I CAN RETURN

TEXANS CAN ACADEMIES
HIGH SCHOOLS OF CHOICE®
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GRADUATING THINKERS

TEXANS CAN ACADEMIES
AUGUST 3, 2020
Education Department
“Keeping our students, staff, and families safe.”
Introduction

What is Operation I Can Return?

Texans Can is looking forward to the 2020-21 school year and beyond in planning and preparing for the future of our students. We are committed to do everything we can to reopen our campuses as we believe that doing so is in the best interests of our students, families, and communities. Regardless, we recognize that Texans Can needs to find a variety of options for reopening campuses safely with the health and well-being of our entire community in mind.

“The ICR2020: Keeping our students, staff and families safe”

The I Can Return (ICAN) guide has been developed by the assumption that a vaccine will not be available for 12-18 months, which means that Texans Can needs to be able to respond rapidly to circumstances in its own school community as well as to conditions across the state of Texas. Even as we plan to reopen our campuses in August, we know we may need to close them again with very little advance warning. This means that Texans Can, staff, students and parents will need to be prepared to quickly move between learning models designed to fit a variety of circumstances and situations.

During this COVID 19 event it is expected that our community band together to strive to provide an education for students in an environment that maintains the safety and well-being of its members. Although there is possibility that that exposure may occur upon re-entry into school, all members of the Texans Can community should expect that every effort is being made to take appropriate precautions to safeguard the health and well-being of our school family.
In addition, Texans Can will work closely with the Texas Education Agency (TEA), the Center for Disease Control (CDC), and/or local county health departments to ensure we are meeting the needs of our students within the allowable guidelines.

Table of Contents

Introduction ........................................................................................................................................2
  What is Operation Return? .............................................................................................................2

Priorities .........................................................................................................................................5
  Priority 1: Safety ..........................................................................................................................5
  Priority 2: Social Emotional .........................................................................................................6
  Priority 3: Engaging and Learning ...............................................................................................6
  Priority 4: i-Can Blended learning Model ......................................................................................7
  Priority 5: The Technology ..........................................................................................................8
  Priority 6: Professional Development .........................................................................................8
  Priority 7: Communication ...........................................................................................................9

Priority 1 Plan .................................................................................................................................9
  School Safety Measures ...............................................................................................................9
  The Team .......................................................................................................................................10
  Texans Can’s Approach to Safety ..............................................................................................11
  Cleaning, Sanitizing, and Disinfecting .........................................................................................11
  Health Screening and Preventative Hygiene ................................................................................12
  Physical Distancing .....................................................................................................................13
  Communication, Training and Coordination ...............................................................................14
  Cafeteria and Common Area Hygiene .......................................................................................15
  Specific Protocols .......................................................................................................................15
  School Arrival / Morning Procedure (Ingress) ..........................................................................15
    Plan A .......................................................................................................................................16
    Plan B .......................................................................................................................................17
    Plan C .......................................................................................................................................17
  School Dismissal (Egress) ...........................................................................................................17
    Plan A .......................................................................................................................................18
Plan B

Screening Assessment

Discipline Steps Related to COVID-19

Handheld metal Detectors

Entrance Procedures

**Priority 2-5 Plan**

Instructional Models

Face-to-Face Instructional Model

Hybrid Instructional Model

Student Support Services

Technology Framework

**Priority 6 Plan**

Operational Considerations and Support

**Priority 7 Plan**

Communication and Engagement

Product/Purchasing Information (prioritized)

References
Priorities

It is the responsibility of Texans Can to understand and make reasonable efforts to respect and protect the emotional and physical safety of every student, teacher and staff member while continuing to provide a high-quality educational experience focused on student achievement. This framework was developed around seven Priorities that will uphold the Texans Can tenets of striving to be a prominent district of charter schools in Texas.

Priority 1: Safety

The safety of our students, staff, families and the community is our topmost priority. We are committed to ensuring that all appropriate safety measures are implemented in order to reduce and/or prevent exposure to COVID 19 through the consistent implementation of:

- Social Distancing Practices
- Cleaning and sanitizing practices for all facilities, equipment, vans, etc.
- Use of personal protective equipment (PPE)
- Implementation of screening practices and adhering to recommended guidelines for symptoms of illness and requirements for return to school/work
• Implementation of protocols to ensure that students who are ill to remain at home until all fever/symptoms improve without the use of fever reducing medication and that students who become ill will be sent home

**Priority 2: Social Emotional**

Texans Can is committed to supporting the social emotional needs of the students. Teachers and staff will be trained to be aware and understanding of the impacts of trauma induced by COVID-19. Through this training and collaboration model, students’ social emotional needs will be addressed by:

• Collaborating across child-serving systems to coordinate supports for intervention
• Providing students with the tools to practice a healthy lifestyle
• Engaging in professional development so that staff will be able to facilitate a physically and emotionally safe learning environment
• Actively monitoring the progress of students to identify necessary supports for student engagement in learning connected to the school and the broader community
• Collaborating with parents and staff to ensure student access to personalized learning

**Priority 3: Engaging and Learning**

During this crisis, Texans Can maintains the goal of providing an education to all students through engaging learning models and rigorous instruction while prioritizing
student and family safety. Models will value student needs and maintain a focus on increased student achievement through:

- Use of rigorous and engaging face to face pedagogy and distance learning tools to participate in knowledge building experiences
- Balance of synchronous and asynchronous instruction that provides academically, emotionally and socially sound interactions and growth as needed during model implementation
- Progress monitoring of student growth, interaction, completion of content and assessments for feedback and support
- Opportunities to provide intervention, enrichment and acceleration to ensure that students maintain agency and movement toward graduation goals
- Development of support systems for social and emotional well being

**Priority 4: i-Can Blended learning Model**

Every family must have appropriate options available in order to make the best educational decisions for their student(s). Texans Can is committed to provide rigorous instruction for those who will participate in face to face or hybrid school learning models upon re-entry into school. However, for those who choose to maintain students in the home environment for safety purposes, a comprehensive full-time distance learning model will be available as an option. In the event that crisis circumstances require intermittent school or district closures, the distance learning model will be implemented for all impacted students and staff. The various models will be outlined in a later section, but a quick delineation is below:

- Face-to-face model with all safety precautions in place
• Hybrid models (part of the week at school and part of the week from home) with safety measures in place during school attendance
• Remote learning (entire school day is completed at home)

Priority 5: The Technology

The technological needs of students and families required to participate in the Texans Can learning models must be met. We are committed to providing a 1:1 device for every student, as well as internet connectivity options for every household in the district.

• Systems will be in place to issue and track devices for each student
• Information will be collected, and the necessary internet connectivity options will be provided for every household

Priority 6: Professional Development

Texans Can will provide and ensure that professional development for staff accounts for operational and safety elements as well as support for digital instructional platforms, programs and practices.

• Operational and training elements will include the safety guidelines and protocols that are established in this document, as well as any additional recommendations by the Center for Disease Control (CDC) and the Texas Department of Health and Human Services
• Professional development for the instructional platforms and programs will be on-going and include topics such as the on-line learning management platforms
Schoology, and other applications, as well as content specific training to include Marquez Reading

**Priority 7: Communication**

Developing close connections within our school community and families will be imperative in moving forward so that two-way communication is established to keep all stakeholders informed. Current information such as address, phone number(s), email address and health information for each child will need to be updated as appropriate. This connection will allow us to quickly and correctly communicate effectively for all unknown circumstances that might arise. To create this system Texans Can will:

- Develop a system in which information can be updated by the parent/guardian
- Monitor returned mail to reach out and update information
- Utilize School Messenger, school marquees, e-mail groups, social media, and Texans Can websites to communicate effectively

**Priority 1 Plan**

**School Safety Measures**

The challenge of planning for the re-entry of students and staff to Texans Can campuses started as process of thinking through, “What would an average school day for a typical student in Texans Can look like?” This process included boarding a city bus, driving to or being dropped off by a parent at school; walking onto the campus to reach their classroom or first period; how would the classrooms need modifications;
where students would go to class, CTE programs, and where they would eat breakfast and lunch; what a visit to another office such as Student Advocate or office look like; and how to get home safely and/or participate in any extracurricular activities.

We quickly realized that every practice would need to be reviewed with the goal of ensuring preventative hygiene, safety measures as recommended by the CDC are employed and establishing some new practices within the system. At Texans Can Academies, the following principles governed our safety planning:

- Prioritize student and staff health, safety, and well-being as a top priority
- Ensure hygiene and health-related practices are CDC approved, clearly communicated, effectively implemented and diligently enforced
- Promote practices and protocols to reduce risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances

The Team

The Texans Can Rapid Response Team safe subcommittee worked diligently to layout this critical work. The following shared understandings were used to frame this section of the guide:

- Focus on variables we can control;
- Use of reliable, scientific sources to guide our understanding of the virus and how to best effectively prevent our community’s exposure;
- Seek ways to reduce risk of virus (COVID-19) transmission, not eliminate it;
• Identify external and internal entities that would lead us to tighten or loosen restrictions; and
• Ensure new practices, policies and regulations are flexible and can be implemented and maintained.

This ICAN Return guide will continue to be refined through dedication and commitment to opening the doors to safe schools in August.

**Texans Can’s Approach to Safety**

The Texans Can approach to safety includes (1) Cleaning, Sanitizing and Disinfecting; (2) Health Screening and Preventative Hygiene; (3) Physical (Social) Distancing, and (4) Communication, Training and Coordination.

These four critical areas have defined how we approached our work in the area of safety to reduce the risk of transmission of the virus. Each section below details Texans Can’s efforts in each of the approaches in our operations. Incorporating these approaches into the typical school day for our students will be critical to establishing our “new normal” and to continue to allow the societal school to be a special place for students to come and experience the joys of learning.

**1. Cleaning, Sanitizing, and Disinfecting**

Texans Can will enhance daily cleaning of all facilities, with special attention to specific high use areas such as door handles, knobs, and buttons. Daily cleaning will utilize the
safest and most effective products as approved by the Center for Disease Control (CDC) and the EPA.

Campus custodians will also receive professional development on the deep cleaning of a facility or a specific site within a facility should a confirmed case of COVID-19 be identified on a specific campus or site and need to be closed for a designated amount of time, as recommended by the CDC.

Each classroom will be provided with CDC approved cleaning wipes and Lysol spray to be utilized as determined by the classroom teacher.

Texans Can will continue to utilize the CDC guidelines and recommendations to ensure we implement the safest and most current practices for the cleaning, sanitizing, and disinfecting our school campuses.

1. Health Screening and Preventative Hygiene

One of the most effective measures to prevent the spread of the virus includes the utilization of face masks. ALL Texans Can students will be REQUIRED to wear a face mask, whether riding a city bus or being transported to school in a vehicle, or parking at school. Students will be required to wear a mask prior to entering or leaving their vehicle to enter the school building.

If a student arrives without a mask, a disposable mask will be provided until the student reaches their classroom. If students elect to wear a reusable face mask, we will
request that parents wash these face masks to ensure they are properly cleaned between wearing.

- Upon arrival at the school, each student’s temperature will be taken with a non-contact thermometer.
- Classrooms will be provided with a poster for instructional purposes to teach and/or review the proper handwashing procedures.
- Additional preventative information will include covering your cough or sneeze, avoid touching your face, maintain physical distance when possible and removing/donning face masks.
- The campus restrooms will be stocked with soap and hand dryers. Classrooms will be provided instructional posters for “covering your cough” to put up in an area identified.
- Each classroom will have hand sanitizer dispensers.

2. Physical Distancing

The Center for Disease Control (CDC) has identified social (physical) distancing as a key strategy in the containment of the COVID-19 virus. While by nature, schools are designed to be more compact, so that students have access to all amenities such as the main office, etc. we are examining various ways to manage our student numbers and space. Our instructional models also address the density issue within our buildings.
We did conduct checks at various campuses to identify the number of students in an average classroom that could be designed at 6 ft. apart. However, in our efforts to allow a more normal classroom environment, Texans Can may provide Plexiglas dividers for some classrooms.
Physically distancing identification will be established through the utilization of graphics that each campus will receive. The graphics package is designed to identify 6 ft. the entrance and within the hallways. Each teacher should design their classroom space and with the 6 ft. physical distancing. Texans Can will take the following measures:

- Provide each campus a graphics package for 6 ft. identification
- Mark hallways into two sides with periodic arrows
- Establishment of various entry doors for specific grades, students, etc.
- Identification of seating in any common areas

### 3. Communication, Training and Coordination

Multiple strategies will be employed to communicate to students, staff and families based on our guidelines and expectations of our efforts in reducing our transmission of COVID-19. One primary goal is to ensure hygiene and health-related practices are research-based, clearly communicated, effectively implemented and diligently enforced.

In order to clearly communicate, Texans Can will develop and publish our I Can Return guidebook on the district website. Texans Can will create specific professional development modules that all campus-based staff must complete prior to the first day of school and practice appropriate routines, such as arrival and dismissal, hand-washing procedure, covering your cough, etc. Specific professional development will be held for all staff who may deal specifically with students or staff that exhibit
symptoms. In addition, key access points, campuses, bathrooms, cafeterias, will have specific messaging as appropriate.

**Cafeteria and Common Area Hygiene**

Texans Can will utilize all outlets to include district website, social media, School Messenger, school marquees, email groups, and other forms of messaging. Once our communications avenues are developed and established, more specifics will be developed and shared throughout the community, prior to the start of reopening campuses. Everyone will have a role in the communication of the Texans Can expectations and guidelines and will be an integral part of the entire process.

**Specific Protocols**

Various departments are developing specific protocols for various important topics. These protocols will be provided to all campuses, in that some of the protocols are very campus specific, such as egress and ingress which are dependent on the campus configuration and layout.

**School Arrival / Morning Procedure (Ingress)**

Staggered schedule for arrival and dismissal.
Schools will need to assign staff to hallways and restroom areas to help remind all students to adhere to the 6 feet of social distancing throughout the morning entry procedures.
For both Plan A and Plan B the handheld metal detectors will be staffed with at least “a screener”, to take the student’s temperature, security officers and one handheld metal detector once the student passes through the handheld metal detector area. These positions will be operated by screeners, security, teachers, administrators and paraprofessionals. All school staff members must be trained on the appropriate practices that are required to ensure effective social distancing; proper practices when taking student’s temperatures and appropriate measures to ensure the security of the building are not comprised. While this plan is not exact, we may need more staff to monitor social distancing, temperature checks and ensure the safety and security of the building.

**THIS NEXT SECTIONS NEEDS FURTHER DISCUSSION**

**Plan A**

*Students will not be allowed on campus until 20 minutes before the first bell rings. Allow students to continue to enter school in the same locations as they have done in the past. School exterior doors will open 20 minutes before school begins each day. Facilities will paint or mark 6 feet social distancing lines on the sidewalk in front of the entry points. Assign teachers to monitor the social distancing on the front walk and as students enter the building and walk to class. Students will enter school, pass through the handheld metal detector area and go directly to their 1st period class. Teachers and staff will be at their classroom doors and in the hallway monitoring social distancing once students enter the building. Breakfast will be served in the classroom during the first 15-20 minutes of the school day. Schedules will need to be created that allow for 1st period to contain 15-20 minutes of additional time.*
Plan B

This plan allows more students to get to their 1st class quickly and still maintain social distancing. Key exterior doors at different locations will open 20 minutes before the start of school. These exterior doors will be selected by campus administrators that allow for students to enter in the school location that is close to student’s actual first period / homeroom. Students must enter school, pass through the handheld metal detector area and walk down the halls with the appropriate 6 feet of distance. Teachers and staff will be at their classroom doors and in the hallway monitoring social distancing once students can enter the building. Breakfast will be served in the classroom during the first 15-20 minutes of the school day. Schedules will need to be created that allow for 1st period to contain 15-20 minutes of additional time. Students will be allowed on campus until 20 minutes before the school bell rings each morning.

Plan C

Campus administrators will develop an entry plan that best meets the needs of their students, teachers, parents and staff of their school. Additionally, it will incorporate social distancing, temperature checks and proper hand-wash/hand sanitizer requirements of the district, state and federal government.

School Dismissal (Egress)

Schools will need to assign staff to hallways and restroom areas to help remind all students to adhere to the 6 feet of social distancing throughout the dismissal procedures.
Plan A

At the end of school, classes that are located on exterior side of the hallway will begin to file out of their classroom, maintain social distancing and move to the location where the students are picked up. Classes that are located on the interior side of the hallway will begin exiting their classrooms after all the exterior classrooms have exited their hallway. The interior classrooms will follow the same procedure as the interior classrooms followed for their dismissal process.

Plan B

Campus administrators will develop a dismissal plan that best meets the needs of their students, teachers, parents and staff of their school. Additionally, it will incorporate social distancing requirements of the district, state and federal government.

Screening Assessment

The following information is to be used as interim guidance in preparation of students who may have been exposed to 2019 Novel Coronavirus Disease (COVID).

Identify and Assess – establish or re-evaluate potential of exposure through direct close contact and symptoms of fever or respiratory illness.

History/Exposure Risk

- In the past two weeks have you had close contact* with or live with someone diagnosed with COVID-19?
- In the past two weeks have you been in quarantine with an active COVID 19 patient or person who was exposed to an active COVID 19 patient(s)?
- In the past two days, have you felt feverish or had a fever?
● In the past two days have you had a cough?

*Close contact is defined as being within 6 feet of a person infected with COVID-19 for a prolonged time; close contact can occur while caring for, living with, visiting, or having direct contact with infectious secretions (blood, respiratory and sputum).

Assess Health Status

● Fever – temperature of 100.4 F or greater

● Pediatric Symptoms – usually present as upper respiratory infection such as; cough/ shortness of breath, sore throat and runny nose or nasal congestion

● Document all findings

Isolate

● Isolate individual

● Utilize Standard Precautions and appropriate PPE

Inform

● Notify parent/guardian to pick up child from school as indicated
  ▪ Medical referral and Follow up

● Notify Principal

● Notify Corporate Rapid Response Team
  ▪ Rapid Response Team contacts the local County Health and Human Services (HHS) for advice and direction as needed

Cleaning and disinfection will be in accordance with the local county Health and Human Services Department recommendations.
Positive Report Steps for Campus Administrators

When notified of a confirmed COVID-19 student or staff case

1. Notify the following:
   a. Rapid Response Team
   b. Campus Administrator

2. The Rapid Response Team will inform the following:
   a. Local Country Health Department
      The Rapid Response Team will notify the local County Health Department and provide necessary information to begin contact tracing. The local County will provide guidance regarding communication to contacts and recommended school closing based on current CDC, Federal, State and County guidelines
   b. Texans Can Facilities
      Facilities will work to determine necessary means to clean and disinfect based on current guidelines and risk of exposure.
   c. Texans Can Corporate Rapid Response Team
      Human Resources will collaborate with the Education department regarding recommendations provided by local County Health Department as to convey pertinent information to students, families and the general public.
Discipline Steps Related to COVID-19

The following steps will be taken if a student intentionally coughs, sneezes or spits on another student with the intention of infecting the other student with COVID-19 while on campus or at a school related event.

1. Notify the campus health care professional, campus administrator and / or the Campus Behavior Coordinator (CBC).
2. The administrator or CBC shall remove the students quickly to investigate the incident.
3. Students should be taken to the school administrator or appropriate personnel if at a school sponsored event for an evaluation (i.e., temperature check).
4. The school staff or appropriate personnel should notify the campus administrator about the findings of the evaluation. Additionally, based on the evaluation (with a positive evaluation, proceed with caution and follow protocol for potentially highly contagious individual).
5. Notify parents/ guardians of each student involved in the alleged incident.
6. The campus administrator and/or the CBC may investigate the allegation to determine intentionality.
7. If the alleged behavior is determined to be intentional; proceed with contacting a Texans Can Administrator to classify the incident per the Student Code of Conduct.
8. The appropriate offense / consequence is input in the discipline software system by the campus administrator or CBC.
9. Contact the Corporate Office of Student Discipline if additional assistance is required.
Handheld Metal Detectors

All campuses are required to use handheld metal detectors. Handheld metal Detector training will be scheduled as a trainer of trainer program. We may utilize walk-through detection devices to maintain social distancing requirements between security staff and students.

Entrance Procedures

- Personnel/Students use the designated entrances
- Security checks should be conducted by security officers
- Personnel/Students should form a line distancing approximately 6 feet apart
- Bags should be placed on a table and be checked (either by a campus staff member or security officer). Personnel should not directly touch the bag or items in the bag
- Personnel/Students should move through the walk-through handheld metal detector area (pending approval)
- Once cleared by the checking station, students should proceed directly to their classroom using one side of the hallway while observing social distancing

Required Equipment and Personal Protective (PPE)

- Handheld metal detectors or walk through detection
- Stick/ruler (for bag search)
- Gloves
• Mask
• Hand Sanitizer
• Other equipment or PPE may be dictated by the individual school’s plan.

Priority 2-5 Plan

Instructional Models

Understanding that there are a variety of factors to be considered for re-entry into school associated with the COVID 19 pandemic event, Texans Can approaches each scenario with great caution and sensitivity. Over the past several months, we have implemented an At-Home Learning Model where Texans Can staff partnered with and provided resources for families, parents, and/or guardians to provide continuing learning opportunities for students at home through distance learning. As students have continued to learn in this process, so have we as a Texans Can community. Feedback from staff, parents and students was integrated into the formation of three specific learning models to be considered for potential re-entry. A cross organizational team was assembled to consider each model and its impact on student growth and achievement given specific implementation considerations. The models have been created to allow the Texans Can to adhere to all of the previously listed Priorities.

The selection of a model is dependent upon multiple factors including guidance from the Center for Disease Control (CDC) status for Dallas County, the allowance of models by the Texas Education Agency and the Texas Department of Health and Human Services. The risk factor model below shows when and how some of the learning models may be implemented:
## Risk Factor Chart for Learning Model

<table>
<thead>
<tr>
<th>New Normal</th>
<th>Minimally Invasive</th>
<th>Moderately Invasive</th>
<th>Highly Invasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Face-to-Face Instruction with Texans Can safety measures in place</td>
<td>● Face-to-Face Instruction with Texans Can safety measures in place</td>
<td>● School is between 50-55% capacity; Hybrid model deployed;</td>
<td>● All students are on Distance Learning</td>
</tr>
<tr>
<td>● Dependent upon TEA; allowances for Remote Learning for medically fragile or other health reasons</td>
<td>● Dependent upon TEA; allowances for Remote Learning for medically fragile or other health reasons</td>
<td>● Dependent upon TEA; allowances for Remote Learning based on parent choice</td>
<td></td>
</tr>
</tbody>
</table>

- **Face-to-Face**: Learning happens in a traditional classroom setting with a teacher on campus using all safety guidelines in place including health and safety information in section 1.
- **Hybrid Learning**: Schools are kept at limited density by rotating days for face-to-face instruction and distance learning.
- **Distance Learning**: Learning occurs outside of a Texans Can facility with learning plans and schedules that are created by the teacher for specific classes.

### Face-to-Face Instructional Model

In the face-to-face model, safety measures established will include:

- Requirement of wearing a face mask to school and to home
- Hand sanitize upon entering school
• Temperature checks upon entering
• Physical site marked with 6 feet
• Disinfect facilities on a weekly rotation
• Extra cleaning attention given to key areas such as handles, buttons, etc.

Considerations:
• Students would consistently report to a classroom at the beginning of the day and at the end of the day (10-15 minutes before the first class and after the last class).
• Possible modification of start and end time.
• Schools may need to extend passing periods to control hallway traffic congestion; options include staggered by floor or area

When risk level is the new normal or minimally invasive for the Face-to-Face Learning model:
• Full density of campuses
• Active use of all campus spaces
• Allowances for extended day and after-school activities
• Campus Experience
• Safety measures to include: face masks, hand sanitizing and physical distancing as possible (not all situations will allow, such as transitions)
• Personal hygiene measures are emphasized and taught
• Cleaning protocols are in place for weekly (could be a modified schedule, dependent upon need) and deep cleaning of frequent use areas.
Hybrid Instructional Model

A hybrid approach to learning acknowledges the critical role face-to-face interactions play in a child’s learning while implementing physical distancing norms that reduce student density and allows the advantages of distance learning options to be maximized both in synchronous and asynchronous modes. The following outlines the basic tenets of each hybrid model.

Hybrid Model 1 OR Hybrid Model 2 will be selected for systems wide implementation. A final decision will be made two week prior to the new school year.

Risk level is moderately invasive:

- 50-55% density of campuses and buses
- Limited use of all campus spaces; only with physical distancing
- Allowances for extended day and after-school activities; dependent on the ability to implement all safety measures
- Safety measures to include: masks, hand sanitizing and physical distancing
- Personal hygiene measures are monitored and enforced
- Robust cleaning protocols are in place for weekly and deep cleaning of frequent use areas.
## Hybrid Model Definitions

<table>
<thead>
<tr>
<th>Hybrid Model 1</th>
<th>Hybrid Model 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variation of Face-to-Face and Distance Learning</td>
<td>100% Distance Learning</td>
</tr>
<tr>
<td>Students return for face-to-face instruction two days a week and participate in distance learning for three days. I.e., Group A attends face-to-face Monday and Tuesday and Group B attends face-to-face Wednesday and Thursday.</td>
<td>Students remain in distance learning from home.</td>
</tr>
</tbody>
</table>

## Distance Learning Model

Risk level is highly invasive:

- 0% density of campuses; some density may be required dependent on specific course requirements such as Career Institutes or courses requiring direct interaction with specialized equipment for certification attainment
- There would not be an on-campus experience; but possible services like food distribution, technology repair etc. set by a district schedule or individual appointment
**Distance Learning Model**

- Student Participation in comprehensive distance learning will be based on parent opt in or crisis event closure and as allowable by TEA.
- In the case of parent opt in, teachers who are unable to return to work and approved for remote work assignments will serve as distance learning teachers.
- Schedule will need to be modified based on age appropriate synchronous screen time.
- Texans Can would identify the protocols for the platforms, attendance and grades.
- Some exceptions may apply if classes such as CTE or Career Institutes cannot be accomplished through the distance learning model.
- Synchronous Instruction via Video Conferencing.
- Asynchronous/Independent Work

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE</strong></td>
</tr>
<tr>
<td>Grades 9-12</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Grades 9-12</td>
</tr>
</tbody>
</table>
Considerations for Special Populations

Special Populations - Diverse Learners
- English Language Learners
  - Access to certified staff in both face-to-face and distance learning environments
  - Access to appropriate materials required for home language instruction
  - Access to appropriate modifications of instruction for sheltered needs
  - Assessment administration and progress monitoring of English Learner growth in L1 or L2 for the purpose of TEA identified PEIMS status

- SPED
  - ARD facilitation
  - IEP implementation
  - Federal and state mandates
  - Compensatory Education
  - Assessment administration and progress monitoring
  - Access to certified staff in both face-to-face and distance learning environments
  - Access to specialized services that cannot be provided in a distance learning setting as required by the admission, review, & dismissal (ARD) committee
  - Contracted services

- Section 504
  - 504 facilitations
  - 504 plan implementation required
  - Federal and state mandates
  - Assessment administration and progress monitoring
  - Access to certified staff in both face-to-face and distance learning environments

- Students in temporary living situations or traumatic home life circumstances
  - Trauma informed care and cross divisional support for students experiencing extreme family circumstances:
    - Food, Shelter, Clothing
    - Traumatic situations that might include home life crisis with family members or caregivers
    - Coping strategies for isolation, disconnectedness and/or anxiety and depression
Texans Can is committed to supporting the social emotional needs of the students. Stakeholders will be trained to be aware and understanding of the impacts of trauma induced by COVID-19. Through this training and collaboration model, students’ social emotional needs will be addressed by:

- Collaborating across adolescent and adult-serving systems to coordinate supports for awareness and education, skill-building, and therapeutic interventions via virtual or telehealth services
- Providing students with the tools to practice a healthy lifestyle
- Engaging in professional development so that staff will be able to facilitate a physically and emotionally safe learning environment
- Monitoring the progress of students to identify necessary supports for student engagement in learning connected to the school and the broader community

During this crisis, Texans Can maintains the goal of providing an education to all students through engaging learning models and rigorous instruction while prioritizing student and family safety.

- Using rigorous and engaging face-to-face pedagogy and distance learning tools to participate in knowledge building experiences
- Balance of synchronous and asynchronous instruction that provides academically, emotionally and socially sound interactions and growth as needed during model implementation
- Progress monitoring of student growth, interaction, completion of content and assessments for feedback and support
- Opportunities to provide intervention, enrichment and acceleration to ensure that students maintain agency and movement toward graduation goals
- Development of support systems for social and emotional well being
Student Support Services

Supporting students during times of crisis is of utmost importance to Texans Can Academies. The support includes strong social and emotional systems to provide students access to district services during all instructional models.

<table>
<thead>
<tr>
<th>Model</th>
<th>Social and Emotional Learning</th>
<th>Student Advocates</th>
<th>Student Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td>● Provide Marquez Readings</td>
<td>● Provide supportive guidance as needed</td>
<td>● Conduct triage and refer to existing mental health partners for therapy sessions (virtual telehealth services as requested) with the student and/or family with required HIPPA compliance and parental approval.</td>
</tr>
<tr>
<td></td>
<td>and discussion questions to</td>
<td>● Conduct risk assessments and support families and students in crisis</td>
<td>● Refer to mental health partners as needed.</td>
</tr>
<tr>
<td></td>
<td>develop social and emotional</td>
<td>● Small group</td>
<td>● Provide crisis management and assistance as needed.</td>
</tr>
<tr>
<td></td>
<td>learning skills during morning</td>
<td>o Peer support group</td>
<td>● Develop and provide resources as needed.</td>
</tr>
<tr>
<td></td>
<td>meetings</td>
<td>o Social emotional learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Provide Self-Awareness &amp;</td>
<td>o Academic Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Management skill building</td>
<td>o College readiness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with mindfulness and brain</td>
<td>● Academic Success Conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>break options</td>
<td>● Monitor student academic progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Provide Guide for routine</td>
<td>● Collaborate with teachers, staff and administration to support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>social emotional learning</td>
<td>students and families</td>
<td></td>
</tr>
<tr>
<td></td>
<td>while maintaining social</td>
<td>● Coordinate schoolwide activities to emphasize various themes, i.e.,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distance in class (welcoming</td>
<td>Anti-bullying, Wellness, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities, engaging practices,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and optimistic closures)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Provide additional campus</td>
<td>● Coordinate schoolwide activities to emphasize various themes, i.e.,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support &amp; resources as</td>
<td>Anti-bullying, Wellness, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>requested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid Model</td>
<td>Distance Learning</td>
<td>Conduct triage and refer to existing mental health partners for therapy sessions (virtual telehealth services as requested) with the student and/or family with required HIPPA compliance and parental approval.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Provide Marquez Readings and discussion questions to develop social and emotional learning skills during morning meetings/community meetings</td>
<td>• Provide Marquez Readings and discussion questions to develop social and emotional learning skills during morning meetings/community meetings</td>
<td>• Refer to mental health partners as needed.</td>
<td></td>
</tr>
<tr>
<td>• Provide Self-Awareness &amp; Self-Management skill building with mindfulness and brain break options</td>
<td>• Provide Self-Awareness &amp; Self-Management skill building with mindfulness and brain break videos</td>
<td>• Provide face-to-face or virtual crisis management and assistance as needed.</td>
<td></td>
</tr>
<tr>
<td>• Provide SEL at-home activities for students to continue developing SEL skills, reflection habits, etc.</td>
<td>• Provide SEL at-home activities for students to continue developing SEL skills, reflection habits, etc.</td>
<td>• Develop and provide resources as needed.</td>
<td></td>
</tr>
<tr>
<td>• Provide additional campus support &amp; resources as requested</td>
<td>• Address students’ academic, career and social/emotional development</td>
<td>• Conduct triage and refer to existing mental health partners for therapy sessions (virtual telehealth services as requested) with the student and/or family with required HIPPA compliance and parental approval.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social emotional learning</td>
<td>• Refer to mental health partners as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Academic Success</td>
<td>• Provide virtual crisis management and assistance as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College readiness</td>
<td>• Develop and provide resources as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Virtual/Face to face support to families and students in crisis</td>
<td>• Virtual Academic Success Conferences</td>
<td></td>
</tr>
</tbody>
</table>
administration to help students and families
- Virtual collaboration and coordination of schoolwide activities to emphasize various themes, i.e., Anti-bullying, etc.

| Priorities 5-6 | The technological needs of students and families required to participate in the Texans Can learning models must be met. We are committed to providing a 1:1 device for every student, as well as internet connectivity options for every household in the district.

- Systems will be in place to issue and track devices for each student
- Information will be collected, and the necessary internet connectivity options will be provided for every household

Texans Can will provide and ensure that professional development for staff accounts for operational and safety elements as well as support for digital instructional platforms, programs and practices.

- Operational and training elements will include the safety guidelines and protocols that are established in this document, as well as any additional recommendations by the Center for Disease Control (CDC) and the Texas Department of Health and Human Services
- Professional development for the instructional platforms and programs will be on-going and include topics such as the on-line learning management platforms Schoology or Google Classroom, specific applications such as See-Saw and Zoom, as well as content specific training to include the Reading Academies |
Technology Framework

The district Instructional Technology Department works collaboratively with School Leadership and the Teaching and Learning Department to support our students with devices and internet access. In addition, they support our instructional technology platforms and applications to provide the best service for our students and staff. The information below is specific to the instructional platforms and programs supported by the District.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Technology Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Device</td>
<td>Chromebooks</td>
</tr>
<tr>
<td>Model Description</td>
<td>Hybrid Model 1 OR 2 &amp; Blended Distance</td>
</tr>
<tr>
<td>LMS Options</td>
<td>Schoology</td>
</tr>
<tr>
<td>Classroom Management for Safety</td>
<td>Student Management System (SMS)</td>
</tr>
<tr>
<td>Video Communication Tools</td>
<td>Conference Schoology, Google Meets</td>
</tr>
<tr>
<td>Communication Tools</td>
<td>Remind; Facebook Live; YouTube; Google Voice; Twitter; Campus Website; Schoology</td>
</tr>
<tr>
<td>Instructional Tools (Apps)</td>
<td>Edpuzzle; Sceencastify/Screencastomatic; Vizzle; Flipgrid; Quizizz; Pear Deck; Kahoot; Formative; Menitmeter; Padlet; Loom; PlayPosit; Nearpod; G Suite for Education Tools; Office 365</td>
</tr>
<tr>
<td>Professional Learning Pathways</td>
<td>Schoology Manual</td>
</tr>
<tr>
<td>Operational Tools</td>
<td>eSchool, SMS, Infosnap, My Course Can</td>
</tr>
</tbody>
</table>

Priority 6 Plan

Operational Considerations and Support

Professional Development

The district will provide professional development through a variety of platforms dependent upon what is allowable and what instructional model is currently employed.

Formats will include: face-to-face, webinars, recorded, archived videos, conference calls, pre-developed modules, on-line courses.

Content Area training will be provided as well as operational information through the formats listed above.
<table>
<thead>
<tr>
<th><strong>Meeting Attendance</strong></th>
<th>Virtual meeting/professional development attendance is required in the same manner as it would be required in a face-to-face setting, staff meetings and professional development.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plans</strong></td>
<td>Lesson Plans are required regardless of the instructional setting model. Teachers are required to allow access to campus administration to lesson plans. To include plans for small group instruction, interventions and enrichment.</td>
</tr>
<tr>
<td><strong>Classroom Access</strong></td>
<td>Hybrid and Distance Learning models require teachers to have co-teachers such as special education, instructional coaches and campus administration access to digital classrooms. In addition, the Teacher Excellence Initiative rubric is being updated to integrate all the learning models so that observation and feedback may continue during the various instructional learning models.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>The district will provide guidance regarding student grading, but as students and staff become more familiar with the on-line/virtual environment; the district will try to maintain current regulation regarding grading. With the deployment of devices and hotspots it will be critical for campuses to ensure students have access to all instructional learning models. The district will identify methods of administering district-wide assessments like common assessments, and other evaluations both in the face-to-face environment as well as in a virtual environment.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Student attendance requirements will be guided by the direction provided by the Texas Education Agency and the district will comply with all PEIMS requirements and submissions.</td>
</tr>
</tbody>
</table>
Priority 7 Plan
Communication and Engagement

Texans Can values and encourages strong communication between the campus and its school community, as well as the district and its staff. Clearly thought out expectations of stakeholder communication is critical during this time when changes may occur from one day to the next. To ensure that all stakeholders are informed of decisions and current status we have provided a chart to assist with communication efforts.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Communication Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Face-to-Face</strong></td>
</tr>
<tr>
<td>Corporate to Principal</td>
<td>WAIP, emails, via Chief of Staff, District website, meetings</td>
</tr>
<tr>
<td>Principal to Teachers</td>
<td>Newsletter, emails, memos, meetings</td>
</tr>
<tr>
<td>Teachers to Parents</td>
<td>Newsletter, emails, phone calls, conferences</td>
</tr>
<tr>
<td>Teachers to Students</td>
<td>In class communication through whole/small/individual instruction and tutorials, agendas, assignments lists, online platform assignments, alerts/reminders, emails, group texts and newsletters</td>
</tr>
<tr>
<td>Principal to Community</td>
<td>Website, memos, automated phone calls, emails, social media</td>
</tr>
</tbody>
</table>
The Texans Can Social Media Department will develop district-wide memorandums containing important information and update the district website as information is available.

**Product/Purchasing Information (prioritized)**

The list below is representative of the items that the District is reviewing to purchase for the district campuses.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Sanitizer Stations</td>
</tr>
<tr>
<td>Hand Sanitizer</td>
</tr>
<tr>
<td>2 Per District Classroom (plexiglas dividers)</td>
</tr>
<tr>
<td>Backpack EPA Sprayer</td>
</tr>
<tr>
<td>(replacement plan)</td>
</tr>
<tr>
<td>Cleaning wipes</td>
</tr>
<tr>
<td>Lysol (can)</td>
</tr>
<tr>
<td>Non-contact thermometers</td>
</tr>
<tr>
<td>Graphics Package</td>
</tr>
<tr>
<td>Reusable masks</td>
</tr>
<tr>
<td>Cafeteria Plexiglas Dividers</td>
</tr>
<tr>
<td>School Supplies</td>
</tr>
<tr>
<td>Packets for pencils, crayons, scissors, glue, earbuds</td>
</tr>
<tr>
<td>Student Bins for Classrooms</td>
</tr>
<tr>
<td>Air Filter Exchange</td>
</tr>
</tbody>
</table>

37
Disposable gloves
Disposable masks (student size and adult)
N95 masks (clinic)
Custodial Staff
Thermometer Options
Trash Cans at Central Facilities
Pole Camera COVID Test Sites

References

- Center for Disease Control: Considerations for Schools

- Center for Disease Control: Interim Guidance

- Texas Department of Health and Human Services: Coronavirus (COVID 19)
  https://hhs.texas.gov/services/health/coronavirus-covid-19

- Texas Education Agency: Coronavirus (COVID 19) Support and Guidance

This guide was adapted with permission from the Dallas Independent School District.