iCAN Return
TEXANS CAN ACADEMIES

TEXANS CAN ACADEMIES
HIGH SCHOOLS OF CHOICE®
GRADUATING THINKERS
Est. 1985

2022 - 2023

Texans Can Academies

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

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Introduction

What is Operation iCAN Return?

Texans Can is looking forward to the 2022-23 school year and beyond in planning and preparing for our students' futures. We are committed to providing the Students and Staff with safe and secure facilities at all of our campus locations. Our organization is following the Texas State Texas School Safety Center and (TEA) Texas Education Agency guidelines working to ensure our campuses are compliant with our District and Campus Multi-Hazard Emergency Operations Plans. These safety and security measures follow the State mandates and are compliant with the directives of the Governor's office. It is in the interest of providing the utmost Safety and Security Measures for all our students, our staff and faculty members along with our local statewide communities, that have implemented a new Safety and Security Program. At Texans Can, we recognize and must accordingly adopt a variety of safety improvements for reopening the campuses safely with the health and well-being of our entire community in mind.

Campus Safety Coordinator Program
- The Texans Can Academies Campus Safety Program is a District-wide initiative where a Campus Safety Coordinator will provide direct safety-related services to your school campus. The Safety Coordinator position applicants/candidates will be interviewed and selected by the Principal or Department Head to serve your campus. This new staff position will serve in our District-wide Safety Coordinator Program.
- Safety Coordinators are highly skilled professionals committed to providing the necessary tools to ensure health and safety at their school campuses. They are trained to be in compliance with district policy, governing regulatory agencies, and departmental or job-related safety standards or procedures.
- Throughout each school year, Safety Coordinators are provided the most current District Health and Safety information via annual trainings

and workshops, quarterly reviews, emails, and periodic updates to the District website.

- Safety Coordinators are partnered with our campus Threat Assessment Teams and our Safety and Security Committee members. Safety Coordinators are also involved with the Campus Emergency Operations Plans and the Local Environmental/Health Services to further ensure that they are provided a wealth of information pertaining to school safety.
- To encourage even greater safety initiatives, at each of our statewide district campuses, a Special Recognition will be given to campuses who go the extra mile to provide a safe educational and work environment, promote staff safety training, and conduct other outstanding safety activities.
- Texans Can Academies is fully committed to ensuring the Safety and Security of All students, staff, families and visitors with the implementation of our Campus Safety Coordinator Program.

iCAN Return 2022: Protecting our learning

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

Texans Can Academies makes Safety its first priority in its 2022-2023 *iCAN Return* plan and will ensure a safe environment through the following measures.

Student Wristbands

Wristbands are a cost-effective tool for keeping our students safe and secure, as well as our school premises. These wristbands are an identifiable way of vetting our students into our buildings. These school safety wristbands are an innovative way to improve personal student safety as well as provide peace of mind to parents and teachers. These wristbands will identify Screened and Authorized students at our campuses.

The district will provide a complete supply of colored wristbands to all campuses with five (5) specific colors. The wristbands will be required to be worn by each student *each day*. Each day's wristband will be randomly assigned a different color, the same color being worn by each student attending that day.

The implementation of the student wristband protocol requires:

1. Students enter the building(s) at the designated entry point(s) at the campus.
2. Students follow the established screening process and metal detection.
3. After the screening, a staff member will provide a specific colored wristband to each student to wear for that particular day.
4. These wristbands will ensure that every student has been screened and will serve to identify by the designated color of the band to security, staff, teachers and faculty that the student has been properly vetted and has met Texans Can Academies safety and security protocols.

Student Badges with Lanyards

Student badges for all students will be required for the new school year.

All Texans Can campuses have the ability to print and issue Student Identification Badges and Lanyards.

The implementation of the Student Badge Identification Card protocol requires:

1. Student's Name
2. Student's Picture
3. School Year
4. School Campus
5. Student's Advisor/Advocate
6. Mandatory suicide-prevention lifeline information as enacted by House Bill 581 Texas Education Code 38.353 **on the back of each badge**.

Student Handbook and Code of Conduct

The Texans Can Student Handbook and Code of Conduct has been updated to reflect the principles of the Multi-Tiered Systems of Support (MTSS) models. This is a schoolwide approach to student support, with teachers, counselors and other specialists working as a team to assess students and plan interventions.

Positive behavioral interventions and supports (PBIS) is an approach schools use to promote school safety and good behavior. All students are taught how they're expected to behave. These expectations are described in a positive way. Many kids struggle with behavior in school. When schools react only with punishment, students don't learn the skills they need to improve. That's where positive behavioral interventions and supports (PBIS) comes in. PBIS is a proactive approach schools use to improve school safety and promote positive behaviors.

Communicable Diseases/Covid Virus

The safety of our students, staff, faculty, families and our communities is a continued responsibility of Texans Can. 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:

Daily Janitorial Services

We are also implementing a new janitorial Day Porter staff position.

This is a new campus position and will provide additional cleaning measures for our Students, Staff, Faculty and Visitors during the school day.

The Day Porter is primarily responsible for the day-to-day cleaning, distribution of janitorial supplies to designated areas, and performing and documenting routine inspection and maintenance activities. The goal is to ensure the interior and exterior of the buildings are sanitary and free of debris and keep our buildings in a clean and orderly manner.

Cleaning and Sanitization

Cleaning and sanitization measures will include the following:

- Cleaning and sanitizing practices for all facilities, equipment, vans, etc.
- Usage o**f the Clorox 360 disinfection products and equipment**
- Total 360® Disinfectant Cleaner. **Kill COVID-19*, cold and flu viruses, norovirus, MRSA and more than 40 additional pathogens** in two minutes or less with Clorox® Total 360® Disinfectant Cleaner and Clorox® Total 360® Systems

- We protect our facilities with a revolutionary proven system that helps reduce pathogens like never before. It pairs an innovative electrostatic sprayer with Total 360® Disinfectant Cleaner1, Spore Defense™ Cleaner Disinfectant and Anywhere® Daily Disinfectant & Sanitizer to deliver superior coverage in an efficient, cost-effective way. These methods keep our facilities healthier while saving time, money and labor
- NuWave® OxyPure® Smart Air Purification Filtration systems at all of our school campuses.

The NuWave® OxyPure® Smart Air Purifier utilizes the following five-filter system designed to completely clean the air while maintaining a strong positive air flow.

1. Washable/reusable stainless-steel pre-filter captures large particles such as pet danders.
2. Washable/reusable bioguard filter eliminates and removes bacteria, viruses, and molds.
3. Ozone Emission Removal Filter degrades ozone (O3) into oxygen (O2).
4. HEPA/Carbon Combo Filter captures fumes, gasses, and Volatile Organic Compounds.

NuWave® OxyPure® Smart Air Purifier Highlights

- The OxyPure® was tested to 0.09 microns. This is the smallest particle size that can be reliably tested.
- OxyPure® was tested to see how much smoke, dust, and pollen could be removed.
  - Within 30 minutes, 100% of smoke particles were gone.
  - Within 30 minutes, 100% of dust particles were gone.
  - Within 30 minutes, 100% of pollen particles were gone
- OxyPure® was effective in removing all these microscopic contaminants, smaller than the naked eye can see.[1]
- Pathogen Effectiveness: Eliminates 99.99% of Bacteria
- Removes 99.96% viruses
- Eliminates mold
- Ozone Effectiveness: Eliminates Ozone to Less than 0.001 PPM

Personal Protective Equipment (PPE)

Per the May 2021 Executive Order GA 36, Texas public school districts may not require the use of masks in response to the COVID-19 pandemic. Accordingly, Texans Can Academies will not require the use of masks. However, the optional use of personal protective equipment (PPE) will be available to all employees, students and visitors and, to that end, masks will be available upon request.

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[1] Source: Intertek Study, 2018. Range of particle Size for Smoke, Dust, and Pollen was 0.9 microns to 3 microns, 5 to .3 microns, and 5 to 11 microns, respectively.

Priority 2: Social-Emotional Learning

Texans Can recognizes the impact of stress, particularly ongoing or traumatic stress, on our students, their caregivers, our staff, and community. To that end, teachers and staff will be trained to respond to the impacts of trauma and grief, using trauma-informed and other evidence-based practices. Given our commitment to our students' social and emotional learning needs, Texans Can will:

- Implement a Multi-Tiered Systems of Support (MTSS) framework on every campus to ensure that all students receive evidence-based, quality social-emotional interventions that are provided in a manner that ensures their individual needs are systematically identified, monitored, and addressed.
- Collaborate with health and wellness agencies, social services, and behavioral and mental healthcare systems to facilitate our students' access to supportive guidance and/or interventions
- Provide students with tools to practice a healthy lifestyle by identifying and using healthy coping strategies to manage stressors
- Sustain a trauma-informed school climate by providing staff with professional development that strengthens their trauma awareness, knowledge, and response such that they imbed these skills into their programs and classrooms.
- Collaborate and engage with parents/caregivers to ensure that teachers and staff understand and meet the needs of the whole student, as well as exchange critical tools and information that help students successfully transfer their social and emotional learning beyond the school walls into their community.

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 and progress 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 2022. However, should a crisis circumstance make person-to-person instruction no longer possible, Texans Can Academies will work with the Texas Education Agency to establish a suitable alternative model for all impacted students and staff.

Priority 5: Technology

Students' 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.

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.

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 Aeries school-messaging technology, school marquees, email groups, social media, and Texans Can websites to communicate swiftly and effectively.

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

Priority 1 Plan

School Safety Measures

"School safety measures" refers to our Emergency Operations Plans, Standard Response Protocols, and the newly revised and updated Student Handbook and Code of Conduct.

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 will continue to review, refine, and implement this framework with emphasis on the following:
- Concentrating on variables we can control;
- 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.

Priority 2-5 Plan

Instructional Models

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.

Aeries Software

The Aeries software was chosen to support Texans Can's data management. Per the manufacturer's description, Aeries software helps schools store, process, and transform student data into actionable insights that support student success. With a robust platform that integrates with the tools already used by the school, Aeries functions as an "operating system" to power daily operations at school sites.

Some reasons why districts choose Aeries

- Flexible, extensible and customizable
- Tools for every role
- State reporting made easy

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 (**standard operating procedure**).
- 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 scheduled 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.

Revised Class Schedules

Starting Fall 2022, students will have the option to attend six (6), four (4), or two (2) periods per school day, depending on eligibility. These schedules mark a move away from the four-period schedule offered both mornings and afternoons up through the 2021-2022 school year. This change more fully recognizes students' need to prioritize activities outside of school while they pursue their education. In this way, the schedule also marks a move toward a warmer, more welcoming campus environment.

For ease of reference, these schedules are designated by color:

2022 – 2023 SCHEDULE OPTIONS

1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
9:00a-10:00a	10:03a-11:03a	11:06a-12:06p	A Lunch/ Advisory 12:09p-12:39p / 12:09p-1:09p	12:42-1:42p / B Lunch/ Advisory 1:12p-1:42p		
	10:03a-11:03a	11:06a-12:06p	A Lunch/ Advisory 12:09p-12:39p / 12:09p-1:09p	12:42-1:42p / B Lunch/ Advisory 1:12p-1:42p	1:45p-2:45p	
		11:06a-12:06p	A Lunch/ Advisory 12:09p-12:39p / 12:09p-1:09p	12:42-1:42p / B Lunch/ Advisory 1:12p-1:42p	1:45p-2:45p	2:48p-3:48p
9:00a-10:00a	10:03a-11:03a	11:06a-12:06p	A Lunch/ Advisory 12:09p-12:39p / 12:09p-1:09p	12:42-1:42p / B Lunch/ Advisory 1:12p-1:42p	1:45p-2:45p	2:48p-3:48p

GARLAND CAMPUS ONLY
2022 – 2023 SCHEDULE OPTIONS

1st Period	2nd Period	3rd period Lunch/ Advisory Period	4th Period	5th Period
10:03a-11:03a	11:06a-12:06p	12:09p-12:39p	12:42p-1:42p	1:45p-2:45p

Most core classes of English, Math, Science, and Social Studies will be offered at various times during the 2nd, 3rd, 4th, and 5th periods, aligning with Blue and Yellow schedules. By contrast, most elective classes will be offered during the 1st and 6th periods, aligning with Red and Green schedules.

While scheduling options should be discussed with a counselor, all students are encouraged where reasonable to avail themselves of the full six-period Green schedule to maximize academic progress. The four-period Red, Blue, and Yellow schedules allow students more time out of school.

Considerations for Special Populations

- English Language Learners
  - o EL Identification
  - o LPAC meetings
  - o Access to appropriately certified staff in both face–to-face and distance-learning environments
  - o Federal and State mandates
  - o Access to instruction and materials based on language proficiency level
  - o Access to accommodations of instruction based on language proficiency level
  - o Assessment administration and progress monitoring of Englishlearner language proficiency growth
- Special Education
  - o ARD facilitation
  - o IEP implementation
  - o Federal and state mandates
  - o Compensatory education
  - o Assessment administration and progress monitoring
  - o Access to certified staff in both person-to-person and distance learning environments
  - o Access to specialized services that cannot be provided in a distance learning setting as required by admission, review, and dismissal (ARD) committee
  - o Contracted services
- Section 504
  - o 504 plan implementation
  - o Federal and state mandates
  - o Assessment administration and progress monitoring

- 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 2022-23 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 - 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 and progress 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	• 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
		• Provide supportive guidance as needed
		• Conduct risk assessments and support families and students in crisis
		• Offer skill -building groups
		  o Peer support
		  o Social-emotional learning
		  o College readiness
		• Conduct 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
			• Create districtwide and campus-based systems to identify, monitor, and refer students to existing community based mental health partners for treatment (as requested) by the student and/or family with required HIPAA compliance and parental consent.
			• Consult and engage behavioral and mental health community partners as needed.
			• Provide crisis management and grief support and assistance to students and staff as needed.
			• Provide social and emotional professional development and other resources to staff and parents as needed.

Hybrid	• 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 options • Provide SEL at-home activities for students to continue developing SEL skills, reflection habits, etc. • Provide additional campus support & resources as requested	• Provide virtual and person-to-person supportive guidance • Offer virtual and person-to-person skill -building groups • Social emotional learning • Provide virtual and person-to-person support to families and students in crisis • Conduct Conduct virtual and person-to-person risk assessments and support families and students in crisis • Provide virtual and person-to-person monitoring of student academic progress • Conduct virtual and person-to-person academic success conferences • Provide virtual and person-to-person conference with parents • Provide virtual and person-to-person collaboration with teachers, staff and administration to help students and families	• Create virtual and person-to-person district wide and campus based systems to identify, monitor, and refer students to existing community based mental health partners for treatment (as requested) by the student and/or family with required HIPAA compliance and parental consent. • Consult and engage behavioral and mental health community partners as needed. • Provide virtual and person-to-person crisis management and grief support and assistance to students and staff as needed. • Develop and provide virtual and person-to-person social and emotional professional development and other resources to staff and parents as needed.

Distance Learning	• 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	• Address students' academic, career and social-emotional development in a virtual setting • Offer virtual skill -building groups • Academic success • College Readiness • Provide virtual academic success conferences with students • Provide virtual supportive guidance • Conduct virtual risk assessments and support families and students in crisis • Provide virtual monitoring of student academic progress • Virtually proactively support academic and personal goals • Conduct virtual academic success conferences with students • Provide virtual conferences with parents • Provide virtual collaboration with teachers, staff and administration to help students and families • Provide virtual collaboration and coordination of schoolwide activities to emphasize various themes, i.e., anti-bullying, wellness, and related social emotional learning opportunities	• Create virtual district wide and campus based systems to identify, monitor, and refer students to existing community based mental health partners for treatment (as requested) by the student and/or family with required HIPAA compliance and parental consent. • Consult and engage behavioral and mental health community partners as needed. • Provide virtual crisis management and grief support and assistance to students and staff as needed. • Develop and provide virtual social and emotional professional development and other resources to staff and parents as needed. •

Priorities 5-6	At this time, all students are expected to attend Texans Can Academies **in-person**. All students attending Texans Can Academies will have technology available for their use while in class. The previously established learning management system and other applications used in prior remote instruction will continue to be used to ensure that students maintain familiarity with these in the event that a school shutdown with remote instruction is mandated. In the event of a mandated temporary school shutdown requiring remote instruction, students and families' technology needs required to participate in the Texans Can learning will 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 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 and specific applications to enhance the learning experience.

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. As we move forward we will be adding additional components to the Aeries software.

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; Aeries
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	*iCAN Return* guide, Schoology Training Manual, Protocols
Professional Learning Pathways	Schoology Manual
Operational Tools	Aeries, SMS, Infosnap, My Course Can

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.
Meeting Attendance	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.
Lesson Plans	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.
Classroom Access	Hybrid and Distance Learning models, **to be used only under extraordinary (and not currently expected) circumstances**, require teachers to have co-teachers such as special education, instructional coaches and campus administration access to digital classrooms.
Grading	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.
Attendance	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.

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 School Leadership, District website, meetings	Daily Update, emails, via Chief of School Leadership, 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

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.