



DECATUR
INDEPENDENT
SCHOOL DISTRICT

**School Entry Plan and Safety Protocols
2020-21 School Year**

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Protocols for Screening and Isolation

General

All students and staff will be screened for COVID-19 symptoms regularly and individuals who present with symptoms will be separated and sent home.

Screening Protocols

- ❑ Staff will be expected to self-screen for COVID-19 symptoms including taking one's own temperature prior to reporting to work each day. Staff are required to report COVID-19 symptoms or a COVID-19 positive test to their supervisor and enter into quarantine from all school activities.
- ❑ Parents/guardians are expected to screen their students for COVID-19 symptoms each day including taking your child's temperature prior to sending their student to school.
- ❑ For any UIL or extracurricular activity, screening is required by participants, staff, and attendees.
- ❑ Teachers will monitor students and refer to the nurse if COVID-19 symptoms are present.

Isolation Protocols

Student or Staff Displaying COVID-19 Symptoms

- ❑ When a student has displayed symptoms of COVID-19, the school nurse/assistant will provide a clinical assessment to determine if and when a student needs to be sent home.

Parents/Guardians are strongly encouraged to get a symptomatic student tested for COVID-19 ASAP.

- ❑ Students who are displaying symptoms will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus contacted the student's parent/guardian. Students displaying symptoms will be required to wear PPE while isolated.
- ❑ Other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected. The disinfection process typically takes less than one hour.
- ❑ District communication will be provided to the parents of students who come in close contact with a COVID-19 positive student or staff member (i.e., same class). HIPAA laws prevent Decatur ISD from disclosing any identifying information regarding the person who tested positive.
- ❑ District communication will go campus-wide to students and staff informing of a positive COVID-19 test for any student or staff member. HIPAA laws prevent Decatur ISD from disclosing any identifying medical information.
- ❑ Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- ❑ Students or staff who come into close contact (directly exposed such as coughed on sneezed on without wearing a mask or face covering or being within 6 feet of a person with the virus for at least 15 minutes without wearing a mask or face covering) with a COVID-19 positive individual will be required to

self-quarantine for 14 days and may not return to campus during that time.

- ❑ Any student who is quarantined for COVID-19 immediately becomes an asynchronous learner.

In the case of an individual who has symptoms and could have Covid-19 and who is not evaluated by a medical professional or tested for Covid-19 such an individual is assumed to have Covid-19 and the individual may not return until the individual has completed the same steps listed above.

Student or Staff with Positive COVID-19 Case in Household

- ❑ When a student or staff member has a member of their household who has tested positive for COVID-19 or is a presumptive positive for COVID-19, that person will need to be quarantined for 14 days.
- ❑ Students under this quarantine will become asynchronous learners.
- ❑ Staff members who are quarantined under this provision may choose to use their accrued leave or Emergency Paid Sick Leave (EPSL).

Protocols for Student and Staff Attendance/Absences

General

Students will be expected to maintain the 90% attendance requirement for credit, and parents/guardians are expected to be partners with the school district in making sure students are in daily attendance (Policy FEC and FED). Students have two ways

of being counted in attendance: on-campus learning and asynchronous learning.

Students with Prolonged Absences for COVID-19

- ❑ Students who are either quarantining for close contact or are at home with an asymptomatic COVID-19 will be expected to be in attendance daily as asynchronous learners.
- ❑ If a student develops illness for COVID-19, that student will be given extra time for making up assignments. Individualized plans for make-up work will be subject to principal approval.
- ❑ Students will not be denied credit under the 90% rule for symptomatic COVID-19 absences, provided the student makes up missing assignments.

Staff with Prolonged Absences due to COVID-19 (Please contact Human Resources with questions)

- ❑ Teachers and exempt instructional support staff who are quarantined by Decatur ISD for close contact with a COVID-19 student or staff member, or who are quarantined due to a positive COVID-19 test, will be given an opportunity to work remotely and will not have to use leave. Such staff will be paid their daily rate while quarantined, and the staff member will not have to use local leave days or accrued state leave days. Should a staff member develop symptoms and become unable to work remotely, that staff member would fall under the provisions of an employee who is ill from COVID-19.
- ❑ Staff members who are staying home to care for a COVID-19 positive member of their household, or to provide child care for a child in their household who is being quarantined, may choose

to use their accrued leave or Emergency Paid Sick Leave (EPSL).

- ❑ If any staff member tests positive for COVID-19 they are protected under the Families First Coronavirus Response Act (FFCRA), as well as the Family Medical Leave Act (FMLA) and the Emergency Paid Sick Leave Act (EPSL). This means that any employee who has worked for Decatur ISD for 30 days is eligible for 10 days (80 hours) full pay up to \$511 per day without having to use paid leave.

https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf

Protocols for Face Coverings

Every adult inside any Decatur ISD facility, while riding in a Decatur ISD vehicle, or outside any Decatur ISD facility where social distancing cannot be maintained 100% of the time, will be required to wear a CDC-Approved face covering at all times (except when eating or drinking). Every student in grades 4-12 will be held to this same standard. Students in PK-3 are not required to wear masks, but are welcome to do so intermittently and encouraged to wear a face covering while on the school bus.

Decatur ISD is prepared to provide face coverings to students and staff. However, it is strongly recommended that students and staff bring cloth face coverings from home when possible.

For both students and staff, face coverings are considered a part of the dress code.

Decatur ISD will follow any federal, state and local mandates regarding face coverings. As conditions change, the Decatur ISD face covering requirements are also subject to change.

Protocols for Re-Entry to Campus after Suspected or Confirmed Cases of COVID-19

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 three days (72 hours) have passed since recovery (resolution of fever without the use of fever reducing medications);
- ❑ the individual has no symptoms (e.g., cough, shortness of breath); and
- ❑ at least ten days have passed since symptoms first appeared.

In the case of an individual who has symptoms and could have Covid-19 and who is not evaluated by a medical professional or tested for Covid-19 such an individual is assumed to have Covid-19 and the individual may not return until the individual has completed the same steps listed above.

Protocols for Campus Visitors

General

Campuses will utilize virtual meeting options to limit campus visitors when possible. Individuals who proceed beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/Requirements

Individuals proceeding beyond the reception area will be subject to the following guidelines:

- All visitors to any school or school activity will be subject to screening by way of a symptom screening form.
- Visitors will be subject to having their temperature checked and will not be allowed to enter the building with a temperature of greater than 99.9F.
- Visitors will follow face covering requirements.
- Virtual meetings will be available and encouraged when possible.
- Lunch visits with students will not be permitted.
- Visitors and staff will maintain physical distancing for ARD and other meetings in smaller conference areas. If possible virtual meeting will be offered.

Protocols for Disinfecting and Hand Sanitizing

General

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff.

Hand Washing/Sanitizing Expectations

- ❑ Alcohol-based hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- ❑ Staff will be expected to regularly wash or sanitize their hands.
- ❑ Requirements for hand washing and/or use of DISD-provided hand sanitizer:
 - ❑ Provide hand sanitizer upon entry to classroom and periodic teacher reminders during instructional day
 - ❑ Thorough hand-washing after recess, before eating, following restroom breaks

Disinfecting Expectations

- ❑ Staff will have access to disinfectant wipes to sanitize high-touch and working surfaces and shared objects regularly.
- ❑ Staff will limit the use of shared supplies when possible.

Protocols for Campus Cleaning and Disinfecting

General

Frequent cleaning and disinfecting will promote a healthy learning and work environment for students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- The cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Daily Bus Cleaning

- Students will use hand sanitizer upon boarding the bus.
- When possible school busses will open windows to allow outside air to circulate throughout the bus.
- Busses will be thoroughly cleaned after each bus trip focussing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles.

Additional Cleaning Measure for Covid-19 Positive Cases on Campus

- If a classroom or facility is closed due to COVID-19 spread, quaternary disinfectant, which is recommended for use on the virus that causes COVID-19, will be used to clean and disinfect.

- ❑ Custodial staff will clean and disinfect classrooms, restrooms, the athletic indoor turf field, weight room and all additional areas in the entire building.

Work and Learning Environments

Classroom Configurations and Procedures

- ❑ Desks or tables will be socially distanced as much as instructionally possible.
- ❑ Students will have assigned seating.
- ❑ Group or pair work can be implemented while maintaining physical distancing.
- ❑ When possible, technology can be utilized when the use of manipulatives is needed. Teachers will consider assigning cohorts of students specific manipulatives in order to reduce the possibility of exposure.
- ❑ The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12 feet of social distance from other classroom groups.
- ❑ Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus. Additionally, supplemental services will be grouped by grade level when possible.
- ❑ The recommended procedures will be applied to all classroom settings, including special education services locations when possible and appropriate.

Common Areas

- ❑ Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, campus libraries, conference rooms and other meeting rooms.
- ❑ Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between use. When needed, students will bring personal supplies from the classroom. All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- ❑ The use of virtual meetings will be considered when possible.
- ❑ In-person meetings will maintain social distancing. Facial coverings will be required during substantial and moderate transmission levels when social distancing is not feasible.

Restrooms

- ❑ Proper handwashing technique will be taught to all students and consistently reinforced.
- ❑ The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
- ❑ After a restroom break, students will be required to use hand sanitizer before reentering the classroom.

Transitions

- ❑ Where possible, one-way traffic throughout campus corridors will be established.
- ❑ Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.

- ❑ When possible, it is recommended that students make transitions outside of the building.
- ❑ For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.

Arrival

- ❑ Early bird arrivals are strongly discouraged. Any students dropped off before the building is officially open will not be allowed inside the building. Any exceptions would need to be specifically arranged with campus administration.
- ❑ All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- ❑ Students will go straight to the classroom upon arrival and will not wait in a centralized holding area.
- ❑ Parents will not be allowed to walk students to classrooms.
- ❑ There will be bus procedures, based on campus specific needs.

Dismissal

- ❑ Sibling connections will be done outside the building.
- ❑ Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.
- ❑ Separate spaces will be utilized for car riders, bus riders, walkers and daycares.
- ❑ There will be bus procedures, based on campus specific needs.

Breakfast

- ❑ Students will eat breakfast socially distanced in the cafeteria assigned by grade at elementary and middle school. Teachers will monitor in the cafeteria and hallways to ensure social distancing.

Lunch

- ❑ Students will eat lunch socially distanced in the cafeteria with assigned seating by class/grade at elementary, middle and high school.
- ❑ Decatur ISD intends to allow lunch to be eaten in the cafeteria with social distancing measures in place. However, changing conditions and safety recommendations may lead to a change in lunch procedures as the year progresses.
- ❑ Lunch times will be staggered by class with sanitation blocks between class periods.

Recess

- ❑ Students in grades PK-5 will have daily access to recess.
- ❑ Campuses will consider limiting the number of students per recess group. Staggered schedules can be utilized when needed.
- ❑ All students and staff will be required to use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.
- ❑ Brain breaks will be implemented as needed, at the discretion of the campus/teacher.

Specials

- ❑ Decatur ISD anticipates being able to operate PE and specials on a regular schedule.
- ❑ PE classes will be conducted outdoors whenever possible. Appropriate social distancing measures will be followed.
- ❑ Music and PE equipment will be sanitized and wiped down after each use.
- ❑ Having specials in the classroom or outdoors will occur when instructionally possible.
- ❑ Possibility of some high school courses requiring time on campus (i.e., CTE courses with certification exams)

On and Off-Campus Student Activities

- ❑ Students may only participate in extracurricular activities if they are enrolled as an on-campus student. Students may be removed from some electives (i.e., athletics) while an at-home learner.
- ❑ Off-campus field trips will be scheduled as appropriate to meet curricular needs while maintaining proper social distancing requirements. Any off-campus trips will be extremely limited.
- ❑ Virtual field trips will be considered as often as possible.
- ❑ PTA event and fundraising information is pending.
- ❑ After school club information is pending.
- ❑ All meetings and activities will be held virtually when possible, and in-person activities will include social distancing and preventive hygiene.

Campus Events

- ❑ Decatur ISD does plan to participate in UIL events and activities, including athletics in grades 7-12. Many questions regarding crowds, access, and schedules are pending and subject to the UIL at the state and/or district level.
- ❑ No in-person assemblies will be held in the fall.
- ❑ Meet the teacher, open house, parent conferences, etc. will be held virtually.
- ❑ Parents will be allowed to attend class parties and performances virtually.

Asynchronous Learning Model

An option for those families with COVID-19 related concerns not wanting to engage in in-person instruction. Asynchronous learning will have the same course work and grading requirements as in-person learning.

- ❑ Students receiving in-person instruction who wish to move to asynchronous learning due to COVID-19 or other reasons may do so at any time.
- ❑ Students receiving asynchronous instruction may only move to in-person instruction at the conclusion of a six-weeks grading period (9/25/2020; 11/6/2020; 12/18/2020; 2/12/2021; 4/9/2021)

Role of Stakeholders with Virtual School Model

Student	Parent/Guardian
<p>Follow the designated schedule communicated by their teacher to attend class during asynchronous times and activities assigned</p> <p>Participate in learning during class time (using proper etiquette)</p> <p>Students should take responsibility for advocating for themselves</p> <p>Turn in school work at the direction of the assigned teacher</p> <p>Responsible for participation in the lesson</p>	<p>Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.</p> <p>Ensure your child is on track with assignments and coursework</p> <p>Provide your child with assistance on their day-to-day activities with the exception of designated independent work</p> <p>Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher</p> <p>Consider creating a designated learning space for your child at home to learn comfortably</p> <p>Maintain communication with your child’s teacher by phone, email messages, and/or online meetings to create a learning partnership</p> <p>Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don’t help too much. Becoming independent takes lots of practice.</p>

Expectations

In grades Pre-K through 5th, our Asynchronous model for students requires a great deal of support from caring adults at home and within the online classroom environment. Activities are designed to ensure that students continue learning at the pace of the current DISD scope and sequence as well as develop a love of learning and gain the reading, writing, and mathematics skills essential to their future success.

DISD will structure the students' learning schedule to require students to participate in asynchronous learning with the same rigor and high expectations as a student learning on campus. It will be vital for teachers and parents to openly communicate the schedules for the students.

ARD/IEP committees will determine the unique needs of students who are IEP-entitled in making support and service recommendations for students attending school asynchronously. The nature of special education interventions could likely require a heavier concentration of synchronous supports and services to ensure individual student needs are met.

DISD expectations for **asynchronous learning**:

- Same grading system as for in-person instruction.
- Complete asynchronous activities assigned each day
- Students show proof of participation in daily virtual learning by satisfactorily completing assignments to demonstrate evidence of student learning ie. video, picture or activities submitted as lessons and/or completing assignments.

- ❑ Communicate with the teacher when needing additional assistance, tutoring, etc.

Instructional Delivery-Elementary

The goal for the asynchronous learning model is to allow for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom learning. DISD is aware of and understands the difficulties faced by students and families and assures families that educational decisions are built to support all populations of students. Parents must also commit to a sense of cooperation in supporting the school's decision making role.

Pre-K-1 Expectations

Instruction for Pre-K through 1st grade appropriately focuses on student progress on standards and continuation of learning based on the Texas Essential Knowledge and Skills (TEKS). Students may receive instruction in the following ways (include, but not limited to):

- ❑ Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- ❑ Hands-on activities which may need an extra pair of "at home" hands
- ❑ Choice boards and playlists
- ❑ Seesaw tasks and turning in of assignments
- ❑ Video lessons

Grades 2-5 Expectations

Instruction for grades 2-5 appropriately focuses on student progress on standards and the continuation of learning. Students may receive instruction in the following ways (include, but not limited to):

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Hands-on activities which may need an extra pair of at “home” hands
- Choice boards and playlists
- Portfolio Seesaw tasks and turning in of assignments
- Assessments
- Video lessons
- Project based learning/assignments
- Group/partner projects
- Google classroom assignments

Schedule

While in our asynchronous learning model, time management is critical to success. There will be times during the day in which a student will be expected to be logged in, just like an on-campus experience. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student is struggling with time management, then you should contact their teacher to develop a home/school plan to better meet your student’s needs.

In keeping with our identity as an outstanding school district, teachers will structure the instructional day to follow the DISD Elementary Daily Instructional Minute Schedule. Within each content instructional block, teachers will plan for students **to participate in asynchronous learning depending on the identified learning model.**

Teachers will structure small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

Intervention and Enrichment

Intervention and Enrichment time will be scheduled daily for students to best meet their academic needs. During this time, students may engage in assigned group activities, project learning activities, small group instruction and digital platforms. Teachers will communicate with students their plan for the designated time.

Below is a SAMPLE SCHEDULE reflecting the DISD K-5 Instructional Minute Schedule.

Sample Instructional Minute Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
HMH Language Arts & Integrated Social Studies 8:00-10:30					
8:00-8:30	Reading and Integrated Social Studies whole group lesson	Reading Guided Reading Groups 2 groups- 15 min per group	Reading and Integrated Social Studies whole group lesson	Reading Guided Reading Groups 2 groups- 15 min per group	Reading Intervention
8:30-9:50	Reading & Social Studies Independent Practice	Reading & Social Studies Independent Practice			
9:50-10:00 Brain Break					
10:00-10:15	Writing Whole Group Lesson	Writing small group lesson	Writing Whole Group Lesson	Writing small group lesson	Writing Whole Group Lesson
10:15-10:30	Writing Independent Practice	Writing Independent Practice	Writing Independent Practice	Writing Independent Practice	Writing Independent Practice
10:30-11:15 Specials/ Teacher Planning					
11:15-11:45 Lunch					
Math 11:45-1:15					
11:45-12:15	Math Whole Group Lesson	Math Small Group Lesson	Math Whole Group Lesson	Math Small Group Lesson	Math Whole Group Lesson
12:15- 12:45	Math Independent Practice	Math Independent Practice	Math Independent Practice	Math Independent Practice	Math Independent Practice
12:45-1:15	Math Intervention	Math Intervention	Math Intervention	Math Intervention	Math Intervention
1:15-1:30 Brain Break					
Science 1:30-2:15					
1:30-1:45	Science Lesson	Science Lesson	Science Lesson	Science Lesson	Science Lesson
1:45-2:15	Science Independent Practice	Science Independent Practice	Science Independent Practice	Science Independent Practice	Science Independent Practice
2:15-2:45	Recap the day	Recap the day	Recap the day	Recap the day	Recap the day
2:45-3:30	Office Hours				

Blue= Synchronous Learning with the Teacher

Pink = Asynchronous Learning with Parent

Instructional Delivery-Secondary

Our asynchronous learning model allows for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom learning. DISD is aware of and acknowledges the challenges faced by students and families and ensures that educational decisions are built to support all populations of students. Parents/guardians must also commit to a sense of cooperation in supporting the school's decision-making role.

Instruction appropriately focuses on student progress on standards and the continuation of learning. During the period of school closure and virtual instruction, students may receive instruction in the following ways (including, but not limited to):

- Authentic student work/assignments with timely and relevant feedback for continued progress in learning of the standard
- Hands-on activities which may need an extra pair of at "home" hands
- Choice boards and playlists
- Instructional activities within Canvas
- Portfolio tasks and turning in of assignments
- Assessments
- Video lessons
- Project based learning/assignments
- Group/partner projects

Grading

Grading for all our asynchronous courses will follow the same grading policy as the courses in the face-to-face model. Asynchronous courses that earn high school credit will count in GPA calculation and class rank. Most formative assignments will mirror one another in the on-campus and asynchronous models. Tests and quizzes will cover the same material in the same format to the maximum extent possible.

Schedule

While in our asynchronous learning model, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student is struggling with time management, then he or she should contact his or her teacher for additional assistance.

In keeping with our identity as an outstanding school district, teachers will structure the instructional day to follow their campus bell schedule.

Within each course, teachers will plan for students to participate in asynchronous learning depending on the identified learning model.

All Career and Technical Education (CTE) classes will require 45 minutes of daily instruction when taken in an at-home learning

model. These courses will be taught by the on-campus teachers, and students will need to log in to

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project learning activities, small group instruction, and digital platforms. Teachers will communicate with students their plan for the designated time. For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.