



iCAN Return 2021-2022



JUNE 1, 2021

Texans Can Academies

Safe Return to In-Person Instruction and Continuity of Services Plan

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Introduction

What is Operation iCAN Return?

Texas Can is looking forward to the 2021-22 school year and beyond in planning and preparing for our students' futures. We are committed to do everything we can to reopen our campuses as we believe doing so is in the best interests of our students, their families, and our communities. Texas Can, we recognize, must accordingly adopt a variety of options for reopening campuses safely with the health and well-being of our entire community in mind.

“ICR2021: Keeping our students, staff and families safe”

The *iCAN Return* guide has been updated on the assumption that vaccines will continue to be available for adults as well as school-age children. While COVID-19 protocols and requirements for the 2021-22 school year have not been finalized as of this writing, Texas Can will follow guidance from both the Texas Education Agency recommendations from public health experts. Texas Can plans to reopen campuses for in-person learning in August 2021. In accordance with Governor Greg Abbott's mask Executive Order, effective June 5, 2021, masks will become optional at all district buildings, campuses, programs, events, and activities.

We will continue to respond rapidly to circumstances within our school community as well as to conditions across the state of Texas. In the event of a COVID-19 outbreak, some schools may require closures with little advance warning. This means that Texas Can, staff, students and parents must be prepared to quickly move between learning models designed to fit a variety of circumstances and situations.

While exposure may occur upon reentry into school, all members of the Texas Can community may expect that every effort is being made to take

appropriate precautions to safeguard the health and well-being of our school family.

To emphasize, Texans Can will work closely with the Texas Education Agency (TEA), the Centers for Disease Control (CDC), and local county health departments to ensure we meet the needs of our students within the allowable guidelines. The CDC's *Operational Strategy for K-12 Schools through Phased Prevention* (issued May 15, 2021) reports that "Evidence suggests that many K-12 schools that have strictly implemented prevention strategies have been able to stay open for in-person instruction and remain open." Accordingly, Texans Can will open school with in-person classes for the 2021-22 school year. Our overall goal is a return to a normal person-to-person school environment.

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 highest 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:

- Cleaning and sanitizing practices for all facilities, equipment, vans, etc.
- Optional use of personal protective equipment (PPE)
- Continued and modified screening practices adhering to recommended guidelines for symptoms of illness and requirements for return to school/work
- Continuation of protocols to ensure that students who are ill 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 Learning

Texas Can is committed to supporting students' social and emotional needs. To that end, teachers and staff will be trained to be aware and understanding of the impacts of trauma induced by COVID-19, trauma-informed care, and grief. Through this training and collaboration model, Texas Can will support students' social and emotional needs through:

- Collaborating across child-serving health and behavioral health systems to facilitate the provision of supportive guidance and/or interventions
- Providing students with tools to practice a healthy lifestyle
- Engaging in professional development so staff will be able to facilitate a physically and emotionally safe learning environment

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- Monitoring students' progress 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 period of increased vaccine availability, Texans Can supports the goal of providing an education to all students through engaging learning models and rigorous instruction while prioritizing student and family safety. Our person-to-person learning model will value student needs and maintain a focus on increased student achievement through:

- Rigorous and engaging person-to-person pedagogy and instructional technology learning tools to participate in knowledge-building experiences. Texans Can will provide person-to-person instruction, and the implementation of the TEKS Resource System will support the building of rigorous lessons and assessments.
- In-person instruction that provides academically, emotionally and socially sound interactions and growth
- 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: iCAN Person-to-Person Learning Model

Texans Can is committed to providing person-to-person instruction for the reopening of school in the fall of 2021. However, in the event that crisis circumstances require intermittent school or district closures, a remote 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:

- Person-to-person 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

Students and families' technology needs to participate in the Texans Can learning models must be met. We are committed to providing a Chromebook device for every student's use while on campus. In addition, we are committed to ensuring take-home devices and technology are available to address learning loss due to COVID-19. Texans Can is also committed to ensuring that sufficient technology and needed Internet hotspots are available for students in the event of school closures requiring remote instruction. To that end:

- 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 as needed in support of learning loss remote instruction initiatives or in support of an unexpected school closure.

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 person-to-person instruction, digital-instructional platforms, programs and practices.

- Operational and training elements will include safety guidelines and protocols established in this document, as well as any additional

recommendations by the CDC and Texas Department of Health and Human Services.

- Professional development for person-to-person instruction, intervention platforms, and digital tools will be ongoing.

Priority 7: Communication

Developing close connections within our school community and families will be imperative moving forward to maintain two-way communication and ensure all stakeholders are 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 and email to reach out and update information
- Utilize School Messenger, school marquees, email groups, social media, and Texans Can websites to communicate effectively.

Below, plans for each of the seven Priorities will be outlined.

Priority 1 Plan

School Safety Measures

Planning for student and staff reentry to Texans Can campuses began with an important question: “What would an average school day for a typical Texans Can student look like?” In broad outline, answers ranged over the following: boarding a city bus, walking to school, driving to or being dropped off at school; entering campus to reach their first-period classroom; encountering classrooms with modifications; finding where they would go to class, or CTE programs, and where they would eat breakfast and lunch; visiting other locations such as Student Advocate’s office; and getting home safely and/or participating in extracurricular activities.

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

- Ensure student and staff safety, health, and well-being as a top priority
- Ensure hygiene and health-related practices approved by the CDC are 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

Texans Can staff, along with Cross Country Education, will continue to review, refine, and implement this framework with emphasis on the following:

- Concentrating on variables we can control;

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- Using reliable, scientific sources to guide our understanding of the virus and how to best effectively prevent our community’s exposure;
 - Seeking ways to reduce risk of virus (COVID-19) transmission, not eliminate it;
 - Identifying external and internal entities that would lead us to tighten or loosen restrictions; and
 - Ensuring 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 schools safely August 2021.

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) Communication, Training and Coordination.

These three critical areas have defined how we approached our work in the area of safety to reduce the risk of virus transmission. Each section below details Texans Can’s efforts in each approach to our operations. Incorporating these approaches into the typical school day for our students will be critical to establishing our “new normal” and to allowing the 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 CDC and EPA.

Campus janitorial service 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 that may require closure for a designated amount of time as recommended by the CDC.

Each classroom will be provided with CDC-approved cleaning wipes and disinfecting spray to be used as determined by the classroom teacher.

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

2. Health Screening and Preventative Hygiene

One of the most effective measures to prevent the spread of the virus includes the use of face masks. In response to Governor Greg Abbott's relevant Executive Order, masks will be an optional choice for students, while being highly recommended. Masks will become a choice at all Texans Can programs, events, and activities. The district will continue to stay apprised of both state requirements and health authority recommendations. If positive cases begin to rise, Texans Can may reassess exposure protocols at specific campuses, activities, or programs. Students are asked to consider wearing a mask prior to entering or leaving their vehicle to enter the school building.

The following measures will be implemented at all campuses:

- Upon arrival at the school, each student will complete a screening application addressing communicable disease symptoms.
- Classrooms will be provided with a poster for instructional purposes to teach and/or review the proper handwashing procedures.
- Additional preventative information will be reassessed, including covering coughs or sneezes, abstaining from touching one's face, and maintaining physical distance when possible.

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- Campus restrooms are stocked with soap and hand dryers. Classrooms will be provided instructional posters for “covering your cough” to put up in an area identified.
 - Classrooms will continue to provide hand sanitizer dispensers.

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.

To communicate clearly, Texans Can will develop and publish our *iCAN Return* guidebook on the district website and social media. Texans Can will create specific professional development modules to be completed by campus-based staff prior to the first day of school. Staff will practice appropriate routines such as arrival and dismissal, hand-washing procedure, and covering coughs. Specific professional development will be held for all staff who may interact specifically with students or staff who exhibit symptoms. In addition, key access points, campuses, bathrooms, and cafeterias will have specific messaging as appropriate.

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

Screening Assessment

The following information is to be used as interim guidance in preparation of students who may have been exposed to COVID-19.

Identify and Assess – establish or reevaluate an individual's potential of exposure through direct close contact and any symptoms of respiratory illness.

History/Exposure Risk

- In the past two weeks, have you had close contact* with or lived 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?
- 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

- 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 Cross Country Education
 - Cross Country Education contacts the local County Health and Human Services (HHS) for advice and direction as needed

Cleaning and disinfection will be in accordance with 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, notify:

1. Cross Country Education
2. District Office: Education Chief of Staff
3. Facilities

Cross Country Education will inform (1) the local county health department and (2) Texans Can Facilities.

Cross Country 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

Texans Can Facilities will work to determine the necessary means to clean and disinfect based on current guidelines and risk of exposure.

Cross Country Education will collaborate with the Education department regarding recommendations provided by the local county health department 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 the coronavirus while on campus or at a school-related event.

1. Notify campus administrator.
2. Administrator will remove student(s) quickly to investigate the incident.
3. Administrator will notify Cross Country Education.
4. Cross Country Education will determine and inform campus administrator on how to proceed.
5. Notify parents/guardians of each student involved in the alleged incident and the recommended steps based on Cross Country Education's counsel.
6. If alleged behavior is determined to be intentional, proceed to classify the incident per the Student Code of Conduct.
7. Appropriate offense/consequence is input in the discipline software system by the campus administrator.
8. Contact Education Chief of Staff if additional assistance is required.

Entrance Procedures

- Personnel/students use designated entrances
- Security checks conducted by security officers
- Bags placed on a table and checked by campus staff member or security officer. Personnel will not directly touch bag or items inside.
- Personnel/Students should move through the walk-through metal detector area.
- Once cleared by the checking station, students should proceed directly to their classroom.

Required Personal Protective Equipment (PPE)

- Walk-through detection

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- Stick/ruler (for bag search)
 - Gloves (optional)
 - Mask (optional)
 - Hand sanitizer (optional)
 - Other equipment or PPE may be dictated by individual school's plan.

Priority 2-5 Plan

Instructional Models

Understanding that there are a variety of factors to be considered for reentry into school associated with the COVID-19 pandemic, Texans Can approaches each scenario with great caution and sensitivity. Over the past several months, Texans Can has 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 Texans Can to adhere to all of the previously listed Priorities.

Selection of a model is dependent upon multiple factors including guidance from the Texas Education Agency, the Texas Department of Health and Human Services, the Center for Disease Control (CDC) status and the local County health risks.

The risk factor model below shows when and how some of the learning models may be implemented:

Risk Factor Chart for Learning Model		
New Normal	Moderately Invasive (only if required)	Highly Invasive (only if required)
Person-to-Person Instruction with safety measures in place	School at 50-55% capacity; Hybrid model deployed	All students provided instruction via Distance Learning

- Person-to-Person : Learning happens in a traditional classroom setting.
- Hybrid Learning (only if required): Schools are kept at limited density by rotating days for face-to-face instruction and distance learning.
- Distance Learning (only if required): Learning occurs outside of a Texans Can facility with learning plans and schedules created by the teacher for specific classes.

Face-to-Face Instructional Model

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

- Disinfecting facilities on a weekly rotation
- Extra cleaning attention given to key areas such as handles, buttons, and door knobs.

When the risk factor is at the “new normal” level, or minimally invasive, for the Person-to-Person Learning model:

- Full density of campuses
- Active use of all campus spaces
- Allowances for extended day and after-school activities
- On-campus experience
- Personal hygiene measures emphasized and taught
- Cleaning protocols in place for weekly (schedule may be modified according to need) and deep cleaning of frequent-use areas.

Hybrid Instructional Model (only if required)

A hybrid approach acknowledges the critical role Person-to-Person interactions play in a child’s learning while implementing physical-distancing norms that reduce student density. This model allows the advantages of distance-learning to be maximized both in synchronous and asynchronous modes when required due to crisis situations.

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; depending on ability to implement all safety measures
- Safety measures to include recommendations from CDC, state, and local county health departments
- Personal hygiene measures monitored and enforced
- Robust cleaning for weekly and deep cleaning of frequent-use areas

Hybrid Model Definitions

Hybrid Model 1 Variation of Face-to-Face and Distance Learning	Hybrid Model 2 100% Distance Learning
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.	Students remain in distance learning from home.

Distance Learning Model (only if required)

Risk level is highly invasive:

- 0% density of campuses; some density may be required depending on specific course requirements such as some workforce-development courses requiring direct interaction with specialized equipment for certification attainment.
- No on-campus experience; possible services like food distribution and technology repair may be set by a district schedule or individual appointment.

Distance Learning Model					
<ul style="list-style-type: none"> ● Student participation in comprehensive distance learning based on parent opt-in or crisis-event closure and as allowable by TEA ● In case of parent opt-in, teachers unable to return to work and approved for remote work assignments will serve as distance-learning teachers ● Schedule will be modified based on age-appropriate synchronous screen time ● Texans Can would identify protocols for platforms, attendance and grades ● Some exceptions may apply if classes such as CTE or workforce-development classes cannot be accomplished through the distance-learning model ● Synchronous Instruction via Video Conferencing ● Asynchronous/Independent Work 					
Weekly Schedule					
SAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday
Grades 9-12	Block Periods 1,3,5,7 at 45-60 minutes per class	Block Periods 2,4,6,8 at 45-60 minutes per class	Block Periods 1,3,5,7 at 45-60 minutes per class	Block Periods 2,4,6,8 at 45-60 minutes per class	Resubmission of Assignments Extensions or Enrichment with Teacher support
	Independent Work on Daily Assignments (teacher will pull small groups as needed)	Independent Work on Daily Assignments (teacher will pull small groups as needed)	Independent Work on Daily Assignments (teacher will pull small groups as needed)	Independent Work on Daily Assignments (teacher will pull small groups as needed)	Assessments and progress monitoring

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 materials required for home language instruction
 - Access to modifications of instruction for sheltered needs
 - Assessment administration and progress monitoring of English Learner growth in L1 or L2 for 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 person-to-person and distance learning environments
 - Access to specialized services that cannot be provided in a distance learning setting as required by admission, review, and dismissal (ARD) committee
 - Contracted services
- Section 504
 - 504 facilitations and plan implementation
 - Federal and state mandates
 - Assessment administration and progress monitoring
 - Access to certified staff in both person to person and distance learning environments
- Students in temporary living situations or traumatic 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

Priorities 2-3

Texans Can is committed to supporting students' social-emotional needs. 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 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 students' progress to identify necessary supports for student engagement in learning connected to the school and the broader community

During the 2021-22 school year, 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
- Incorporating a 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
- Offering opportunities to provide intervention, enrichment and acceleration to ensure 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. This support includes strong social and emotional systems to provide students access to district services across all instructional models.

Model	Social-Emotional Learning	Student Advocates	Student Support Services
Person-to-Person	<ul style="list-style-type: none"> ● Provide social-emotional readings and discussion questions to facilitate mindfulness ● Provide self-awareness and self-management skill building with self-care and brain break options ● Provide guide for routine social-emotional learning welcoming activities, engaging practices, and optimistic closures ● Provide additional campus support and resources as requested 	<ul style="list-style-type: none"> ● Provide supportive guidance as needed ● Conduct risk assessments and support families and students in crisis ● Offer groups <ul style="list-style-type: none"> ○ Peer support ○ Social-emotional learning ○ Academic success ○ College readiness ● Academic Success Conferences ● Monitor student academic progress ● Collaborate with teachers, staff and administration to support students and families ● Coordinate schoolwide activities to emphasize various themes, i.e., anti-bullying, wellness, and related social-emotional learning opportunities 	<ul style="list-style-type: none"> ● Conduct triage and refer to existing mental health partners for therapy sessions (as requested) with the student and/or family with required HIPAA compliance and parental approval. ● Refer to mental health community partners as needed. ● Provide crisis management and assistance as needed. ● Develop and provide resources as needed.
Hybrid	<ul style="list-style-type: none"> ● Provide social emotional readings and discussion questions to facilitate mindfulness skills during morning meetings/ community meetings 	<ul style="list-style-type: none"> ● Virtual and person-to-person support ● Virtual and person-to-person supportive guidance <ul style="list-style-type: none"> ○ Social emotional learning ○ Academic success 	<ul style="list-style-type: none"> ● Conduct triage and refer to existing mental health partners for therapy sessions (as requested) with the student and/or family with required

	<ul style="list-style-type: none"> ● Provide Self-Awareness & Self-Management skill building with mindfulness and brain break options ● Provide SEL at-home activities for students to continue developing SEL skills, reflection habits, etc. ● Provide additional campus support & resources as requested 	<ul style="list-style-type: none"> o College readiness ● Virtual and person-to-person support to families and students in crisis ● Virtual and person-to-person monitor student academic progress ● Conference with parents ● Virtual and person-to-person collaborate with teachers, staff and administration to help students and families 	<p>HIPPA compliance and parental approval.</p> <ul style="list-style-type: none"> ● Refer to mental health community partners as needed. ● Provide face-to-face or virtual crisis management and assistance as needed. ● Develop and provide resources as needed.
Distance Learning	<ul style="list-style-type: none"> ● Provide social-emotional readings and discussion questions to facilitate mindfulness skills during morning meetings/ community meetings ● Provide Self-Awareness & Self-Management skill building with mindfulness and brain break videos ● Provide SEL at-home activities for students to continue developing SEL skills, reflection habits, etc. ● Provide additional campus support and resources as requested 	<ul style="list-style-type: none"> ● Address students' academic, career and social-emotional development o Social emotional learning o Academic success o College readiness ● Virtual academic success conferences ● Virtual monitoring of student academic progress ● Support to families and students in crisis ● Proactively support academic and personal goals ● Collaborate with teachers, staff and administration to help students and families ● Virtual collaboration and coordination of schoolwide activities to emphasize various themes, i.e., anti-bullying, wellness, and related social emotional learning opportunities 	<ul style="list-style-type: none"> ● Conduct triage and refer to existing mental health partners for therapy sessions (as requested) with the student and/or family with required HIPPA compliance and parental approval. ● Refer to mental health community partners as needed. ● Provide virtual crisis management and assistance as needed. ● Develop and provide resources as needed.

Priorities 5-6	<p>Students and families' technology needs 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.</p> <ul style="list-style-type: none">• Systems will be in place to issue and track devices for each student.• Information will be collected, and necessary Internet connectivity options will be provided for every household. <p>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.</p> <ul style="list-style-type: none">• 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 specific applications to enhance the learning experience.
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Technology Framework

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

Activity	Technology Provided
Device	Chromebooks
Model Description	Hybrid Model 1 OR 2 & Blended Distance
LMS Options	Schoology
Classroom Management for Safety	Student Management System (SMS)
Video Communication Tools	Conference Schoology, Google Meets
Communication Tools	Remind; Facebook Live; YouTube; Google Voice; Twitter; Campus Website; Schoology
Instructional Tools (Apps)	Edpuzzle; Sceencastify/Screencast-O-matic; Vizzle; Flipgrid; Quizizz; Pear Deck; Kahoot; Formative; Menitmeter; Padlet; Loom; PlayPosit; Nearpod; G Suite for Education Tools; Office 365
Instructional Expectations Guide	<i>iCAN Return</i> guide, Schoology Training Manual, Protocols
Professional Learning Pathways	Schoology Manual
Operational Tools	eSchool, SMS, Infosnap, My Course Can

Priority 6 Plan

Operational Considerations and Support

Professional Development	<p>The district will provide professional development through a variety of platforms dependent upon what is allowable and what instructional model is currently employed.</p> <p>Formats will include: face-to-face, webinars, recorded, archived videos, conference calls, pre-developed modules, on-line courses.</p> <p>Content Area training will be provided as well as operational information through the formats listed above.</p>
Meeting Attendance	<p>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.</p>
Lesson Plans	<p>Lesson Plans are required regardless of instructional setting model. Teachers are required to allow lesson plan access to campus administration. Lesson plans include plans for small group instruction, interventions and enrichment.</p>
Classroom Access	<p>Hybrid and Distance Learning models require teachers to have co-teachers such as special education, instructional coaches and campus administration access to digital classrooms.</p>
Grading	<p>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 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 person-to-person environment as well as in a virtual environment.</p>
Attendance	<p>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.</p>

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 all stakeholders are informed of decisions and current status, we have provided a chart to assist with communication efforts.

Stakeholder	Communication Strategy	
	Face-to-Face	Hybrid or Distance Model
Corporate to Principal	WAIP, emails, via Chief of Staff, District website, meetings	Daily Update, emails, via Chief of Staff, District website, virtual meetings
Principal to Teachers	Newsletter, emails, memos, meetings	Daily or Weekly system to communicate to all staff, emails, virtual meetings
Teachers to Parents	Newsletter, emails, phone calls, conferences	Develop weekly communication newsletter, emails, phone calls, virtual meetings
Teachers to Students	In-class communication through whole/small/individual instruction and tutorials, agendas, assignments lists, online platform assignments, alerts/reminders, emails, group texts and newsletters	Develop weekly or daily schedule for synchronous video conferencing for whole group/small group and individual instruction and tutorials, asynchronous assignments, feedback cycles and grading alerts, newsletter, emails
Principal to Community	Website, memos, automated phone calls, emails, social media	Website, email communication, automated phone calls, social media

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 district is reviewing the following items for purchase to service campuses.

Item
Hand sanitizer
Hand sanitizer stations
2-per-classroom plexiglass dividers
Backpack EPA sprayer (replacement plan)
Cleaning wipes
Lysol (can)
Graphics package
Reusable masks
Cafeteria plexiglass dividers
School supplies - packets for pencils, crayons, scissors, glue, earbuds
Student bins for classrooms
Air filter exchange
Disposable gloves
Disposable masks (student and adult sizes)
N95 masks (clinic)
Custodial staff
Trash Cans at central facilities

References

- Centers for Disease Control: *CDC Operational Strategy for K-12 Schools through Phased Prevention*
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- Centers for Disease Control: *Considerations for Schools*
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- 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*
<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/coronavirus-covid-19-support-and-guidance>

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