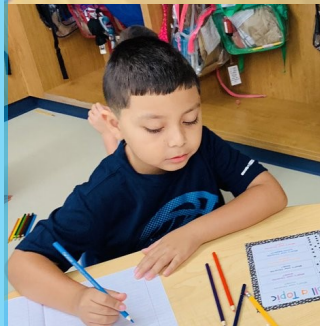


RETURN TO LEARN



CASTLEBERRY ISD

2020 - 2021

COVID-19 Reentry Guide

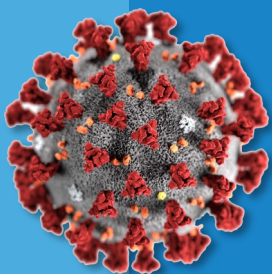


Table of Contents

Item	Page #
Health Considerations for Navigating COVID-19	2
Planning Scenarios	3
Reentry Guide & Considerations	3-4
CISD Communications Plan	3
Device Pick Up Schedule	3
COVID-19 Program Coordinator	4
Social Distancing and Minimizing Exposure	4-5
Arrival and Dismissal	5
Staff and Student Questionnaires	6
Personal Protective Equipment	7
Personal Hygiene/ Campus Clinic Information	8
Protecting Vulnerable Populations	9
Hygiene Practices	9
Cleaning and Materials Handling	10
Meal Pick Up Guidelines	11
Grading Guidelines	12
Attendance Procedures	12
UIL Waivers (No Pass - No Play)	13
Enrollments	13
Transfers	13
Instructional Continuity	13
Progress Monitoring Plan	13
Special Consideration for Young Learners	14
Game Plan for Learning Loss	14
Bilingual Education Learning Loss Plan	14
Special Services	14-25
Quarantine	25
Monitoring and Excluding for Illness	25-26
Responding to a Positive COVID-19 Case (Flow Map)	27
Transportation	28-29
Visitors Procedures	30
Support Mental Health and Wellness	30
Campus COVID-19 Action Plans	31
Extra-Curricular Activities (Athletics)	31-39
Extra-Curricular Activities (Fine Arts)	39-44
Castleberry ISD COVID-19 Task Force Members	44
Resources	
Arranging Instructional Spaces	45
Minimizing Congestion	46
District Surveys	47

Health Considerations for Navigating COVID-19

Reopening of school is critical during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and stressors. Schools are a critical component of communities and have a tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Schools themselves also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole.

The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and acquiring infection. It is important that everyone in the school community take steps to reduce transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and communities.

The development of this guide is to provide pre-K through grade 12 (K-12) school leaders guidance around policies, practices, and strategies that districts and schools must implement and recommendations they should consider to optimize education and promote health and safety. There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices.

Use this guidance document in combination with the additional guidance provided by the Texas Education Agency, which includes both strategies for implementation of health guidance in schools, as well as other non-health related considerations for the 2020-21 school year. Additional guidance will be published as the COVID-19 response evolves throughout the summer and into the fall.

State & Local Support & Guidance (Update: 7/21/20)

State:

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/coronavirus-covid-19-support-and-guidance>

<https://www.uil.texas.org/athletics/covid-19-information>

Local:

<https://www.tarrantcounty.com/en/public-health/disease-control---prevention/coronavirus.html>

Planning for Fall

Castleberry ISD will offer two learning models during the 2020-21 school year using the two scenarios described below:

- **Scenario 1: In-person learning for all students.** In-person learning for all students. In this planning scenario, schools should create as much space between students and teachers as is

Castleberry Independent School District COVID-19 Planning Guide (2020-21)

feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom.

- **Scenario 2: Remote learning only.** This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

Reentry Guide

This guidance document is organized into sections by topic, and within each section the planning elements are further separated into required and recommended practices for each planning scenario.

Required health practices: These practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families. These practices are considered the minimum level of implementation, and schools may not be less restrictive.

Recommended health practices: Additional strategies that schools may choose to use to minimize the spread of COVID-19. Castleberry ISD recognizes there are diverse learning environments that will require teams to use thoughtful strategies when applying guidance to meet the health and safety needs of all students and staff.

CISD Communications Plan

http://www.castleberryisd.net/news/district_information/receivecommunications

Device Pick Up Schedule

Grades PK-5	Grades 6&9	Grades 7 & 10	Grades 8, 11, & 12
August 8	August 8	August 10	August 11

Technical Support Plan

http://www.castleberryisd.net/students/20-21_reentry_game_plan/remoteteachingtechnicalsupport

Parent Resources

http://www.castleberryisd.net/students/20-21_reentry_game_plan/parentplaybookforsuccess

http://www.castleberryisd.net/family/familyaccess/parent_tutorials

COVID-19 Program Coordinator

Requirements: Scenario 1 (In Person):

COVID-19 program coordinator - Identify a point of contact for each school building in collaboration with building administration and/or district school nurses. This person will communicate concerns,

challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students/families, school and district leadership, and local health officials.

Castleberry ISD Task Force Coordinator: Lenny Lasher

Campus	COVID-19 Program Coordinator
A.V. Cato Elementary	Charles Gideon
Castleberry Elementary	Ruby Jackson
Joy James Elementary	Shannon Shea
Irma Marsh Middle School	Rachel Allday
Castleberry High School	Leo Vasquez
Alternative Learning Center	Wanda Byther

Social Distancing and Minimizing Exposure

Social distancing (also called physical distancing) means keeping space between yourself and other people outside of your home. Social distancing is a critical tool in decreasing the spread of COVID-19.

In this planning scenario, schools should create as much space between individuals as possible during the day, recognizing that it is not always feasible to have 6 feet of social distancing during primary instructional time in the classroom.

Requirements: Scenario 1 (In Person):

- Practicing social distancing protocols to the maximum extent possible in all classrooms, hallways, and common areas. It may not be possible to observe the six feet distancing recommendation based on class size and classroom configurations. Students, however, will be seated as far apart as possible and student-to-student interaction will be limited.
- Classrooms will be arranged to maintain the six feet social distancing recommendation to the maximum extent possible. Desks will be arranged so that students are facing the same direction
- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g., during lunch, arrival and dismissal, restrooms, locker rooms, etc.).
- Provide social distancing floor/seating markings in waiting and reception areas.
- Place physical barriers such as plexiglass for protection at reception desks, nursing clinics, or other similar areas.
- All staff will be trained on COVID-19 safety protocols.
- All students will be trained on COVID-19 safety protocols.

Requirements: Scenario 2 (Remote learning only):

- Implement contactless pick up and/or delivery of meals and school materials.

Recommendations: Scenarios 1 (In Person):

- Develop and keep students and staff in small cohort groups that stay together as much as possible throughout the day and from day to day. Limit mixing between cohort groups as much as possible (e.g., during lunch in the cafeteria, bathroom breaks, arrival and dismissal, free periods, recess, etc.).
- Minimize opportunities for exposure (especially when students are around each other for 15 minutes or more) by ensuring social distancing of at least 6 feet between people whenever possible. For example, evaluate classrooms and other available spaces to ensure classrooms are large enough or class sizes are small enough to create space between students and staff.

Castleberry Independent School District COVID-19 Planning Guide (2020-21)

- Arrange classroom seating so that students are separated from one another by 6 feet when feasible. If it is not possible to arrange seating 6 feet apart, consider turning all desks to face in the same direction (rather than facing each other).
 - If social distancing is not possible in the cafeteria, have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat.
 - Use visual aids to illustrate appropriate spacing and traffic flow throughout the school building (e.g., designating hallways or entrances as one-way and posting directional reminders on the walls and/or floor).
 - Reconfigure common areas by spacing out furniture to minimize crowding. Consider closing off common seating areas if it is observed that social distancing is routinely compromised. Do not allow multiple groups into common areas.
- Stagger arrival and dismissal times to minimize crowding. Whenever possible, student pick-up and drop-off should occur outside.
- Utilize visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing.
- Consider dividing entry points rather than funneling all students through the same entry space.
- Provide frequent reminders for students and staff to stay at least 6 feet apart from one another when feasible.
- Whenever possible, hold physical education and music classes outside and encourage participants to spread out. Consider using visual cues to demonstrate physical spacing.
- Be aware that COVID-19 has rapidly spread among groups of people singing together in indoor environments. Learn more at High SARS-CoV-2 Attack Rate Following Exposure at a Choir Practice (www.cdc.gov/mmwr/volumes/69/wr/mm6919e6.htm).
- Arrange the space for singing sessions so that people are separated from one another by 6 feet when feasible and consider having all participants face in the same direction (rather than facing each other).
- Discontinue activities that bring together large groups of people or activities that do not allow for social distancing, including assemblies, in-person field trips, large group use of playground equipment simultaneously, etc.
- Consider allowing staff to use alternate spaces for discretionary preparation time.

Arrival & Dismissal

Requirements: Scenarios 1 (In Person):

- Arrival and dismissal procedures will be in place to reduce the opportunity for students to congregate before or after school.
 - Arrival times will be posted to ensure the buildings are open and staff is ready to receive students. Parents will be asked **not** to drop off students early.
- **All students and staff will be required to complete a daily health questionnaire upon entering the building.**

Castleberry Independent School District COVID-19 Planning Guide (2020-21)

Campus	Student Questionnaire	Staff Questionnaire
AV Cato Elementary	Student Questionnaire (AVC)	Staff Questionnaire (AVC)
Castleberry Elementary	Student Questionnaire (CE)	Staff Questionnaire (CE)
Joy James Elementary	Student Questionnaire (JJE)	Staff Questionnaire (JJE)
Irma Marsh Middle School	Student Questionnaire (IMMS)	Staff Questionnaire (IMMS)
Castleberry High School	Student Questionnaire (CHS)	Staff Questionnaire (CHS)
Alternative Learning Center	Student Questionnaire (ALC)	Staff Questionnaire (ALC)
Administration Bld.	NA	Staff Questionnaire (Adm.)
Auxiliary Services	NA	Staff Questionnaire (Aux.) Staff Questionnaire (Aux.) (Spanish)
Child Nutrition	NA	Staff Questionnaire (CN) Staff Questionnaire (CN) (Spanish)
Special Education	NA	Staff Questionnaire (SPED)
Student Services	NA	Staff Questionnaire (SS)
TLI Team	NA	Staff Questionnaire (TLI)

- All students will have their temperature taken daily, prior to entering any district facility.
 - Any student who has a temperature of 100.0 or greater will immediately be asked to report to the school clinic. The nurse will wait five minutes and take a second temperature reading. If the student still maintains a temperature of 100.0 or higher, the nurse will contact the parent/guardian to pick up the student. Students may return to school when cleared by a health professional, Tarrant County Public Health, or meet Centers for Disease Control (CDC) symptom-based criteria.
 - CDC symptom-based criteria: Must be 10 days since the start of symptoms, 24 hours fever free without the use of fever-reducing medications, and symptoms have improved.
 - Upon dismissal, all students must leave the campus immediately.
 - Students involved in after-school activities must report to their designated areas within ten minutes of dismissal.

Personal Protection Equipment (PPE)

Requirements: Scenarios 1 (In Person):

- Any individual entering a district facility or boarding a district bus must have a mask in place, covering both the nose and mouth. Students (grades 4-12) and staff are required to comply with the governor's executive order regarding the wearing of masks. Students are required to bring

their own masks. Masks will be provided for the staff. Face shields are permitted at the incurred cost to the employee.

- Teach and reinforce the use of masks and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds. Schools are strongly encouraged to have a supply of masks available for staff and students who forget to bring their own.

Cloth face coverings should not be placed on:

- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
- Anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs.

TEA recently announced that PPE will be purchased and provided to each district for use, as needed.

- CISD will receive:
 - Student disposable masks – 9,885
 - Adult disposable masks – 23,066
 - Student reusable masks – 2,288
 - Adult reusable masks – 5,949
 - Gloves – 15,980
 - Thermometers - 27
 - Hand Sanitizer (gallon) – 387
 - Face Shields – 470
- CISD has purchased:
 - Student Disposable masks- 25,500
 - Adult Disposable masks – 23,900
 - Adult reusable masks – 500
 - Gloves – 15,700
 - Thermometers – 44
 - Thermal Scanners (Electronic Temperature Devices) - 22
 - Hand Sanitizer (8 oz) – 908
 - Hand Sanitizer (gallon) – 167
 - Face Shields – 500
 - Disinfectant wipes bucket (800 wipes) – 600
 - Disinfectant wipes bucket (refills) - 1000

Distribution PPE Supplies

- Request are made through a School Dude Inventory Request
- Filtering
 - Catalog: Custodial
 - Commodity: View all Commodities
 - Item Description: (Disinfecting Spray, Face Shields, Gloves, Mask, Sanitizer)
- Budget Code
 - Type in “2020” in quick search
 - Click on 2020-2021 PPE Supplies for budget code
- Qty: Enter Quantity

Castleberry Independent School District COVID-19 Planning Guide (2020-21)

- o If there is not enough in stock to complete your order you will be notified
- Checking out
 - o Make the correct Location is selected
 - o Area Number: List location where the items need to be delivered to
- Submittal Password
 - o Castleberry

Note: PPE Supplies will be delivered on Fridays

Resources:

- How to Safely Wear and Take Off a Cloth Face Covering (PDF)
(<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>)
- Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)
- Best Practice for Masks: Considerations for People with Disabilities and Special Health Needs (PDF) (www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf)
- COVID-19 Personal Protective Equipment: Doffing Step by Step (PDF)
(www.nebraskamed.com/sites/default/files/documents/covid-19/covid-19-personal-protective-equipment-doffing-step-by-step.pdf)

Personal Hygiene / Campus Clinics

- Hands are to be sanitized upon entrance/exit to/from the classroom.
- Hands are to be washed and sanitized throughout the day as well as pre and post meal times.
- No gloves are to be worn by students at any time.
- No use of communal water fountains. Students may bring their own bottles of water.
- No sharing of water bottles.
- Water Bottle Filling Stations to be provided and installed by the District in place of water fountains
- NO Buddy Systems
 - o Teachers are to call the nurse in the event a student needs to be seen for the nurse to determine further action.
 - o No NON ESSENTIAL nursing visits
 - o Lower level grade teachers must call parents from classroom for soiling
 - o No further use of nurse passes
 - o If a student is too young to walk alone or new, a nurse or designated Para/Nurse Aid will meet the student at the end of the hallway and take him to the clinic.
- ALL touchable surfaces are to be disinfected throughout the day and at the end of the school day.
- NO classroom lice checks
 - o Per CDC, lice are NOT considered a health hazard
 - o If a student presents with lice, that said student is to be sent home as per CISD guidelines until no live lice are found.
- Nurse Clinic
 - Designated areas are to be separated by curtain at minimum

Asthma/ Bronchiolitis

- Due to the HIGH population of Asthma students within the CISD campuses, all students who have Asthma must have an inhaler in the clinic and the Asthma action plan provided by PCP is to

be utilized. Asthma 411 will no longer be an option as aerosolized procedures put the staff and students at greater risk of infection and terminal cleaning is not available after each aerosolization. In the event that a student needs immediate care, staff is to notify 911 and the parents. If a student does not have their Asthma under control, said student is to stay at home utilizing Remote Learning until Asthma is under control or cleared by PCP with a note.

- Bronchiolitic patients are to stay home until all symptoms have been resolved. Continued coughing in the classroom will not be permitted. If a bronchiolitic student has been prescribed an inhaler, that student is to stay home utilizing Remote Learning until no longer needed.

Protecting Vulnerable Populations

The CDC considers the following individuals to be at high risk for severe illness due to COVID-19: Have underlying medical conditions, particularly if not well-controlled, including:

- Chronic lung disease or moderate to severe asthma
- Serious heart conditions
- Compromised immune system
- Severe obesity (body mass index of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Hemoglobin disorder

More information on who is at higher risk from severe illness due to COVID-19 is available at People Who Are at Higher Risk for Severe Illness

(www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html)

and at Managing Chronic Conditions During COVID-19

(www.health.state.mn.us/people/conditions/index.html).

Hygiene Practices

Requirements: Scenario 1 (In Person):

- Ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and strategically place supplies in areas where they may be frequently used.
- Develop processes to frequently check and refill supplies at the point of use (e.g., hand sanitizer available near shared equipment, hand sanitizer near school building entrances/exits, etc.).
- Build routines of hand hygiene into the daily school schedule for all students and staff, including handwashing and sanitation breaks during or between classroom activities. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.
- Supervise the use of hand sanitizer by students.
- Ensure that children and staff with sensitivity or skin reactions to hand sanitizer can use soap and water.
- Reinforce handwashing during key times including but not limited to: arrival and dismissal; before, during, and after preparing or eating food; after using the bathroom; after blowing one's nose, coughing, or sneezing; after touching objects with bare hands that have been handled by other people.

Recommendations: Scenarios 1 (In Person):

- Use media, posters, and other tactics to promote health etiquette expectations in highly visible locations.

Cleaning and Materials Handling

Requirements: Scenario 1 (In Person):

- Castleberry ISD has developed a targeted cleaning process that specifically addresses COVID-19.
- Each district facility will be cleaned daily with EPA approved products in accordance with CDC guidelines.
- CISD custodial employees have been trained on COVID-19 safety protocols.
- Cleaning and disinfecting will occur periodically in every classroom, common areas and on high-touch surfaces.
- Restrooms, cafeterias, and computer labs will undergo extensive cleaning throughout the day.
- Establish a schedule for routine environmental cleaning and disinfection of high-touch surfaces and shared equipment throughout the day using EPA-approved disinfectant for SARS-CoV-2 (www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19)
- Increase the frequency of disinfection during high-activity periods during the school day.
- Do not use cleaning products near children. Staff should ensure there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes. Securely store products away from children.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students) or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between use.
- Avoid sharing electronic devices, books, toys, and other games or learning aids when possible, and ensure cleaning between uses.
- Have students keep personal items in individually labeled cubbies, containers, desks, or lockers.
- Handle non-disposable food service items minimally and wash them with hot water and soap or in a dishwasher.
- Record [cleaning logs](#) for classrooms, restrooms, locker rooms, and transportation fleet

Recommendations: Scenarios 1 (In Person):

- Discourage the use of items that are difficult to clean or disinfect.

Cleaning and materials handling resources:

- COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs (www.health.state.mn.us/diseases/coronavirus/schools/clean.html)
- Frequently Asked Questions About COVID-19 for Facility Services and Cleaning Staff (www.health.state.mn.us/diseases/coronavirus/schools/cleanfaq.html)
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes (www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)
- Playground Guidance for School and Childcare Programs (PDF) (www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf)
- Hand Hygiene (www.health.state.mn.us/people/handhygiene/index.html)
- Cover Your Cough (www.health.state.mn.us/people/cyc/index.html)

Meal Pick Up Guidelines

- Meal pick up will be on Tuesdays and Thursdays from 10:30 AM – 1:30 PM at Joy James, Castleberry Elementary and Castleberry High School.
 - On Tuesdays, you will receive breakfast and lunch for Wednesday – Thursday.
 - On Thursdays, you will receive meals for Friday – Tuesday.
- The first meal pick up will be on Tuesday, August 11th from 10:30 AM – 1:30 PM. On August 11th, you will receive breakfast and lunch for August 12 – 13.

To maintain the safety of our families, students, and staff, we ask that everyone follows the protocols below:

- Pull up as close to the curb as you can to make it as easy as possible for staff to get to your car.
- Please remain in your car for delivery. Simply roll down your passenger window as you come to the drop off point.
- In accordance with rules from the Texas and U.S. Departments of Agriculture- If a child that is receiving a meal is not present in the vehicle at meal distribution parents must present one of the following:
 - An official letter or email that lists the children who are enrolled
 - A copy of a recent report card
 - Your Family Access homepage
 - A student ID
- Please be patient with us as we are working to provide meals to our students. CISD will do our best to get you through the drive through as quickly as possible.
- Families in need may be able to receive aid through the [Tarrant Area Food Bank](#). Please check the [TAFB Mobile Pantry Schedule](#) to see which locations are currently in operation. The [TAFB Find Food page](#) is a great website for locating places to pick up food items.

Menus

Visit <https://castleberryisd.sodexomyway.com/> for menus.

Meal Costs and Payments

Meals will be charged to the student's account according to the student's eligibility status. There must be sufficient funds in a student's meal account to cover the cost of meals.

- Set up your student's meal account at myschoolbucks.com, if you don't already have one.
- Cash/check payments can be made on-site. All cash will be applied to the student's account and no change will be made.
- ***Breakfast free at all grade levels***
- Reduced Lunch \$.40
- Elementary Paid Lunch \$2.50
- Secondary Paid Lunch \$2.80

Frequently Asked Questions

Question: Are meals available to any child under 19 years of age as was allowed during spring 2020 and summer meal service?

Answer: Different regulations applied during the spring district shutdown and summer meal service program. Meals served during the school year are only available to enrolled Castleberry ISD students with

a valid student ID. Parents/guardians will need to show proof of CISD enrollment at meal pick up. (Student ID, Report Card, Skyward Login, etc.)

Question: Do I have to pick up meals from my student's home school?

Answer: Meal pick up does not have to be at the school your child is registered at. You can pick the school most convenient for your family. Meals for multiple students may be picked up from any school site.

Question: How will meals be packaged?

Answer: Breakfast and Lunch meals will be packaged separately. Tuesday's you will receive breakfast and lunch for Wednesday – Thursday. Thursday's you will receive meals for Friday – Tuesday.

Grading Guidelines

All remote learning and face-to-face courses will follow the Castleberry ISD Board Approved Grading Guidelines for elementary and secondary campuses.

Attendance Procedures

Student Attendance:

- Students will be required to meet the minimum attendance for class credit rule (TEC, §25.092). Students are required to attend at least 90% of their classes to receive credit. Remote attendance will count in the same manner as face-to-face attendance in satisfying this requirement. Remote attendance will be based on daily progress monitoring and work submission.
- Truancy laws will apply to students who fail to attend school, but remote attendance satisfies attendance requirements.
- TEA requires that schools track the instructional method in which the student is participating each school day.

Face-to-Face Learners:

- There are no changes to the way face-to-face days present, and days absent will be reported.

Short Term Remote Learning Participation:

- The teacher will identify the student as Remote Asynchronous (RA) Present. To be counted present, the student does not have to be present at a designated official attendance time.
- For a student to be counted "Present," the student must engage in at least one of the following ways each day.
 - The student has shown daily progress in Canvas assignments.
 - The student has shown daily progress via teacher-student interactions.
 - The student has completed/turned-in assignment(s) to the teacher.
- Attendance in Skyward does not need to be taken daily. It typically would not happen the same day, as the information as to whether engagement occurred might not be available until the following day.
- The teacher will review student engagement to determine if the student was Present or Absent for the previous day.

Extended Remote Learning Participation:

- The teacher will identify the student as Remote Asynchronous (RA) Present. To be counted present, the student does not have to be present at a designated official attendance time.
- For a student to be counted “Present,” the student must engage in at least one of the following ways each day.
 - The student has shown daily progress in Canvas assignments.
 - The student has shown daily progress via teacher-student interactions.
 - The student has completed/turned-in assignment(s) to the teacher.
- Attendance in Skyward does not need to be taken daily. It typically would not happen the same day, as the information as to whether engagement occurred might not be available until the following day.
- The teacher will review student engagement to determine if the student was Present or Absent for the previous day.

Special Programming Instructional Settings For Short-Term Remote Participants and Learners (Bilingual/ESL, Special Education, CTE, Dual Credit, Etc.)

- **As long as the campus is providing services, the campus will report Days Present in the special program areas. New PEIMS data elements will be created to report (RA) Present.**

UIL Waivers (No Pass - No Play)

Information for students and parents requesting UIL Waivers to participate in UIL Extracurricular can be found in the Castleberry ISD Board Approved Grading Guidelines.

Enrollments

Families who wish to enroll their student with Castleberry ISD can find information on the district website at <http://www.castleberryisd.net/family/familyaccess/registration>. Families who need additional help can contact their home campus to schedule a help session. Questions regarding enrollment and registration may contact Heather Mayfield at mayfieldh@castleberryisd.net.

Transfers

Castleberry ISD will accept applications for Out of District students in grades Pre-kindergarten through 12th grade for non-resident students. Applications will be accepted beginning April 23rd, 2020, and will be reviewed by the Superintendent or designee. Information for transfers can be found at the following web address: <http://www.castleberryisd.net/family/oodtransfer>

Instructional Continuity

Instructional Continuity is the ability to transition from one instructional delivery to another with minimum disruption to maximize the amount of instructional time for students and support student mastery of grade-level standards. Castleberry ISD will use the Canvas learning platform to deliver content in face-to-face along with remote learning.

Progress Monitoring Plan

Castleberry ISD is committed to refining our progress monitoring plan that allows for collecting data, reviewing sources and data, reflecting and adapting, and improving instructional opportunities for our students. This process enables our campuses and the district to deeply examine instructional quality, coherence, and continuity of instruction. As a result of progress monitoring, the district can better determine the instructional needs and developments to support educators and students. Campuses review their progress monitoring and action plans and goals with district leadership at the end of each six weeks.

Special Considerations for Young Learners

Castleberry ISD is using an asynchronous model for instruction for remote learning. This model has been identified by TEA as the most appropriate model for young learners (Pre-K through 2nd grade). Students will have access to daily lessons as well as have daily interactions with teachers. Access to instructional materials that support early literacy and numeracy development will be provided in both in-person and remote learning environments. Assessment administration and progress monitoring will be conducted to fulfill TEA and PEIMS requirements as well as measure student growth and guide instruction.

Game Plan for Learning Loss

Castleberry ISD has created a flexible school calendar to adjust for possible student learning loss due to current instructional interruptions. The calendar consists of 180 instructional days, which provides flexibility to allow for additional half school days. These days could be used for up to an additional 30 half-days for PreK through 5th grade. These additional days would also allow other attendance makeup days and extra instruction for secondary students to target learning gaps that would occur on specified Saturdays and days during June.

Bilingual Education Learning Loss Plan

Castleberry ISD will continue to provide access to bilingual certified staff in both face-to-face and remote learning environments. Language assessments will be strategically scheduled to ensure staff and student safety as well as appropriate placement. LPAC meetings will be held virtually. Access to English and Spanish instructional materials that support language acquisition through listening, speaking, reading, and writing will be provided in both in-person and remote learning environments. Students will have access to appropriate modifications of instruction for sheltered needs. Assessment administration and progress monitoring of English Learners will be conducted to fulfill TEA and PEIMS requirements as well as measure student growth and guide instruction. The calendar consists of 180 instructional days, which provides flexibility to allow for additional half school days. These days could be used for up to an additional 30 half-days for English Learners.

Special Services

Requirements: Scenario 1 (In Person):

Introduction and Priorities

The Castleberry ISD Special Services Department looks forward to welcoming students back to school. Despite the challenges with COVID-19, our department will continue to provide excellent resources and services to entitled students with disabilities which will include Remote Learning and/ or a Remote Learning environment.

Key Priority

- We will ensure that students with disabilities have access to a free and appropriate public education (FAPE).
- We will ensure that, to the greatest extent possible, each student with a disability can be provided with the special education and related services identified in the student's individualized education plan (IEP).
- We will ensure our students have access to high quality instruction in order to learn and grow.

Exposure Prevention Strategies

Special education services are oftentimes delivered in a small group setting with hands-on support. Special education teachers and service providers will take care to reduce any unintentional exposure by:

- Creating supplementary aids and manipulative kits for each student
 - Update as needed per unit of instruction
 - Follow procedures for sanitizing items prior to adding to a student's bag
 - Laminate supplemental aids so they can be easily cleaned and reused
- Strategically scheduling students
 - Limit variation of student groupings
 - Minimize number of resource staff working with a particular group of students
 - Adhere to district guidelines regarding number of students and staff in a specific location at any given time
- Facilitating safe small group activities
 - Adhere to social distancing requirements
 - Ensure sanitization of space before and after each small group
 - Use dividers if students need to work in close proximity to complete activities
 - Wear appropriate face covering at all times during small group instruction
- Supervising transitions
 - Follow district guidelines
 - Enforce social distancing of students in hallways and other common areas
 - Provide visual supports or schedules that highlight social distancing when transitioning between classrooms or activities

General Guidance

For the 20-21 school year each annual ARD/IEP should include a Disruptive Service Plan in the deliberations in the event of a school closure.

If the student is going to receive the asynchronous remote learning model, the schedule of services will need to be adjusted to reflect the actual amount of service time being provided. The schedule of services and IEP should be adjusted to fit what is actually being provided to the student. If a parent selects in-person learning, the IEP in effect may be the same.

Important Points:

- The Disruptive Services Plan will need to be addressed in an individualized manner for each student. Students with disabilities will follow the same guidelines and protocols as general education students but with special consideration given to meet their individual needs.
- If the parent is in agreement, these changes may be addressed through an IEP amendment.
- The implementation of how related services will be provided will be considered. Some services may be offered through a walk-in service delivery model which would require the student to come to the campus.
- The Schedule of Services should reflect instruction that would occur in a traditional setting on campus.
- The Disruptive Service Plan for the student should be included in the IEP amendment if the parent elects to return to in-person education at a later date or if the district closes due to a shelter in place order.

- The difference in what the IEP would be if the student was in school under normal circumstances compared to what is actually going to be provided if the student stays at home should be documented.
- If the parent agrees to the Disruptive Services Plan, the parent's agreement will be documented.
- If the parent disagrees, an ARD will be scheduled.
- If a parent selects in-person learning, the IEP in effect may be the same. If the parent selects Remote Learning as their child's mode of instruction, the schedule of services will need to be adjusted to reflect the time limits based on the requirements for asynchronous instruction. "HOME" will be entered as the place where services are provided. Home as in "virtual instruction". This is different from "Homebound" services.
- Contract evaluation support will continue, to accommodate the Educational Diagnostician's ability to focus on the ARD/amendments needed for students.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in Castleberry ISD's Remote Learning Plan to revise their supports and services to ensure the District meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face or via a hybrid model. Face-to-Face services may include "walk-in" services.
- General Educators and Special Educators will provide documentation proving implementation of accommodations/modifications and "reinforcement" activities are implemented for all learning paths.
- There are a few instructional and related services that are most effectively delivered in person when possible. Therefore, for some students ARD/IEP committees should consider whether the provision of a hybrid model, receiving some services or instruction in person at school, is appropriate for some classes or some related services.
- Transportation for students participating in face-to-face services on-campus will be provided as documented through an ARD/IEP if the student is eligible for special education transportation as a related service in order to access their special education services.
- Transportation will not be provided for "walk-in" services.
- Walk-In services may be provided at a district designated location or on the student's campus of attendance.
- Walk-In services may consist of Occupational Therapy, Physical Therapy, Adaptive P.E. Speech Therapy, Orientation and Mobility, Services from a Teacher of the Visually Impaired or Teacher of the Deaf/HH, and/or Dyslexia Intervention

IEP Meetings

- Castleberry ISD will continue holding virtual Admission, Review, and Dismissal (ARD)/Individual Education Plan (IEP) meetings as an option to encourage parent participation and social distancing. A face-to-face meeting may be requested and accommodated by the campus.
- IEP/ARD meetings will be held to determine appropriate service instruction delivery for remote learning students.
- Annual ARDs going forward: All students will receive a schedule of services for face-to-face services documented in the Schedule of Services section of the IEP. A Disrupted Services Plan will be incorporated into the deliberations of the IEP documenting the services that will be provided during remote learning or a shelter in place in the event of a district wide closure.

- ARD committees should address student-specific needs resulting from closure. On a case-by-case basis, this might include discussions of COVID-related compensatory services or a need for extended school year (ESY) services. ARD/IEP committees should answer any questions and address any parent concerns regarding COVID-related compensatory services. See Learning Loss below for further guidance.

Development of PLAAFP

The PLAAFP is a report of present levels of performance since the time of the last annual ARD. Most likely there is a record of collected data in the student's records within the previous school year such as district benchmark data, CBAs, grades prior to the COVID-19 shut-down, daily activity performance, teacher created assessments, etc. that can inform a teacher's development of the PLAAFP. Teacher and service providers have electronic access to current data that can be included in the PLAAFP. All staff have access to Frontline/Esped program to see previous IEP progress reports that show progress on current goals/objectives. State and local assessments are available in Eduphoria's Aware application. General Education teachers should collaborate with Special Education teachers to create the PLAAFP.

Continuum of Instructional Services and Related Services

Important update:

On July 21, 2020 a Joint Control Order was issued from the local health authorities for Tarrant County, the City of Arlington, and the City of Burleson ordering school systems not to re-open for on campus, face-to-face instructions or activities until September 28 except for the follow:

c. Special education instruction may occur when necessary and in accordance with TEA guidelines so long as and when feasible, facial coverings are worn over one's nose and mouth, and social distancing measures of at least six feet are followed;

d. Students whose individual education plans cannot be implemented with remote learning or who have limited household connectivity to the internet may be provided in person with social distancing and facial coverings, as feasible.

Service Providers should:

- Provide indirect services virtually when possible
- Provide direct service minutes in alignment with the IEP schedules of services
- Provide direct services virtually during school day when appropriate
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination
- Maintain assignments, activities and videos of lessons in Canvas if District employee
- Maintain accurate contact/service logs, documenting minutes provided
- Conduct a caseload analysis to determine how services will be provided such as Remote Learning, Face-to-Face, or a Hybrid Model and what materials and resources are needed.
- Educational Diagnosticians will collaborate with teachers of students with significant cognitive disabilities to triage their caseloads, contact parents to offer in person, face-to-face services via a hybrid approach.
- Contract evaluations will continue to accommodate the need for Educational Diagnosticians to assist teachers in the set-up of these services.

Resource Services, Co-Teach, and Inclusion Services

- Campus Educational Diagnosticians and Special Services Coordinator will meet virtually with special education teachers to provide support and collaboration weekly during Remote Learning.

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students and include the appropriate modifications/accommodations or differentiation. Documentation of the needed differentiation should be kept per campus policy.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face. Small group instruction will be utilized frequently during remote learning to ensure progress.
- Castleberry ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose Remote Learning, teachers will:
 - Develop individualized, engaging lessons that contain all documented accommodation needs
 - Provide direct instruction through scheduled asynchronous sessions consistent with Castleberry ISD general guidance
 - If a student is unable to participate in asynchronous sessions and the ARD committee should convene to document how the IEP will be implemented.
 - Provide links and upload lesson material to the district designated Learning Management Platform, Canvas, for lesson participation
 - Collect data and monitor progress
 - Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum
 - Maintain contact logs which include parent updates on progress
 - Remote Learning sessions will occur consistent with district expectations/guidelines.
 - Ensure all minutes are provided each week, and utilize small group instruction frequently to focus and elaborate on essential skills and IEP goals.
 - Provide visual, weekly schedules for student and parent use

Alternate Curriculum Life Skills/Early Childhood Special Education (ECSE)

- Life Skills/ECSE students may be offered the opportunity to participate in *face-to-face instruction at their campus of attendance or receive “walk-in” services at a centralized location.
- Students who do not participate in face-to-face instruction and/or Remote Learning is not a viable alternative, will be provided task boxes, an IEP choice board, or paper/pencil activities to complete at home.
- Students in an Alternative Curriculum setting will receive explicit support in activities and opportunities designed to meet the expectations set by their IEP goals.
- Manipulatives, charts/graphs, hands-on materials will be provided to parents should a closure occur.
- Teachers are encouraged to continue using Edmark, News 2 You, and Unique Learning if applicable as part of the Remote Learning curriculum.

Structure Teach and Transition

- Teachers will connect with students to provide social skills and behavior support.
- Resources and strategies will be offered for parents based on the Behavior Intervention Plan.
- Video role modeling, social stories, and IEP choice boards can be utilized to support Remote Learning.
- Why Try Social Skills curriculum should continue to be implemented during Remote Learning.
- Consultation with parents on their child’s social/emotional/behavior needs is encouraged.

- Utilize resources available through Review 360. Why Try Social Skills curriculum.
- Remote Learning sessions will occur consistent with district expectations/guidelines.

Transition Services and Community Based Instruction

- Initially, all Community Based Instruction outside of Castleberry ISD is suspended until further notice. In lieu of opportunities outside of CISD, consider work based activities that students can do at home or on campus. Consult TEA's guidance [here](#).
- In the event, Community Based Instruction resumes during the 20-21 school year
 - Specific permission from parents/guardians allowing their student to participate in community-based outings during the pandemic must be provided in writing prior to the outing.
 - Outings will be limited to groups of 3-4 students and will follow social distancing and hygiene guidelines for transporting students.
 - Students will be pre-taught COVID-19 safety and hygiene routines prior to going out into the community (i.e., covering your mouth and nose with a cloth face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment options and minimizing cash handling; immediately washing/sanitizing hands, etc.).
 - Close contact with others will be limited and distance of at least 6 feet maintained when possible.
 - Staff will use verbal reminders and visual supports with students to maintain 6 feet distance from workers and customers.
 - Work skills that can be implemented at the campus level or in the home should be prioritized over those provided in the community until the pandemic subsides.

Deaf/HH Services

- Castleberry ISD's contract Teacher for the Deaf/HH, Kim Hyde, will offer face-to-face services at the student's campus of attendance or via virtual consultation.

Vision Services

- Castleberry ISD's Teacher of the Visually Impaired, Marie Heidemann will be able to provide face-to-face delivery at the student's campus of attendance, or via virtual consultation.

Speech Therapy

- Speech therapy services will be provided virtually via teletherapy for students who choose remote learning.
- Speech Language Pathologists will develop a "Remote Learning Plan" caseload which will consist of students with similar IEP goals. This will help maximize teletherapy services. The Remote Learning Plan caseload differs from the caseload SLPs will have when our facilities are open for instruction which is organized by campus.
- Speech therapy services can also be provided via consultation and resources to parents via Canvas and Google hangout Meets.
- Speech therapy may be available face-to-face for select students that are receiving instruction by a special education teacher in our school facilities while the general population is in Remote Learning. Services will be determined on a case by case basis based on the severity of their disability and Instructional Setting code.
- Speech therapy may be provided as a "walk-in" service at a district designated centralized location.

Dyslexia Intervention

- Dyslexia Interventionists will be creating a “Remote Learning Plan” caseload which will consist of students who are working in the same Take Flight (District adopted dyslexia program) book or similar skills. This differs from the caseload Dyslexia Interventionists will have when our facilities are open for instruction. When our facilities are open the Dyslexia Interventionists’ schedules are specifically designed to accommodate campus master schedules to prevent students from being pulled from core content areas of instruction. Dyslexia Interventionists will be providing teletherapy services for students in which it is appropriate, consultation services, and/or resources to parents.
- Remote Learning sessions will occur consistent with district expectations/guidelines.

Related Services

During Remote Learning, while CISD facilities are closed to the general population, some related and/or instructional services may be provided face-to-face to student’s at a district designated location via “walk-in services”, in the community, or at the child’s campus of attendance as outlined for each area below.

Transportation

- During Remote Learning, select students may receive Special Education Face-to-Face in the district’ facilities. For parents that agree to face-to-face services, and their child has transportation indicated as a related service in their IEP, transportation will be provided.
- Transportation will not be provided for walk-in services.

Music Therapy

- Castleberry’s ISD’s contract Music Therapist, Julia Sims, will provide Music Therapy via teletherapy only.

Orientation and Mobility Services

- Castleberry’s ISD’s contract Orientation and Mobility Specialists, Erika Hawrylak will provide services via face-to-face delivery at the student’s campus of attendance, in the community, or via virtual consultation.

Audiological Services

- Castleberry ISD’s contract Audiological services provider, Alicia Woods, will be available to provide virtual support or in person face-to-face consultation/services as needed.

Occupational Therapy

- Castleberry ISD’s Occupational Therapy service providers, Kristin Taylor and Amy Kislingbury, will be available for face-to-face delivery at the student’s campus of attendance if the student is receiving face-to-face instruction by a teacher.
- If the student is participating in Remote Learning, OT services can be provided via virtual consultation.
- Occupational Therapy may be provided as a “walk-in” service at a *district designated centralized location.

Physical Therapy

- Castleberry ISD's contract Physical Therapy services will be provided by Clayton Bowman and Jessica Bowman. Physical Therapy services can be provided via face-to-face delivery at the student's campus of attendance if the student is attending in person instruction with a teacher.
- If the student is participating in Remote Learning, Occupational Therapy services can be provided via virtual consultation.
- Physical Therapy may be provided as a "walk-in" service at a *district designated location.

Social Emotional

- Counseling services will be provided by the LSSP, Clay Campbell, and contract Licensed Professional Counselor, Trey Lackey via virtual tele-therapy.
- Castleberry ISD's Behavior Specialist, Dr. Jennifer Pettyjohn, will provide social/emotional virtual lessons for Structure Teach and Transition teachers to use during remote learning services.
- Optional, weekly "Puzzle Time with PJ" will be scheduled virtually as an opportunity for students to connect and collaborate.

Special Education Services: Face-to Face

- Designated spaces in the Special Education classroom may be used for small group instruction. Clear barriers/plexi-glass shields should be used for small group instruction and individual assessments as needed.
- Face-to-face ("walk-in") related and instructional support services that occur at a designated district location, two alternating rooms may be utilized. Sessions will be scheduled in 30 minute increments and rotate from one room to the other. The custodian will thoroughly clean and sanitize the room that is not being utilized so the service provider can alternate back and forth between the rooms from session to session. For parents of students that choose "walk-in" services, parents will meet the service provider at the designated door of the building at the designated time. Parents will not be allowed to enter the building to wait for their child. Parents will pick up their child at the front door once the session is over. Parents should make every effort to be on time for their scheduled session.

Documentation

- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for a Free Appropriate Public Education whether attending school face-to-face or virtually.
- Students with disabilities must have available an instructional day commensurate with that of students without disabilities.
- A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during remote learning.
- The Schedule of Services should be completed as if the district is operating in a traditional Face -to-Face setting.
- Data should be collected weekly, at minimum, on IEP goals/objectives by the student's service provider.
- Parent contacts by campus diagnosticians should be documented in the Esped/Frontline Parent Contact Log

Progress Monitoring

- Whether face-to-face or virtual, special education teachers and service providers should review the progress of each student on their caseload weekly (i.e. gradebooks, data collections, teacher

input, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.

- Special education teachers and service providers should consider alternate strategies/supports to ensure continued progress (i.e. synchronous support sessions, additional small group support, “walk-in” services, IEP choice board, task boxes, paper/pencil activities, etc.)
- Special education teachers and service providers should, after other interventions have been unsuccessful, request to convene an ARD/IEP meeting to address lack of progress.

Accountability

The Special Services Director or Special Services Coordinator in collaboration with the campus principal will monitor Remote Learning on a regular basis. Progress will be monitored by Special Education service providers and ARD Committees may convene as needed to make appropriate recommendations to meeting individual student needs.

Learning Loss Plan

Legal Requirement

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

Castleberry ISD recognizes that not all supports and services can be provided in a virtual learning environment. For students with disabilities who are not able to receive all support and services in a virtual learning environment; the ARD committee will review the ARD/IEP paperwork to determine the potential impact on student learning and the potential need for Covid-related Learning Loss services.

Key Definitions and Distinctions

- Compensatory services provide a student with a disability the educational services needed to make up for skills or learning that have been lost when services described in an IEP were not provided. When it comes to compensatory services because of the Covid-19 pandemic, the ARD committee's determination should not be viewed as remedy for failure on part of the district, but rather as a means to mitigate the impact of the loss of critical skills or learning that might have occurred as a result of special education and related services that could not be provided during the pandemic. Covid-related Learning Loss is the term that will be used to describe the services that will be provided to students to account for loss of instruction or services that need to be “recovered” due to the COVID closure.
- ESY services provide individualized instruction and services to prevent the severe or substantial loss of skills or learning during the time beyond the regular school year when schools are not in session. ESY services are not a substitute for compensatory services or Covid-related Learning Loss services. ESY services are required ONLY if the ARD committee determines and documents in the IEP that, in one or more critical areas addressed in the current IEP goals and objectives, the student has exhibited severe or substantial regression that cannot be recouped within a reasonable period of time. Severe and substantial regression means that the student has been, or will be, unable to maintain one or acquired critical skills in the absence of ESY services.

- If services are not provided as a result of the pandemic response, a consideration for Covid-related Learning Loss services would need to be considered and an individualized plan created as needed. For some students, it may be appropriate to provide Covid-related Learning Loss services beyond the regular school year (summer), but this would be a separate consideration from the student's ESY needs.

Key Considerations

ARD committees will need to make individualized decisions regarding the provision of Covid-related Learning Loss services *once school reopens*. The ARD committee should review with the family what special education and related services listed in the IEP that were temporarily reduced or suspended due to school closure because of Covid-19. Service logs and temporary schedules should be compared with the IEP to document what the student missed

- The ARD committee must review the student's past and current needs considering the absence of special education and related services resulting from school closures and/or virtual learning
- The ARD committee should consider if the student is in need for formal reevaluation if it is determined that it would yield missing data on the current performance level of the student
- For students whose parents decide on a continued virtual learning environment, it may be necessary to wait until the student returns to campus-based learning for the need for potential Covid-related Learning Loss services

Determination of Covid-related Learning Loss Services

- All students will be pre-assessed for a baseline of skills at the beginning of the 2020-2021 school year using district-identified tools.
- Pre-assessment data will be reviewed with the data collected in February/March 2020.
- Students will receive ongoing formative assessments throughout the year to measure progress.
- Pre-assessment/post-assessment data will be reviewed to determine student progress and/or regression of skills.

Guiding Questions for Determining Need for Covid-related Learning Loss Services

Guiding Questions	YES	NO
1. Was a disrupted services plan (DSP) created for the student?		
2. Upon review of the student's ARD/IEP paperwork and the DSP, can the student's needs be met through a virtual learning environment?		
3. Was the student provided instruction or services via an alternate method (virtual instruction) during the district's building closure?		
4. Was the student able to access the virtual instruction and services?		
5. Is there clear documentation of the amount of instruction and services the student was provided during the closure?		
6. Was the amount of instruction and services the student was provided during closure as written in the ARD/IEP?		

7. What percentage of the student's IEP-required instruction and services did the student receive?		
8. Are there indications that the student regressed either academically or non-academically during the closure?		
9. Has the student lost any specific skills?		

If the student's data show that the student has not lost progress, or that the student will be able to make up for the lost progress in a short amount of time without the need of Covid-related Learning Loss services, then the ARD committee might determine that the student does not need Covid-related Learning Loss services.

- If the student's data show that the student has lost progress, then the ARD committee must consider and, as applicable, include in the student's IEP, the services the student needs to make up for lost progress including:
 - Type
 - Location
 - Duration
 - Frequency
 - Start and end dates
 - Area of services
 - Goals services will address
- The decision must be made based on data regarding individualized student progress and should not be misconstrued to necessarily require an hour for hour or minute for minute makeup in service.
- Provide Prior Written Notice to parents following any offer of Covid-related Learning Loss; and Indicate whether or not the parents agree with the recommendation of Covid-related Learning Loss or ESY services

Other Consideration: Overloading a student with compensatory services or Covid-related Learning Loss services may ultimately do more harm than good. Removing a student too often from his/her routine settings, peers, and classes once school reopens in order to provide him/her with compensatory or Covid-related Learning Loss services may have a negative impact on the student's social and educational progress.

Privacy and FERPA

Both the Depart of Ed and TEA have been clear that virtual education is permissible. As we begin the new school year, we should remind our teachers, paraeducators, staff, and therapists not to discuss personal student information during a class, whether virtual or in-person. Our attorney used the example: "John you got a D on that test, so let's attempt a re-take." Anything that discusses a student's confidential educational information must be addressed individually with that student. Our teachers probably know this, but the start of a new school year is a great opportunity to remind them of privacy.

Also, holding small group instruction virtually is not a violation of student privacy. Violating FERPA would include releasing a student's confidential educational information. Holding small group instruction because we all have the same need is not violating FERPA. Referring to the example above, you may hold a tutoring session for a group of students who need to work on some specific skills.

Knowing that a student's parents may be in the background as a virtual class is held, think of this being equivalent to a parent visiting a child's classroom at school. The Department of Education reminds us that "teachers generally do not disclose a student's personally identifiable information from a student's education record during classroom instruction.

https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20%20Virtual%20Learning%20032020_FINAL.pdf

Times of Closure (In line with remote only guidelines)

Upon notice that a campus is closed:

- Contact/service logs will be maintained by special education staff.
- Material distribution procedures should be followed by service providers.
- Virtual learning guidelines and IEP contingency plans should be followed.
- ARDs will proceed virtually throughout closure, adhering to legal timelines.
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.
- Supplementary aids and manipulatives should be prepared in ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.
- Teachers should be prepared to switch seamlessly from face-to-face instruction to virtual Remote Learning using the district approved Learning Management System, Canvas.
- The documented Disruptive Services Plan in the student's IEP deliberations will be implemented.

Evaluations

- Special Education evaluations resumed on June 1, 2020.
- Effective August 3, each campus Diagnostician should set up a COVID-19 Compliant testing station on their campus per Face-to-Face Evaluation procedures.

Quarantine

This term describes the situation where an asymptomatic individual is required to stay at home.

- Students who are in quarantine will participate in the daily schedule via an electronic medium. Students will follow attendance requirements during that time. The campus will contact quarantined students to facilitate this requirement.
- Teachers who are in quarantine and able to work from home will be expected to provide detailed daily lesson plans or teach their full schedule through a live electronic medium each day.

Monitoring and Excluding for Illness

Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms throughout the day. Staff or students who develop symptoms during the school day must notify school health services or another identified point of contact in the school building immediately.

Requirements: Scenario 1 (In Person):

Educate staff, students, and families about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.

COVID Symptoms for Screening:

- Cough
- Shortness of breath or difficult breathing
- Chills
- Repeated shaking with chills
- Muscle Pain
- Headache
- Sore throat
- Loss of taste or smell
- Diarrhea
- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Known close contact with a person who has a lab confirmed to have COVID-19
- Any individual/s confirmed or suspected with COVID-19
 - o Any individuals who themselves either:
 - Are lab-confirmed to have COVID-19; or
 - Experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met.
 - o In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - At least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications).
 - The individual has improvement in symptoms (e.g., cough, shortness of breath.
 - At least ten days have passed since symptoms first appeared.
 - o In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19
 - o The individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - o If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis.
 - o Obtain an acute infection test at an approved testing location that comes back negative for COVID-19.
 - o Identifying Possible COVID-19 Cases on Campuses:
 - Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
 - Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible
 - Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.
- Communicate expectations and processes for the symptom screening method(s) selected for staff, students, and families.

- All CISD personnel must complete and submit a [CISD Staff Reporting Form \(COVID-19\)](#) to Human Resources.
- Develop plans for backfilling positions of employees on sick leave and consider cross-training opportunities to allow for changes of staff duties as needed.

Responding to a Positive COVID 19 Case

CDC definition: To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Flow Chart:

[Protocols Flow-Chart for COVID-19 Exposures \(CISD\)](#)

Handling suspected or confirmed positive cases of COVID-19

Requirements: Scenario 1 (In Person):

- The COVID-19 Program Coordinator will be responsible for responding to COVID-19 concerns and will help coordinate with the District COVID-19 Program Coordinator (Lenny Lasher) and local health authorities regarding positive COVID-19 cases. All school staff and families should know who this person is and how to contact them.
- Implemented systems will allow staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 10 calendar days in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Post signage at main entrance(s) requesting that people who have been symptomatic not enter the building.
- Follow the Process Map for People with COVID-19 Symptoms to determine when a student or staff member may return to school following illness or COVID-19 testing.
- A dedicated space for symptomatic individuals will be identified for those who are waiting to go home. The designated space should accommodate social distancing of at least 6 feet for multiple individuals if needed.

Transportation

Requirements: Scenario 1 (In Person):

- Students will not be allowed to board a district bus without a mask in place.
- Failure to comply with the mask requirement will result in loss of bus privileges.
- Students will have their temperature checked prior to boarding the bus by a Paraeducator from the campus.
- Students can sit two at a seat. (Seating Arrangements)
 - First students on the bus load in the back while filling toward the front of the bus
 - Students in the front of the bus unload first (Prevents students from passing each other while loading/unloading)
- Students must use hand sanitizer while entering the bus.
- Encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
- Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes.
 - Spray buses daily (End of the Day)
 - Wipe down high touch areas after each route (am & pm)
 - Hand Sanitizer will be available on each bus.
 - Social distancing (based on CDC/ State guidelines)
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Systematically review and evaluate school transportation capacity with the goal of creating as much space (two students per seat max) between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing.
- Consider reducing capacity or adding routes to allow for more physical space between riders.

Castleberry Independent School District COVID-19 Planning Guide (2020-21)

Bus #	Driver Name	Route	Time
64	Charlene Alegria	JJE AV Cato Sped 3	6-10am / 1-5pm (6:15-8:15/2:15-4:45 am/pm rt times)
67	GG Johnson	IMMS Rt 1	6:30-8:30 am / 2:30-4:30 pm
53	Anne Buse	IMMS Rt 2 / Tutorials	6:30-8:30 am / 2:30-4:30 pm / Mon,Tues,Thurs,Fri 4:30-6 pm (Tutorials)
73	Ron Scheel	IMMS Rt 3 / Sped Mid day	6:30-8:30 am / 2:30-4:30 pm / 10:30-12:30pm (Mid-day SPED)
72	Lakitha Brown	IMMS Rt 7	6:30-8:30 am / 2:30-4:30 pm
87	Rigo Martinez	IMMS Rt 8	6:30-8:30 am / 2:45-4:45 pm
79	Sandra Saenz	CHS Rt 4 / CHS Ed Rt	6:30-8:30 am / 2:30-4:30 pm / Mon, Wed, Fri 8-9:30 am / 10:15-12:45 pm
68	Joan Ramirez	CHS Rt 5 / CHS Ed Rt	6:30-8:30 am / 2:30-4:30 pm / Mon, Wed, Fri 1-2:30 pm
85	Susan Gaynor	CHS Rt 6 / Reach am/ Sped Mid day	6:30-8:30 am (Includes Reach am) / 2:30-4:30 pm / 10:30 - 12:30 pm (Mid-day SPED)
63	TBD	CHS Sped 1	6-8 am / 2:45-4:45 pm
86	TBD	JJE Sped 2	6-8 am / 2:45-4:45 pm
34	Michal Hammond	IMMS Sped 4	6-8 am / 2:30-5:30 pm
49	John Loven	Truce	6:45-9 am / 3-5 pm

- Follow the symptom screening protocol outlined in the Monitoring and Excluding for Illness section, above, for any person entering a school transportation vehicle. Consider the option of a parent/guardian attestation. Individuals must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.
- Require that individuals who become ill during the day not use group transportation to return home.
 - Create a plan for getting students home safely if they are not allowed to board the vehicle.
- Students when registering for school will need to also register to ride the bus.
- Employee Safety
 - Drivers will clock in and then report to their bus. (No sitting in the breakroom/office)
 - Drivers will not be permitted to stay in the break room area between routes.
 - Drivers at the end of each of their routes (AM,PM,Midday & Trips) will be responsible for making sure that their bus is wiped down (High touch areas).
 - Buses will be sanitized (deep disinfected) at the end of the day.

Visitors Procedures

- Castleberry ISD facilities will be closed to outside visitors, except by appointment.
- Volunteers will not be permitted on campuses.
- Parents may schedule conferences with teachers or an administrator virtually or in-person.
- Parents will not be able to walk students to the classroom, visit classrooms, or join students for meals.
- All outside food & drink (lunch only) will need to be delivered via curbside drop off only (elementary campuses)
- No outside food & drink (breakfast or lunch) will be permitted on the secondary campuses.
- Approved outside visitors and essential school volunteers will be required to wear a mask prior to entering a district facility. Upon entering the building, visitors must sign-in and then report directly to the office to have their temperature taken, respond verbally to health screening questions, and use hand sanitizer prior to scheduled appointment. If a visitor has a temperature of 100.0 or greater, he/she will be asked to leave the district facility immediately.
- Additionally, campuses will not be able to host events such as open houses, carnivals, dances, class parties or any event that brings additional people onto campus.

Support Mental Health and Wellness

The COVID-19 pandemic is causing a tremendous amount of stress, fear, and anxiety for many people. It's important to have access to the mental health care resources they need to stay well during this challenging time. Schools can play an important role in helping students and staff cope, access needed resources, and build resilience.

Requirements: Scenario 1 (In Person):

- Provide staff, families, and students (age-appropriate) with information on how to access resources for mental health and wellness.

Recommendations: Scenarios 1 (In Person):

- Increase capacity to offer social support services by increasing the number of professionals on-site.
- Encourage staff, students, and families to talk with people they trust about their feelings and concerns regarding COVID-19.

Resources:

www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html
<https://drive.google.com/file/d/1MASGrYjPoDVRrjUDhIbvgLAM-8QncuiE/view?usp=sharing>
https://drive.google.com/file/d/1DwDXRuULeBOxxzn_U1ZibMLeT2cK9DO/view?usp=sharing
<https://drive.google.com/file/d/13VutU6jqAeRphbsuX0yZAAihg7G1lOI/view?usp=sharing>
https://drive.google.com/file/d/1UX39Ud_CAFVTd42cUe1Yjv6ggEsBpCnw/view?usp=sharing
<https://drive.google.com/file/d/1uDQ-PVoBcQHUTV35EPs80zrUquNDmpa4/view?usp=sharing>
<https://drive.google.com/file/d/1zzESGz-QcBd1RkO5HyUkSGERa5HBllsc/view?usp=sharing>
<https://drive.google.com/file/d/1zzESGz-QcBd1RkO5HyUkSGERa5HBllsc/view?usp=sharing>
<https://drive.google.com/file/d/19QHT98ZPRHmKTKQG5wexkMDIN2MXH2e4/view?usp=sharing>

Campus COVID-19 Action Plans

Campus	COVID-19 Plan
AV Cato Elementary	https://docs.google.com/document/d/1qA_DceyoguWqZJaTpwRtB_Gh_6eo1QJzBL-ves094Qg/edit?ts=5f286a04
Castleberry Elementary	https://docs.google.com/document/d/1gQFb_UIIB_9Gqlt_HtgVN_W-1U1EfNL1ri-5DjPJSBG8/edit
Joy James Elementary	https://docs.google.com/document/d/1VMS8UW_-i-Ylq-qzp9Z4hMaBI-b0hI8rCMQGBLc36M/edit?ts=5f245615
Irma Marsh Middle School	https://docs.google.com/document/d/16UndG6y9FunDqj42Iifg3DuLdcKqRMliqPrBOfdqFc/edit?ts=5f233e5d
Castleberry High School	https://docs.google.com/document/d/1xisLJEvdJyJrv5x9IJKUObTEhrfg-es3yjV4HhUek/edit?ts=5f246a7f
Reach High School	https://docs.google.com/document/d/1RnD_HZfZsa8sUbWij2pUkWrQDrvW0JqCMP6_VghUY2Y/edit
Truce Learning Center	https://docs.google.com/document/d/1R9u1wXJ4QS2tu1T8XxbMLUvzfEdkF6x4DVoNTH6s6ys/edit

Extracurricular Activities (Athletics)

Overview

Included is the outline for the plan to return our student-athletes to in-person, on campus training. The health and safety of our student-athletes and staff is our top priority and the following plan is based on what is currently known about COVID-19, and the measures necessary to prevent exposure to the virus. We will update our plan as additional information is provided to us by the State of Texas, Tarrant County, UIL, and CISD.

Key Principles

1. Screening Procedures of Staff and Student-Athletes- Daily symptom and temperature assessments will be required of all staff and student-athletes.
2. Social distancing- We will strive to limit personal interaction. Per UIL, we will maintain a 20:1, athlete-to-coach ratio. Coaches will be diligent in keeping out student-athletes six feet apart at all times, and ten feet apart during the act of an exercise.
3. Hygiene- Hand washing/use of sanitizers will be emphasized before, during, and after team activities.
4. Cleaning and Sanitation- Daily enhanced cleaning and sanitation will be done on facilities and equipment.
5. Safe Access to Facilities- Entry and exit points of the facility will be coordinated to minimize personal interactions and facilitate social distancing.

Summer Strength and Conditioning

I. Pre-Screening

1. Before arriving to campus, every athlete and staff member should prescreen and stay at home if they meet any of the following circumstances:
 - i. Running a fever (above 100.0 F)
 - ii. Have new or worsening cough or shortness of breath
 - iii. At least two of: chills, shaking from chills, muscle pain, headache, sore throat, new loss of taste or smell, diarrhea
 - iv. Have had any contact with a person who is positive for COVID-19
2. Athletes will be required to fill out an online pre-screening prior to arriving to campus each day. (<https://forms.gle/WFBFYFoWf8RvmGXR6>)
3. Daily-On Sight Check in: A temperature check is required and documented by staff and student-athletes upon first entrance into the gates around the perimeter of the parking lot. Temperature check station will be staffed by Castleberry coaches and/or athletic trainer wearing appropriate PPE.
4. A hand sanitizing station will be set up for use prior to entrance of each field.

II. Virtual Workouts

1. The option of virtual workouts will also be provided. ([Click Here](#))
2. Here you will find workout options with video demonstrations, with weights or no weights.

III. Sanitation

1. Facility Cleaning- Athletic facilities will be disinfected and sanitized per industry guidelines at the conclusion of each session. Emphasis will be given to ensuring disinfecting of high touch surfaces. A checklist will be provided to custodial staff.
2. Equipment- Workout and sport specific equipment will be sanitized between groups and at the conclusion of each session. Cleaning supplies will be readily available. **Note: Student-athletes WILL NOT be allowed to clean any facilities.**
3. Enhanced Cleaning- Facilities that are identified to have been used by an individual with a confirmed COVID-19 positive will undergo enhanced disinfection per CDC and industry guidelines.
 - a. Emphasis will be given to ensure disinfecting high touch surfaces and surfaces that are used by multiple student-athletes, disinfecting between users.
 - b. Equipment (Example: Barbells) will be sanitized after each use and before a new athlete uses it. Spray bottles and paper towels will be at each station so that coaches can spray and wipe after the use.
 - c. Enhanced Cleaning – specific athletic facilities in which an individual with a confirmed COVID-19 positive has been identified will undergo enhanced disinfection per CDC and industry guidelines.
4. Both athletes and staff will sanitize their hands before, during, and after workout. There will be multiple hand sanitizing stations.
5. All physical contact will be discouraged (handshakes, hugs, etc.)
6. Six feet of social distancing will be kept when not actively exercising.
7. 10 feet of social distancing will be kept when actively exercising. Workout stations will be set up to ensure proper spacing prior to workouts.

IV. Student Athlete Requirements

1. Athletes will stay home if they do not feel well, or suspect that they have been in contact with anyone who is sick.
2. Athletes will park or be dropped off (parents must stay in cars) in the student parking lot and enter through the open gates that lead to the WO Barnes. Coaches will take attendance prior to workouts.
3. Athletes will get in check-in lines and keep social distancing at all times.
4. Athletes will be screened by a staff member prior to entering the field.
5. Athletes will sanitize hands, enter the field, and be directed by staff to their predesignated areas.
6. Athletes will be required to wear masks inside the weight room when they are not actively exercising. Note: Students are required to bring their own masks.
7. Athletes will not be allowed to enter any locker room or restroom area inside of the school building.
8. Athletes will practice social distancing, hand sanitizing, and avoid physical contact at all times (before, during, and after workouts).
9. Bottled water & individual assigned squeeze bottles will be provided.
10. Athletes should report home and immediately shower at the conclusion of the workout.

V. Staff Requirements

1. Staff will stay home if they do not feel well, or suspect that they have been in contact with anyone sick. Please contact Coach Silva or Coach Atzenhoffer in the event of a possible illness.
2. Staff will be screened prior to beginning work. Temperature will be checked.
3. Staff will practice social distancing, hand sanitizing, and avoid physical contact at all times (before, during, and after workouts).
4. Staff is required to wear masks. (In compliance with the governor's executive order)
5. Disposable masks are good for one day only. Reusable masks must be washed daily.
6. Staff will bring their own labeled water bottle.
7. Staff will not be allowed to use whistles.
8. Staff will be diligent about ensuring that all student-athletes are following requirements. Any student-athlete not in compliance of all requirements will be sent to Coach Silva or Coach Atzenhoffer. Parent contact will be made, and lack of compliance continues, the athlete will not be allowed to return to workouts.
9. Compliance Coach: One coach at each S&C session will be designated a Compliance Coach. Their duty for the 2-hour session is to roam from group to group making sure students and staff are complying with CISD COVID 19 procedures.

VI. Workout / Skill Groups

1. Athletes workout and skill groups will be coordinated by Castleberry coaching staff to minimize exposure. Athletes will remain with their groups throughout the workout and skill work and avoid intermingling with other groups. Groups will be predetermined.
2. Staff will break down the flow of the workouts in an effort to minimize the sharing of equipment to the greatest extent possible.
3. If an athlete develops symptoms, all athletes in his/her group will be self-quarantined until the athlete is cleared.

4. S&C Complex Weight Room- Athletes will enter the building through the double doors closest to the school building. Athletes will exit the weight room through the double doors facing the stadium. While in the weight rooms, racks will be utilized in a “staggered” order in order to increase social distancing. Athletes should maintain distancing requirements, with the exception of spotting.
5. Athletes who are not actively exercising, but are spotting, will be required to wear a mask.

VII. Miscellaneous

1. Workout clothes will not be provided. Athletes are to show up in what they will be working out in. No clothing or towels may be laundered on site or shared during workouts.
2. There can be no shared water or food.
3. Restrooms will be available and we will utilize a “one in, one out” model. Athletes may utilize the home and visitor’s restroom in the Stadium, as well as the restrooms in the S&C Complex. Athletes should wash their hands prior to rejoining the workout.
4. No fees will be charged for attending Summer Strength and Conditioning or the Sports Specific Skills Sessions.

Sports Specific Skills Sessions

I. Indoor Regulations

1. Groups will be limited to no more than ten athletes.
2. Capacity is 25% of each area:
 - a. Rubber Gym- 40
 - b. North Gym- 40
3. Gyms- North Gym: Athletes will enter/exit through the sets of doors closest to the S&C. Rubber Gym: Athletes will enter/exit using the back door facing the practice field/rack.

II. Outdoor Regulations

1. Groups will be limited to no more than fifteen athletes. Groups must stay ten feet away from other groups at all times.
2. Hosting leagues: Athletes participating in a league at a CISD facility. (Example: 7-on-7, softball, baseball)
 - a. CISD will allow one parent to one participate inside the facility.
 - b. Other family members and fans may watch from outside the facility if viewing privileges allow.
 - c. CHS staff will communicate with the opposing team(s) on CISD rules and regulations for the facility.

III. Workout Policies

1. Athletes may attend only one workout per day.
2. Athletes may attend up to 90 min/day of skills, with no more than 60 min/day in one sport.
3. Sport specific skills may include specific sports equipment, but not contact equipment.
 - a. Equipment should be regularly disinfected and not shared between groups.
4. No competitive drills involving one or more athletes will be allowed.

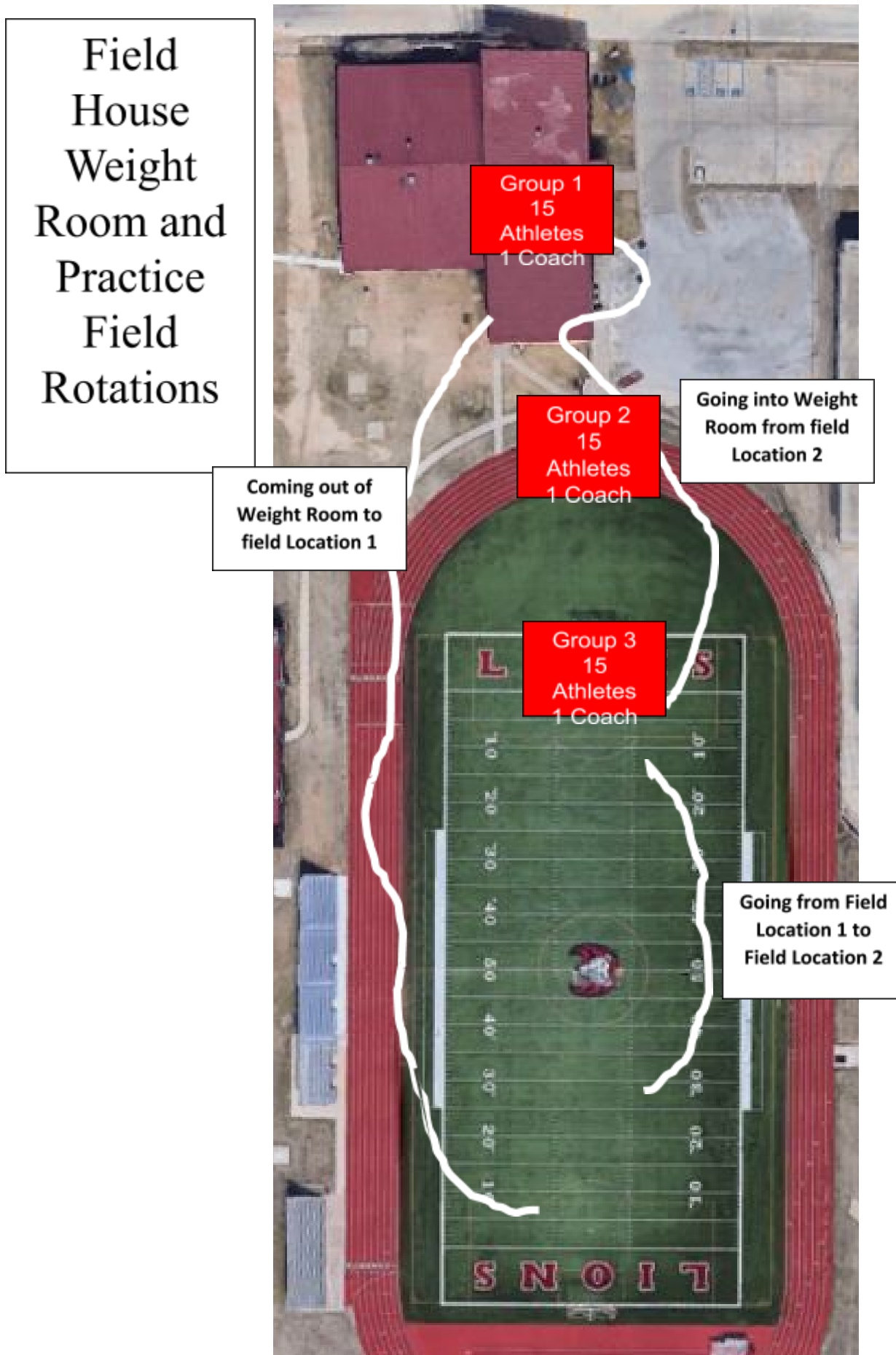
- a. No 1-on-1, 3-on-3, 5-on-5, 7-on-7, or other competition drills.

IV. Exit Procedures

1. Athletes must exit immediately after the conclusion of workouts.
2. Athletes must sanitize their hands when they are exiting the facilities.
3. Parents must stay in their cars during the pick-up process.

S&C Weight Room and W.O. Barnes Stadium Rotations





COVID-19 Symptoms, Testing and Management

1. COVID-19 Symptoms or Positive Test

- a. Management of COVID-19 Positives- confirmed COVID-19 positives will be managed by Castleberry ISD per current public health guidelines. Management will include testing, isolation, and symptom management as well as return-to-sport clearance.
- b. Student-athletes who appear to have symptoms or who become sick during the day will be immediately separated from other student-athletes/staff and instructed to return home. Direction will be provided by CISD regarding symptom monitoring, quarantine, and testing. **A symptomatic student-athlete will be managed as a presumptive COVID-19 positive and all precautions will remain in place until testing confirmation is received.**
- c. Student-athletes who are presumed or confirmed COVID-19 positive cannot report to campus until cleared to do so by the Executive Director of Student Services and the Athletic Trainer by meeting the criteria listed below:
 - i. Resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (cough, shortness of breath)
AND
 - ii. Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected at least 24 hours apart (total of two negative specimens).
OR
 - iii. The student-athlete is symptom free for 24 hours with the use of medication, and at least 10 days have passed since symptoms first appeared.
- d. Positive Test Confirmed: If a student-athlete tests positive for COVID-19, they are to self-isolate until 10 days from the onset of symptoms AND 24 hours of being symptom free without medications.
- e. If a student-athlete has been in close contact with someone who has tested positive for COVID-19 or has a family member that lives with them that has tested positive for COVID-19:
 - i. Student-athletes should inform Coach Silva or Coach Atzenhoffer and the Athletic Trainer, and quarantine for 10 days.
 - ii. Athletic Trainer/Coordinators will notify the Executive Director of Student Services and the CISD Department of Health Services.
 - iii. The Athletic Trainer will notify student-athletes who may have been exposed to COVID-19 and provide guidance. Fellow student-athletes may be sent home to self-quarantine for at least 10 days or until a confirmed negative test result is received. Contact tracing will be overseen by Coach Silva and Coach Atzenhoffer.

COVID Symptoms for Screening:

- Cough
- Shortness of breath or difficult breathing
- Chills
- Repeated shaking with chills
- Muscle Pain
- Headache

- Sore throat
- Loss of taste or smell
- Diarrhea
- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Known close contact with a person who has a lab confirmed to have COVID-19

Parent/Guardian Communication Plan

1. Athletic Coordinators and Head coaches of each sport will share campus plans and safety measures with parents/guardians via a variety of communication means.
2. Athletic Coordinators and Head coaches of each sport will communicate with their athletes prior to June 8, 2020 in an effort to educate athletes on requirements, expectations, and procedures.
3. Plan, safety measures, and updates will be provided via various forms of technology, including CHS social media platforms and website.

CISD Training and Education

1. Preparation Plan
 - a. June 2: Staff meeting- Lenny Lasher and Coordinators will meet with all coaching staff to review plan and safety measures.
 - b. June 2-5: Student/Parent Communication- Coaches will communicate with athletes and parents about procedures and requirements for workouts that are to begin June 8.
 - c. June 4: Facility Prep- All staff will meet at the school to finish preparations for the upcoming workouts. This will include facility clean-up, equipment preparation and staging, sanitation preparation and staging, and a walk-through of first day plans and procedures.
2. Attendance and Grouping Plan
 - a. Coordinators will get a list of incoming 7th-12th graders, as well as pre-screening forms and compile for attendance and grouping purposes.
 - b. Groups will be organized primarily by sport as a means of keeping athletes from intermingling as they transition to Sport Specific sessions.
 - c. Attendance will be taken after each session by designated coaches who are posted at the exits. They will “write in” names of any athletes who are not on our precompiled list.

Extracurricular Activities (Fine Arts)

This plan for band members to return to campus for practice is compiled while the state of Texas is on pause for Phase 3 re-opening. Realizing that restrictions could be lifted or implemented at any time, this guideline is created to allow for multiple phases of opening/closing that could occur.

Three important principles guide the creation of this document:

1. Student health and safety
2. Staff health and safety
3. Guidance from UIL to safely return to activities

Band Members

I. Pre-Screening

- A. Before arriving to campus, every band member and staff member should prescreen and stay at home if they meet any of the following circumstances:
 1. Running a fever above 100.0 F

2. Have a new or worsening cough or shortness of breath
 3. Have at least two of the following symptoms: chills, shaking from chills, muscle pain, headache, sore throat, new loss of taste or smell, diarrhea
 4. Have had any contact with a person who has tested positive for Covid-19
- B. Band members will be required to fill out an online pre-screening questionnaire prior to arrive to campus every day
(<https://docs.google.com/forms/d/1intyxc55HY9IPYc4JWCgwLEGeGxFtfoufS7hwy3aZ-w>)
- C. Daily on-sight Check-in: Each Band member will have their temperature taken and recorded by staff wearing appropriate PPE at the first entry point of the day. If a student has a temperature above 100.0 F, the student will sit in the shade for 10 - 15 minutes to cool down, and the temperature will be taken again. If the student's temperature is still above 100.0 F, the student will be sent home.
- D. Every student and staff member will use the hand sanitizing station set up by their entry area before entering the building or working out, and when leaving the workout area or building.

II. Non-Attendees

- A. Students who opt not to attend summer band will have access to the music and marching band skill framework that are being taught every day through a specified Google Classroom link.

III. Sanitization

- A. Facility Cleaning
1. Custodial staff will wipe door handles multiple times per day. This will be all doors in and out of the band hall, as well as the restrooms. Students will be allowed in the restrooms nearest the band hall and those across from the library.
 2. Custodial staff are responsible for cleaning rehearsal areas and restrooms at the end of each day. Once rehearsals are finished, students and staff will exit the facility immediately so the cleaning can be completed.
 3. Potential classrooms/areas that will be used are:
 - a) Both band halls, including the hallways connecting the two rooms
 - b) Choir room
 - c) Theatre room
 - d) Auditorium
 - e) Auditorium foyer
 - f) Restrooms
- B. Equipment - Directors will determine what equipment can be left out for custodial fogging. Students will be assigned instruments and equipment to limit sharing and exposure to germs. Cleaning supplies will be available for items that cannot be cleaned by fogging. If instruments are left in the band hall overnight, the cases must be closed.
- C. Enhanced cleaning services will be applied if a facility is identified as being used by a person who tests positive for Covid-19, per CDC and industry guidelines.
1. Emphasis will be given to ensure disinfecting high touch surfaces and surfaces that are used by multiple students, disinfecting between each one.
 2. Equipment will be sanitized after each rehearsal.

- D. Both band members and staff will sanitize their hands before, during and after practice. Multiple hand-sanitizing stations will be available.
- E. All physical contact is limited.
- F. Six feet of social distancing will be kept when not actively exercising.
- G. Ten feet of social distancing will be kept when actively exercising.

IV. Practice Procedures

- A. Band members will stay home if they do not feel well, or suspect that they have been in contact with anyone who is sick.
- B. Band members will park or be dropped off (parents must stay in cars).
- C. Band members will get in a properly social distanced line to have temperature taken and attendance recorded.
- D. Once past the temperature check, they will use hand sanitizer to enter the area. Staff will direct them to their assigned area for workout.
- E. Band members will be required to wear masks inside the school when they are not actively exercising or playing. Note: Students are required to bring their own masks. Once will not be provided by CISD. Disposable masks are good for one day only. Reusable masks must be washed daily.
- F. Band members will not be allowed to enter any additional areas beyond the classroom, hallways and restroom facilities they are assigned to. There will not be any access to changing rooms, and students are discouraged from bringing more than what they need for practice.
- G. Band members will practice social distancing, hand sanitizing, and avoid physical contact at all times.
- H. Band members are required to provide their own water, name labeled on the outside of the container. There will not be any water fountains available, plan ahead for a long day.
- I. Band members will be socially distance-dismissed from practice, and are expected to leave the facility/area immediately. Shower facilities will not be available, and band members are encouraged to shower at home immediately upon arrival to mitigate any spread of germs.
- J. Parents must stay in their cars during the drop-off/pick-up process.

V. Rehearsal Groups/Sections

- A. Band members' workout groups will be coordinated by CISD cheer coaches to minimize exposure. Band members will remain with their groups throughout the workout process and avoid intermingling with other groups.
- B. If a Band member develops symptoms of Covid-19, all Band members in her group will be sent home and self-quarantine until the Band member is cleared.
- C. Band members who are not actively participating will be required to wear a mask.

Staff

I. Practice Procedures

- A. Staff will stay home if they do not feel well, or suspect they have been in contact with anyone sick. Please contact other cheer coaches, campus principal, and Fine Arts Director if this occurs.
- B. Upon arrival, staff will screen each other for temperature.

- C. Staff will check the Google form submissions to create rosters for the day's attendance and temperature check.
- D. Staff will take temps of Band members and record them daily.
- E. Staff will assign Band members a space to workout in, keeping the same space every day.
- F. Staff will practice social distancing, hand sanitizing, and avoid physical contact at all times.
- G. Staff is required to wear masks. (In compliance with the governor's executive order). Disposable masks are good for one day only. Reusable masks must be washed daily. CISD will have a limited amount of masks available. Staff are highly encouraged to bring their own masks.
- H. Staff will bring their own labeled water bottles, as be responsible for any personal equipment (stereo, speaker, Bluetooth speaker).
- I. Staff will be diligent about ensuring that all band members are following requirements. If a Band member is not following the rules, parent contact will be made, and if the lack of compliance continues, that person will not be allowed to return to rehearsals.

II. Miscellaneous

- A. Workout clothes will not be provided; Band members are to show up in what they are working out in. No clothing or towels may be shared during workouts.
- B. No sharing food or drink.
- C. Restrooms will be available on the "one-in, one-out" premise. The home and visitor restrooms will be available during outside workouts and the large restroom by the principal's office door will be available for North Gym workouts.

III. Indoor Regulations

- A. Band members will be limited to the restrooms outside the band hall and across from the library, with a one-in/one-out policy. A flippable sign will be adhered to the door that will signify if the restroom is in use or not.
- B. Band members will be required to socially distance during the lunch break, encouraged to eat outside first. They are limited to the first floor hallway from the library restrooms to the auditorium foyer and back to the band halls.
- C. Capacity is determined by the current phase of reopening
 - 1. June 8 - 25%
 - 2. June 22 - 50%
 - 3. Future percentages as determined by Governor's Office/TEA/UIL
- D. Auditorium
 - 1. Only space where full band rehearsal is allowed, due to space constraints.
- E. North Gym - Color Guard
 - 1. Capacity is 40
 - 2. Guard will be able to go through the main hallway, as long as they don't touch the walls. Restrooms by the principal's office will be available to them during indoor rehearsal times.
- F. Students will be dismissed in a staggered fashion. Students will leave the building within 5 minutes of their dismissal, sanitizing their hands when they go back in the band hall to put equipment away. All students should be out of the building within 15 - 20 minutes of rehearsal concluding for the custodial staff to fog the facilities.

IV. Outdoor Regulations

- A. Band members will be grouped in sections, maintaining 6 feet distance when not rehearsing.
- B. Sections will stay at least 10 feet apart.

Covid-19 Symptoms, Testing, and Management

I. Covid-19 Symptoms or Positive Test

- A. Management of Covid-19 Positives - confirmed positive results will be managed by Castleberry ISD per current public health guidelines. Management will include testing, isolation, and symptom management as well as return-to-practice clearance.
- B. Band members who appear to have symptoms or who become sick during the day will be immediately separated from other Band members/staff and instructed to return home. Direction will be provided by CISD regarding symptom monitoring, quarantine, and testing. A symptomatic Band member will be managed as a presumptive Covid-19 positive and all precautions will remain in place until testing confirmation is received.
- C. Band members who are presumed or confirmed Covid-19 positive cannot report to campus until cleared to do so by the Director of Fine Arts and lead Athletic Trainer by meeting the criteria listed below:
 - 1. Resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (cough, shortness of breath)
AND
 - 2. Negative results of an FDA Emergency Use Authorized Covid-19 molecular assay for detection of Sars-CoV-2 RNA from at least two consecutive respiratory specimens collected at least 24 hours apart (total of two negative specimens).
OR
 - 3. Symptom free for 24 hours with the use of medication, and at least 10 days have passed since symptoms first appeared.
- D. Positive Test Confirmation - If a Band member tests positive for Covid-19, they are to self-isolate until 10 days from the onset of symptoms and 24 hours of being symptom free without medication.
- E. If a Band member has been in close contact with someone who has tested positive for Covid-19 or has a family member that lives with them that has tested positive for Covid-19:
 - 1. Inform cheer coach and athletic trainer and quarantine for 10 days.
 - 2. Cheer coach will inform the Director of Fine Arts.
 - 3. Athletic trainer or cheer coaches will notify Band members who may have been exposed to Covid-19 and provide guidance. Fellow Band members may be sent home to self-quarantine for at least 10 days or until a confirmed negative test result is received. Contact tracing will be overseen by the Director of Fine Arts.

Parent/Guardian Communication Plan

- I. Band directors will share campus plans and safety measures with parents/guardians via all means of communication.
- II. Band directors will communicate with their band members prior to the first day of practice in an effort to educate members on requirements, expectations, and procedures.
- III. Plan, safety measures, and updates will be provided via various forms of technology, including CHS social media platforms and website.

CISD Band Director Training

I. Preparation Plan

- A. July 7 - 17 - Student/Parent communication disbursed. Students and parents will notify the directors if they are coming to practice, or choosing to stay home.
<https://docs.google.com/forms/d/1rylN-0Pr6S3aF82oxrSOYrO7QY-ufC7Q3Egh978yszs>
- B. July 20 - Meet with the Director of Fine Arts to review plan and safety measures.
 - 1. Online questionnaire monitoring decided.
 - 2. Procedure for temperature and attendance planned.

II. Implementation

- A. Monitor and modify as necessary with numbers and protocol.
- B. Note sections if there is any change/modification.

III. Post-Summer Band

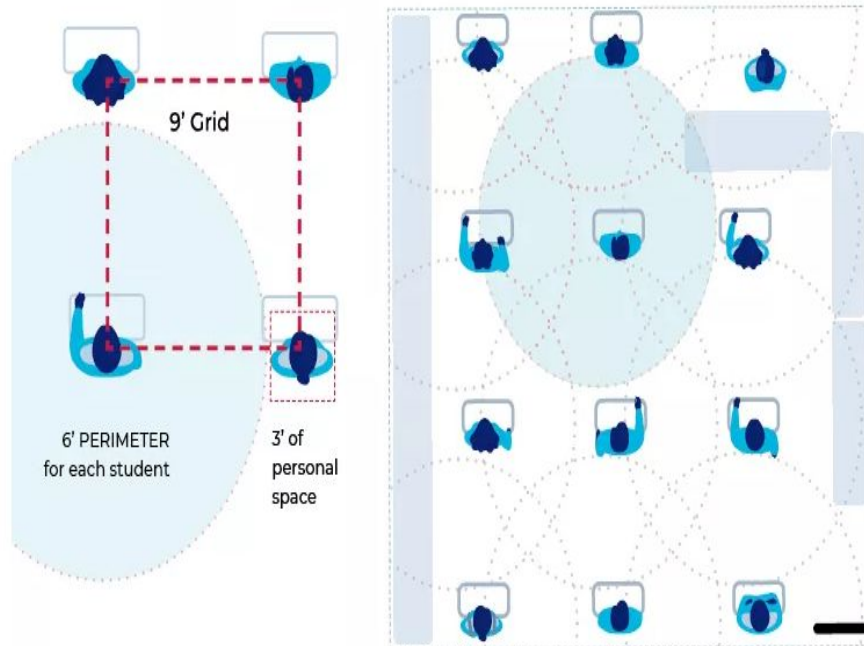
- A. Assess for changes as needed to improve safety and stream-line the process.

Castleberry ISD COVID-19 Task Force Members:

Renee Smith-Faulkner, Associate Superintendent of Schools
Lenny Lasher, Executive Director of Student Services
DeAnne Page, Executive Director of Financial Services
Ken Casarez, Executive Director of Secondary Instruction
Dr. June Ritchlin, Executive Director of Elementary Instruction
David Rodriguez, Executive Director of Human Resources & Operations
Lynn Jameson, Executive Director of Special Services
Kelli Kelsoe, Director of Innovation
Jacob Bowser, Director of Information Technology
Kayla Lynn, Director of Child Nutrition
Leigh Ann Turner, Principal, Joy James Elementary
Michelle Stapp, Principal, Castleberry Elementary
Michelle Strambler, Principal, A.V. Cato Elementary
Wanda Byther, Principal, Alternative Learning Center
Karelyn Roberts, Principal, Irma Marsh Middle School
Cathy Williams-Ridley, Principal, Castleberry High School
Matthew Jones, Web Administrator, CISD Technology Department
Heather Mayfield, Management Information Systems Coordinator
Chris Page, Maintenance, Transportation, & Custodial Supervisor
Tony Provencio, Chief of Police
Sammy Cervantez, Safety & Security Coordinator
Cynthia Randle, School Nurse, Castleberry High School
Monica Carril, School Nurse, Joy James Elementary
Kim Muniz, School Nurse, A.V. Cato Elementary

Resources

Arranging Instructional Spaces

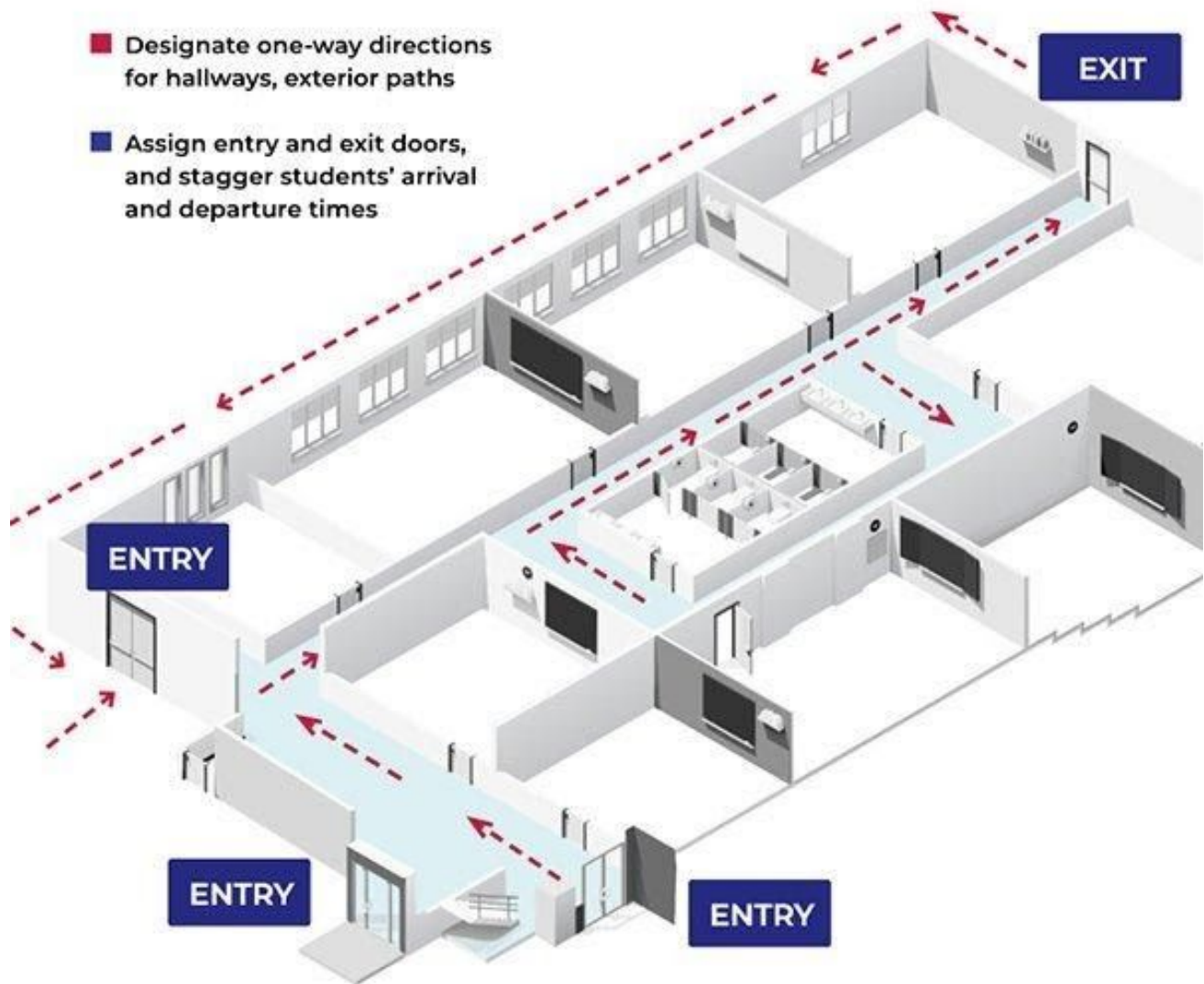


	Normal capacity	Socially distanced capacity
Example: 960 square feet (30' x 32' room, with furniture)	31	12

SOURCE: National Council on School Facilities and Cooperative Strategies

Icons: iStock/Getty

Minimizing Congestion



SOURCE: National Council on School Facilities and Cooperative Strategies
Image: iStock/Getty

District Surveys

https://docs.google.com/forms/d/e/1FAIpQLScJLseWp1_wJWC9Cy9LidsVHbqCcbmz2n8UBaB7Z6vuoc34xw/viewform?usp=sf_link

https://docs.google.com/forms/d/e/1FAIpQLSe1rVgKoMaUgwAtZDr2QcbbwVnM-OaMM2tU2WDWOGnvwBzdpA/viewform?usp=sf_link

<https://docs.google.com/forms/d/e/1FAIpQLScYPjmJ-rnLSiqXy05IPmLqXYKiXEnPUjwhRs7ubIQERTHRKQ/viewform>

References

<https://www.uiltexas.org/covid-19-information>