure that their child(ren) have a clean face covering to bring to campus everyday. Remind child(ren) that they need to keep their face covering on while at school to protect themselves and the health of others
- Consider bringing lunch from home when possible
- Provide child(ren) with several writing utensils and discuss with them the importance of not sharing items with others; if they are in need of something, remind them to ask the teacher
- Limit the number of items going to and from school.
- Practice thorough hand washing and remind child(ren) to wash their hands as often as possible for 20 seconds and use hand wipes/sanitizer throughout the day
- Bring child(ren) as close to the beginning of the school day as possible to reduce the number of people waiting for the school doors to open

Considerations After Students Leave School

After arriving home from school, parents/guardians will be asked to do the following:

- Encourage child(ren) to wash hands thoroughly with soap and water upon returning home.
- Assist child(ren) in sanitizing any materials, backpacks, supplies at the end of each school day.

- Ensure child(ren) have a clean face covering for the following school day.
- Collect child(ren) as close to the end of the school day as possible to reduce the number of people waiting for parents to pick them up.

Screening for COVID-19

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, the following question will be considered:

Have they recently begun experiencing any of the following symptoms in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Fatigue
- Headache
- Chills
- Sore throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea Nausea or vomiting

Screening for COVID-19 Symptoms - Staff

Jarrell ISD requires teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. (Refer to the Forms section of this document.)

- The self-screening should include teachers and staff taking their own temperature.
- Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are test-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted in this document.
- Teachers must report to the school system if they have had close contact with an individual who is test-confirmed with COVID-19, and, if so, must remain off campus until the 14-day incubation period has passed.

Screening for COVID-19 Symptoms - Students

- Refer to the Forms section of this document.
- Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in the section above) or is test-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met.

- Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is test-confirmed with COVID-19 until the 14-day incubation period has passed.
- Campuses may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school.

Close Contact

This document refers to “**close contact**” with an individual who is test-confirmed to have **COVID-19**. The definition of close contact is evolving with our understanding of COVID-19, and individual scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on); or
- b. being within 6 feet for a largely uninterrupted or sustained extended period throughout the course of the day of approximately 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

Either (a) or (b) defines close contact if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset.

In the case of asymptomatic individuals who are test-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming test and continuing for 10 days following the confirming test.

Practices for Students or Staff Displaying COVID-19 Symptoms on Campus

- Students who show COVID-19 symptoms while at school will be separated immediately until the student can be picked up by a parent or guardian.
- Areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) will be cleaned as soon as is feasible.
- Students who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.

Practices for a Test-Confirmed Case in the School

- If an individual who has been in a school is test-confirmed to have COVID-19, the school 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 Act (FERPA).
- Areas that are heavily used by the individual with the test-confirmed case (student, teacher, or staff) will be closed off until the non-porous surfaces in those areas can be disinfected, unless more than 7 days have already passed since that person was on campus.
- 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 students in the school if a test-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on-campus activities.

- Upon receipt of information that any teacher, staff member, student, or visitor at a school, including an individual working or learning remotely, is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday)

Practices for Students or Staff Who Are Test-Confirmed or Suspected with COVID-19

Any individuals who **themselves** either:

- a) are test-confirmed to have COVID-19; or
- b) experience the symptoms of COVID-19 (listed above)

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:

Return to School

An individual who was diagnosed with COVID-19

the individual may return to school when all three of the following criteria are met

- a. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications), and
- b. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
- c. at least ten days have passed since symptoms first appeared.

An 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:

- obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, or
- obtain an acute infection test (at a physician's office, approved testing location, or other site) that comes back negative for COVID-19.

Quarantine Scenarios

For all of the following scenarios, even if you test negative for COVID-19 or feel healthy, you must stay home (quarantine) since symptoms may appear 2 to 14 days after exposure to the virus.



Scenario 1: An individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19.

The individual is assumed to have COVID-19 and may return to school when all three of the following criteria are met .

- a. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications), and
- b. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
- c. at least ten days have passed since symptoms first appeared.



Scenario 2: An individual who has had close contact with someone who is COVID-19 positive, but will not have further contact or interactions.

- The principal or supervisor must be notified immediately.
- The individual may return to school 14 days after the last date of close contact (see definition of close contact above) if no symptoms develop nor do they have a positive COVID-19 test.
- Students may participate in remote learning.



Image from cdc.gov



Scenario 3: An individual who lives with someone with COVID-19 but can avoid further close contact

- The principal or supervisor must be notified immediately.
- The individual who has COVID-19 is isolating in a separate room and does not have close contact with the student or staff member.
- The individual may return to school 14 days from when the person with COVID-19 began home isolation if no symptoms develop nor do they have a positive COVID-19 test.
- Students may participate in remote learning.



Image from cdc.gov



Scenario 4: An individual who lives with someone who has COVID-19 but cannot avoid continued close contact

- The principal or supervisor must be notified immediately.
- The individual must quarantine for 14 days after the person who has COVID-19 meets all of the criteria to end home isolation:
 - at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications), and
 - the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - at least ten days have passed since symptoms first appeared.
- Students may participate in remote learning.



Image from cdc.gov



Scenario 5: An individual who lives with someone who has COVID-19 and came into contact with an additional person with COVID-19 during the 14 day quarantine.

- The principal or supervisor must be notified immediately.
- Any time an individual has close contact with another person or household member who tests positive for COVID-19, that individual will need to restart their 14-day quarantine.
- Students may participate in remote learning.



Image from cdc.gov

Transportation

Beginning September 9, regular bus routes will operate. Jarrell ISD encourages families to transport their student(s) to school to reduce possible virus exposure on buses. Jarrell ISD’s transportation team will collaborate with campuses to determine family transportation needs. Bus procedures will follow CDC guidance and recommendations. Jarrell ISD will:

Bus Drivers

- train bus drivers in COVID-19 safety protocols.
- implement procedures for health check of employees
- require that bus drivers always wear a facial covering while operating a school bus
- keep windows open at all times or as much as possible

Students

- allow only eligible students to ride their assigned buses due to capacity
- require all students to wear a facial covering
- avoid standing or sitting within 6 feet of the bus driver

Cleaning

- provide hand sanitizer stations on buses
- disinfect seats, handles and high-touch areas between morning and afternoon routes.

Work and Learning Environments

Arrival and Dismissal

- Each campus will develop a process for entry, exit, and transition procedures that reduce large group gatherings of students and/or adults in close proximity.
- Outside areas will be arranged to assist families/students waiting outdoors to maintain social distancing
- Entries will be monitored to ensure students are entering the building one by one while maintaining the proper social distance.
- Once allowed into the building, students will move directly to class.
- Due to health concerns, only essential visitors will be allowed in the building. Parents will not be allowed inside the school building.
- Students will remain in their last period class of the day until released.
- Campuses will develop a process to release students at the end of the day.
- Students may be released through different exit doors to relieve crowding in hallways.
- Campuses may stagger release, allowing for walkers and bikers, car riders, and bus riders to be released as busses arrive.
- When students are dismissed at the end of the school day, they will be expected to immediately leave the campus.

Physical Arrangements

- Where feasible without disrupting the educational experience, students will practice social distancing.
- In classroom spaces that allow it, student desks will be placed a minimum of six feet apart when possible.
- In classrooms where students are regularly within six feet of one another, teachers will ensure more frequent hand washing and/or hand sanitizing and may take students outdoors for increased airflow

Classrooms

- Classrooms will only contain materials needed for instruction to reduce the number of surface spaces needing to be cleaned daily and allow for appropriate spacing in the classroom.
- When possible, individual desks will be utilized facing one direction with 6 feet of space between them.
- Schools will reduce the number of items going back and forth between home and school, and space will be designated in the classroom for student belongings.

- Students will not share items.
- Space will be designated for used materials, and teachers and custodians will wipe down all used items with sanitizer at the end of each day.
- Sanitizer will be provided in each classroom for student use, and schedules will be built to have time for students to wash hands.
- Plastic shields will be placed around desks for elementary students once they arrive from the vendor.

Hallways

Each campus will designate directional spaces in each hallway. This may be so all students walk in the same direction while maintaining social distancing as marked on floors or two directional in each hallway with appropriate directional signs that ensure students maintain social distancing from passing students and students in front of and behind them. Students will walk single file in hallways and utilize hand sanitizer/hand washing stations available as often as possible.

Bathrooms

- Restrooms will be marked so that sinks utilized are of the proper distance.
- Everyone must wear their face covering while in the restroom.
- If there are students in the restroom waiting for a stall, students must wait outside in the hallway until a student leaves, utilizing the floor markings for spacing.
- Everyone will wash their hands thoroughly with soap and water for 20 seconds.
- Students must return straight to their classroom and utilize hand sanitizer upon entering the classroom.
- Water fountains will be covered at all campuses.

Physical Education and Athletics

- When feasible and appropriate, it is preferable for students to gather outside instead of inside because of the likely reduced risk of virus spread outdoors.
- When it is impractical for students to wear face coverings while participating in physical activities, everyone must wear a face covering while going to and coming from the new space and while not participating in the activity.
- Students who are exercising may remove their face covering as long as they maintain six feet of distance from other students. Mask storage procedures will be developed by campuses to ensure masks stay clean and separate when not on the student.
- Staff must wear a face covering while moving students to their appropriate 6' distance.

Playgrounds

- Physical activities that provide for proper social distancing are encouraged.
- The use of playground equipment will be limited based on the need to continually clean the space.
- Students will be made aware of the importance of maintaining social space while in outdoor spaces.
- Classes will not intermingle students.

Breakfast and Lunch Service

Students will pick up pre-packaged breakfast in the cafeteria and eat in their classrooms.

- Elementary students will eat lunch in their classrooms. Middle school and high school students will eat lunch in the cafeteria.
- Students will scan ID cards at the register. If students do not have cards then they will enter the student ID into the keypad. The keypad will be disinfected after each use.
- Cash or checks will not be accepted at the register, but families may use www.schoolcafe.com to add money to a student's account. A fee is charged since this is a 3rd party contract.
- Safety and health precautions will be put in place to maintain social distancing and reduce health risks.
- Food service staff will have their temperature verified each day and wear face coverings and gloves during food preparation and service. Plexiglass shields will be installed at each cash register..
- Only pre-packaged meals will be served
- Grade-level lunch times will be staggered
- Students must sanitize hands prior to entering the cafeteria and after leaving the cafeteria.
- No self-serve items will be available.

Non-UIL athletic activities or other extracurricular activities

When it is impractical for students to wear masks or face shields during those activities, schools must require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those 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, teachers, and staff who are not wearing masks or face shields. However, schools must require students, teachers, and staff to wear masks or face shields as they arrange themselves in positions that will allow them to maintain safe distancing..

FORMS

Student Screener for COVID-19

Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19. The screening questions below will also be asked of parents who drop off or pick up their child from inside the school. If you are unable to check temperatures at home, please report to the nurse when you arrive onsite.

Name: _____ Campus/Department: _____

Date: _____

Yes	No	
		Are you (student) test-confirmed with COVID-19?
		In the past 14 days, have you (student) had close contact with an individual who is test-confirmed with COVID-19?
		Have you (student) recently begun experiencing any of the following in a way that is not normal for you?
		<ul style="list-style-type: none"> ● Fever ($\geq 100.0^{\circ}\text{F}^*$) ● Loss of taste or smell ● Cough ● Difficulty breathing ● Shortness of breath ● Fatigue ● Headache ● Chills ● Sore throat ● Congestion or runny nose ● Shaking or exaggerated shivering ● Significant muscle pain or ache ● Diarrhea Nausea or vomiting ● Nausea, vomiting, diarrhea

If the student or parent answered yes to any of the above:

- The student must remain off campus until cleared to return.
 - If at school, the student will be isolated and a parent will be notified to pick up the student as soon as possible.
 - If test-confirmed for COVID-19, the parent must follow up with the principal and nurse (district COVID-19 contact) before the student can return to campus
- It is also recommended that you consult with your health care provider.*

Reminders to follow if you are cleared to return:

- Wear a mask or face covering.
- Wash your hands or use hand sanitizer regularly.
- Practice social distancing of at least 6 feet.

Staff Self-Screener for COVID-19

All staff are required to conduct a daily self-screener, including checking your temperature before reporting for onsite work. If you are unable to check your temperature at home, report to the nurse when you arrive onsite. Employees are required to report results according to established procedures (e.g., electronically, submit paper copy).

Name: _____ Campus/Department: _____

Date: _____

Yes	No	
		Are you (student) test-confirmed with COVID-19?
		In the past 14 days, have you had close contact with an individual who is test-confirmed with COVID-19?
		Have you (student) recently begun experiencing any of the following in a way that is not normal for you?
		<ul style="list-style-type: none"> ● Fever ($\geq 100.0^{\circ}\text{F}^*$) ● Loss of taste or smell ● Cough ● Difficulty breathing ● Shortness of breath ● Fatigue ● Headache ● Chills ● Sore throat ● Congestion or runny nose ● Shaking or exaggerated shivering ● Significant muscle pain or ache ● Diarrhea Nausea or vomiting ● Nausea, vomiting, diarrhea

If you answered yes to any of the above, you are required to:

- Remain off campus until cleared to return
- Notify your supervisor and Human Resources
- Provide your supervisor with health status updates.

It is also recommended that you consult with your health care provider.

Reminders to follow if you are cleared to return:

- Wear a mask or face covering.
- Wash your hands or use hand sanitizer regularly
- Practice social distancing of at least 6 feet
- Notify your supervisor if you have traveled outside the area in the last 14 days.

Screener for Return Following Exclusion For COVID-19

Individuals returning to work or school after being test-confirmed to have, experienced symptoms of, or who were exposed to COVID-19 must contact their principal and nurse to ensure the conditions for re-entry outlined below have been met.

Name: _____ Campus/Department: _____

Date: _____

Yes **No**

1. Were you diagnosed with COVID-19?

If **yes**, all of the following conditions must be met for reentry.

- At least one day (24 hours) has passed since resolution of fever without the use of fever-reducing medication, and
- Improvement of symptoms (e.g., cough, shortness of breath), and
- At least 10 days have passed since symptoms first appeared

Yes **No**

2. Did you have symptoms that could be COVID-19, but were not evaluated by a medical professional or tested for COVID-19?

If **yes**, all of the following conditions must be met for reentry.

- At least one day (24 hours) has passed since resolution of fever without the use of fever-reducing medication, and
- Improvement of symptoms (e.g., cough, shortness of breath), and
- At least 10 days have passed since symptoms first appeared

Yes **No**

3. Did you have symptoms that could be COVID-19, and are seeking to return to school before completing the stay at home period?

If **yes**, all of the following conditions must be met for reentry.

- Provide a medical professional's note clearing the individual for return based on an alternative diagnosis, or
- obtain an acute infection test (at a physician's office, approved testing location, or other site) that comes back negative for COVID-19.

Yes **No**

4. Were you in close contact with an individual who tested positive for COVID-19?

If **yes**, the following condition below must be met:

- Remain off campus until the 14-day incubation period has passed

COVID-19 Symptoms (*Included on Texas Education Agency list of symptoms)		
Fever ($\geq 100.0^{\circ}\text{F}^*$)	Fatigue	Shaking or exaggerated shivering
Loss of taste or smell	Headache	Significant muscle pain or ache
Cough	Chills	Diarrhea
Difficulty breathing	Sore throat	Nausea or vomiting
Shortness of breath	Congestion or runny nose	

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes being in direct contact with secretions from the sick person, living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 cumulative minutes; however, additional factors such as masks, ventilation, etc. may affect this determination.

Employee/Workplace Process Map for COVID-19

