

Elysian Fields Independent School District



Return to In-Person Instruction and Continuity of Services Plan

2021-2024

Revised 3/21/2023

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, or have any questions about this document, please contact Tracey Smith at 903-633-1500. Translation services are available.

EFISD received the ESSER III NOGA on 09-13-2021 in accordance with requirements the “Safe Return to In-Person Instruction and Continuity of Services Plan” was posted within 30 days. A 6-month review was completed through meaningful consultation with required stakeholders on 03-1-2022. The next required 6-month review is scheduled for September 2023.

Review & Update	Projected Dates:
Review & Update	March 21, 2022
Review & Update	September 2022
Review & Update	March 2023
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Review & Update	

District Priorities and Purpose

Elysian Fields ISD’s RIPICS Plan (Return to In-Person Instruction and Continuity of Services Plan) has been created to meet the requirements for the ESSER III grant. The plan is designed to be flexible as governing authorities and/or health officials update us on present situations of the environmental conditions affecting our protocols for safety.

Meaningful Consultation

Stakeholder Input will be obtained every six months and used to update the RIPICS and Use of Funds plans for ARP ESSER III, through the end of the grant project period.

Stakeholders include:

- Students, families, school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff;
- to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations);
- stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

Topics of concern to be addressed are: our special populations, mental health services, lost instructional time, improving air quality, purchasing educational technology, and repairing/improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards.

Stakeholder input will be obtained in a variety of ways, such as:

- School district website at <https://www.efisd.org>
- School board meetings
- Focus group meetings
- Email, telephone, and in-person
- Surveys
- District SBDM Meetings

EFISD has and will continue to engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds to be utilized for safely opening and operating for in-person learning according to the CDC guidance. The funds will address the academic impact of lost instructional time through implementation of evidence-based interventions, such as summer learning at all grade levels.

EFISD ensures that the interventions to be implemented will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

1. Follow the Center for Disease and Control and the Texas Education Agency guidelines to keep our students and staff safe.
2. Assess academic gaps and provide accelerated closing-the-gap growth opportunities.
3. Evaluate the social and emotional needs of our students and staff.
4. Keep schools open all year without experiencing school closure.

All plans are subject to change based on regulations by the Texas Education Agency and the Office of the Governor of Texas. Parents will be notified if changes are necessary.

Section I: Introduction

The American Rescue Plan (ARP), signed into federal law in March 2021, included Elementary and Secondary School Emergency Relief (ESSER) funds for school districts. ESSER III funds are intended to be used to respond to the pandemic and to address student learning loss as a result of COVID 19. For the 2023-2024 school year, EFISD will continue to provide full in-person instruction, after school activities, and extracurricular programs. Our top priorities will be the safety and academics of all students.

Elysian Fields ISD will maintain the health, safety, and wellbeing of students, educators, and all other campus and LEA staff. EFISD is committed to remaining flexible in order to identify and accommodate for the needs of our stakeholders through an on-going review of the district plans, as determined by the status of COVID in our school and within the community at large. As a result, appropriate plan revisions may occur during the three year funding period.

Section II: General Guidelines for Maintaining Health and Safety

Elysian Fields ISD schools will continue practices, protocols, and safety guidelines recommended by the CDC, the Texas Education Agency, and local health officials. Although there are no strategies to completely eliminate transmission risk of COVID-19 at schools, we are committed to keeping transmission as low as possible in order to safely continue school. The goal is to collaboratively ensure that all students, employees, and visitors in district facilities remain safe and secure to the greatest extent possible.

Prevention & Mitigation Strategies: Consistent with Centers for Disease Control and Prevention (CD):

Screening Protocols

- Parents must ensure they will not send a child to school on campus (or on a bus) if the child has COVID-19 symptoms or is lab confirmed with COVID-19.
- Teachers will monitor students and refer them to the nurse if symptoms are present.
- For students displaying symptoms of COVID-19 or are feverish, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

Staff and students should not enter campuses or district buildings if any of the following apply:

- Symptoms to watch for: fever (100°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell.
- Has a confirmed case of COVID-19.
- For students displaying symptoms of COVID-19 or are feverish, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home.
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- A doctor's note or proof of a positive home test must be submitted to the campus nurse.

Protocols for Face Coverings

Students and staff have the option to wear a mask or face shield.

Face Coverings - Masks and face coverings are optional for students, staff, and visitors in district facilities, school buses, and school events. We would encourage students and staff to take whatever precautions they feel comfortable with considering Covid.

Protocols for Disinfecting and Hand Sanitizing

- Schools will have hand sanitizer in classrooms, in the cafeteria, and in common areas throughout the campus.
- Students & staff will utilize hand washing areas & sanitizer during the day.
- Students will be reminded to wash hands on a regular basis.

- Staff will have access to disinfectant wipes to sanitize high touch surfaces and shared objects regularly.

Protocols for Campus Cleaning and Disinfecting

Frequent cleaning and disinfection will support a healthy learning and work environment for students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be cleaned and disinfected regularly.
- All high-touch areas will be disinfected throughout the day.
- Cafeterias will be disinfected between lunch periods.
- Staff and students will have access to disinfecting items to sanitize working surfaces, shared objects, and high-touch areas after use and during breaks in instruction.

Cleaning/Disinfecting Protocols for Positive COVID-19 Cases on Campus

Custodial staff will mist and disinfect classrooms, restrooms, athletics, fine arts areas and all additional areas throughout the school facility.

Improving Ventilation

Elysian Fields ISD plans to utilize the following measures to improve air quality:

- Opening of doors, when feasible.
- Opening of windows, when feasible.
- Frequent replacement of filters.
- Use of air purifiers.

Contact Tracing

Contact Tracing will be coordinated with the state, local, and territorial health departments.

Notification:

- Elysian Fields ISD will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in any on-campus activities.
- Close contacts will receive a letter from the campus administrator or campus nurse if exposed to someone positive for COVID-19.

Extracurricular - Student Activities

- Student participation in academic contests will follow the UIL guidelines for participation.
- All extracurricular practices and contests will be conducted following safety protocol provided by guidance from EFISD, UIL, and TEA.

A student will have the number of days they missed to complete missed assignments.

Section III: Continuity of Services

Elysian Fields ISD has taken and will continue to take actions to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs.

Teachers will continue to provide face-to-face instruction, learning resources, and support learning utilizing Google Classroom (1-12).

In the event At-Home Learning becomes necessary

Elysian Fields ISD At-Home Learning will allow students to engage in high quality learning experiences, utilize Elysian Fields ISD instructional resources, and connect meaningfully with their teachers and other students. All activities will be designed to meet the needs of the students in the online environment through differentiated experiences that are consistent with those of their grade level peers.

TEA requires that students who participate in At-Home Learning are actively engaged in their own learning for a minimum number of minutes daily:

Instructional Roles & Learning Tools

Preparation for Learning

Student(s)

- ☐ Be prepared for learning each day and have work and assignments completed and ready.
- ☐ Complete coursework by the deadline set by teachers.

Parent(s)

- ☐ Access Google Classroom information and instructions
- ☐ Daily prepare your child for learning by helping your child organizing materials/backpack
- ☐ Designate a routine and specific place in the home for academics

Teacher(s)

- ☐ Weekly plan concerning instructional goals and strategies for all students
- ☐ Utilize the district curriculum documents and follow the scope and sequence provided by TEKS Resource System.
- ☐ Upload instructional materials and resources into Google Classroom.

Learning and Teaching Expectations

Student(s)

- ☐ Attend classes according to the school schedule and give your best efforts in your school assignments.
- ☐ Be organized in your work and in getting projects completed.
- ☐ Ask questions and communicate with your teacher.
- ☐ Become familiar with the structure of Google Classroom and how your teacher organizes information.
- ☐ Turn in assignments on time.
- ☐ Attend intervention/tutorial sessions as assigned. This will be established by your teacher or school.

Parent(s)

- ☐ Access Ascender Parent Portal (grades 1-12) to view student grades.
- ☐ Obtain Google Classroom Access
- ☐ Check in with student(s) to monitor completion of homework and assignments.
- ☐ Discuss your child's favorite part of their day and what they learned in school.
- ☐ Maintain communication with your child's teacher by Remind, phone, email, face to face meetings, and or/online meetings to create a learning partnership.
- ☐ Monitor and ask for evidence that your child is on track with assignments and coursework.
- ☐ Teach your child responsibility to take ownership of his/her own learning.

Teacher(s)

- ☐ Teach students how to access learning materials through Google Classroom.
- ☐ Assess students assignments in a timely manner to give feedback and address next steps if tutorials or interventions are necessary
- ☐ Provide clear learning goals for students.
- ☐ Follow the expectations established across the district for Google Classroom.
- ☐ Check student assignments in a timely manner and give feedback in verbal or written form regularly to provide next steps or necessary academic intervention/extension.
- ☐ Post grades in a timely manner; at least weekly
- ☐ Classroom teachers provide instruction and interventions as data determines
- ☐ Intervention teachers provide intervention aligned to classroom needs, campus and district schedules
- ☐ Teachers must follow student IEP/504 accommodations
- ☐ Provide services for ESL and Gifted learners.
- ☐ Monitor student progress continuously (with documentation)

Mental Health, Social Emotional Learning

Student(s)

- ☐ Seek guidance from a trusted school employee or adult when feeling anxious or struggling with depression, anger, etc.

Parent(s)

- ☐ Be a good listener for your child, and learn what to listen for if and when your child cries out for help
- ☐ Reach to the school counselor if you need/want to visit about any concerns you have about your child

Teacher

- ☐ Provide a mental, social, and emotional safe place within the classroom
- ☐ Watch for warning signs for mental health struggles
- ☐ Report all concerns to campus counselor or administration
- ☐ Complete all required professional learning for mental health

Supports for Staff and Students

SEL Mental Health

Campus counselors will collaborate to implement a curriculum that will enhance their efforts to support the students and staff on each campus.

- Elysian Fields ISD will continue to utilize various programming, resources, and partnerships that benefit the mental, social, and emotional needs of the student.
- Explicitly teach critical social, emotional, and academic skills.

Lessons on bullying prevention, suicide prevention, child abuse prevention, teen dating/violence prevention, sexual harrassment, prevention

- ☐ Certified school counselors at each campus
- ☐ Communities in Schools at the Middle School
- ☐ Licenced Specialist in School Psychology for the district
- ☐ Multi Tiered System of Support for students in need
- ☐ Kindness initiatives
- ☐ Substance abuse awareness campaigns - Red Ribbon Week and Anti-vaping lessons

Special Populations Support

Special Education

- ☐ ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students.
- ☐ Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

English Learners

- ☐ LPAC Committees will determine the unique needs of students who receive English Learner services and will make service recommendations for students.
 - ☐ Progress will be carefully monitored through TELPAS results, STAAR results, local assessments, and intervention progress monitoring.
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504

- ☐ 504 Committees will determine the unique needs of students who receive services and will make service recommendations for students.
 - ☐ Progress will be carefully monitored through STAAR results, local assessments, universal screeners, and intervention progress monitoring.
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Dyslexia and Related Services

- ☐ Students will receive support as outlined in the Texas Dyslexia Handbook.
 - ☐ Progress will be carefully monitored through STAAR results, local assessments, universal screeners, and intervention progress monitoring.
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Gifted & Talented

- ☐ EFISD will utilize the Texas State Plan for Gifted and Talented Students and other TEA resources as guiding documents to help plan, instruct, assess, and monitor Gifted and Talented students for a strong start during the COVID 19 pandemic.
 - ☐ Students will receive support as outlined in the EFISD Gifted & Talented Handbook.
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