FBISD Reimagined

INSPIRE • EQUIP • IMAGINE

Fall 2020

Back to School Plan

DISCLAIMER

Fort Bend Independent School District ("FBISD" or the "District") is subject to the rules and regulations contained in all Governing Documents. Governing Documents shall include federal and state law, Board policy (including the Student Code of Conduct), and this comprehensive plan, which is a dynamic document. In the event of any inconsistencies or conflict between the Governing Documents, the following order of precedence shall apply: Federal law, State law, Board policy (including the Student Code of Conduct), Comprehensive Plan.

The District reserves the right to modify provisions of this document at any time when it deems necessary. Further, although this document may refer to rights established through law or District policy, this plan does not create any additional rights for students and parents.

FBISD

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CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.
Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved…

…through effective teachers that inspire learning.
Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

…in a supportive climate and safe environment.
Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

…by empowered and effective leaders throughout the system.
Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

…in a well-functioning, high-performing community of learners.
Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

PROFILE OF A GRADUATE

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

DISTRICT GOALS

District Goal 1
Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

District Goal 2
Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

District Goal 3
Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

District Goal 4
Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

District Goal 5
Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

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EXECUTIVE SUMMARY

BACKGROUND
As Fort Bend ISD reimagines student instruction amid the COVID-19 pandemic, the Design Team and executive leaders utilized four key considerations to develop viable learning frameworks:

- Learning Equity – capacity to provide equity and access to instruction and supports for all students
- Health and Safety – capacity to minimize health safety concerns for students, staff, and families
- Childcare Impact – analysis of the time families and staff might need to provide childcare
- Logistical Complexity – capacity of operational systems to support the defined model

Staff also considered the lessons learned from the Spring: addressing required courses and minutes, the organizational structure within Schoology, consistency in use of online tools, increased access to live instruction, and grading and improved progress monitoring.

This plan takes into consideration research and feedback; feedback cycles and input from a variety of stakeholders, including students, parents and teachers; consultation with other regional and Texas public school districts; national research provided by EAB; the Texas Education Agency; public health guidelines; and consultation with local infections disease control experts.

RECOMMENDATIONS: FALL 2020 BACK TO SCHOOL PLAN

The *Fall 2020 Back to School Plan* details Fort Bend ISD's efforts to reimagine student instruction and demonstrates a new era for Texas public schools, prioritizing student instruction and the health and safety of all students and staff.

This comprehensive document includes information about the launch of the 2020-21 school year with virtual learning for most students, followed by a staggered, phased transition to Face-to-Face instruction, which will occur in alignment with the COVID-19 Management Plan. To ensure uninterrupted learning for students and guide District decision making and department response actions during COVID-19, the COVID-19 Management Plan clearly defines what actions are necessary as FBISD pivots between one risk level to another.

The 2020 Fall Back to School Plan is presented in five sections aligned with the FBISD Pathways to Success: five critical components that guide the transition from a traditional school model to one that propels our mission through strategic structures and systems that support staff and students in engaging in the reimagined learning environment.

Instruction Expectations – As Fort Bend ISD begins the transition to face-to-face instruction, students will be provided with the option of attending school in a face-to-face environment, with health and safety measures in place to protect against the spread of illness, as well as another option to participate in a 100% online experience for those families who choose not to attend school. The online option will include synchronous and asynchronous learning opportunities. Since the beginning of COVID-19, equity and ensuring all students receive a high-quality learning experience has been FBISD's top priority, and systems are in place to ensure both models offer students the quality instruction that is expected in Fort Bend ISD.

Health & Safety Protocols - Included in this plan are the details outlining the importance of protocols around cleaning, disinfecting, education on health and safety and proactive precautionary measures. These precautionary measures include transportation and child nutrition protocols, as well as facility use recommendations, which include social distancing. There will also be wellness monitors at campuses and COVID response teams to assist in contact tracing and other supportive efforts designed to protect all staff and students.

Social Emotional Supports – Recognizing that the pandemic and the uncertainty of how school will operate has caused stress and frustration for not only students, but for staff as well, the plan outlines social and emotional supports. We stand ready to provide our staff members and students with the tools and resources needed to manage the varied social and emotional needs of staff and students. These efforts are a continuation of the focus of growing students with the Profile of a Graduate regardless of the delivery of learning.

Operational Systems – As the District works to ensure all health and safety protocols are implemented with fidelity, additional efforts have been put in place to support Transportation, Extended Learning and Child Nutrition services. These efforts include amending the timeframes needed to execute operations systems with their primary functions, as well as ensuring safety measures and materials for staff. Consideration for employee childcare is also outlined in this plan.

School Calendar and Personnel – As the Design Team reviewed the recommendations from the Texas Education Agency regarding recommended changes to the school calendar, the District engaged stakeholders for feedback and for considerations. Calendar modifications adopted by the Board of Trustees include a slight delay in the start of student instruction to allow for more teacher preparation and professional development, prior to the first day of school. In addition, plans were developed with safety in mind for staff to return to work and to have processes in place to deal with any potential impacts of the pandemic on their work availability. A phased transition to Face –to-Face learning will occur over a two-week period to allow students and staff time to practice transitions while applying the health and safety protocols that are outlined in this plan.

PHILOSOPHY

Fort Bend ISD has a strong Board-adopted strategic framework that serves as the foundation for all decision making. In accordance with the Core Beliefs and Commitments, the District will provide an educational system that enables all students to reach their full potential. The comprehensive Back to School plan supports all stakeholders in implementing the instructional framework to achieve the District's Mission and Vision, while making allowances for the opening of schools in a non-traditional manner in the midst of a Global Pandemic. Fort Bend ISD has designed a responsive plan dedicated to reimagining the learning environment for students, school staff, and our community while keeping health and safety as the top priority. This plan considers all guidelines from the Centers for Disease Control and Prevention (CDC), Local, State and Federal agencies to ensure proper implementation of the systems and structures throughout the district.

In Fort Bend ISD, we fully embrace the diversity of our school community. We know that our students want to learn and succeed and that their parents want them to do the same. We affirm our commitment to ensure the success of every student in our District. We also recognize and fully embrace that our schools provide more than just learning experiences. They serve as beacons of stability, safety and hope for the children in the Fort Bend communities that we serve, and students and parents count on us to continue to operate with intentionality and structures they can trust and rely on. Since COVID-19 was identified, all FBISD staff and communities united to help meet the needs of our students.

KEY DRIVERS

The following are the Key Drivers that led to the development of this plan:

- All students will have equitable access to learning and supports,
- Student and staff health and well-being will be priority, including, safety protocols, social distancing and PPE,
- Social-Emotional Learning (SEL) will be addressed in all learning models,
- Some families will not feel safe sending students back to school; some staff will not feel safe returning to classroom,
- Students will have access to technology (Device and Internet),
- Fine arts, PE/athletics, and other co- and extra-curricular activities will be part of all learning models,
- Transition and flexibility within the model may occur in the event of future COVID19 outbreaks, and
- *Logistics such as transportation and staff availability will impact model implementation.*

As we establish what our reimagined learning environment looks like in Fort Bend ISD, we look beyond the basics of reading and math and transcend the traditional school model through the implementation of FBISD Pathways to Success. This plan outlines our commitment as a District to continue taking a proactive approach to move forward as a catalyst for change in order to achieve our Vision to prepare students for futures beyond which they can imagine.

STAKEHOLDER FEEDBACK

As part of its commitment to a collaborative community, FBISD values the integration of stakeholder feedback in decision making across the organization. A three-pronged approach to stakeholder feedback supported ongoing input from leaders, teachers, parents, and students across Fort Bend. The chart below illustrates the three venues for feedback along with topics that stakeholders explored.

Thoughtexchange™ A crowd source platform	**Surveys**	**Focus Groups**
Online Learning Technology Possible Calendar Modifications Support Structures for Parents Feedback Launch of School Learning Needs Face to Face Models	Online Learning Technology Proactive Safety Measures Return to School/Work Possible Calendar Modifications Parent/ Student Supports	Online Learning Improvements Possible Calendar Modifications Draft Calendars Feedback Launch of School Face to Face Models

These strategies support understanding areas of concern while serving as a catalyst for new ideas and validation of those perceived positives related to implementation. Data collected through the stakeholder engagement process assisted in the development and implementation of protocols and processes found within this comprehensive plan.

Critical stakeholder feedback that framed decision-making included:

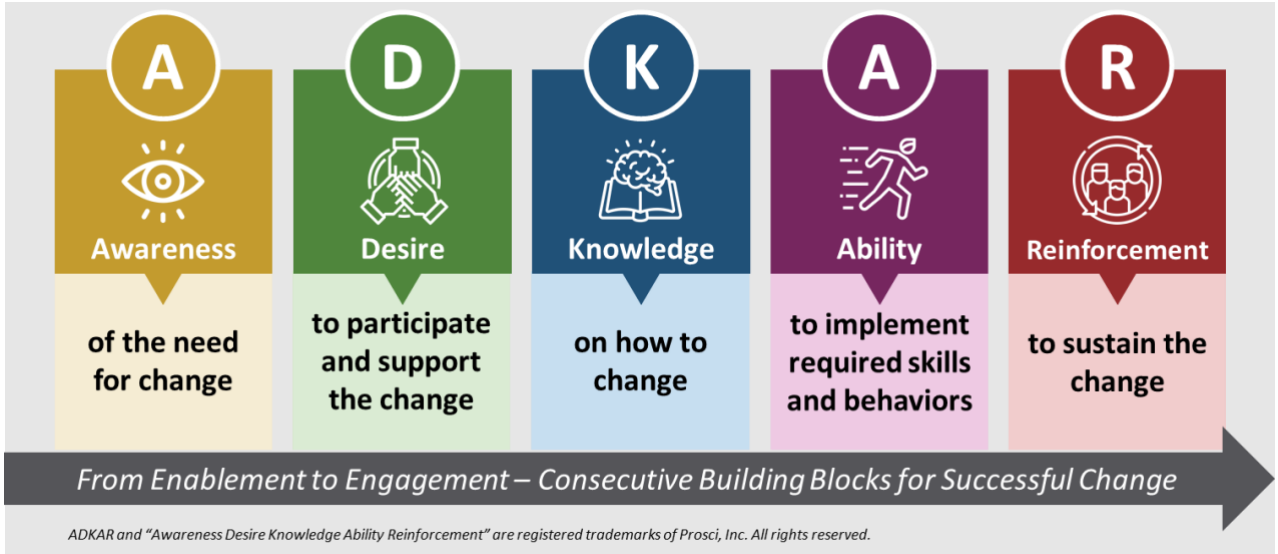
- Defining improvements for online learning,
- Possible childcare needs,
- Requests for parent choice in student learning models,
- Feedback on the launch of school, and
- Feedback on parent support needs to transition to face to face instruction.

PREFACE: Change & Project Management

Research shows that the greatest contributors to organizational and program success include active and visible executive sponsorship, engagement with and support from management at all levels, frequent communication, a structured change management approach and integration between change and project management. The components below outline the key aspects of the change management framework as it aligns with preparation activities related to the 2020-21 school year. Effective change and project management are critical to the successful implementation of the Fall 2020 Back to School Plan. This preface provides additional background on all change and project management efforts to date, as well as future considerations.

CHANGE MANAGEMENT FRAMEWORK

Change management involves the process, tools and techniques to manage the people side of change to achieve required business results. Any business change requires individuals to do their jobs differently to be successful, and it requires leaders to think differently about how they approach the people side of change. Successful change is grounded in facilitating change at the individual level. To make successful personal transitions, individuals must go through the following sequential stages – Awareness, Desire, Knowledge, Ability and Reinforcement. As a result, all communications and engagement efforts are focused on building individual capacity in each of these areas.



CHANGE MANAGEMENT SUPPORTS

Throughout the development of this plan, leaders in Fort Bend ISD were introduced to the ADKAR change management framework to build their capacity for leading change with their teams. Leaders were also introduced to the five key roles they play as a change leader: communicator, liaison, advocate, resistance manager, and coach. Leaders have had opportunities to apply initial change management learning to the situations they are experiencing in order to intentionally plan for leading change at their campuses and in their departments. Additional change management learning and application opportunities will continue throughout the 2020-21 school year and beyond as part of a broader effort to help FBISD develop greater overall change competency.

COMMUNICATIONS/ENGAGEMENT PLAN

Leaders experience change as individuals first and as leaders second. As a result, they must be prepared for change themselves before they can effectively lead their teams. A robust communications and engagement plan are in place to ensure district and campus leaders are equipped to lead the multitude of changes associated with the 2020-21 school year.

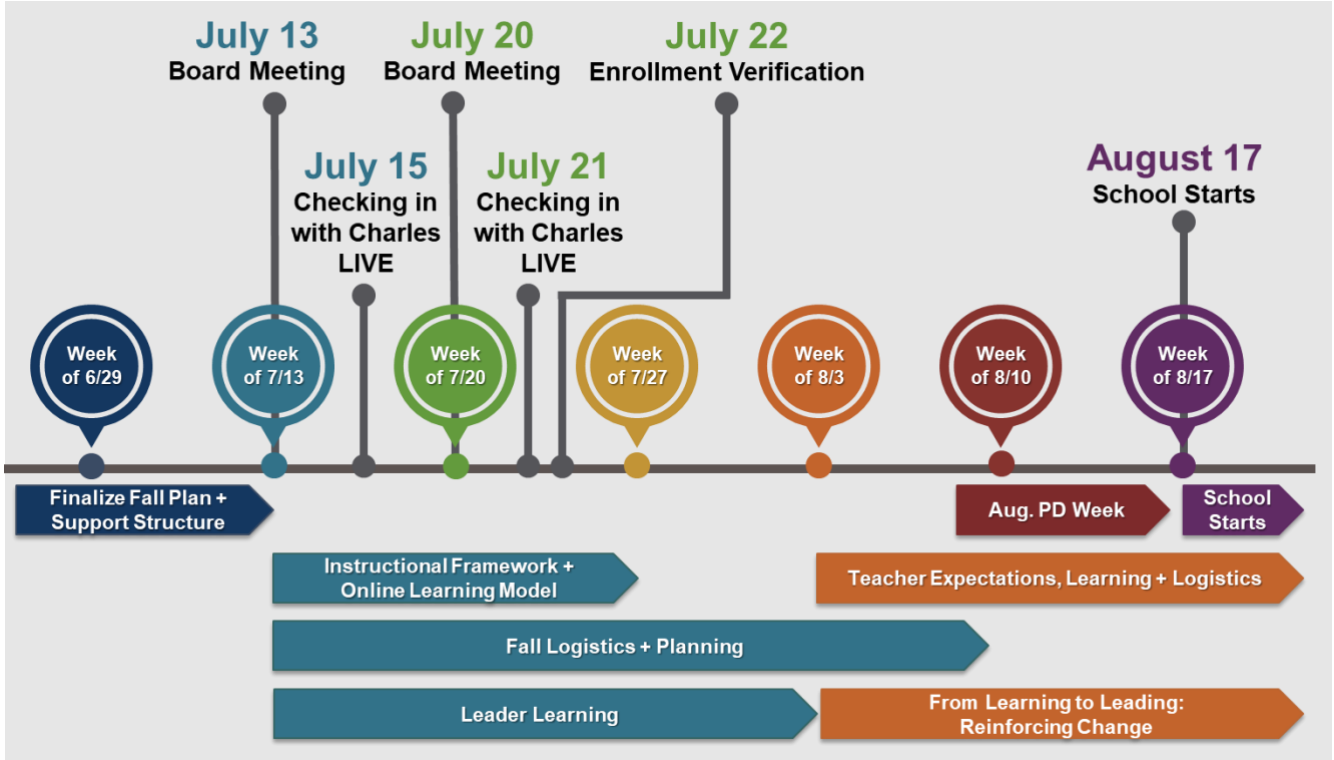
In alignment with the ADKAR change management framework, the overarching purpose of the communications and engagement plan is to build stakeholder awareness of all relevant aspects of the 2020-21 school year and foster stakeholder desire to engage in the activities required to make successful transitions. Frequent, consistent and targeted messaging is being provided to all stakeholder groups as each part of the plan is shared with the Board.

Awareness and desire-building messaging are designed to transition to knowledge and ability-building activities for leaders, teachers, and staff throughout the year. Knowledge and ability-building activities for students and families will occur through various channels, such as videos, live broadcasts, email and website updates. Major components of the communications and engagement plan are shown below.

Key Topics	Channels	Stakeholders	Levers
• Instructional Expectations • Safety Protocols • Social Emotional Supports • Operational Systems • School Calendar and Personnel	• Town Hall • Weekly Teacher Video • Prepared communications • Talking Points • Principal Newsletter • Website updates • Presentations • Checklists • Live Broadcast	• Leaders • Teachers • Staff • Community • Board	• **A**wareness • **D**esire • **K**nowledge • **A**bility • **R**einforcement

PROFESSIONAL LEARNING

Professional learning is vital to the success of any change effort. Leaders, teachers, and instructional support roles across Fort Bend ISD must have ongoing, job-embedded learning to support the fidelity of implementation of the instructional framework. The graphic below illustrates the timeline of professional learning for campus leaders and teachers from the announcement of the Fall return to school plan to the first day of instruction.



LEADER PROFESSIONAL LEARNING

Leader learning for the 2020-2021 school year includes regular updates on the return to school plan, the transition to face-to-face instruction, and the following components:

- Balanced, Unbiased Curriculum Delivery,
- Instructional Framework and Online Learning Model,
- Monitoring Protocols to support setting expectations, inspection, and feedback,
- Health and Safety Protocols and Wellness,
- Logistics, Planning, and Support Tools,
- Change Management Resources, and
- Overview of Teacher Professional Learning.

Leader learning will be delivered via a combination of face-to-face Town Hall meetings, asynchronous modules, and support venues, such as workshops, for development of master schedules along with scheduled open labs for clarification and questions. All leader learning will be aligned to the planned communication and change management timeline to build leader capacity to support messaging and implementation.

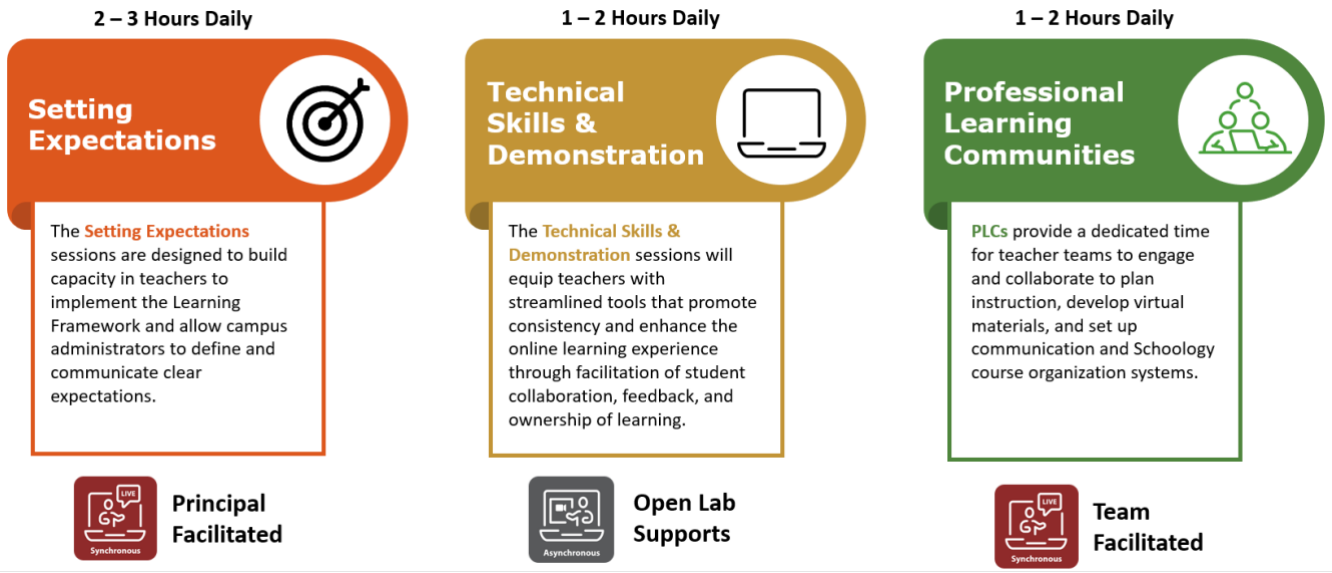
TEACHER PROFESSIONAL LEARNING

A robust teacher professional learning plan has been designed to ensure engagement and support throughout the 2020-2021 school year in alignment with the FBISD Learning Framework.

Teacher Learning Models				
Campus PD *Before School Starts*	**Required Teacher PD** *Evidence of Practice*	**Job-Embedded PD** *During the School Year*	**Transition to Dual Models Support** *During Transition Period*	**New Teacher Orientation** *Support for New Teachers hired after October 1*
Aug. 6 – 13	**14 hours June 29 – Dec. 4 *Suspended 9/18, Re-launch 21-22**	**Sept. – May**	**Sept. – Oct.**	**Nov - March**

Campus PD (Aug. 6 - 13): Daily Schedule

Recent guidelines from TEA detail the need for teachers to practice the delivery of instruction particularly for online instructional tools. The traditional campus PD week has been adjusted to structure a daily schedule that allows for setting expectations, engaging in learning, technical skill development and practice, and provides teachers the time to prepare for instruction through Professional Learning Communities. The visual below outlines the consistent structure of each day.



During the **Setting Expectations** daily segment, teachers will engage in learning content that ties to:

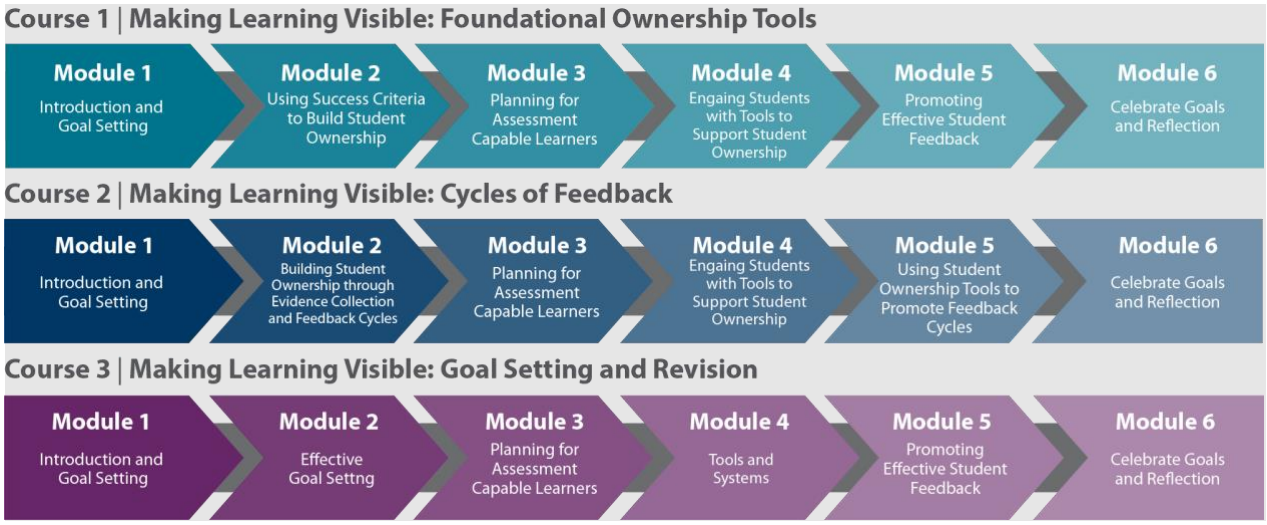
- Learning Framework
- Balanced, Unbiased Curriculum Delivery (EH Local)
- Health and Wellness
- Proactive Safety Measures
- Instructional Planning
- Technology Tools

Technical skill development, practice, and professional learning communities will encompass approximately four hours of each day so that teachers can have the time to build confidence with technology, collaborate, plan instruction, develop lesson materials, and set up Schoology Course structures. Checklists will support administrator review of teacher progress, ongoing feedback, and promote consistent organization and delivery of instruction.

Required Professional Learning (June – Dec.)

Each year, Fort Bend ISD teachers are required to complete 14 hours of required learning prior to the start of school. One finding within the Academic Program Audit suggests that teacher learning should be reconfigured from traditional, "sit and get" training to an evidence of practice model where credit is earned via completion of artifacts from classroom implementation. On June 29, FBISD launched a set of evidence of practice courses called Making Learning Visible. Content for these courses was selected to support FBISD's goal of developing student ownership of learning. Making Learning Visible courses are differentiated and allow teachers to enter at their level of understanding and then engage in learning across six modules. Teachers have until December 4 to complete all artifacts and receive credit. Content for these courses focuses on modeling online course structures, best practices in use of online tools, and engaging students in formative assessment in a virtual environment.

As of September 18, 2020, the Making Learning Visible required professional learning was suspended. Proposed timeline for re-launch is the 2021-22 School Year



Job-Embedded Learning (Sept. – May)
Job-embedded learning launches in September and will continue through May. Job-embedded learning consists of a series of learning experiences designed to build skills and capacity to deliver instruction that aligns with the elements of the FBISD Learning Framework. Job-embedded learning modules will be delivered through a combination of synchronous live learning experiences and asynchronous learning combined with support workshops to offer flexibility in learning modalities.
As of October 2020, job-embedded professional learning will launch November 2020, rather than September.

Parent Learning Plan
In order to offer quality support for parents, each campus offered live training sessions for parents from August 12-28. Each session was offered multiple times to accommodate parent work schedules.

Staff at the District level developed the presentations and speaker notes, along with job aides, and language translations to Spanish, and a couple of additional languages. Next, the team trained designated campus staff to conduct the live sessions.

Additionally, each of the sessions were developed as self-paced parent training and released in early September. The sessions were posted on the district website at: Parent Online Learning Support and linked to campus webpages for parents.

Both the live, campus-based sessions, and the self-paced training covered the topics/areas of focus in the chart below.

Instructional Expectations Training	Structuring for Success Training	Technology Tools Training Sessions
This training provided parents an overview of the instructional framework and expectations for: • Asynchronous learning (assigned work available through Schoology) • Synchronous learning (live online sessions with the teacher). In addition • Formative assessments, and • Grading.	This training was designed to support parents in setting up the home learning environments.	This training supported parent understanding and use of the following technology tools: • FBISD 1Link (single sign-on to technology applications) • Schoology (basic and intermediate Learning Management System training on how to navigate, access and view lessons, and post assignments, etc.) • Microsoft TEAMS (video conferencing tool for live sessions with teachers) • Skyward (student information system for tracking attendance, discipline, grades, etc.)

An additional training, being released the week of September 7, is focused on health and safety protocols, social emotional learning and mental health resources. Health and Safety training includes health training, social-emotional wellness, health screening, visits to campus, transportation, contact tracing, and communications.

Transition to Dual Models Support (Sept. – Oct)
As FBISD transitions to offering both online and face-to-face learning models, teachers will be supported through a series of learning experiences connected to the Learning Framework that provide the knowledge and skills needed to shift across learning models to support students in the online and/or face-to-face environment(s). Teachers will engage in learning to build capacity to effectively transition between the two learning models as it relates to technology logistics, delivery of quality asynchronous instruction, classroom preparation, supporting student transitions, and overall planning.

Face-to-face transitional learning is self-paced and can be completed asynchronously between Sept. 14-25. The approximate time to complete this learning is approximately 4 – 6 hours. Courses will include support for:

- **Technology System Transitions** - supports effective and efficient transition within Schoology, Skyward, and Microsoft TEAMS and includes supports for when systems are inactivated to convert master schedules
- **Developing Asynchronous Instruction** - engages teachers in planning for quality asynchronous instruction during the transition and across the school year
- **Preparing the Classroom Learning Environment -** reinforces training from the launch of the school year to build a classroom community while supporting student transitions and health and safety protocols
- **Getting to Know Your New Students -** facilitates the use of protocols to support teacher analysis of data to support student needs
- **Instructional Planning** - focuses on PLC planning to Supporting Learning Modalities & A/B Block

In addition, teachers will have the **option** to engage in "TECHing Over the Classroom," an eight-course learning series providing a "deep dive" into various digital tools that enhance the implementation of our District goals and Learning Framework. Topics include leveraging technology to support social and emotional learning, student ownership of learning, and foster collaborative learning environments.

Grading Period Transition(s) (Jan – May)
As FBISD launches the learning model change request process at the end of each grading period, the online and face to face numbers will determine the learning models needed and support for teachers.

Supporting Teacher Transitions

Learning Model Support – Teachers were provided multiple layers of support to ensure students experience equitable access to the curriculum and quality learning experiences. These supports included:

- Central Office Support Team deployed to campuses to make sure equipment and classrooms were ready for Distance Learning courses
- Dedicated campus-based Distance Learning Coordinator that provides technical support for hardware and connectivity
- Daily support open labs
- Observation and feedback from the Learning Model Support Team

New Teacher Orientation Nov - March

Traditionally, teachers who were hired after the summer New Teacher Orientation (NTO) attend the January 5th PD day to engage in a single day NTO event facilitated by the Teacher Development Department.

- Due to the shifts in instructional learning models and the need for ongoing hiring of teaching positions, a reimagined NTO structure was developed to provide new teachers with a timely and authentic district and campus induction experience. The revised NTO process will occur on a rolling timeline and include touchpoints with teachers through both asynchronous and synchronous learning experiences over the course of 6 weeks. New teacher contracts will have two additional days added to their contract to engage in onboarding, district and campus induction, and setting up their classroom environment. In addition, teachers will receive supplemental pay to support completion of planned induction activities that occur off contract.

The graphic below outlines the NTO timeline and topics.

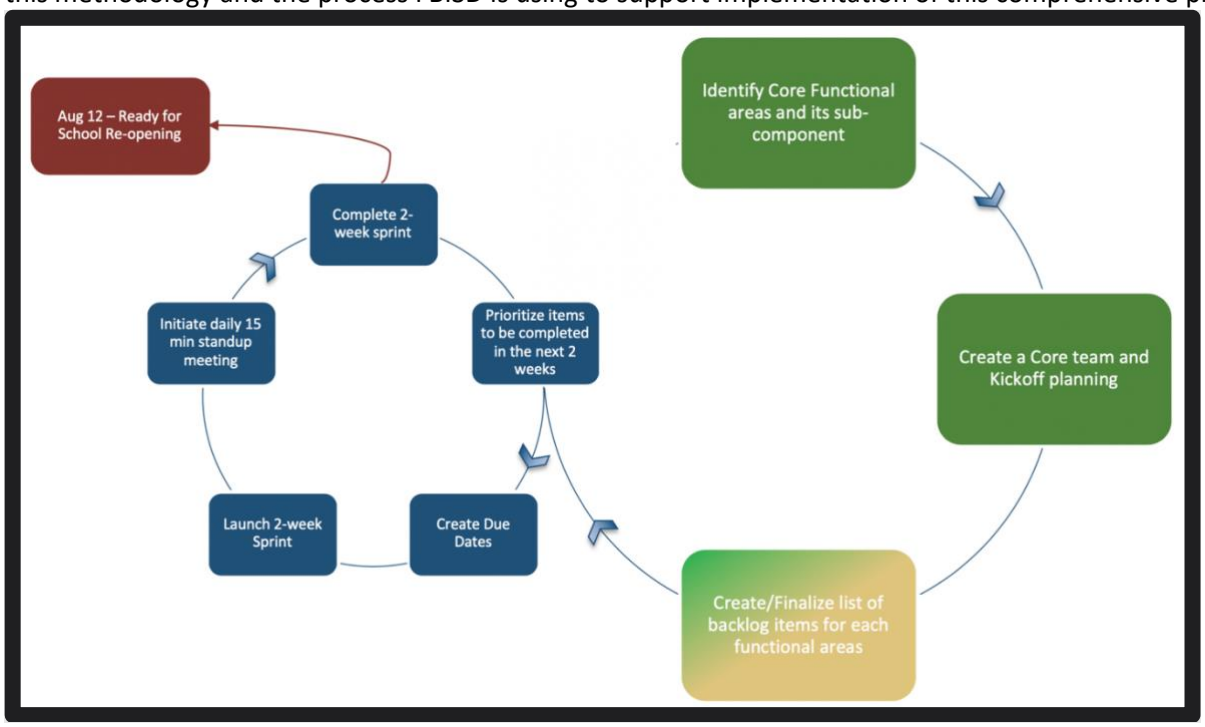
Part 1	Part 2	Part 3			
District Induction	***Campus Induction***	***TTESS***	***SEL- Trauma Informed Care***	***Learning Framework and Content***	***Special Populations***
Participants will engage in district onboarding, district goals, learning framework and models, Schoology, and the rolling NTO model structure.	Participants will engage in a campus tour, meet and greet key campus staff, connect with their mentor/buddy, and prepare their classroom.	Participants will learn the systems and structures that support the teacher evaluation process in Fort Bend ISD.	Participants will learn the signs and symptoms of trauma and loss along with strategies for building relationships.	Participants will learn the components of the instructional framework and what it looks like in the different learning models and their content areas.	Participants will learn about the diverse learner populations in our district and how to meet their unique needs.
These two days account for 2 preparation days for new teachers.		*This session is facilitated off-contract time due to .*	*New staff will earn a stipend for completing these required courses as part of their district and campus induction because sessions are offered off- contract.*		

Implementation of the new rolling NTO structure will require a strong collaboration between the SEL, Teaching and Learning, Special Education, and Organizational Transformation divisions. The concept of a "rolling" NTO that allows for a series of professional learning experiences over time and multiple starting points for cohorts of teachers that will allow for increased time to process, apply and reflect on learning with district and campus support. The following list provides key details of the support structure of new teachers:

- Cohorts are facilitated by district leaders/mentors with job-embedded support at the campus level by an assigned mentor or buddy teacher
- Each cohort engages in learning within a 6-week window with a course offered every other week
- New teachers will receive two additional days added to their contract to engage in onboarding, district and campus induction, and setting up their classroom environment
- The first cohort will launch the week of November 16, 2020

PROJECT MANAGEMENT PROCESS

To promote agility and efficient project delivery (failing faster and learning faster, instead of sticking to the plan with no means for recovery), the FBISD PMO is using the Agile Scrum methodology instead of the traditional waterfall project management framework. Scrum allows us to prioritize in two-week chunks (referred to as “sprints”), identify needed improvements based on TEA guidance, research, feedback and logistical needs, and quickly adapt as needed. Agile Scrum is an industry standard which allows us to manage identified project changes in rapidly changing situations. The graphic below models this methodology and the process FBISD is using to support implementation of this comprehensive plan.



Prioritization, Documentation and Communication

The Fall 2020 Back to School program is organized into three sprints. 21 functional areas (such as Transportation, Curriculum, Master Schedule, HR, IT, etc.) have been identified and functional leaders are prioritizing specific tasks in key areas such as school calendar, bell schedule etc., to work on during each sprint. Each sprint runs for two weeks with the program completing the day the school reopens.

Each day a mandatory, 15-minute "Stand Up" meeting is held with all functional leaders to review prioritized tasks and provide a brief update on the work taking place daily. During the daily Stand Up meeting, functional leaders can identify systematic impediments for immediate escalation to E-Team to ensure quick review and resolution. Apart from the daily Stand Up meetings, deep dive, cross-functional collaboration meetings have been held to ensure processes are created and implemented. Prior to the end of each sprint, sprint prioritization will be held to prioritize tasks/issues for the next sprint.

A variety of mechanisms are in place to facilitate effective project communication, including daily program management check ins with E-Team, cross-functional team meetings, weekly status meetings and meetings to prioritize tasks to be included in upcoming sprints. Atlassian JIRA Agile Software, the industry-preferred program management tool, is being used to track and prioritize program tasks by functional area and provide transparency to the overall process.

Strategic Budget Alignment

The development and implementation of the "Fall 2020 Back to School" program also included the alignment of the budget to support adjusting District priorities and to provide budgetary flexibility given the nature of the pandemic. Business and Finance has engaged in cross-departmental collaboration to identify and reallocate budget for the arising needs included in the plan. The process also focuses on identifying areas of opportunity where savings can be materialized and shifting these resources to address expenditures that were not originally budgeted. District staff is actively applying and pursuing reimbursement from federal, state, and local agencies to offset some of these non-budgeted expenses.

The Items Required to Support Return to the Work/School Plan (Previously Unbudgeted) table (See Appendix – Exhibit A) lists the line items requiring funding to ensure the continuity of instruction and the successful implementation of the District's strategic plan.

COVID-19 Management Plan

TheCOVID-19 Management Plan was developed to support district transitions throughout the global pandemic. The plan is comprised of three components to support decision making and pivot processes.

- Risk Levels (Green, Yellow, Red) align health and safety measures to support the best instructional modality,
- Indicators are data and metrics that define the point at which FBISD will pivot among learning models. Indicators include District, Campus, and External data metrics, and
- Response Actions define the activities that occur to support transitions to support each learning model. For e.g., when in Green - Face to Face with Online Option would be considered, while in Yellow, staggered spacing for Face to Face will be in place and when in Red, online for all would be the optimum option with provision for Face to Face for SPED.

FBISD Reimagined defines two learning modalities that will be supported throughout the 2020-21 school year. The implementation of these learning modalities may change due to shifts in Risk Levels throughout the year. The project management team collaborated with district and campus leaders to identify response actions which will support a smooth transition among learning models. The primary goal of COVID-19 Management Plan is to ensure uninterrupted learning for students and to guide district departments with transition activities that must occur in each risk level.

The chart below provides a high-level overview of response actions that will occur as FBISD transitions.

LEVEL 1 Face-to-Face	LEVEL 2 Face-to-Face & Online	LEVEL 3 Online & Face-to-Face
Face-to-Face with Online Option	Face-to-Face with staggered spacing for some. Online for others	Online for all. Face-to-Face with staggered spacing for SPED (ARD/504)
Full Participation & Practice	Online learning with some Face-to-Face participation & practice	Online learning only. No Face-to-Face participation or practice
Targeted Emotional Support for impacted campus/classroom	Online and F2F Social Emotional Learning (SEL) instruction	100% online SEL instruction, or case- dependent
Normal transport operation. 100% Face-to-Face meal service	Transport 20-40% | Face-to-Face and Grab & Go meal service	Transport some SPED Grab and Go and Learning Center meal service
Full implementation of before & after school programs	Limited before/after school traditional	Before and after school care for learning center students
Employees and Teachers reports to work location	Employees report to work location unless designated to work from home. Teachers work from campus	Some employees work Face-to-Face. Teachers work from home unless designated as vital
Student and Employee travel based on approval	Approval required for out of district travel for employees. Virtual student trips only	No out of district travel for employees. Virtual student trips only
District Events held as scheduled	Limited Before/After school activities and District Events	Before/After School activities subject to UIL guidance. District event virtual

A FBISD transitions among Risk Levels, specific responsibilities have been outlined to facilitate the pivot in District/Campus operations. See Appendix - Exhibit B

FBISD PATHWAY TO SUCCESS

SCHOOL REIMAGINED
The FBISD Pathways to Success are comprised of five critical components that guide the transition from a traditional school model to one that propels our mission through strategic structures and systems that support staff and students in engaging in the reimagined learning environment.

This section of the plan will focus on the purpose of each of the five pathways and how they work together to mobilize personnel and District resources to support all FBISD stakeholders in achieving the mission and vision of FBISD. This plan details the two learning models that FBISD will support for the 2020 – 21 school year including how the district will transition to face-to-face instruction, and the response actions triggered by the COVID-19 management plan to support pivots throughout the year.

To support stakeholder understanding and ensure clarity in communication related to the learning models, FBISD will utilize a common language related to learning models and defined pivots for the 2020-21 school year.

Learning Model Definitions

- **Online:** 100% online instruction (choice option, unless required closure due to COVID-19)
- **Face-to-Face:** 100% in-person instruction
  Modifications to the face-to-face learning model may occur due to either a COVID-19 outbreak or a High School capacity issue. These modifications are defined below.
    - **Online Pivot:** Signifies the instructional modality for students who selected the face-to-face option but must participate in online learning for a temporary, defined period due to COVID-19 (not a choice option; only used if COVID-19 necessitates a transition)
    - **Combination face-to-face/online instruction**: (High School only) Denotes a portion of a high school student's instruction is online, and a portion is face-to-face (only used if COVID-19 limits student capacity due to social distancing requirements)

INSTRUCTIONAL EXPECTATIONS

Fort Bend ISD teachers and staff will design and deliver instructional experiences to promote student ownership of their learning and behavior. As the District plans to launch the 2020-21 school year, it is critical to establish the learning expectations for all students in Fort Bend ISD. Whether the students are engaging in face-to-face instruction or instruction in an online environment, the principles for high-quality instruction remain the same. Because teachers utilize the District's written curriculum to plan instruction and assessments in all learning environments, curriculum revisions to support the implementation of online learning experiences are included in the 2020-21 revision cycle. As District and campus leaders support our students in an online learning environment, how students engage in learning, interact with peers, and display their understanding changes because of the consistent integration of digital tools.

The following expectations will be used to support a rich learning environment for all students. These expectations apply in all learning models. The Fort Bend ISD learning experience will include:

- The development of genuine **relationships** amongst students and with teachers through interactive, live learning experiences, purposeful collaboration, opportunities for purposeful talk as well as self/peer assessment and intentional social emotional learning.
- The delivery of instruction through the **Learning Management System** using research-based practices aligned to content specific instructional models.
- The use of authentic learning experiences, rich tasks, and analysis of student work to monitor **student progress** throughout the learning experience in order to provide tiered instruction.
- The implementation of continuous live instruction, small group supports, and differentiated learning opportunities to support **responsive instruction** in order to meet the needs of diverse learners.
- The utilization of rubrics, checklists, and online tools by students and their peers to promote reflection and to allow for teachers to provide immediate **feedback** to students within the Learning Management System.

To support the implementation of the District's expectations of a rich learning environment for all students, the Framework for Learning provides specific components that should be evidenced in instruction for students in a face-to-face or online learning model.

The Learning Framework components represent best practices of instruction regardless of learning model. These expectations should be used in the online, face-to-face, and combination face-to-face and online learning models. Utilization of these practices in various learning models allows for consistency to support instances of pivoting from one learning model to another.

Content

Criteria for Instructional Delivery Expectations

Content will be provided through learning experiences that are:

- Designed by teachers in alignment and collaboration with a PLC guided by the unit and concept planning protocols
- Aligned to the FBISD Curriculum, the Texas Essential Knowledge & Skills (TEKS) and instructional model for each content area and grade level using the FBISD Scope & Sequence
- Delivered through asynchronous and synchronous learning opportunities using the district identified Learning Management System, Schoology
- Created using a variety of research based instructional practices to promote differentiation and student ownership of learning and behavior
- Linguistically accommodated for English learners to ensure that content is accessible and comprehensible
- Designed to include individualized supports for students receiving special education services, including accommodations and modifications as indicated in the IEP.
- Supportive of Gifted Learners and include curriculum alternatives to meet the unique needs of the students
- Provided by a certified teacher in the appropriate grade level/content area

Implementation Online

- Scheduled TEAMS sessions to deliver synchronous learning experiences
- Asynchronous content is available through:
  - Videos recorded by the teacher for students to access content before/ after initial learning
  - Collaborative opportunities to process content and skills
  - Feedback opportunities

Social Emotional Supports

Criteria for Instructional Delivery Expectations

Support the social and emotional needs of students by providing for whole child health. Create opportunities for student voice, choice, and relationship building that provides for ownership in the classroom environment and in their own learning, thus their behavior.

- Create classroom norms in a culturally conscious and collaborative way by building respect agreements
- Purposefully build relationships with students via check-ins, getting to know you activities in relationship building circle styles of restorative practices
- Consider the trauma that students may have endured and be compassionate with each other and ourselves
- Use clear, socially responsible expectations to create a safe learning environment that fosters positive and productive digital citizens and mental wellbeing
- Develop students' dispositions around learning and behavior tied to the Profile of a Graduate Attributes

Implementation Online

- Create virtual classroom respect agreements during synchronous session using collaborative tools (considering how respect looks different in a virtual environments)
- Conduct virtual circles (check-in, content, etc.) using verbal cues in place of talking sticks
- Support students with managing projects and timelines in an online environment (pacing projects, calendaring smaller deadlines, checking in on progress) through flexible scheduling of live student conferences

Profile of a Graduate

Criteria for Instructional Delivery Expectations

The attributes of the Profile of a Graduate provide students with the ability to connect with their peers and empower them to learn, explore other perspectives, and collaboratively problem solve. Specifically, communication and collaboration will be emphasized through:

- Strategically planned questions that allow for student dialogue in both a synchronous and asynchronous setting
- Opportunities for written and verbal dialogue and discussions using protocols to support purposeful talk
- The use of online collaboration tools that allow students to create authentic work products or performances
- Provide learning experiences using the Profile of a Graduate curriculum

Implementation Online

- Provide learning experiences using the Profile of a Graduate curriculum online through synchronous and asynchronous methods
- Virtual feedback and purposeful talk protocols support students in demonstrating the Profile of a Graduate online using collaborative and communication tools

Progress Monitoring & Assessment

Criteria for Instructional Delivery Expectations

Assessment of student learning is a critical component to measure student progress, determine differentiated learning experiences for students, and plan supports. To progress monitor and assess, teachers will:

- Design assessments in alignment and collaboration with a PLC guided by the assessment blueprinting process
- Use authentic experiences and student work to measure student understanding
- Use different assessment modalities including a variety of products, processes and performances to measure student learning
- Include ongoing formative assessment with teacher and peer feedback
- Allow teachers to determine student progress and refine instruction
- Document student progress using anecdotal notes, placement along a progression, and/or grades
- Assignments and assessments are done through the Schoology platform

Implementation Online

- Virtually assess students formatively and summatively using a variety of modalities
- Monitor student engagement in the learning and track completion of activities using Schoology
- Monitor student progress by evaluating student demonstration of content and skills on virtual assessments
- Communicate progress to students and parents through Skyward

Feedback

Criteria for Instructional Delivery Expectations

Feedback supports students in identifying where they are in the learning process, defining where they need to go, and outlining a pathway for students to know how to get there/ Feedback will:

- Be provided using aligned success criteria, rubrics, checklists, and progressions with authentic student work
- Be provided through multiple modes:
  - Student – Self
  - Student– Peer
  - Student – Teacher
  - Teacher – Student
- Allow students to identify what they know and are able to do, what they need to work on, and help them identify tools needed to move them to the next step in the learning

Implementation Online

- Synchronous and asynchronous feedback cycles (opportunities for asynchronous feedback through digital features such as voice recordings on assignments)
- Provide feedback and responses to all types of assessments (including discussion posts, etc.)
- Plan targeted, synchronous small group instruction to respond to misconceptions

Goal Setting & Revision

Criteria for Instructional Delivery Expectations

Opportunities for goal setting and revision using the feedback received will be provided to students. These opportunities will:

- Support students in defining individual goals aligned to identified success criteria
- Allow for students to revise work to demonstrate new/additional understanding
- Include a method for a student to track their own progress through the learning

Implementation Online

- Resubmissions through Schoology are possible and, at times, encouraged
- Students track progress using collaborative tools (shared documents, forms) to share progress and feedback between student and teacher

PROGRESS MONITORING

Progress monitoring and assessment are critical components of the instructional framework because it helps support design of instruction to meet the needs of all learners. Assessment should empower and grow all learners by utilizing fluid feedback and reflective practice to determine where students are and where they are going in the teaching and learning process. It should promote student ownership of learning and allow for appropriate and timely feedback for teachers and students to goal set and revise as they progress toward proficiency in the District curriculum.

The unit design process and PLC practices will support teachers in determining the method used to gather student evidence of understanding related to the identified standards and ensure alignment to the Scope & Sequence within the Fort Bend ISD curriculum. In order to assess student progress, there should be a balance between assignments called products, performances, and processes.
The chart below provides definitions and examples of products, performances, and processes:

Products	**Performances**	**Processes**
An authentic, tangible creation that shows the student's current level of understanding	*A task that allows the student to demonstrate their understanding of standard(s)*	*The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill*
Written summaries Project-based learning Scientific Explanation using the CER framework	Reading behaviors Oral responses Debate	Think aloud about how to solve a math problem Student teaching a lesson The steps used in a science experiment

The products, performances, and process examples above would be utilized in a both face-to-face and online learning environments to measure student progress toward mastery. In an online environment, the students may use specific virtual tools to demonstrate their understanding. Examples of virtual tools that may be used by students is provided in the table below.

Products	**Performances**	**Processes**
An authentic, tangible creation that shows the student's current level of understanding	*A task that allows the student to demonstrate their understanding of standard(s)*	*The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill*
Schoology Assignment Schoology Discussion Schoology Media Album One Drive Assignment One Note Class Notebook Microsoft Form Flipgrid	Flipgrid Videoconference WeVideo (student created) Student Discussion (audio/video response)	Flipgrid Videoconference WeVideo (student created) Schoology Discussion (audio/video responses) Schoology Media Album displaying parts of the process One Drive Assignment

A lockdown browser is being purchased to support academic integrity of students when assessed in an online environment through the Learning Management System, Schoology. The shift in assessment practices supported through the Making Learning Visible Professional Learning courses guide teachers in the assessment blueprinting process. These assessments require students to move beyond rote memorization and submit answers which are easily accessed through online venues.

During the 2020–21 school year, Fort Bend ISD will use the following progress monitoring guidelines in the face-to-face and online learning environments in alignment with current EK policy. Staff will follow administrative procedures outlining the formative assessment cycle.

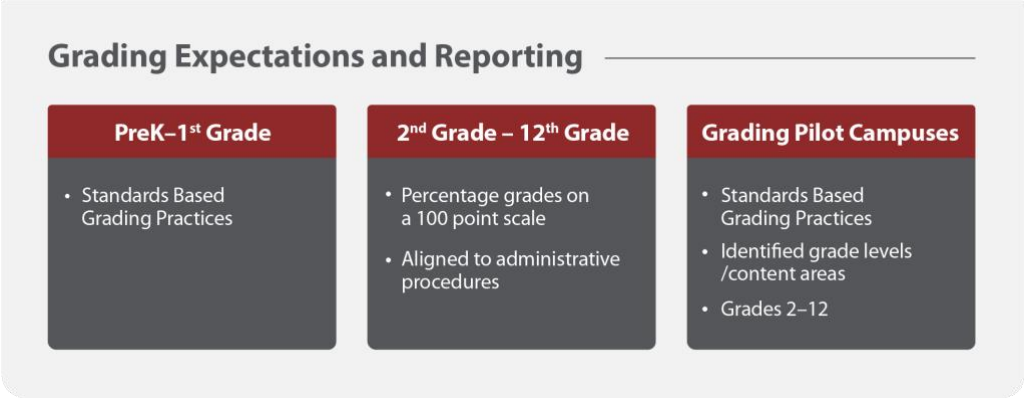
- Monitoring student academic progress will occur daily.
- Daily, academic progress can be supported and monitored using a method below:
    - Demonstration of knowledge and skills in Schoology or other online product, performance or process assessment
    - Teacher-student interactions through conferences with students, anecdotal notes on student performances and/or feedback to students on their work

In conjunction with formative and summative classroom assessments to measure student academic progress daily, students will engage in diagnostic assessments to measure student math and literacy understanding, as well as measure student growth in those areas over time. During the 2020-21 school year, all students Kindergarten through 10th grade will take the universal screener assessment, Ren360, a minimum of three times a year. The assessment windows will occur at the beginning, middle, and end of the school year. Data from this assessment is used to guide teachers in planning and providing targeted instructional supports to students.

To develop a Tiered Instruction plan for students, staff will use information gained from diagnostic assessments and feedback from the Student Support Team (SST), ARD, 504, LPAC, GPC, and/or GT Learning Plan.

GRADING PERIOD & ELIGIBILITY

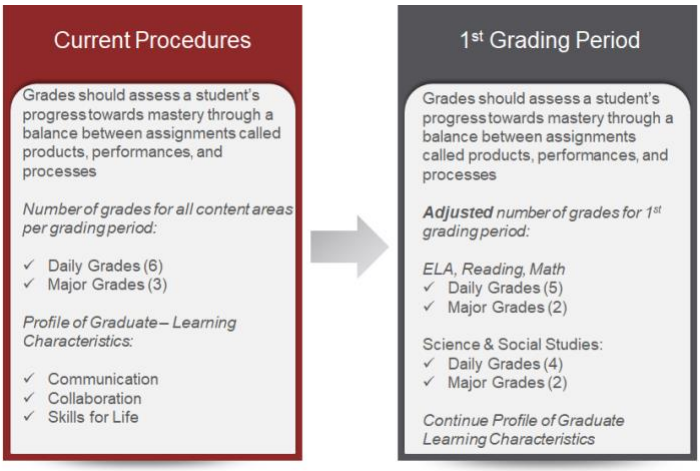
Grading Model
The chart below outlines the grading model that is utilized for each grade band. Currently, FBISD utilizes both the standards-based grading model and percentage grades on a 100-point scale.



Grading Procedures
Grading promotes student ownership of learning through the formative assessment cycle and includes teacher feedback, self- and peer assessment, and goal setting. Classroom teachers will collaborate in professional learning communities to identify which standards will be graded in each unit.
During the 2020-21 school year, Fort Bend ISD will use the following grade reporting structure and guidelines in the face-to-face and online learning environment in alignment with current EIA policy. Staff will return to use of the pre-COVID administrative procedures regarding grading and reporting of student progress, which includes the weight and number of daily and major grades.

Adjusted Procedures
For Grading Period 1, the minimum number of grades in secondary has been reduced to (3) major grades and (6) daily grades to support the transition to online learning. In addition, the minimum number of grades for Elementary has been reduced to (5) daily and (2) major for ELA, Reading, and Math. Additionally, Elementary Science and Social Studies grades were reduced to (4) daily and (2) major. To support the transition to F2F and minimize disruptions to grading and student averages, teachers will stop submitting grades on October 2nd (Secondary) and October 7th (Elementary).

Elementary Grading Adjustments – 1st Nine Weeks:



Secondary Grading Adjustments – 1st Nine Weeks:

Beginning in the second grading period, year-long adjustments have been made to the grading standard operating procedures to provide teachers with some space to collect grade data from students while balancing continued transitions throughout the school year. The adjustments made to procedures reflect a reduction in the number of grades for elementary content areas for science and social studies in Grades 2 - 5 and an overall reduction in all secondary content areas in the number of grades.

- **In Grades 2nd – 5th**, grades will be reported using a numerical average based on a minimum of (9) grades in Reading, Writing, and Math per grading period and a minimum of (6) grades in Science and Social Studies. In Reading, Writing, and Math students should receive (3) major and (6) daily grades. In Social Studies and Science students should receive (2) major and (4) daily grades.
- **In Grades 6th – 12th**, grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades

These changes where implemented during Grading Period 2 and will continue throughout the 2020-21 school year.

Grade Reporting

The 2020 – 2021 school year calendar has 174 instructional days for students.
The Grading Periods for the 2020 – 2021 school year are defined in the table below.

Grading Period 1	8/17 – 10/9
Grading Period 2	10/12 – 12/18
Grading Period 3	1/6 – 3/12
Grading Period 4	3/22 – 5/26

The proposed grading calendar in Appendix A has been approved by UIL.

SUPPORT FOR ALL STUDENTS

The instructional plan and expectations support all learners and complies with guidelines in both the online and face-to-face environments

Program	Student Supports & Considerations
Special Education	All Special Education supports listed below will be available in both the face-to-face and online modality: • Curriculum supports for accommodations and modifications are identified and included in the curriculum K-12 for SPED students accessing general education curriculum • Curriculum examples will be provided to specialized SPED program teachers with recommendations to modify general education curriculum for students Additional information regarding the implementation of special education services can be found in the 2020-21 Special Education Administrative Procedures, Supplemental COVID 19 Guidelines
Bilingual/ESL Education	All English Learners supports (for bilingual Spanish and ESL program ELs) listed below will be available in both the face-to-face and online modality: • EL supports and linguistic accommodations are identified and included in the curriculum for grades K-12; second language acquisition strategies are provided to support student access to content and language • Curriculum examples will be provided to teachers of bilingual Spanish and ESL program ELs • The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents
Gifted & Talented Education	All GT supports listed below will be available in both the face-to-face and online modality: • GT curricular alternatives included in K – 5 and 6-12 PreAP content courses for students who may be proficient in the content based on the Learning Progressions in the curriculum • Texas Performance Standards Projects have been integrated into all grade levels and contents • Innovation Hour will be at 7 elementary, 2 middle and 1 high school pilot campuses in grades 2, 6 and 9

Role of the Student, Parent, Teacher – Supporting the Instructional Framework

When students engage in learning in Fort Bend ISD, the following commitments are essential for student success and the implementation of the instructional framework. The student, parent, and teacher commitments listed below outline best practices for engagement in any learning environment with specific commitments listed in each section for the online learning model.

Student Commitments
Students engaged in learning will: • Monitor their own progress, with the support of teachers, and meet deadlines • Submit their own, original work and sign the Academic Integrity Agreement • Proactively seek out assistance from teachers or other staff when encountering difficulties • Display Digital Citizenship in all activities, assignments, and interactions • Follow the guidelines outlined in the FBISD Acceptable Use Policy (AUP) & FBISD Student Code ***Implementation Online:*** • Engage **daily** in synchronous and asynchronous learning activities including but not limited to, logging into Schoology daily for coursework and attending all synchronous class sessions • Take care of technology equipment in order to engage in online learning
Parent/Guardian Commitments
Parents/guardians of FBISD students engaged in learning will: • Partner with campus staff, including teachers, to support student learning • Regularly monitor student progress using Schoology and Family Access and communicate with campus staff to support student engagement and progress • Understand that the FBISD Student Code of Conduct and Acceptable Use Policy (AUP) remain in effect in the online learning environment and that students are subject to consequences outlined in the Code of Conduct ***Implementation Online:*** • Set up a schedule and ensure a learning environment exists for the student that is conducive to full engagement in synchronous and asynchronous learning with few distractions • Ensure their student attends the synchronous class sessions and completes asynchronous learning which includes logging into Schoology daily • Provide each student in the home access to a dedicated technology device and internet access or obtain the necessary technology devices through the FBISD technology distribution process
Teacher Commitments
Teachers providing learning will: • Participate in PLCs to plan instruction, design assessments, analyze student work, and engage in professional learning • Develop rich learning experiences aligned to the framework, the FBISD curriculum, and the TEKS • Provide specific and timely feedback to students • Develop assessments that measure student understanding through authentic work • Utilize the Learning Management System and district supported resources and digital tools to provide instruction to students • Build a classroom community of learners in the through intentional social emotional supports and engaging lessons that promote collaboration and peer communication • Implement systems of consistent communication with students and parents to ensure student success in the online environment

Implementation Online:

- Provide synchronous and asynchronous learning opportunities daily for students according the designed schedule
- Build a classroom community of learners in the online environment through intentional social emotional supports and engaging lessons that promote collaboration and peer communication
- Implement systems of consistent communication with students and parents to ensure student success in the online environment

INSTRUCTIONAL SUPPORT TOOLS

Online Learning Environment Structures
Streamlined technology tools will support teachers to use in the delivery of instruction for synchronous and asynchronous learning experiences including video conferencing tools. Teachers will be provided guidance on how to utilize the identified tools to develop the learning experiences and how to support student use. There will be a single sign on process for web-based resources that student's access through an FBISD license.

INSTRUCTIONAL TECHNOLOGY – Learning Model Support

Synchronous Learning (Online Learning Model)
All teachers will utilize the following streamlined tools to deliver Synchronous instruction.

Microsoft TEAMS

Microsoft TEAMS is collaboration and video conferencing platform for teacher/student synchronous instruction. Several mock classroom sessions were conducted to demonstrate how TEAMS can be leveraged in a fully online instructional environment. When needed, Teachers have the capability to record content and publish for students to review offline in an asynchronous instructional setup. The TEAMS platform may be used in a face-to-face learning model to support collaboration amongst students through file sharing and collaborative documents.

Schoology Course Expectations

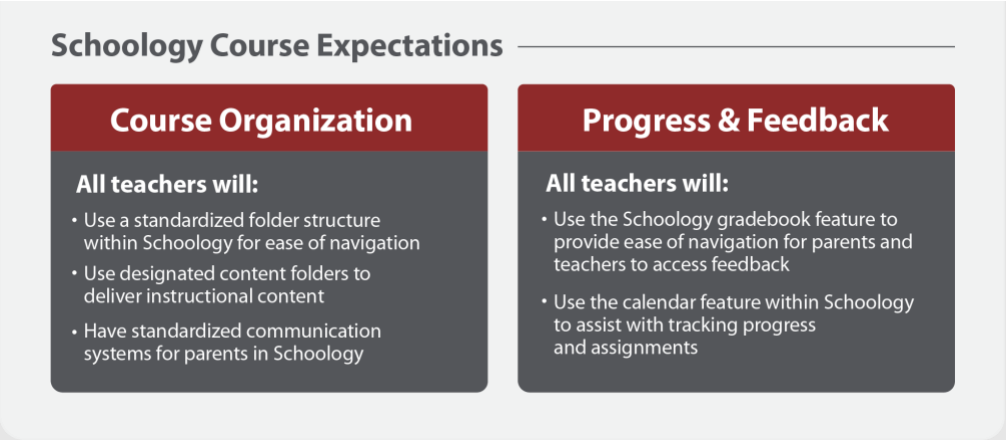
Schoology is the Learning Management System (LMS) utilized in Fort Bend ISD to deliver online and blended learning experiences for students. The LMS also provides a space for campus and district staff to engage in professional learning and collaboration. This platform contains the district curriculum resources teachers will use when designing instruction for students.

All students will engage with classroom content materials in Schoology regardless of the learning model, face-to-face instruction or online learning. Instructional materials provided in Schoology promote student use of the Learning Management System while minimizing the amount of time it will take to shift from a face-to-face learning environment to an online learning environment quickly if the need arises.

Parent and student feedback from online learning experiences in Spring 2020, as well as course audits, informed efforts to design specific expectations for the use of Schoology as it relates to course

organization and navigation within the platform, streamlining the use of technology tools, and the use of Schoology tools to provide students and parents with feedback on student work. FBISD teachers will have standardized course folders to support familiarity in course content regardless of the grade level or content area. As parents and students switch between content areas or between courses with different teachers, the structure and organization will be the same.

The following diagram provides specific expectations that will be monitored to support instruction for students in Schoology.



Respondus LockDown Browser
FBISD has implemented Respondus LockDown Browser to facilitate the integrity of assessments administered within Schoology. This software prohibits students from utilizing additional resources during assessments.

Classlink Software
FBISD has implemented Classlink which is a tool that provides students OneClick single sign-on into web and Windows applications, and instant access to content such as Schoology, Skyward, Microsoft TEAMS and other applications frequently used by students. This tool eliminates the need for students to remember various passwords and websites and provides one point of access to district provided online content. Additional online resources are being added into Classlink as needed. It is accessible from any computer, tablet or smartphone.

Asynchronous Instruction
Students will be required to complete and submit their assignments in Schoology for teachers to evaluate and provide feedback. Feedback will be provided through the Schoology gradebook feature, TEAMS or via face-to-face. Specific guidelines were created for recording live synchronous instruction in accordance with policies and legal guidance. Recorded synchronous lessons will be embedded into Schoology within the established folder structure to support student access to instruction if the live lesson is missed or the student would like to reference the material at a later date.

Additional Software to promote enriched student experience

The following software have been purchased or the scope expanded to improve math intervention, provide additional instructional resources, support social emotional learning and enhance data analytics for teachers.

SOFTWARE	DESCRIPTION	SCOPE
LockDown Browser	Manages assessment within Schoology to control screen	New
Numbers World	Math Intervention	New
1Link (by ClassLink)	Student Portal to improve application access and provide data analytics	New
Everfi	Social emotional learning platform to support teachers/students	New
CommonLit	ELA/Science/Social Studies	Expanded Scope
DBQ Project	ELA/Social Studies	Expanded Scope

TECHNOLOGY ACCESS TO DEVICES

Device Access

During the District's pre-registration process, parents used a Skyward form to indicate whether their student will have a personal device to attend school online and bring it to school if needed or need to check out a device from the campus' Device Lending Library. If a student decides to use his/her own device, the Bring Your Own Device (BYOD) Guide (*https://www.fortbendisd.com/Page/105736*) provides a guideline to the current acceptable devices that will work in FBISD environment. The following plan is currently in place to provide laptops and/or internet connectivity to a student who needs the District's resources.

Laptops and iPads

In the face-to-face environment, students who checked out a Lending Library device will need to bring the device to school. A student who has a personal device should bring his/her own device to school when the classroom activities or online requirements call for the use of technology. Each campus will have an extremely limited number of devices (campus sets) available for students who do not have a device to use for the day at school. Posted on District's Parent Portal, the BYOD Use Agreement, the BYOD Selection Guide, and supporting standards have been updated for parents or students who choose to purchase a personal device.

All District's devices (with the exception of devices purchased through Title 1 funds and State/Federal grants) were pooled to ensure an adequate number of devices are available at each campus to support our students who need a device during our 100% online phase. All lending library devices issued to a student will be documented within Skyward as part of the student's record. Processes and procedures are being developed to ensure devices are returned as students leave at the end of the school year or leave the District at any time during the school year.

Internet Connectivity

Our survey results show that internet connectivity at home continues to be a challenge for a small percentage of FBISD students. There are several strategies we have in place to eliminate gaps in internet connectivity.

The District has identified various low-cost residential internet plans that economically disadvantaged families can leverage, for example Comcast's Internet Essentials and AT&T Access. Communications about these plans were shared with parents and communities.

Hotspots were issued to students during T4 (March to May 2020) and summer session. Approximately 1700 hotspots remained with students over summer and were used upon their return to the new school year. The District distributed an additional 2000 hotspots during the start of schools device distribution efforts. Additional 4200 hotspots were purchased through Texas Education Agency (TEA) Project Connectivity. These hotspots will be made available as a part of the Lending Library for distribution students with identified need.

FBISD was awarded the TEA Lending Grant in Spring of 2020. The TEA grant will provide a small number of hotspots for campuses that were identified based on qualification of the National School Lunch Program (NSLP). The grant provides $150,000 for 2020-21 school year, which amounts to 30 to 60 hotspots per identified campus (See chart below). Hotspots will be available to students at these campuses as part of the Lending Library Program and can be borrowed through the campus library.

The District has equipped five buses with Wi-Fi to internet connectivity (Techno Buses) that are parked at designated locations for usage by families that are waiting for hotspots. Wireless access points are installed in Learning Centers in non-FBISD facilities to provide wireless access to the Internet. Finally, the District's robust wireless infrastructure can be reached within the proximity of each campus that students can leverage as a last resort.

IT SUPPORT AND TRAINING

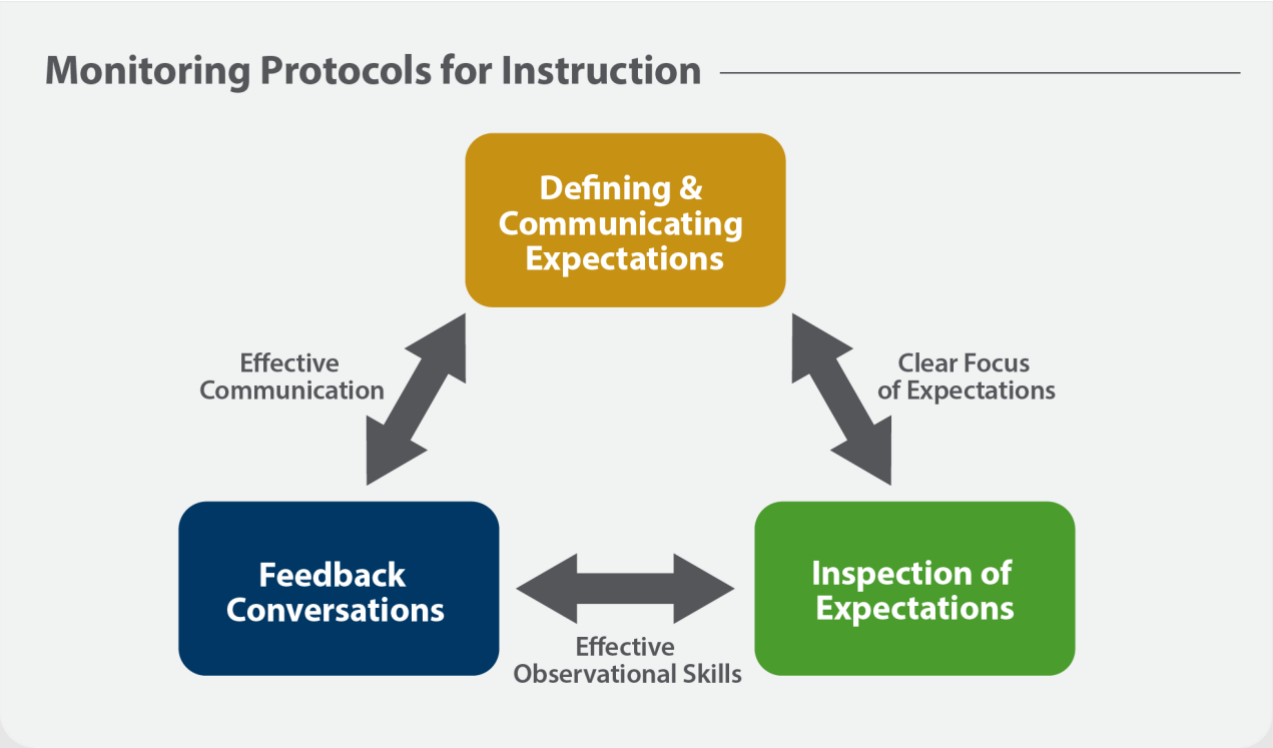
IT Support

Parents/Students Support Call Center will be available for the 2020-21 school year for students and parents. A tiered approach will be leveraged when providing support. Support provided by the IT Division includes password reset, hardware, software, and general technology questions. Hours of operation are as posted on Technology Resources website https://www.fortbendisd.com/Page/124794).

Extended hours are available to support parents and students outside of school hours. Additionally, multiple technology depots are available to provide hands-on technical support for district issued devices to staffs and students. Hours of operation are as posted on Technology Resources website.

MONITORING PROTOCOLS FOR INSTRUCTION

Tools to support Campus Administrators in monitoring the implementation of the Learning Framework will align to the Leading Improvement Framework, to support communicating expectations, regular inspection of expectations, and ongoing feedback conversations with instructional staff. These monitoring protocols will support leader monitoring of instruction in both online and face-to-face instructional environments.


Monitoring Protocols for Instruction
Defining & Communicating Expectations
Effective Communication
Clear Focus of Expectations
Feedback Conversations
Inspection of Expectations
Effective Observational Skills

The Monitoring Protocols Administrator Resource is focused on three priorities for instructional staff:

- Launching the School Year,
- Engaging with PLCs, an
- Implementing instruction.

All administrators will receive training and a guide to support the monitoring of instruction and implementation of the Learning Framework. The Administrator's Guide: Monitoring and Supporting Learning, supports administrators with monitoring the implementation of district expectations for teaching and learning and assists with identifying job-embedded professional learning to enhance teacher instruction. (Appendix- Exhibit C)

The administrator resource clearly articulates these roles through four sections aligned to the leading improvement framework.

Section	Purpose
Communicating Expectations	Sets clear expectations by defining the roles of the administrator and teacher in launching the school year, PLCs, and implementing instruction.
Observation Supports	Articulates criteria for success in each section and provides resources such as observation tools to support the development of effective observation skills in all administrators.
Feedback Protocols	Provides guiding questions, protocols, and structures aligned to expectations to build administration capacity to engage instructional staff in a feedback cycles.
Identifying & Providing Supports	Identifies possible difficulties that instructional staff might have with launching the school year, engaging with PLCs, and/or implementing instruction and guides administrators with resources to support improved practice.

This guide provides targeted supports and resources for three components where observation and feedback to teachers are critical. Each of these components, includes tools and resources aligned to the Leading Improvement Framework. An important component of these resources is a Classroom Visit Tool (Appendix - Exhibit D) that identifies observable, proficient indicators that will support the collection of evidence of implementation of instructional practices aligned to the Learning Framework.

Classroom walk throughs are designed to be used to identify strength and opportunity trends for teachers, teacher teams, and campus wide. This evidence will be utilized to facilitate coaching and feedback conversations, as well as to plan high leverage supports.

Additionally, the Department of School Leadership will utilize this data to support leadership coaching cycles that prioritize ongoing feedback with principals to promote their growth and development as instructional leaders.

Insert verbiage on monitoring fidelity of student learning in varying models and how we will determine best practices, student achievement

INSTRUCTIONAL SCHEDULES

2020 – 21 School Year Launch

Based on TEA guidance that allows school districts to launch the school year in an online learning model, FBISD elected to launch the 2020 – 21 school year with all students learning online. In order to improve upon the online learning experience, staff used feedback from stakeholders to identify specific improvement to online learning. These improvements include daily live synchronous instruction, streamlined technology tools, and improved progress monitoring and feedback processes including a return to pre COVID Grading practices.

FBISD Transition to Dual Models

As part of the planning for FBISD's transition to face-to-face instruction, guiding priorities were defined and used during the process of designing instructional schedules in 2020 – 21 to support the implementation of online and face-to-face learning models within the District.

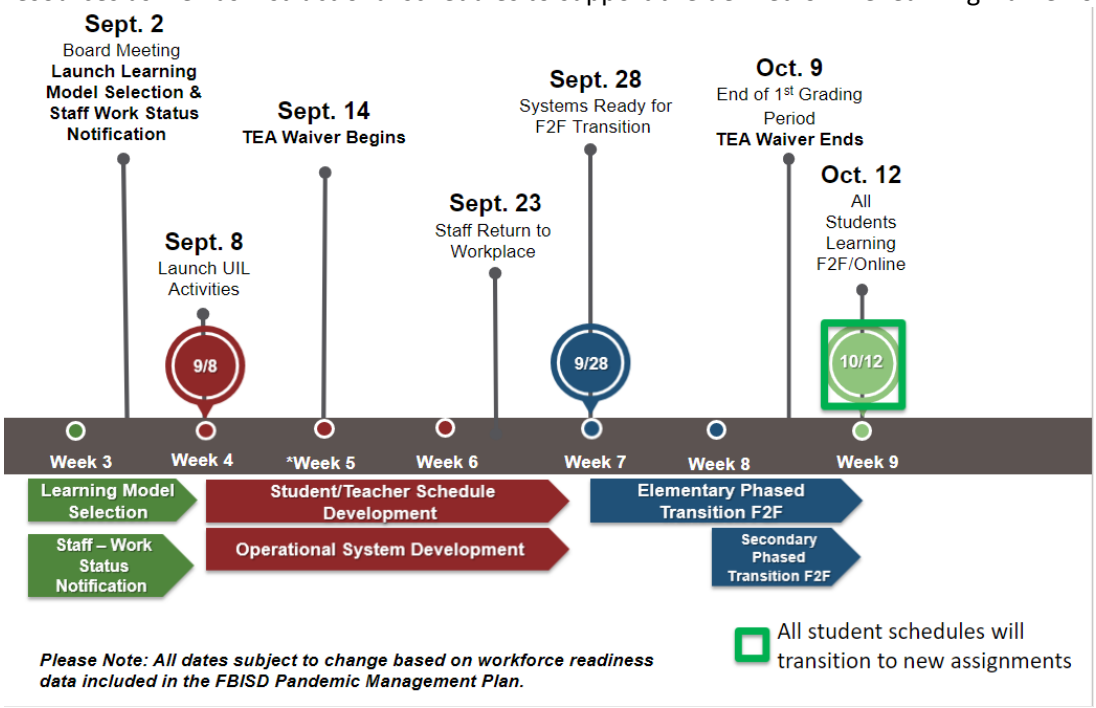
- Instructional minutes in both online and face-to-face master schedules must allow for equitable access to the curriculum and allow for students to progress at the same rate through the curriculum no matter which instructional modality is used.
- The development of the master schedules should promote as much consistency as possible while including all required changes.
- The District online master schedules have been revised at some grade levels based on stakeholder feedback and to support running concurrent schedules in both the online and face-to-face environments at each campus.
- The face-to-face master schedule includes a total of 435 minutes per day to meet state instructional minute requirements for the calendar.
- Face-to-face master schedules and online master schedules will be designed to ensure:
    - Transition between face-to-face and online schedules can be accomplished seamlessly,
    - Staff are able to work in both online and face-to-face environments if staffing ratios require it, and
    - The use of cross-entity teaching staff (i.e., utilization of teachers across campuses) is available if needed due to student course requests or limited staff availability.
- Campuses must use the District guidelines developed for each level when developing the face-to-face master schedule. There will be <u>limited</u> flexibility within the master schedules for the 2020-21 school year.
- While priority should be given to assigning teachers to only one instructional setting, it is possible that teachers may be assigned to both online instruction and face-to-face instruction to ensure that all student course needs can be fulfilled in both environments.

In order to best facilitate business continuity and ensure equitable access for all students in FBISD, regardless of instructional method, the development of instructional schedules must address all necessary components described in this section of the plan for both online and face-to-face instructional methods:

- Transition to Dual Models timeline
- School Day Start and Stop Times
- Instructional minutes including online student engagement
- Bell schedules—Online and Face-to-Face
- Master schedule continuity

TRANSITION TO DUAL MODELS TIMELINE

In alignment with TEA guidelines that allow Texas school districts to launch the school year with four weeks of online learning, FBISD announced in June that all students would begin school via online instruction. As a result, District staff adjusted resource allocation plans for technology and instructional resources as well as instructional schedules to support the defined online learning framework.



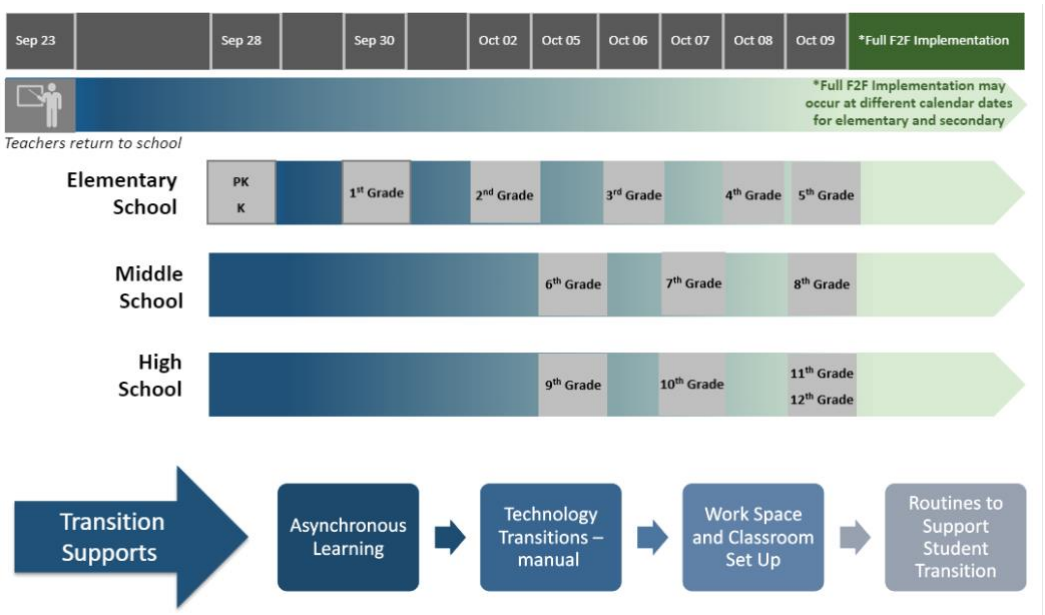
The Board of Trustees approved a waiver to extend online learning beyond the initial allowance of four-weeks for transition in order to facilitate the additional time needed to transition students into a face-to-face, in person learning environment. According to the District calendar adopted in July 2020, the first week of instruction began on August 17, 2020 and the initial four-week period is scheduled to end on September 11. Approval of the Extended Transition period waiver during the September 2 Board meeting allows for an additional four weeks for online instruction up until October 9.

The transition to face-to-face instruction, running concurrently with online learning, is occurring in three phases as represented in the timeline graphic above:

- Learning Model Selection & Staff Work Status Notification,
- Operational System Development, and
- Phased Transition F2F.

The District utilized a phased transition to face-to-face instruction to allow campuses to implement appropriate safety protocols and provide time for students to learn and practice the health and safety protocols in stages. The graphic below provides information related to the staggered entry by grade level. The first group of elementary students, Prekindergarten and Kindergarten students, began the transition to face-to-face instruction on September 28th. The first group of secondary students, 6th and 9th grade students, began face-to-face instruction on October 5th.

Due to the specialized nature of the courses offered at the James Reese Career and Technical Center, students will be required to attend face-to-face class, although online instruction will continue to be an option for non-Reese Center courses. The CTE programs returned to face-to-face instruction in a rolling implementation starting September 21, 2020. Students enrolled in Automotive Mechanics, Cosmetology, Culinary Arts, Diesel Mechanics, and Welding returned on September 21, 2020. The remaining Reese Center programs began October 9, 2020.



As an initial step in the process of designing master schedules for the transition to face-to-face learning, school day start and stop times in both modalities were reviewed and adjusted to facilitate smooth transition between the two modalities.

SCHOOL DAY – START/END TIMES

The table below outlines the start and end times for students and teachers for each grade level, based on the learning model.

Grade Level	Face-to-Face	Online Synchronous
Elementary School	8:10 a.m. – 3:25 p.m.	8:00 a.m. – 12:00 p.m.
Middle School	8:50 a.m. – 4:05 p.m.	9:00 a.m. – 2:30 p.m.
High School	7:30 a.m. – 2:45 p.m.	9:00 a.m. – 2:30 p.m.

The online and face-to-face schedules are not directly aligned because Fort Bend ISD has high instructional expectations for all students. The instructional model and District expectations for a quality learning environment for all students, regardless of learning modality, require full engagement for students in a face-to-face and online environment. Due to these expectations, the District has designed differentiated master schedules to provide students in the face-to-face model and students in the online model a schedule that will promote teacher engagement and commitment to their assigned group of students.

Community feedback for the online master schedule was favorable toward allowing the online schedule to group synchronous learning as much as possible into one smaller portion of the day. For elementary, this meant an adjustment to group all synchronous learning in the morning hours. For secondary, this meant maintaining the online schedule as launched in August. Additionally, the decision to retain traditional face-to-face bell schedules was made to support family transitions and childcare needs.

While not directly aligned, the online and face-to-face secondary schedules are strategically staggered to allow for students in the online learning model to travel to campus and engage in face-to-face learning for specific courses such as Fine Arts and athletics.

INSTRUCTIONAL MINUTES & STUDENT ENGAGEMENT

Instructional minutes designated for each grade level and content area are differentiated in the two schedule modalities; however, these designated minutes still allow for students in either modality to progress through the curriculum at the same pace. The scope and sequence of the learning is consistent across both modalities. In the online environment, careful consideration was given to age-appropriate length of screen time as well as the length of asynchronous learning that would be necessary to progress through the curriculum at a pace aligned to the face-to-face peers.

Online Engagement Expectations

Students in grades prekindergarten through 12th grade participating in the online learning environment are required to engage in synchronous and asynchronous instruction. Planned asynchronous learning experiences are provided to students, but students and their family have the flexibility of when to engage in those asynchronous learning experiences throughout the day.

Remote Synchronous Instruction	Remote Asynchronous Instruction
Remote Synchronous Instruction is two-way, real-time/live, virtual instruction between teachers and students when students are not on campus.	**Remote Asynchronous Instruction** is instruction that does not require having the instructors and students engaged at the same time.

The instructional minute requirements for each grade level band are detailed below for both online and face-to-face models.

Elementary Instructional Minutes

The daily schedule for elementary students includes the following minutes of instruction in each subject area. In the online model, asynchronous learning experiences are flexible and may be engaged by the students at any time during the week. The asynchronous minutes represent the approximate amount of time a student may spend engaging in planned asynchronous learning experiences.

Prekindergarten – 1st Grade Online Instructional Minutes

Synchronous	Subject Area	Asynchronous
30 minutes	Reading	30 minutes
15 minutes	Writing	15minutes
30 minutes	Math	30 minutes
30 minutes	Science (3 times per week)	15 minutes
30 minutes	Social Studies (2 times per week)	15 minutes
15 minutes	Outclass	20 minutes
45 minutes	Tiered Instruction: Intervention & Enrichment	

2nd – 5th Grade Online Instructional Minutes

Synchronous	Subject Area	Asynchronous
25 minutes	Reading	30 minutes
15 minutes	Writing	25 minutes
45 minutes	Math	15 minutes
45 minutes	Science (3 times per week)	30 minutes
45 minutes	Social Studies (2 times per week)	30 minutes
30 minutes	Outclass	15 minutes
45 minutes	Tiered Instruction: Intervention & Enrichment	

Elementary Face-to-Face Instructional Minutes

Content Area	Daily Instructional Minutes
ELA	110
Social Studies	30
Math	95
Science	45
Outclass	45
Intervention	45
Pre-K	Follows TEA Pre-K Guidelines

Middle School and High School Instructional Minutes

The online daily schedule for middle and high school students will include 60 minutes of synchronous instruction per class period and 30 minutes of asynchronous minutes per class period. Asynchronous learning experiences are flexible and may be completed by the student as determined by the coursework and communicated by the teacher. The asynchronous minutes represent the approximate amount of time a student may spend engaging in planned asynchronous learning experiences. In the face-to-face model, secondary students engage in 90-minute class periods with additional asynchronous learning activities that may be assigned.

BELL SCHEDULES

Elementary

The elementary bell schedules for both face-to-face and online learning provide an opportunity for all students to receive instruction in all content areas aligned to the Districts' recommended minutes of instruction. The face-to-face and online schedules are designed to allow transition between the online and face-to-face learning models. Intervention/Enrichment times may vary between synchronous/asynchronous based on student needs, and specific student schedules will be determined by the teacher. A sample schedule of when each content area is taught with specified times has been developed to ensure online instruction across all campuses is aligned if the need to share teachers across campuses arises in the online environment.

Elementary Online

Sample Kindergarten Online Student Schedule

Time	Online Elementary Learning Experience
8:00-8:45	Synchronous Reading/Language Arts- Small Group
8:45-9:20	Asynchronous Learning
9:20-9:50	Synchronous Science (3x), Social Studies (2x)
9:50-10:25	Asynchronous Learning
10:25-10:40	Synchronous Outclass
10:40-10:45	Asynchronous Learning
10:45-11:15	Synchronous Math - Small Group
11:15-12:00	Synchronous Small Group Intervention/Enrichment
12:00-1:00	Lunch/Recess
1:00-1:35	Asynchronous Learning

Sample 3rd Grade Online Student Schedule

Time	Online Elementary Learning Experience
8:00-8:40	Synchronous Reading/Language Arts- Small Group
8:40-9:10	Synchronous Outclass
9:10-9:35	Asynchronous Learning
9:35-10:20	Synchronous Science (3x), Social Studies (2x)
10:20-10:30	Asynchronous Learning
10:30-11:15	Synchronous Math - Small Group
11:15-12:00	Synchronous Small Group Intervention/Enrichment
12:00-1:00	Lunch/Recess
1:00-2:20	Asynchronous Learning

Elementary Face-to-Face

Elementary Face to face Student Bell Schedule Example	
Class Period	**Time**
Intervention and Enrichment	8:10-8:55
Reading/Writing	8:55-10:45
Social Studies	10:45-11:00
Lunch/Recess	11:00-12:00
Social Studies	12:00-12:15
Outclass	12:15-1:00
Science	1:00-1:45
Math	1:45-3:25

Sample Elementary Student Face to face Scheule

Face-to-Face - 3rd Grade Student	
Monday-Friday	
8:10-8:55	Intervention & Enrichment
8:55-9:55	Reading
9:55-10:45	Writing
10:45-11:00	Social Studies
11:00-12:00	Lunch/Recess
12:00-12:15	Social Studies
12:15-1:00	Outclass
1:00-1:45	Science
1:45-3:25	Math

Secondary

Middle and high schools will use an A/B Block schedule which allows students to see teachers 5 times over the course of 2 weeks and reduces the need for transitions in between classes, which maximizes the instructional time. Transitions in the face-to-face schedule on A/B days will be approximately 15 minutes in order to allow for social distancing during a staggered transition passing period. The length of time needed for transitions will depend on the number of face-to-face students in the building. While campuses will have some flexibility in scheduling the transition times that may impact the end of period times to allow for campus needs on distancing. Class periods on A and B days will be 90 minutes in the face-to-face schedule and 60 synchronous minutes with 30 asynchronous minutes in the online schedule. The class period times will be consistent district-wide in online schedules to support cross-entity staffing in the online model.

Middle School Bell Schedules

ONLINE - Middle School Bell Schedule		
Class Period		**Time**
(A-Day)	**(B-Day)**	
1st Period	5th Period	9:00-10:00
2nd Period	6th Period	10:15-11:15
3rd Period	7th Period	11:30-12:30
LUNCH	LUNCH	12:30-1:30
4th Period	8th Period	1:30-2:30

F2F - Middle School Bell Schedule		
Class Period		Time
(A-Day)	(B-Day)	
1st Period	5th Period	8:50-10:20
2nd Period	6th Period	10:35-12:35 (includes lunch)
3rd Period	7th Period	12:50-2:20
4th Period	8th Period	2:35-4:05

High School Bell Schedules

ONLINE - High School Bell Schedule		
Class Period		Time
(A-Day)	(B-Day)	
1st Period	5th Period	9:00-10:00
2nd Period	6th Period	10:15-11:15
3rd Period	7th Period	11:30-12:30
LUNCH	LUNCH	12:30-1:30
4th Period	8th Period	1:30-2:30

F2F - High School Bell Schedule		
Class Period		Time
(A-Day)	(B-Day)	
1st Period	5th Period	7:30 – 9:00
2nd Period	6th Period	9:15 – 10:45
3rd Period	7th Period	11:00 – 1:00 (includes lunch)
4th Period	8th Period	1:15 – 2:45

Secondary student online daily schedules may look like the example provided below:

ONLINE - Middle & High School Student Schedule		
Time	**Monday (A Day)**	**Tuesday (B Day)**
9:00 - 10:00	1st Period Synchronous	5th Period Synchronous
10:00 - 10:15	Break	Break
10:15 - 11:15	2nd Period Synchronous	6th Period Synchronous
11:15 - 11:30	Break	Break
11:30 - 12:30	3rd Period Synchronous	7th Period Synchronous
12:30-1:30	lunch	lunch
1:30 - 2:30	4th Period Synchronous	8th Period Synchronous
2:30 - 4:30	Asynchronous Learning	Asynchronous Learning

Sample Teacher Schedules

The learning model selection survey results will determine the number of teachers who will be dedicated to teaching students completely online, teachers who will teach completely face-to-face, or teachers who may need to teach part of their assigned classes online and part their classes day face to face.

As FBISD transitions to two learning models, online and face-to-face, it is possible that class sizes for online learning may increase. FBISD will use data collected from the learning model selection process to determine class sizes. As we develop class size parameters, the priority is to ensure an engaging learning experience for all students.

The sample schedules below provide an example of what a teacher schedule might look like at the secondary level where they may have a schedule that combines both online and face-to-face models.

MS Teaching Mix- Online & F2F			
A-Day		B-Day	
8:50-10:20	1st F2F	8:50-9:00	Monitoring/Feedback
		9:00-10:00	5th Online Synchronous
10:20-10:35	transition F2F	10:00-10:35	Monitoring/Feedback
10:35-11:05	A lunch	10:35-11:05	A lunch
11:05-12:35	2nd F2F	11:05-12:35	6th F2F
12:35-12:50	transition F2F	12:35-12:50	transition F2F
12:50-1:30	Monitoring/Feedback	12:50-2:20	7th F2F
1:30-2:30	4th Online Synchronous		
		2:20-2:35	transition F2F
2:30-4:05	conference	2:35-4:05	8th/Adv F2F

HS Teaching Mix- Online & F2F			
A-Day		B-Day	
7:30-9:00	1st F2F	8:50-9:00	Monitoring/Feedback
		9:00-10:00	5th Online Synchronous
9:00-9:15	transition F2F	10:00-10:35	Monitoring/Feedback
9:15-10:45	2nd F2F	9:15-10:45	6th F2F
10:45-11:00	transition F2F	10:45-11:00	transition F2F
11:00-11:30	A lunch	11:00-11:30	A lunch
11:30-1:00	conference	11:30-1:00	7th F2F
1:00-1:30	Monitoring/Feedback	1:00-1:15	transition F2F
1:30-2:30	4th Online Synchronous	1:15-2:45	8th/Adv F2F
2:30-2:45	Monitoring/Feedback		

When considering a teacher's schedule that has both online and face-to-face sections, careful consideration must be used to ensure that the teacher receives adequate conference period/planning time, lunch time, and does not inadvertently end up with concurrent online and face-to-face sections. The following tables give guidance on how some online and face-to-face periods can and cannot be scheduled together.

If Teaching F2F this Period	HIGH SCHOOL Online Availability
1st	Yes, available for online 1st Period
2nd	Not available for online both 1st and 2nd Period
3rd	Not available online both 2nd and 3rd Period
4th	Not available for online 4th Period
5th	Yes, available for online 5th Period
6th	Not available for online both 5th and 6th Period
7th	Not available online both 6t h and 4th Period
8th	Not available for online 8th Period

If Teaching ONLINE this Period	HIGH SCHOOL F2F Availability
1st	Not available for F2F 2nd Period; Yes, available for F2F 1st Period
2nd	Not available for F2F both 2nd and 3rd Period
3rd	Not available for F2F 3rd Period
4th	Not available for F2F 4th Period
5th	Not available for F2F 6th Period; Yes, available for F2F 5th Period
6th	Not available for F2F both 6th and 7th Period
7th	Not available for F2F 7th Period
8th	Not available for F2F 8th Period

If Teaching F2F this Period	MIDDLE SCHOOL Online Availability
1st	Not available for online 1st and 2nd Period
2nd	Not available for online 2nd and 3rd Period
3rd	Not available for online 4th Period; Available for online 3rd Period
4th	Yes, available for online 4th Period
5th	Not available for online 5th and 6th Period
6th	Not available for online 6th and 7th Period
7th	Not available for online 8th Period; Available for online 7th Period
8th	Yes, available for online 8th Period

If Teaching ONLINE this Period	MIDDLE SCHOOL F2F Availability
1st	Not available for F2F 1st Period
2nd	Not available for F2F 1st and 2nd Period
3rd	Not available for F2F 2nd Period; Yes, available for F2F 3rd Period
4th	Not available for F2F 3rd Period; Yes, available for F2F 4th Period
5th	Not available for F2F 5th Period
6th	Not available for F2F 5th and 6th Period
7th	Not available for F2F 6th Period; Yes, available for F2F 7th Period
8th	Not available for F2F 7th Period; Yes, available F2F 8th Period

Cross Entity Definitions	
Cross Entity Staffing	**Temporary Assignment**
Face-to-Face Cross Entity *Teacher moves between different physical campuses for day-long assignments*	**To Another Campus** *Staff member is temporarily deployed to a different campus*
Online Cross Entity *Teacher has students from different campuses but combined in one online class*	**To Another Role** *Staff member is temporarily deployed to a different role based on certification and need*
Distance Learning *Face-to-Face students receiving instruction in a classroom at their home campus, from teacher located on another campus; students at receiving site have a staff member Monitor present*	**To Another Campus & Role** *Staff member is temporarily deployed to a different role and campus based on certification and need*
Concurrent Online & F2F Instruction *Teacher has both F2F students and online students in the same timeframe for instruction*	

High School Hybrid Option

As campuses welcome more students back at all levels, we may need to adjust and therefore could transition to the hybrid. If a transition is needed for one or all of our high schools to a hybrid model, students who request a learning model change at each grading period will likely experience schedule and/or teacher changes. Changes will be minimal for other students.

As the 2020 – 21 school year progresses, if the number of students who request face-to-face instruction increases beyond the capacity of school space needed to maintain social distancing, FBISD may institute a hybrid learning model at the high school level which incorporates a portion of the learning experience as on-campus face-to-face instruction and a portion of the learning experience online instruction following the block schedule. The decision to use this combined model will be determined for each campus based on learning model survey data and building capacity information.

MASTER SCHEDULE CONTINUITY CONSIDERATIONS

Continuity between the online and face-to-face schedules is necessary in order to allow students, their families, and staff to navigate in both instructional delivery models and to effectively transition between the two models as necessary. Parents have engaged in a learning model selection process to designate the learning model for their children which then allows for staff and campus leaders to plan a safe return for teachers and students. This approach allows all campuses to fully adjust student and teacher schedules to accommodate parent choice between the two options for instructional delivery— online or face-to-face.

The learning model selection process will determine the number of teachers that will be needed for teaching students completely online, completely face-to-face, or a combination of the two. Teacher availability and school instructional space limitations will impact the total number of schedule changes and teacher changes that take place during the initial transition to face-to-face instruction. However, FBISD will accommodate all students who wish to return to face-to-face instruction. If the pandemic management data indicates that it is safe for students to be on campuses, the district will accept all FBISD students who wish to come.

Campuses will first use their own teachers to accommodate all requests for online instruction, but in some instances, especially highly specialized courses at the secondary level and outclass or other identified courses at the elementary level, it may be possible that they are taught by a certified teacher from another campus (cross entity).

Cross entity staffing as well as temporary assignment of teachers and other staff will be required in some instances in order to maintain master schedule continuity and provide for equitable access to instruction for all students. The chart below describes the various staffing configurations that may be used in the master schedule development process:

Cross Entity Definitions	
Cross Entity Staffing	**Temporary Assignment**
Face-to-Face Cross Entity *Teacher moves between different physical campuses for day-long assignments*	**To Another Campus** *Staff member is temporarily deployed to a different campus*
Online Cross Entity *Teacher has students from different campuses but combined in one online class*	**To Another Role** *Staff member is temporarily deployed to a different role based on certification and need*
Distance Learning *Face-to-Face students receiving instruction in a classroom at their home campus, from teacher located on another campus; students at receiving site have a staff member Monitor present*	**To Another Campus & Role** *Staff member is temporarily deployed to a different role and campus based on certification and need*
Concurrent Online & F2F Instruction *Teacher has both F2F students and online students in the same timeframe for instruction*	

At each grading period, parents will have the opportunity to change the designated learning model for their student. If a student changes learning models, it is likely the student will have a schedule change. A different set of teachers is assigned to teach in each environment; therefore, many of the student's teachers will need to be different for the new learning model to take effect.

While FBISD will make every effort to minimize disruption in student schedules and teacher changes, unfortunately, in order to accommodate two concurrent learning models, some changes will be inevitable, even for those who are electing to remain in the online model. With that said, our goal will be initiate a change only one time. This means that schedules have been developed that can remain consistent for the remainder of the year if a student is to remain in the selected learning model. As a result, students who choose online instruction would then have the same schedule for the rest of the 2020-21 year, and those attending face-to-face would also maintain their new schedule, even if it becomes necessary for their class to shift to remote learning in the event of possible exposure or campus closure.

An additional consideration for continuity for secondary online students is the need to ensure equitable access to extra and co-curricular activities. The secondary schedules are able to align adequately in designated periods to provide opportunities for students to participate face-to-face in performance arts classes and athletics while remaining fully online for all other courses. A chart showing the alignment between online and face-to-face schedules for secondary students is below:

F2F - Middle School Bell Schedule		
Class Period		Time
(A-Day)	(B-Day)	
1st Period	5th Period	8:50-10:20
2nd Period	6th Period	10:35-12:35 (includes lunch)
3rd Period	7th Period	12:50-2:20
4th Period	8th Period	2:35-4:05

ONLINE - Middle School Bell Schedule			Can attend F2F?
Class Period		Time	
(A-Day)	(B-Day)		
1st Period	5th Period	9:00-10:00	Mostly (until ~10 AM)
2nd Period	6th Period	10:15-11:15	No/Maybe
3rd Period	7th Period	11:30-12:30	No
4th Period	8th Period	1:30-2:30	Yes

F2F - High School Bell Schedule		
Class Period		Time
(A-Day)	(B-Day)	
1st Period	5th Period	7:30 – 9:00
2nd Period	6th Period	9:15 – 10:45
3rd Period	7th Period	11:00 – 1:00 (includes lunch)
4th Period	8th Period	1:15 – 2:45

ONLINE - High School Bell Schedule			Can attend F2F?
Class Period		Time	
(A-Day)	(B-Day)		
1st Period	5th Period	9:00-10:00	Yes
2nd Period	6th Period	10:15-11:15	No
3rd Period	7th Period	11:30-12:30	Mostly/Yes (11:30-1:00)
4th Period	8th Period	1:30-2:30	Yes

SPECIAL EDUCATION SERVICE DELIVERY MODELS

Fort Bend ISD will continue to offer all students with disabilities a free and appropriate public education (FAPE). All decisions regarding student's special education and related services will continue to be determined by the student's Admission Review Dismissal committee (ARD). In some circumstances where a meeting is determined by the parent and the school as unnecessary, changes to the student's IEP may be made by an Individualized Education Program (IEP) Amendment—a change to the student's program that can be made outside of the ARD process and only with the parent's agreement.

An ARD committee meeting, or an IEP Amendment if appropriate, will occur for all students eligible for special education services. During that process, decisions will be made to address special education services, including an appropriate schedule of services for online learning and if applicable, on campus face- to- face instruction.

Online Instructional Model

Students served with special education services in the online learning option will receive synchronous and asynchronous instruction similar to their non-disabled peers. Accommodations, modified curriculum, and/or related services will continue to be provided for students as determined by their ARD committees. In addition, students who receive in-class support, Co-Teach, and other supplemental supports will continue to receive the services and supports in the online environment as determined by the ARD committee.

Face-to-Face Instruction and the Extended Face-to-Face Model

In order to afford students with disabilities instruction that is reasonably calculated to enable them to make progress that is appropriate in light of their unique circumstances, the district recognizes that some students receiving special education services may require face-to-face instruction even if face-to-face instruction is not available to all students. For those students, if the ARD committee has determined that face-to- face instruction is required, the district will provide instruction through a face-to-face model on a school campus, according to the Pandemic Management Plan process. This model, identified by FBISD as the "Extended-Face-to-Face Model" (EFFM), will be discussed during the ARD or IEP Amendment process. In order to guide those discussions, FBISD has outlined specific considerations to assist in identifying those students who require face-to-face instruction through the EFFM due to their unique circumstances. The considerations below are provided for review during the ARD committee or IEP Amendment process in developing the appropriate schedule for the student.

Eligibility considerations for the Special Education Extended Face-to-Face Model (Student should meet at least 1 of the following for consideration of EFFM):

- Receiving Special Education Services for more than 50% of the day – majority of core content courses in the self-contained setting (Resource, Specialized Program),
- Score of *Intervention* or *Urgent Intervention* on Ren360 Reading or Math (data from EOY 18-19 through MOY 19-20),
- Significant behaviors that require direct specialized supports daily (i.e., special ed

paraprofessional provides direct instruction for behavior and social interactions) – (e.g., physical aggression, self-injurious behaviors, tantrums, elopement),

- Students who receive in-class support services whose primary needs involve executive functioning skills (specific IEP goals) related to attention and organizational deficits which are not effective in the online environment,
- Students who receive instruction for language-based learning disabilities whose needs cannot effectively be met through online instruction
- Intensive communication needs outside of speech therapy only (including social communication),
- Functional living/self-care skill needs that require the support or direct intervention of a staff member for more than 40% of the day,
- Unique communication needs students who are deaf or hard- of- hearing requiring simplification and breakdown of language with extensive repetition of extensive visual supports that are unable to be provided through online instruction,
- Unique vision needs, primarily Braille services, for visually impaired students whose needs cannot effectively be met through online instruction.

**This would include students who receive Project Read Services and meet one or more of the above considerations.*
***It should be noted that disability/eligibility category does not drive the programming decision, and the ARD/IEP Committee ultimately determines the appropriate model for receipt of services.*

All decisions regarding when and how the students will be phased into face-to face-instruction through the Extended Face-to-Face Model will be made on an individualized basis with specific consideration given to each student's individual program needs and all necessary health and safety protocols, including the Pandemic Management Plan process.

If a student served with special education services attends a high school that must transition to a hybrid model, the student will follow the hybrid schedule as their non-disabled peers unless the student's ARD has identified the student requires the EFFM model.

Special Education Evaluations
Special Education evaluations will be provided for students who receive instruction in the online model as well as the face-to-face model. Specific safety protocols will be implemented during the face to face portion of the evaluation to ensure the safety of the students and the staff.

SECTION 504 INSTRUCTIONAL DELIVERY MODELS

Online Instructional Model
Qualified students with disabilities under Section 504 will receive synchronous and asynchronous instruction in the online learning option similar to their non-disabled peers. Accommodations modified programs or services will continue to be implemented for students as determined by their Section 504 committee to be necessary for a free and appropriate public education designed to meet the individual educational needs of the students with disabilities as adequately as the needs of students without disabilities are met.

Face-to-Face Instruction and the Extended Face- to- Face Model

The district recognizes that some students who are qualified students with disabilities under Section 504 may require face-to-face instruction even if face-to-face instruction is not available to all students. For those students, if the Section 504 committee has determined that face-to- face instruction is required, the district will provide instruction through a face-to-face model on a school campus, according to the Pandemic Management Plan process. The eligibility considerations for EFFM listed above are provided to Section 504 committees to guide discussions in developing the appropriate schedule for the student. All decisions regarding when and how the students will be phased into face-to face-instruction through the Extended Face-to-Face Model will be made on an individualized basis with specific consideration given to each student's individual program needs and all necessary health and safety protocols, including the Pandemic Management Plan process.

If a student eligible for 504 attends a high school that is required to utilize a hybrid model, the student will follow the hybrid schedule as their non-disabled peers unless the student's 504 plan has identified the student requires the EFFM model.

**This would include students who receive Project Read Services and meet one or more of the above EFFM considerations.*

***It should be noted that disability does not drive the programming model decision, and the Section 504 committee ultimately determines the appropriate model for receipt of services.*

Section 504 Evaluations

Section 504 evaluations will continue take place for students who receive instruction in the online model as well as the face-to-face model. These will include periodic re-evaluations as are needed to provide FAPE for qualified students. Specific safety protocols will be implemented during the face-to- face portion of the evaluation to ensure the safety of the students and the staff.

Additional information regarding the implementation of special education services can be found in the 2020-21 Special Education Administrative Procedures, Supplemental COVID 19 Guidelines.

GIFTED AND TALENTED

FBISD will continue to provide an array of research-based learning opportunities for gifted and talented students in kindergarten (starting in March 2021) through grade 12 that meet their social, emotional, and academic needs. The available opportunities be shall be consistent in practice for students across the District.

Online and Face to Face Instructional Models

Students served with gifted and talented services in the loth earning models will receive synchronous and asynchronous instruction similar to their non-gifted peers, with consideration given to (1) classroom grouping, (2) teacher's qualifications, and (3) curricular modifications.

- **Classroom Grouping**. Campuses shall select classroom placement strategies that best facilitate

the delivery and support of the learning opportunities for gifted and talented students described within the online instructional structure. Students identified as gifted and talented must be placed in a grade-level classroom with other students identified for gifted and talented services.

- **Teacher Qualifications.** Teachers assigned to teach gifted and talented students must be trained to work with gifted and talented students as required by the Texas State Plan for the Education of Gifted/Talented.
    - Teacher must already have their 30-hour GT Training or be in the process of completing the courses before March 1st (Deadline extended by TEA)
- **Curricular Modifications.** Students identified as gifted and talented will have access to curricular modifications and independent projects.

INTERVENTION

Responsive Instruction (RI) is our district's collective response to provide every student with equitable access to the time and support needed to learn and achieve at high levels. Intervention occurs daily and is differentiated and targeted based on the needs of the student.

Elementary Intervention Model

At the elementary level, students are placed in small groups in a pull out/scheduled model delivered by classroom teachers for Tier 2 students and classroom teachers and interventionists for Tier 3 students. The intervention time is scheduled Monday – Friday using a staggered grade level schedule for face-to-face instruction.

Online intervention is scheduled at one time across all grade levels in order to maximize flexible grouping among the online teachers. Intervention provided by Specialists/Interventionists can be scheduled outside of the synchronous learning times during any portion of asynchronous learning as needed and will be scheduled by appointment.

Additional small group intervention times in both online and face-to-face models may be scheduled per grade level depending on campus needs and interventionist staffing capacity.

Secondary Intervention Model

For secondary students, interventions may occur as a scheduled class period or in a small group of students in a pull out/scheduled model delivered by classroom teachers and interventionists. Teachers and interventionists are able to deliver intervention for students in both instructional modalities.

EXTRA-/CO-CURRICULAR PARTICIPATION

Student participation in Athletics and Fine Arts is vital to the physical, mental, and emotional development of the whole child. Students and staff will be required to follow departmental guidelines at all practices, rehearsals, games, and competitions upon the resumption of face-to-face extra-curricular activities. Departmental guidelines comply with the Centers for Disease Control (CDC), the Department of State Health Services (DSHS), the Texas Education Agency (TEA), and the University Interscholastic League (UIL), as well as the Fort Bend County and Fort Bend ISD health and safety guidelines. All staff and students will follow these guidelines for all practices, rehearsals, meetings, games, and competitions until further notice. While UIL only prescribes guidelines for Athletics and Marching Band, FBISD requires all

other Fine Arts organizations who hold rehearsals and group events to follow departmental guidelines.

Staff and students should conduct themselves as if they are contagious. By following the key principles

listed below, staff and students will minimize risk of COVID-19 transmission. It is always vital to the health and safety of all students/staff to take the guidelines seriously and assume personal responsibility for following the stated policy/procedures.

Key Principles:

- Face Coverings: Students and staff will wear face coverings over the nose and mouth at all times except when engaged in in rigorous physical exercise or playing a wind instrument. Face coverings do not only protect the wearer, but to reduce the risk of spreading COVID-19 from the person wearing the mask (who may not have any symptoms of disease).
- Social Distancing: Students must limit person-to-person contact. Therefore, essential face-to-face interactions must adhere strictly to social distancing guidelines and other infection-spreading mitigating measures where applicable.
- Hygiene: Hand washing and sanitizing is required before, during, and after group activities.
- Cleaning and Sanitation: Routine and enhanced cleaning and sanitation measures will be implemented.
- Safe Access to Facilities: Staff will coordinate facility entry and exit points to ensure the wearing of face coverings, minimize personal interactions, and facilitate social distancing.
- Screening Procedures for Students/Staff: Daily symptom and temperature screening assessment will be required of all students and staff.
- Hydration: Students and staff will be required to bring their own individually labeled one-gallon water bottles. Students will not share water, food, towels, accessories, class materials, etc.

Athletics Face-to-Face Practice and Competition Guidelines: https://tinyurl.com/yxslb3kt

Fine Arts Face-to-Face Rehearsal Guidelines: https://tinyurl.com/y22rrlu3

Eligibility Grading Calendar Approved by UIL: See Appendix- Exhibit E

Athletic Participation for Online Students

Student participation in Athletics is vital to the physical, mental, and emotional development of the whole child. Regardless of whether students choose the face-to-face or online learning model, all secondary students will have access to Athletic opportunities. Secondary students choosing the option of learning at home online may attend face-to-face Athletic Periods during the daily scheduled class period, if their online schedule permits. Online learners must attend practices before or after school for individual and team skill development as well as mandatory acclimation periods and safety training. Parents will be responsible for transportation to and from the Athletic Period as well as the before or after school practices. In order to avoid missing online, synchronous learning, online student athletes may need to leave the face-to-face Athletic Period prior to the scheduled end of the period.

Fine Arts Participation for Online Students
Regardless of whether students choose the face-to-face or online learning model, all secondary students will have access to Fine Arts opportunities. Secondary school students choosing the option of learning at home online may attend their respective Fine Arts courses face-to-face during the daily

scheduled class period, if their online schedule permits. Online students also can attend before- or after-school rehearsals and practices. Parents are responsible for transportation to/from the campus for students attending classes face-to-face, as well as before- or after-school rehearsals/practices. In order to avoid missing online synchronous classes, online students may need to leave the face-to-face fine arts class prior to the scheduled end of the period.

Secondary students choosing the online learning model are not required to participate in their Fine Arts courses face-to-face; however, students who do not attend in-person classes and practices will not be able to fulfill some of the ensemble TEKS required in performing arts courses (Band, Choir, Orchestra, Dance, and Theatre). These students also many not be allowed to participate in group performances as they have not taken part in preparatory rehearsals/practices. Additionally, choosing the online learning model will not prevent students from participating in individual Fine Arts activities or competitions.

Performing Arts
High School and Middle School Performing Arts courses (Band, Color Guard, Choir, Dance, Dance Team, Orchestra, Theatre, Technical Theatre, and Theatre Production courses) will be offered in both face-to-face and online learning models. Online students may participate during the daily scheduled class period and/or before- or after-school practices in order to fulfill the ensemble TEKS of the course. Risk-mitigation protocols have been established by the District for face-to-face instruction in all Fine Arts program areas and must be followed explicitly. Before- and after-school practices are an extension of classroom learning and provide additional time to prepare for concerts, productions, and other group performances. After-school Marching Band and Dance Team practices allow students to fulfill the PE substitution requirements of the class (freshmen, sophomores, first-year dance team members).

Visual Arts
Because the visual arts foster individual skills, students can participate fully either in the face-to-face or online learning model. Online students may participate face-to-face during the daily scheduled Art class period if they so choose. Students choosing the online learning model still will be able to participate in Art exhibits and competitions.

Career and Technical Education (CTE) Participation for Online Students
Career and Technical Education (CTE) provides challenging career pathways for every student utilizing real-world experiences and evolving skill sets, attitudes, and behaviors. Regardless of whether students choose face-to-face or 100-percent online learning, all high school students will have access to CTE Career and Technical Student Organization (CTSO) opportunities. Participation in CTSOs is vital to the complete student experience in CTE programs. According to research conducted by the National Coordinating Council for CTSO (NCC-CTSO), students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy, and employability skills than other students. CTSOs are specifically aligned to courses and are co-curricular in nature. During the start of the school year and the period of online-only learning, there will not be face-to-face CTE activities. Because of the specialized hands-on lab based TEKS requirements for some of the CTE courses, 100-percent online learning may not be possible for all CTE courses.

CTE Participation for Face-to-Face Students

The TEKS associated with many CTE courses require hands-on lab experiences. For safety and equipment access reasons, there may be difficulty in replicating environments to build identified skill sets outside of the traditional classroom. Lab components of specific CTE courses may require students to return to face-to-face learning environments at some point during the school year. Each classes' return date will be based on providing adequate delivery and development of skills identified in the course TEKS. For example, Electrical Tech I, Cosmetology, and Anatomy and Physiology may require face-to-face lab work for the majority of the school year while Aerospace Engineering may only require lab experiences during the second semester. The CTE Course Resources Chart (*Appendix - Exhibit F*) includes the courses that may require face-to-face instruction. Students who participate in CTE programs offered at Reese Center will be required to attend face-to-face-classes; however, they may elect to remain in an online learning environment for home campus courses.

CTE Participation for Online Students

Once face-to-face learning resumes, regardless of whether students choose face-to-face or 100-percent online learning, high school students enrolled in the appropriate CTE courses will have access to CTSO opportunities. Students who have chosen to learn 100-percent online may participate with their CTSO peers in face-to-face meetings, events, practices, and competitions. Students who do not participate in face-to-face course experiences and CTSO activities may be unable to fulfill some of the requirements for specific competitions. CTE will update information on the CTE website under the 2020-2021 Instructional Updates Tab.

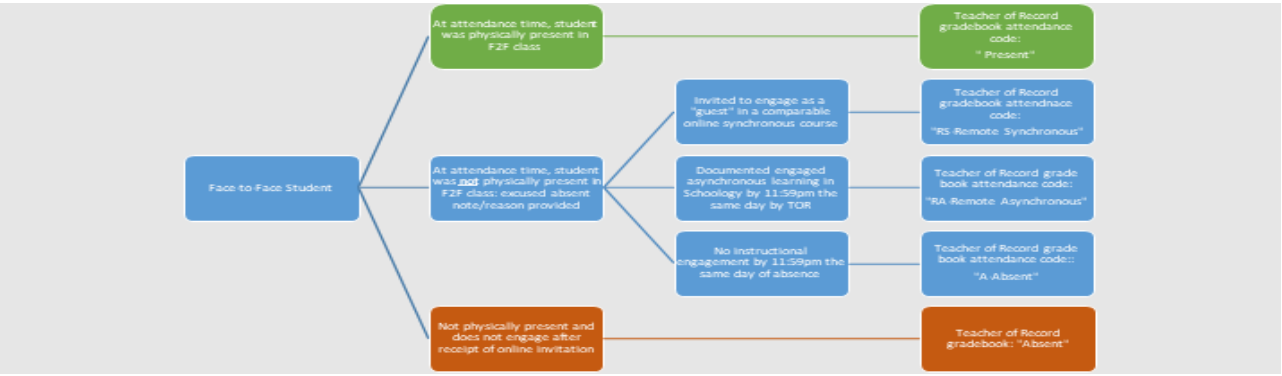
Attendance

Daily attendance in school is a strong indicator of future success. In addition, students earn course credit by meeting the course requirements and attending classes. Attendance is compulsory. The Texas Education Agency has notified all districts that the 90% attendance rule and truancy laws are in effect this school year. Students who fail to meet the 75% or 90% attendance rule will not earn course credit or be promoted to the next grade level. Accurate attendance taking is critical to ensure funding. While remote synchronous and asynchronous is an option for our face-to-face students, we must use caution as this could affect the state attendance rule and would require the Campus Attendance Committee decision for course credit or promotion.

For the 2020-21 school year, our students will engage in learning in one of two models: remote online or face- to-face.

For those students attending school in a **face-to-face environment**, teachers will take attendance using the same systems that were in place prior to the COVID-19 pandemic. Please see the chart for when a student is not physically present at school.

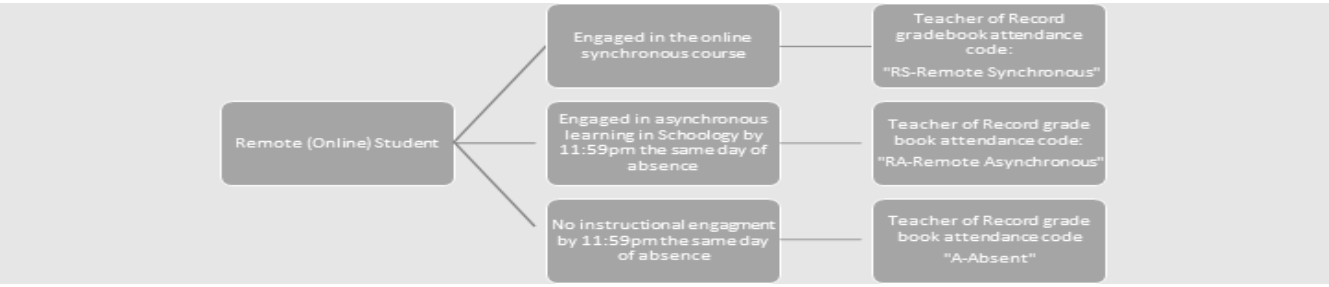
- *The method of instructional engagement determines the attendance code used. A "guest" would be a student invited to an online course from an online course teacher. The face-to-face teacher and online teacher must communicate regarding attendance in the online synchronous class.*
- *A teacher whether online or face-to-face, has access to all Skyward codes.*
- *We can use remote instruction for students who are not physically present at school for ANY reason, (even for reasons other than COVID-19).*
- *Documented attendance must occur on the day when the student is not physically present at school*.



Per the Texas Education Agency for Covid-19 attendance-taking, students engaged in **online learning**, funding for attendance procedures are determined by grade:

- *PreK – 2 student attendance will be determined via their *Asynchronous instructional time.*
- *Grades 3 – 12 student attendance can be determined in using the Synchronous instructional time or the *Asynchronous instructional time.*

**Tracking daily student engagement in Asynchronous instruction will be the responsibility of the teacher of record for the student for each grade level or course. Teachers will use the functionality of the LMS usage analytics to determine engagement in any subject that has occurred by 11:59 p.m. on that day in order to award asynchronous attendance.*



Per TEA https://tea.texas.gov/sites/default/files/covid/SY-2020-21-Attendance-and-Enrollment.pdf, we can use remote instruction for students who are absent for ANY reason, (even for reasons other than COVID-19) and receive funding. Posted June 30, 2020, TEA states that one of the two methods of remote instruction is an acceptable way to provide instruction to students for 20-21 school year and continue to receive funding for those students. Documented attendance/engagement must occur on the day of the absence.

Blackboard Connect will send automatic absence/non-engagement messaging to parents at the following times:

- Elementary School daily at 10:50 a.m.
- Middle School daily at 4:50 p.m.
- High School daily at 3:20 p.m.

Parents and guardians should still submit absence notes to campus attendance personnel when their child is not present according to established campus attendance procedures. Remember to use the following rationale in determining the attendance code to be used: ***the method of instructional engagement determines the attendance code used.*** For example: isolated, quarantined, or sick F2F students (with an excused reason from either a staff member—like the school nurse—or parent) can be offered synchronous or asynchronous, remote instruction. Based upon the engagement by the student as documented by the teacher of record, attendance codes RA, RS or Present should be used.

Instructional Model Pivots

In an instance where individual students and staff or portions of campuses may need to transition between face-to-face into remote learning due to impacts of the pandemic, the following If/Then chart will be used by campuses to determine instructional schedules:

<table>
<tr>
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If…

A teacher is quarantined and able to work, but the students are not quarantined

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

</td>
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Then…

Students follow the F2F bell schedule.

Teacher provides online synchronous and asynchronous instruction using identified tools – **distance learning model**

Substitute or paraprofessional in the room to monitoring students on task
Students engage in synchronous learning projected in the classroom in the classroom (bandwidth implications); asynchronous learning will be done outside of class as usual in the F2F model

</td>
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If…

A teacher is not quarantined but all students in the class are quarantined

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

</td>
<td>

Then…

Students follow the F2F bell schedule.

Teacher provides online synchronous and asynchronous instruction while students engage at home.

Use the current Face-to-Face start times for each class period, but utilize the online class structure (60 minutes synchronous and 30 minutes asynchronous) to break up synchronous and asynchronous time.

</td>
</tr>
</table>

If…

A teacher is not quarantined, some of the students in the class are quarantined, and some are not…

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

Then…

Students follow the F2F bell schedule.

Teacher would provide face-to-face instruction to students that are not quarantined according to face-to-face schedule.

Teacher will provide asynchronous learning via Schoology to quarantined student(s).

Students who are quarantined engage in asynchronous learning during the quarantine period utilizing videos and other resources/activities via Schoology.
Teacher Option 1: Utilize recorded LIVE synchronous sessions from teacher or the PLC team to support student instruction in online environment. Teacher must follow district and legal regulations for recording Teams class.

Teacher Option 2: Have online teacher from same course/campus invite the quarantined student to attend the online class for synchronous instruction/lesson. The teacher of record (TOR) is responsible for entering the online attendance code, per the engagement of the student (RS or remote synchronous) with the teacher who extended the invitation) or the TOR verifies offline engagement and enters the appropriate attendance code (RA--remote asynchronous).

Office hour support opportunity outside of instructional day provided to quarantined students

If…

A teacher is quarantined, and all students are quarantined…

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

Then…

Students follow the F2F bell schedule.

Use the current Face-to-Face start times but utilize the online class structure (60 minutes synchronous and 30 minutes asynchronous) to break up synchronous and asynchronous time.

If… (Secondary)

A teacher is not quarantined and Group A students are quarantined but Group B students are not quarantined…

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

Then…

Students follow the F2F bell schedule.

Teacher would teach Group B in face-to-face environment. Group A would follow the face-to-face bell schedule but engage in online learning using synchronous and asynchronous learning.

Use the current Face-to-Face start times but utilize the online class structure (60 minutes synchronous and 30 minutes asynchronous) to break up synchronous and asynchronous time.

If…

An ENTIRE campus is closed and all teachers and students are required to move to remote learning

Level	Face-to-Face
Elementary	8:00 – 12:00
Middle School	9:00 – 2:30
High School	9:00 – 2:30

Then…

Students and teachers follow Online bell schedule.

Use Online schedule class synchronous times. Asynchronous learning outside of the synchronous scheduled online time.

If…

A teacher is cross-entity, and the home campus of the teacher is closed and cross-entity students at other campuses remain face-to-face

Students at cross-entity location

Level	Face-to-Face
Elementary	8:10-3:25
Middle School	8:50-4:05
High School	7:30-2:35

Then…

Students at cross-entity location follow the F2F bell schedule.

Teachers and students at closed campus follow Online bell schedule.

Teacher will provide online instruction to students that are in remote learning.

Teacher will provide asynchronous learning via Schoology to cross-entity students still in face-to-face.

Students who are at cross-entity campus(es) still in face-to-face engage in asynchronous learning during this class period.

Teacher utilizes their own recorded LIVE synchronous sessions to support student instruction asynchronously while cross-entity students are in face-to-face.

Office hour support opportunity outside of instructional day provided to quarantined students

LEARNING MODEL SELECTION

Changes to the Learning Model
In an effort to provide flexibility to families throughout the year, FBISD has developed a process for families to request a change in the learning model.

Parent Request to change the Learning Model at the end of Grading Period
As indicated by the Texas Education Agency, families will be able to change their learning model prior to each new grading period. Parents will have the opportunity request a learning model change for their student for the next grading period starting in January 2021 via Fort Bend ISD's Family Access beginning on Thursday, November 5th at 8:00 a.m. and it will remain available until midnight on Thursday, November 12th. Form in Skyward Family Access will be located in Custom Forms and will be named "Learning Model Change Jan 2021". For parents requesting a change after the November 12th deadline, please understand there may be delays in the development of your child's schedule or classroom placement for grading period beginning in January 2021.

NOTE: No action is required if there is no requested change to student's current learning model.

Changes to the learning model may only occur at the end of the grading period unless there is an extenuating circumstance.

Parent Request to change the Learning Model outside of the Learning Model Selection Process
When an extenuating circumstance warrants a request for a learning model change , the parent will need to contact their student's campus to request a change. Campus staff will follow defined process to have the "Change in Instructional Model Request Form(Appendix – Exhibit H) provided to parent in Skyward Family Access. . This form will provide the parent the opportunity to select the following reasons for the request (high risk medical condition, learning preference/need, missed the deadline to make a request change, ARD/504 services, and "other"). Once the form is complete and submitted, campus administration will review the form and determine whether the request may be accommodated. When the campus cannot accommodate the request, the parent will be notified by campus administration.

Changes to the learning model may only occur at the end of the grading period unless there is an extenuating circumstance.

HEALTH AND SAFETY PROTOCOL

The safety of students and staff is the District's foremost priority. Fort Bend ISD is committed to working with local health departments, infectious disease experts from local hospitals, pediatricians in the area, as well as mental health professionals to receive guidance and implement safety protocols to slow the spread of diseases and support and protect vulnerable students and staff. Five tenets support strong health and safety protocols for school districts to follow. These tenets include health screening, hygiene, social distancing measures, reducing surface contact, and responsive communication.

The health and safety protocols defined within this document align to the tenets and are in place to support students and staff as they report to work and/or engage in online instruction. These protocols were developed in partnership with an advisory group, made up of area physicians including specialists in the areas of pediatrics, mental health, and infectious disease. The information and protocols in this section address the areas listed in the following graphic.

EDUCATION

FBISD will prioritize education as a primary strategy for promoting the health and safety of staff and students. The education campaign will focus on expectations for being a proactive, social distancing citizen who builds routines to ensure the safety of students, staff, parents, and the community.

As part of the education campaign, learning will be prepared in the form of training videos and printed materials. The training also includes school items such as appropriate spacing for social distancing, cleaning our spaces, and wearing facial coverings/masks as well as best practices for coughing and sneezing into a tissue or one's own elbow. To support the transition to face-to-face, staff, students, parents and our community are being informed of the processes and practices in Fort Bend ISD through a video series that shows what the student experience will be like in a face-to-face environment.

The video collection includes:

1. Arrival and Dismissal
2. Elementary Meals and Recess
3. Secondary Meals
4. Restroom and Water Fountains
5. Classroom setup and student transitions (elementary and secondary combined)
6. Face Coverings
7. Contact Tracing

HEALTH SCREENING

Wellness Monitors

Health screening is important to support safe access to facilities through early detection and minimize the spread of COVID-19. To support this goal, FBISD has hired the role of a wellness monitor at each district facility and campus. Wellness monitors will coordinate facility entry and exit points to ensure the wearing of face coverings, minimize personal interactions, and facilitate social distancing. Wellness monitors are positioned at appropriate entrances and exits and have multiple roles including but not limited to:

- confirming daily symptom check-ins;
- performing noncontact temperature checks;
- providing facial coverings for employees on the initial entry day and then on an as needed basis; and,
- serve on the campus COVID Support Team.

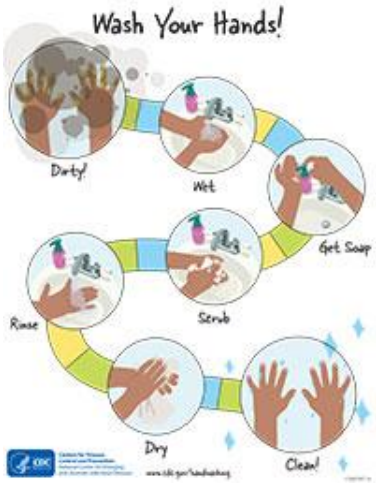
Wellness Checks

Screening Procedures for Students/Staff:

- Daily symptom checks via the Salesforce emailed or text link or via the online link in SharePoint or the LiveWell APP is required for staff. The Skyward family access is required for students., The use of a daily log in the form of a card has also been implemented to allow parents to confirm completion of the wellness screening to ensure ease of entry into our buildings and facilities and
- Temperature screening assessment will be required of all students, staff, and visitors.

HYGIENE

Regular hand washing is one of the best ways to prevent the spread of germs to others. The District will expect staff, students, and visitors to frequently and consistently practice safety protocols by washing their hands as often as possible using the following hand-washing protocol:



- Wash hands with soap and water for at-least 20 seconds and rinse with clean water
- If soap and water are not available, use hand sanitizer with at least 60% alcohol
- Dry hands with a clean paper towel or use an air dryer
- Hygiene: Hand washing and/or sanitizing is required before, during, and after group activities eating, nose blowing, coughing, or touching any common items.

As part of the recommendation, campuses will allow breaks for students to wash hands or hand sanitize before and after eating, mid-morning, before and after recess, and mid-afternoon (when possible). Students will also be required to hand sanitize after all common contacts (eat, touch points) and will receive continuous reinforcement on hygiene ownership as part of the education campaign.

FACE COVERING

Face Coverings protect not only the wearer, but also significantly reduce the risk of spreading COVID-19. Guidance from the CDC, as well as local and state agencies recommends that people wear facial coverings, that have at least two layers, and worn over the nose and mouth and secured under the chin while in public settings meaning when you are with people other than your family members to reduce the spread of COVID-19. FBISD will require all employees, students over the age of two, and visitors approved to enter a District building or facility to wear facial coverings in public areas and shared spaces. If a student is unable to wear a face covering during the day, the reason must be documented in their ARD paperwork or 504 plans. (Added 11.2.2020)

To ensure safety the CDC advises the following (as of 11.2.2020):

- Wear masks with two or more layers to stop the spread of COVID-19
- Wear the mask over your nose and mouth and secure it under your chin
- Masks should be worn by people two years and older
- Evaluation of mask and gaiter materials for effectiveness ~~and~~ based on the structure of materials face coverings are made of is ongoing
- A face shield can be used in addition to a face covering, but not in place of a face covering.
- Gaiters when worn as masks should be worn with two layers or folded to create two layers.

Mask Breaks will be incorporated on a structured basis into the school day. Breaks can include Breakfast, Lunch, Recess, Snack time, etc. Masks breaks should be taken while socially distanced and are safest when taken outside. (Implemented as of 11.2.2020)

Masks During Recess/Vigorous Exercise: During physical education class and recess, teachers will allow students to remove their masks when they are engaging in high intensity activities, like running, as it may not be feasible to safely wear a mask if it causes difficulty breathing. If due to the activity a student is unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange (for instance, outdoors versus indoors) and where it is possible to maintain physical distance from others. The CDC does not recommend use of masks while swimming or during water activities where the mask may become wet making it hard to breath, social distance should be used in these instances. (As of 11.2.2020)

Reusable cloth facial coverings will be provided to staff upon the District's re-opening. Disposable or cloth facial coverings will be provided for visitors, staff, or students approved to enter District buildings who have forgotten a mask. Employees will be responsible for keeping their facial covering clean and free from damage. Student facial coverings may be solid or decorative and must comply with all school dress and behavior rules.

Personal Protective Equipment (PPE)

Fort Bend ISD warehouse staff will distribute the supply of personal protective equipment (PPE) to campuses and departments that are needed to start school based on enrollment numbers provided by the Budget Office. (See Appendix – Exhibit L)

SOCIAL DISTANCING

Social distancing is in place to limit person-to-person contact. Face-to-face interactions must adhere strictly to social distancing guidelines and other infection-spreading mitigating measures where applicable including avoiding any physical contact. Social distancing parameters include the use of 6 feet of spacing to ensure appropriate student to teacher classroom ratios.

Maintain 6ft of social distancing if at all possible. Requests to reduce classroom spacing to less than the 6ft will be submitted to the Department of School Leadership (DSL) for review of classroom plans and to ensure social distancing and safety protocols are maintained. As we continuously review safety needs due to COVID-19 as well as recommendations from the CDC, we will continue to make needed changes to keep our students and staff safe.

Additionally, designated entrances will be used to control the traffic flow, limiting the number of persons in one space at one time, and provide for the appropriate social distancing needed to keep everyone safe. It is important to note, in certain situations, staff members will need to interact at a closer distance to support individual student needs; therefore, additional protocols will be established to address the safety and well-being of students and staff. Additionally, based on building configurations appropriate safety protocols may be customized to meet the unique needs of a building.

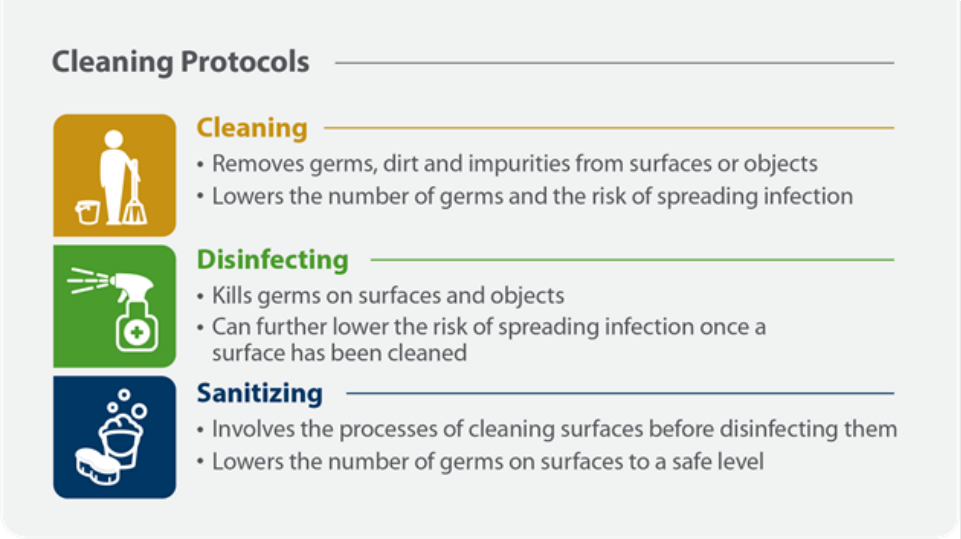
The District will implement and enforce social distancing protocols in all buildings and facilities. Every effort will be made to ensure that a minimum of six feet of distance is kept from one another in all situations. To assist campus leaders with school transitions and classroom set up a FBISD School and Classroom COVID-19 Safety Checklist was established. (APPENDIX K) The District will conduct campus/facility visits to review staff work and communal areas to confirm health and safety protocols are met.

REDUCING SURFACE CONTACT

Cleaning Protocols

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. Following CDC, TEA, OSHA, and other public health guidelines, Fort Bend ISD has established facilities protocols to keep our buildings safe and clean. When a situation warrants, we will close all or part of a building for disinfection, notifying the occupants of that building in advance as appropriate. Fort Bend ISD will align protocols with guidance of national, state, and local authorities to help ensure students and staff are provided safe and healthy learning and working environments. Facilities will be cleaned throughout the instructional day.

Fort Bend ISD's approach to providing a safe learning environment for all students and staff involves frequent and ongoing cleaning, sanitizing, and disinfecting of campuses and District-level buildings. Cleaning and disinfecting are part of a broad approach to preventing the exposure and spread of infectious diseases in schools. The process of cleaning combined with disinfecting effectively work to minimize the spread of infection.



FBISD will adjust cleaning protocols based on the COVID-19 Response Plan. Disinfectants used by the custodial staff are on the Environmental Protection Agency's list of Disinfectants for Use against SARS-CoV-2 (COVID-19) and the standard procedures for routine cleaning and disinfecting will be followed. This will include the frequent cleaning and disinfecting of surfaces and objects that are touched often throughout the school day as outlined in the chart below.

Our students are always working towards attaining Profile of a Graduate Attributes. One of the attributes refers to being compassionate citizens; our students will be able to help demonstrate their own respect for others by taking ownership of their environment and its safety for themselves and others by cleaning items they touch after use. Students will be able to access alcohol-based wipes in their classroom that will be safe for the student to clean electronic devices, any shared supplies, as well as their own desks and chairs.

Classroom	Student Resources	Common Spaces
Desks Toys	Computers Manipulatives Science Lab Equipment Books Hands on Learning Tools	Countertops Doorknobs Faucet Handles Phones Light switches Banisters

Common Areas

By implementing proactive measures to minimize the contact with surfaces in high traffic areas and frequently visited common areas, we can further reduce the spread of germs and other pathogens. High traffic common areas including restrooms, gyms, locker rooms, cafeterias, and teacher workrooms, will also be cleaned and disinfected daily.

The District will implement restrictions for use of water fountains and academic lockers. In order to avoid sharing instructional materials such as computers, manipulatives, etc., FBISD recommends and encourages students to bring their own supplies, as well as their own personal electronic device or the District allocated device (whichever applies), and refillable water bottles if possible. Supplies may be assigned individually as often as possible. This will minimize additional cleaning by staff that is required to disinfect items such as computers, computer attachments like a mouse, and tablets between uses. In accordance with the CDC's *Guidance for Administrators in Parks and Recreational Facilities*, playgrounds and other outdoor areas do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public.

All FBISD's playgrounds are closed. We will consult with public health officials and refer to state and local regulations regarding the appropriate timing of re-opening playgrounds.

In addition, custodial staffing will be realigned to allow for ongoing cleaning of high touch surfaces during the instructional day. Classrooms will be equipped with supplies such as cleaning sprays and wipes for cleaning between scheduled transitions and changing of student groups. Appropriate safety products will be provided near copy machines to ensure health and safety protocols are met.

Special education classrooms (SAILS, FLASH, etc.) will follow additional sanitization protocols based on the specific needs of the program and/or students in the room. Please reference the (*Cleaning Specifications*) document in the appendix for an outline in the FBISD cleaning protocols and schedules,

which are aligned with the CDC guidance for cleaning and disinfecting. Additional cleaning measures will occur weekly, monthly, and during scheduled school closures on holidays, extended breaks, and intercession weeks, which is also outlined in the Cleaning Specifications document.

In the event of an identified COVID19 case or outbreak, contractor support is available if cleaning is necessary beyond the capability of the custodial staff. The Facilities Department will continue to monitor all guidelines and recommendations to ensure that the safest and most current practices for the cleaning, disinfecting, and sanitizing campuses and district buildings are implemented.

The district is collaborating with health care professionals to ensure additional sanitization methods like those used by hospital systems can be optimized where possible to further provide for the safety of our staff and students. These measures will include improving central air and other HVAC filtration methods. In terms of HVAC management, FBISD follows CDC and ASHRAE guidelines, striving to maintain proper air temperature and humidity while maintaining occupant comfort. The end goal is to reduce the potential for spread of airborne pathogens, and limit possible mold growth in buildings and on finishes. The District is upgrading air filters from MERV 8 to MERV 13, and building systems are being started earlier, and running longer at the end of the day to bring in additional exchanges of fresh outside air into the building.

There will be an impact to the Facilities budget to meet the new requirements/expectations. This is due to expected increased use of consumables (soap, paper products), increased use of cleaning supplies, increased maintenance costs to support custodial cleaning equipment, increased utility bills (longer instructional day), increased dumpster collection fees (paper product being used for meal service).

Campuses will use the checklists provided to prepare for a safe reentry of our students.
Social Distancing Considerations for Schools Department of Health Guidance for Social Distancing in Schools. (See Appendix – Exhibits I, J)

Additional Guidance can be reviewed in the Fort Bend ISD COVID-19 Safety Manual. (See also, Appendix – Exhibit L)

RESPONSIVE COMMUNICATION

Effective and responsive communication with parents and the communities that are served by Fort Bend ISD is needed to provide essential information and guidance when our schools reopen in August. Responsive communication includes contact tracing teams, communication methods, and resources.

Contact Tracing

Contact tracing, is the process of interviewing those who have tested positive for the virus, determining people who have been in close contact with that positive individual, communicating with those close contacts to gather further information, and providing guidance to help them stay well while limiting spread of the disease are key pieces in the process. This extensive contact tracing process will help to prevent further transmission of the disease within our school community.

The District has established both a District-level COVID Team and campus level COVID Teams that will support contact tracing efforts. The purpose of each team is detailed below:

- **District COVID Team -** The district team performs training and supports the contact tracing process. The contact tracing team we are utilizing to support contact tracing efforts have all completed the COVID-19 Contact Tracing training offered by Johns Hopkins University and will be prepared to perform contact tracing for each campus and facility. The District COVID-19 Team will provide training over a district specific protocol (outlined in the graphic below) derived from the Johns Hopkins and Bloomberg training.

- **Campus COVID Teams –** Provides training on safety efforts, support wellness monitors and provide direction, care, and support as cases occur on campuses. This team on campus acts consistent with a crisis team and embodies a supportive model with the team of people working together to ensure ongoing conversations around how things on campuses are handled. As in crisis situations this group uses a reflective debrief on a regular basis to ensure all areas are supported.

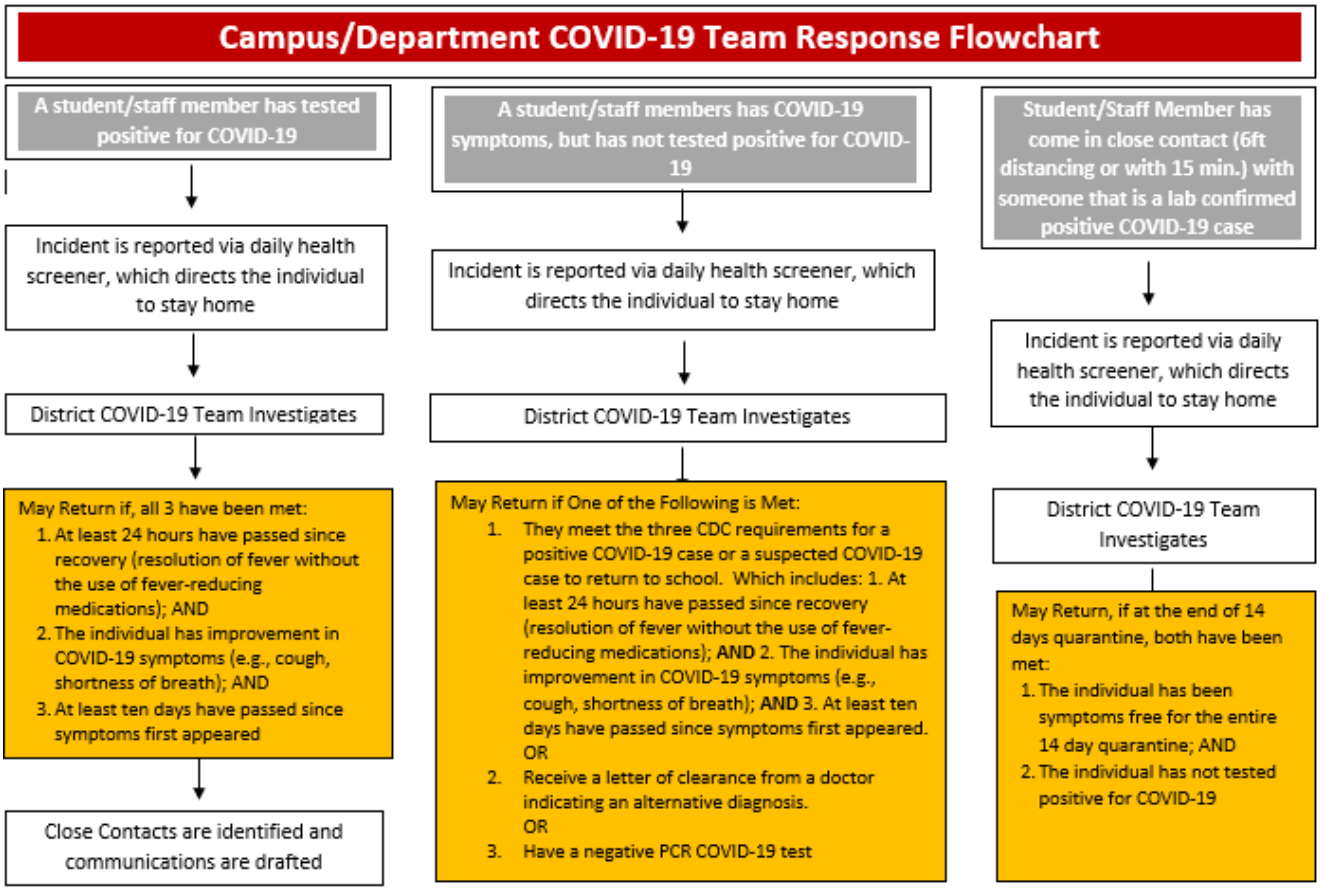
The county is working to provide support for Health Specialists by feeder pattern and within the Human Resources team. These Health Specialists will be Registered Nurses (RNs) or Licensed Vocational Nurses (LVNs) assigned within the district feeder patterns to support knowledge of the community as well as the specific needs of our stakeholders. They will bridge communication for campus administration, the nurses on campus sites, and further support the parents and students in the community. Additionally, they will provide contact tracing support communication and care during these difficult times that might arise for students, staff, and families.

When a staff member or family reports that they tested positive for the virus, have been exposed to the virus, are pending test results, or has COVID-19 symptoms the COVID-19 Incident Report is completed informing our Incident Command Structure (ICS). The report the staff member or student and their family make in the link for Salesforce for staff and Skyward for students are submitted to the contact tracing team and this initiates the investigation for contact tracing. . The District COVID19 Team with the Health Specialists will work with the Campus COVID Team, which will minimally include the nurse, campus administrator, counseling staff, and attendance related staff, to identify when students and staff are cleared to return to campus.

FBISD is partnering with the county to bridge the supports between an outside provider company for contact tracing efforts, to ensure smooth and supportive communication between the company providing the contact tracing team, parents, staff, and administration at the district and campus level. This partnership will additionally support communication and accurate data sharing of confirmed COVID-19 cases. As well, these efforts will ensure broader contact tracing efforts by the county for the outside community for cases initiating inside the district to reduce duplication of efforts.

Campus Response Protocols

Another key is having clearly defined response protocols for when a campus receives a report of a positive COVID-19 case, when an ill student is on campus or a when a student reports they have come in close contact with a lab confirmed positive COVID-19 case. Below is the Campus COVID-19 Team Response Flowchart, which outlines what steps should be taken by the campus for each scenario.



Student Return to Campus Guidelines

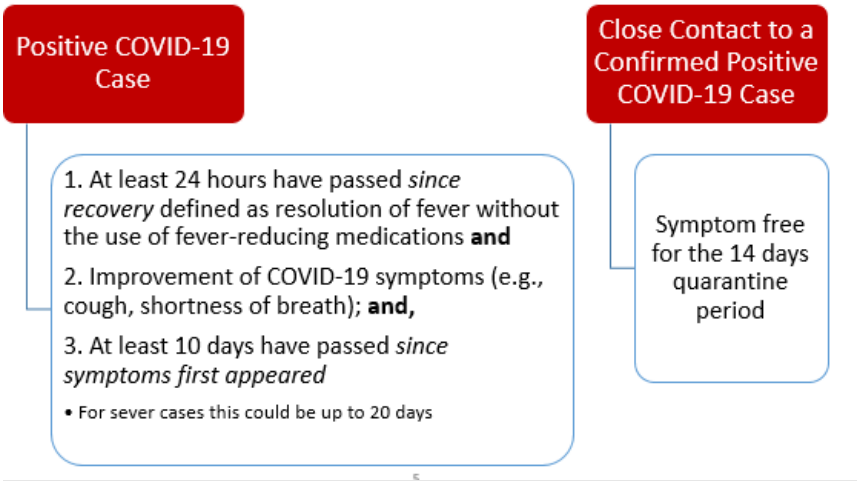
Fort Bend ISD will follow CDC guidelines regarding when a student that tests positive for COVID-19 or has come in close contact with a lab confirmed COVID case.

A student that has tested positive for COVID-19, must meet the following criteria to return to campus:

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Other symptoms of COVID-19 are improving**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation

A student that has come in "close contact" with a lab confirmed positive case, must self-isolate for 14

days. The student must be symptom free for the entire 14 days to return to campus. If the student starts to have COVID-19 symptoms or tests positive for the virus, they must then meet the three criteria for a positive COVID-19 case to return to campus. Close contact is defined as being within 6 feet of someone who has COVID-19, for a cumulative total of 15 minutes in a 24 hour period or more, with or without a mask.



The District COVID-19 Team that includes the contact tracing team and the Health Specialists will notify campus leadership regarding when students and staff are cleared to return to campus.

Communication Methods

Efficient, ongoing communication and consultation with parents and the school community is critical to maintaining the trusting relationships that are vital to a healthy, productive learning environment. As a District, it is our duty to reassure parents and staff of the safety in our schools and to coordinate among various stakeholders.

The system and process for alerting parents or employees of new COVID cases will follow standard District notification processes, including:

- Email/letter regarding situations related to safety on campuses or sites.
- Phone calls to students, families, and staff to share possible exposure information and complete contact tracing protocols. As well as to support pivots to learning modalities (see learning modality adjustments in the section prior to health and safety)

With the assistance of the external provider for contact tracing, everyone who has been in contact with an impacted individual will be alerted to ensure overall safety and wellbeing. Through the contact tracing process, it will be determined whether it is necessary for specific team members and students to be out of the school or work environment.

If a specific impacted area of the campus can be clearly identified, this area could be closed and sanitized, while face-to-face instruction may continue in other areas. The decision to close entire areas will be handled on a case-by-case basis after contact tracing is complete.

Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) 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 the below conditions for campus re-entry have been met:

- Persons diagnosed with a **confirmed positive COVID-19 case** may return to school when all three of the following criteria are met:
    - At least 10 days since symptoms first appeared **and**
    - At least 24 hours with no fever without fever-reducing medication **and**
    - Other symptoms of COVID-19 are improving**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation
- Persons who have **COVID-19 symptoms** and were directed to care for themselves at home *or* have not been evaluated by a medical professional may discontinue isolation under the following conditions:
    - At least three days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications **and**
    - Symptoms have improved **and,**
    - At least 10 days have passed *since symptoms first appeared:* **and**
        - 20 days have passed after symptoms onset for students with severe symptoms or have critical illness complications or who are severely immunocompromised

A negative COVID-19 test is not required, except for in rare situations.

If an individual who 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 or (b) a Negative PCR test for COVID –19 at an approved COVID-19 testing location found at https://tdem.texas.gov/covid-19/.

Identifying Possible COVID-19 Cases on Campus

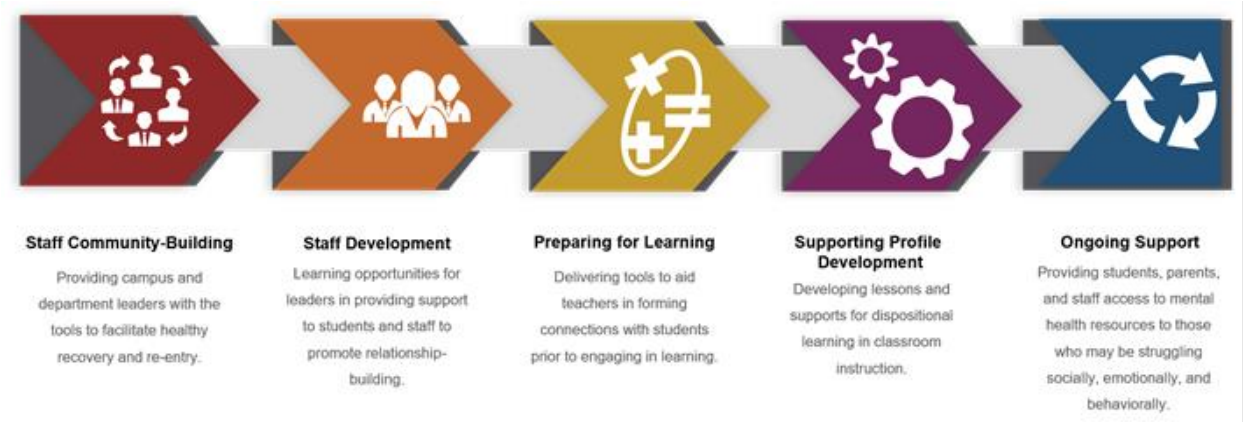
- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
    - The person with suspected of symptoms should wear a mask
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while 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.

The link following link provides source information for the latest information on this topic.
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

SOCIAL EMOTIONAL SUPPORT

Significant changes and losses associated with the COVID-19 Pandemic and increased awareness of social inequities in our country and the world have raised further awareness of the importance of mental and emotional health. Principals and teachers are overwhelmed with these changes and the challenges of returning to school with significant uncertainty around safety, scheduling, and new teaching models. The following is the plan for support and training based on the FBISD Student Ownership of Behavior Framework, the Pandemic and other impactful factors, and ensuring a supportive and responsive environment so learning can occur. The following is the plan for support and training based on the FBISD Student Ownership of Behavior Framework, the Pandemic and other impactful factors, and ensuring a supportive and responsive environment so online as well as face-to-face learning can flourish.

COVID-19 Staff, Student, and Family Supports



Adapted from: An Initial Guide to Leveraging the Power of Social Emotional Learning as you prepare to reopen and renew your school community. The Collaborative for Academic Social-Emotional Learning (CASEL). Casel.org. May 2020.

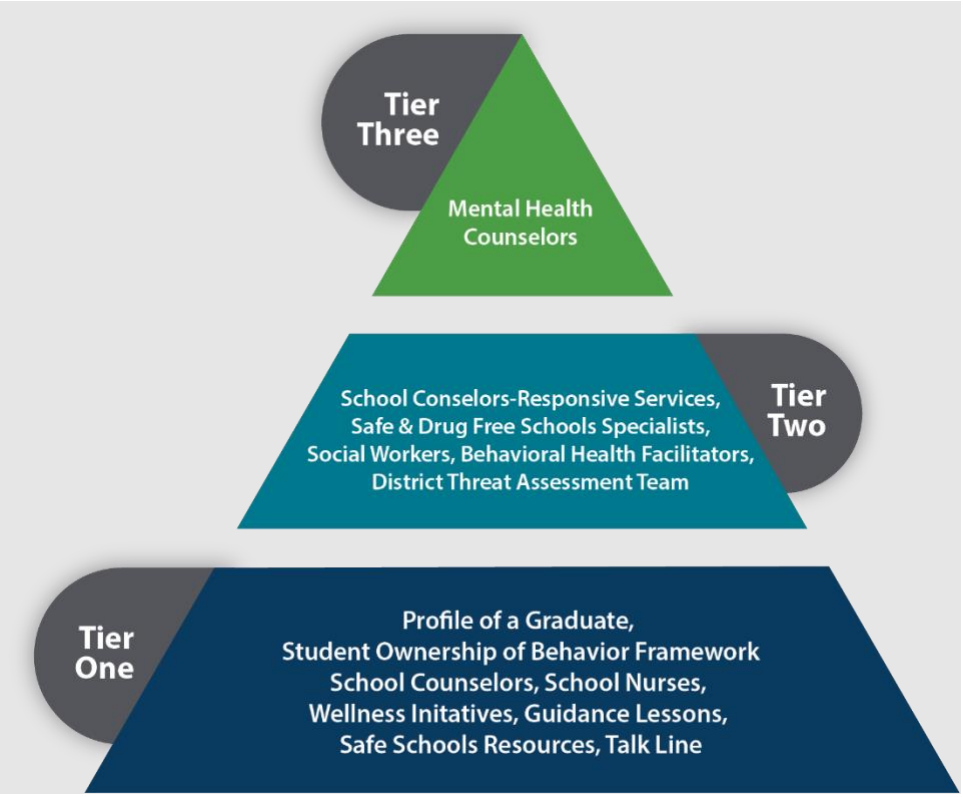
Staff & Family/Student Supports & Services

The social and emotional wellbeing of our students and staff is at the forefront of our thinking and planning as we reimagine school for the 2020-21 school year and beyond. Mental health supports are available to parents, students and staff through a variety of services. School counselors are the first line of support for our students. Therapists and mental health professionals are available for students, staff, and families. During the transition to the online learning environment there has been a shift as well in providing virtual therapy via telehealth services for mental health needs in the district. This new way of serving students, staff and families provides much needed support whether the modality of education is virtual or face-to-face. Additional support is provided to students served under Special Education Services through licensed professional counselors and/or school psychologist based on students individual ARD determinations. School counselors, social workers, and mental health counselors will provide monthly parent trainings to support families and their students on issues related to COVID, anxiety and mental health.

The Employee Assistance Program (EAP) is available for staff to access mental health supports online. Additionally, students are able to access face-to-face or virtual (online or teletherapy) mental health services through their school counselor and mental health counselors. Trainingis ongoing for administrators to grow their understanding of how to support their teams as it is critical in facilitating a trauma informed culture online or in person. The training and support are even more important considering the pandemic and other factors everyone is facing. Supporting administrators by building their capacity to support their teachers will enable our leaders to model and coach their team members on how to support and facilitate interactions with students. Teachers are growing their knowledge base to provide and model a compassionate environment for and with their students. Staff members received training prior to the start of the school year. Additional job embedded professional development will be conducted via virtual meetings (synchronously as well as asynchronously) to support the turnaround of the learning to accentuate principals and teachers understanding of how to access mental health services.

Multi-tiered Systems of Support

The multi-tiered system of supports is an integral part of the overall functioning of systems and structures to support the health and wellbeing of students, families, and staff. The higher-level tiers in the graphic below support students when the foundational level, Tier One, is not enough to allow students to be successful. In order to support the whole child, whether socially, emotionally, mentally, behaviorally, or physically there may be a need for additional intervening assistance. These reinforcements may come in the form of mental health counselors, social workers, behavior facilitators, or other wrap around service providers.



Components of Work

The components of the work may come in multiple connected formats. These various formats include training, resources, and coaching. As well, systematically building a common language across the district to reinforce the shift in mindsets to a more trauma informed approach will be a key element in facilitating success for our students. We need to ensure there is modeling of the practices we train on and coaching around an ongoing culture shift that supports all students no matter what adversities they have faced or will face moving forward.

- **Positive Behavior Interventions and Supports (PBIS)**

We want to ensure students receive clear and positive expectations about operating safely in their "new normal" on campus. A way to build safety is through consistent and reliable routines that will need to be continuously re-established, modeled, and rehearsed.

Key componentsof our training, coaching, and implementation of PBIS Systems and Tools: Campus Culture/PBIS Culture Teams, Guidelines for Success, Behavior Matrix, Respect Agreements, Positive Classroom Expectations, and Reward Systems

- **Restorative Practices**

Staff and students need a safe space to connect with others, talk about their feelings and experiences related to COVID-19, other events in the world, and in their own lives. Creating this safe space will also include celebrating being back together in-person or virtually, expressing how they coped, and positively dealt with the stay-at-home orders or other areas of grief that can come with changes or disruptions to normalcy

Key components for training, coaching, and implementation of Restorative Practices Systems and Tools: Creating a Climate of Care & Kindness, Circle Culture building, Community Circles, Circle Protocols/Norms, Circle Prompts, Compassion connections and training

- **Trauma Informed Classroom**

Staff and students are returning virtually or face-to-face with heightened levels of anxiety. Those with a history of trauma and/or who have been profoundly impacted by COVID-19 may bring higher levels of trauma that could affect behavior and learning.

Key components for training, coaching, and implementation of Trauma Informed Systems and Tools: Mindfulness Moments, Signs and Symptoms of Trauma/Grief, Student Support Team, Multi-Tiered System of Supports, Support Referral Form, Calming Corners, Compassion Support, Coaching, and Training

- **Profile of Graduate/Social Emotional Learning**

Staff and students will be bringing complex feelings and experiences back to campus. Consequently, they are likely to be more irritable, have concentration and focus issues, and demonstrate new behaviors and strong reactions as they seek to cope with the uncertainty of their future in this new normal.

Key components for training and implementation of SEL Systems and Tools: Profile attributes tied to the dispositions of learning and behavior are being built as lessons that will be embedded and accessible in the curriculum

SEL Integration & Identified Resources

The work of the department is focused on the development of the SEL integration components aligned to the Profile of a Graduate Attributes, which are strategically aligned to the disposition of learning and behavior. As part of this plan, lessons are being written and added to the curriculum, as these lessons are completed and aligned they will be added for teachers to use with their classes. Key components of the plan include:

- Training and coaching teachers on what is available so they can access the toolkit of resources in Schoology around student ownership of behavior.
- Building a common language and expectations around being trauma informed, supportive, and inspiring this culture will be key to modeling effective supports.
- Providing training to administrators to help them build their understanding, compassion competence, and adjusting paradigms and mind frames on how we interact with students.
- Embedding SEL and classroom culture building connections in teacher Professional Development.
- Continuing the components of the student ownership of behavior framework as part of training plans throughout the school year and ongoing over the next five years in alignment with the strategic plan.

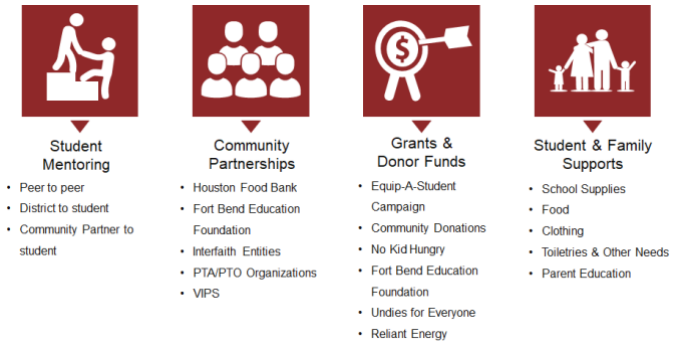
Collaborative Communities

The Department of Collaborative Communities understands that our most important goal is providing support to our students and families to enable our students to remain focused on successfully progressing through our school system and achieving their full potential. As a result, our highest priority areas of support to address student, family, and community needs include:

- Addressing food insecurity
- Increasing access to basic toiletries
- Seeking new funding streams to offset increased costs

In preparation for the 2020-2021 academic school year, a significant focus remains prioritized on partnership development with the goal of continuing to support students, families and the community. The graphic below provides an overview of Collaborative Communities projects, programs, and key strategies to ensure community needs are being met and that students are equipped to learn

Social Emotional Supports



Student Mentoring

Mentoring students is among the top priorities for Collaborative Communities for the 2020-2021 academic school year. Due to school closures and the virtual online platform during the spring semester, Collaborative Communities recognizes that there will be an ever-growing need to scale the District Mentoring Program in efforts to foster and maintain mentoring relationships with students and ensure their social and emotional well-being.

Collaborative Communities aims to employ three mentoring models across the District via virtual (e.g., Zoom) platforms during the 2020-2021 school year as outlined below:

- **Peer to peer (pilot)**: Juniors and seniors will mentor incoming freshmen throughout the school year. For the 2020-2021 school year, pilot efforts will be focused on two high schools with the aim to expand to all high schools in future years.
- **District to student**: This model, also known as All-In Mentoring, entails District employees mentoring at a designated campus and targeting high-need students in partnership with the campus principal, Parent Educator and key staff. For the 2020-2021 school year, the All-In Mentoring Program will be at Blueridge Elementary.
- **Community partner to student:** Community partners, trained by the Collaborative Communities team, are matched via a Mentor Liaison (counselor) at a campus. Key partners are required to complete a background check and include Big Brothers Big Sisters (BBBS), Advocacy Now Institute and interfaith entities. For the 2020-2021 school year, BBBS will focus efforts at Hunters Glen Elementary.

Collaborative Communities is also exploring opportunities to potentially engage key stakeholder groups including Parent Educators, Volunteers in Public Schools (VIPS) and others as potential mentors for our students.

Community Partnerships
Collaborative Communities will provide continued support to key stakeholders and scale partnership efforts with the following groups:

- Interfaith entities
- Volunteers in Public Schools (VIPS)
- PTO/PTA and parent booster clubs
- Community-based organizations/non-profits

Recently, Collaborative Communities embarked on a new partnership with the Houston Food Bank to provide fresh produce and pantry items to District families in need. From March to August 2020, a total of 25 food distributions were held, providing over 590,000 pounds of food to approximately 5,894 families in the District. The team hasscaled the partnership with the Houston Food Bank to provide monthly distributions (from October 2020-May 2021) in the Willowridge and Kempner feeder patterns, a direct alignment with the exemplary partnership feeders.

Grants / Donors
For 2020-2021, Collaborative Communities has developed new strategies to seek funding streams to ensure that enough high-demand items will be available to provide to students in need in preparation for the new school year. The team anticipates the needs across the District will vastly increase as conditions associated with the COVID-19 pandemic continue to evolve.

Collaborative Communities has received grant and community donor funding and donations to be used towards providing additional supports for our students in need. In addition, the team has applied for at least five additional grants to provide food, school supplies, toiletries, and clothing for students and will continue to pursue grants and leverage community donors that align to our community needs.

Student and Family Supports
Shared Dreams, a part of Collaborative Communities, works in tandem with campuses to identify, prioritize, and address the needs of students who are most at risk. Traditionally, through Shared Dreams, students and families have been provided with items such as school clothing, toiletries, and school supplies.

Collaborative Communities made a strategic decision to keep Shared Dreams open beyond its traditional operating schedule from March-August 2020 to collect additional clothing items in preparation for the start of school. Community engagement efforts to obtain additional support are continuing as planned.

The department has also received generous support from Board of Trustee members including toiletry donations, literacy support for students and working with the community to collect items in need.

Outreach and Support to Non-Engaged Students

Collaborative Communities haspartnered with the Department of School Leadership to support campuses regarding students who are not engaged with online learning. Campuses will manage the initial outreach efforts via the classroom teacher and additional campus supports including the campus counselor, campus administration and Parent Educators at Title I campuses who play a critical role in cultivating trusting relationships with our parents. Additional efforts will include involving the social workers and additional staff to help campuses as needed with larger numbers of non-engaged students or cases where campus efforts have not been able to effectively re-engage students.

Additional ways in which Collaborative Communities plans to leverage Parent Educators in order to reach families and students who are not attending school include:

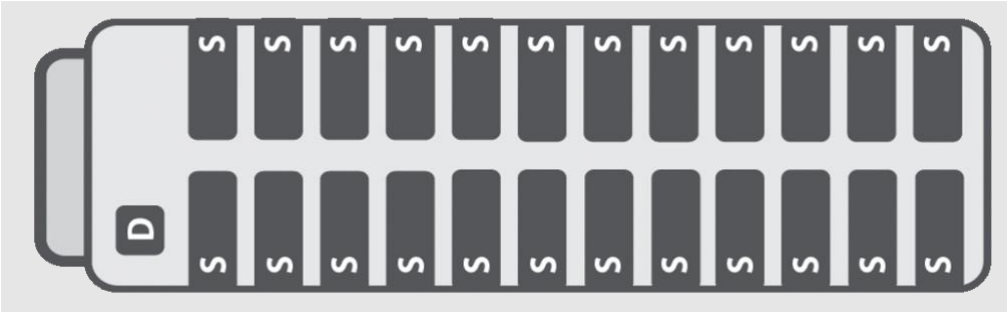
- Outreach and continued engagement with families to ensure they have access to technology (as necessary), District resources and key information
- Support to the principal and campus
- Family classes that may include how to access District resources (e.g. Schoology, Skyward, etc.)
- Mentorship to students

OPERATIONAL SYSTEMS

TRANSPORTATION

Transportation has created bus seating protocols that allow for maximum bus capacity while adhering to social distancing guidelines. This seating structure includes utilization of 50% bus capacity, which allows 24 students per bus at one time.

FBISD will continue to adhere to social distancing on buses to the greatest extent possible; however, should adjustments be necessary to accommodate the increased numbers of students requiring transportation, loading buses with two students to a seat may be required.



The Transportation department will monitor and adjust bus seating protocols as COVID-19 cases fluctuate in the community based on district established Pandemic Management Plan.

Limited transportation will be available. Students served with special education services whose ARD indicates special education transportation eligibility and students eligible for the McKinney-Vento program will be transported.

Extensive safety protocols will be in place to prevent any outbreak while in the bus:

- All students will be required to follow the campus PPE requirements while aboard buses
- Bus drivers and monitors will sanitize buses between every group of passengers to prevent cross-contamination
- Students will be loaded from back to front and will exit from front to back
- All transportation vehicles will be routinely fogged to improve sanitation and germ removal.
- All bus drivers and monitors will be issued a personal hand sanitizing agent for personal use only

All bus drivers will be required to use appropriate PPE and district sanctioned CDC approved cleaning agents. Transportation will issue and re-train all staff on the appropriate use of cleaning agents and PPE prior to the start of the 2020-21 school year

Bus route schedules will fluctuate based on the 2020-21 student enrollment, student calendar, length of school day, traffic patterns, school start and end times and tier structure. Additionally, these factors will impact Transportation's ability to accommodate traditional buses for the use of athletics, UIL and other extra-curricular activities. The current bus routes reflect pre-COVID-19 data collected during the 2019-20 school year.

An extended student calendar or a "double busing" protocol will most significantly impact the Transportation budget by creating a need for increased payroll, fuel, maintenance, and other related expenditures. A double busing protocol requires a single bus to pick up a designated number of students from one location and transport them to a campus location, then immediately return to the same pickup location and transport another group of students back to the same campus location.

Parents were encouraged to complete the learning model selection process with the understanding that transportation will not be guaranteed. Parents who select face-to-face will be directed to web link that will show their eligibility

EXTENDED LEARNING

Extended Learning provides a supportive climate and safe environment for children to flourish while fulfilling the District's Mission. This fall, families in Fort Bend ISD will be able to continue to rely on the support that they have come to know and trust from the Extended Learning Department. Once face-to-face instruction resumes, Extended Learning will provide childcare to students in Pre-Kindergarten through 8th grade before and after school at 53 campuses this year as outlined below:

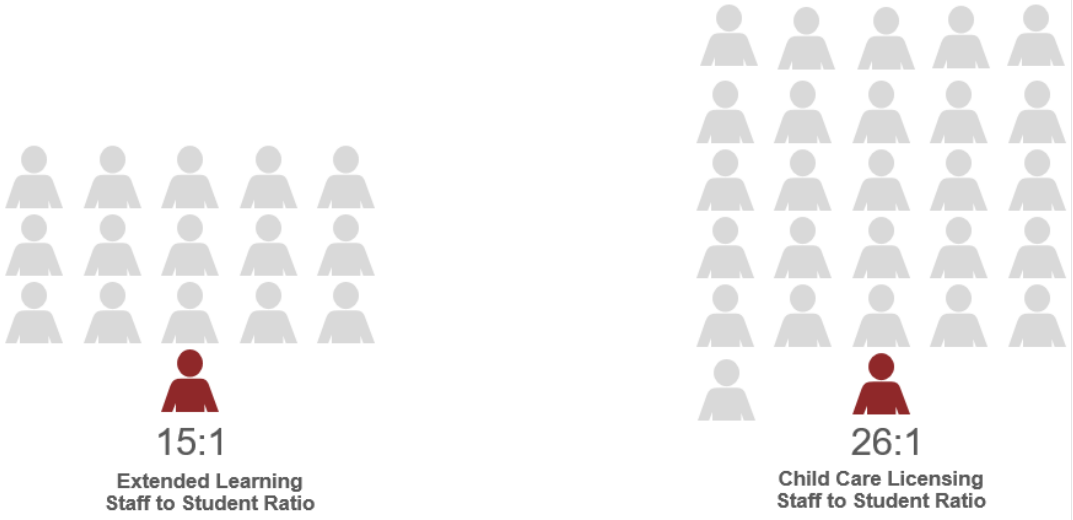
- All elementary schools (except Jones, Ridgegate and Ridgemont)
- Bowie, First Colony, and Sartartia Middle School will have morning and afternoon programs
- Fort Settlement and Garcia will offer morning only programs

In alignment with school hours for the 2020-2021 school year, Extended Learning's operating hours will be one hour before start of school for the morning program and will resume from dismissal until 6:30pm.

In response to an increased need for virtual learning enrichment experiences due to COVID-19, all Community Education classes for elementary students, teens and adults for the fall semester will be provided online during their normal scheduled time. For the spring 2021 semester, enrichment classes will continue to be offered online and for select classes, face to face instruction will resume at elementary and secondary campuses.

Social Distancing Measures

Aligning with social distancing guidelines provide by TEA, the number of students that will be serviced after school at each campus is contingent on staff and space within the building. The graphic below outlines the staff to student ratio as it compares with current recommendations from Child Care Licensing.



In anticipation of the need for flexibility due to evolving pandemic conditions, we are continuously reviewing our enrollment numbers at campuses and reallocating staff between schools when deemed necessary to meet the enrollment needs. We will also continuously review our applicant pool and be prepared to hire if enrollment numbers dictate a need to hire (after first looking to reallocate existing staff where appropriate to be fiscally responsible). If a campus has a vacancy or is in need of additional staff due to enrollment, a maximum capacity may be placed at the campus and students will be placed on a waiting list until staff are hired.

To account for physical distancing measures that will be in place for the delivery of instruction during the school day, areas in schools have been identified to continue Extended Learning afterschool activities. At the discretion of campus administrators prior to the start of the year, and regarding individual campus related activities and needs, possible areas for Extended Learning may include:

- designated Extended Day room
- cafeteria
- gym
- library
- computer lab (if applicable)
- designated outdoor areas (for physical activity)
- additional classrooms (as needed, pending program enrollment and availability)

Based on recent parent survey results, Extended Learning is projecting that afterschool enrollment will be down 60% for the 2020-21 school year.

Extended Learning – Fall 2019 Enrollment	Projected Fall 2020 Enrollment
4853	1941

Presently, when face-to-face instruction resumes, we anticipate we will be able to provide an engaging afterschool enrichment program for up to 75 students at every campus that offers Extended Learning. Even with social distancing guidelines in place, the current number of department staff will allow for 3,300 students to be served District-wide.

Additional Health and Safety Measures

All Extended Learning staff will adhere to safety and social distancing protocols as set forth by the District. Staff will be required to:

- have a daily medical check prior to entering the building
- wear a face covering or mask during work hours
- enforce social distancing protocols for staff and students
- spot clean as needed
- wipe-down desks and the tops of seats between rotations

Staff will also engage in professional learning on appropriate health and safety protocols in accordance with District guidelines.

Program Registration and Fees for Service

Families can complete registration online by accessing EZChildTrack, a childcare management software. To register a child for the before and/or afterschool program, parents will need to:

- fill out all required registration fields for each student
- select the campus and the program the child will attend
- pay the registration fee

After the application is submitted, a notification about acceptance into the program will be sent to the email address on file. Each application is individually reviewed and approved, and the review process may take up to two weeks after an application is received. Once enrolled in the program, parents will be billed tuition monthly. Some months are prorated based on the calendar.

Below is the list of fees for the 2020-21 School Year (this is the same fee schedule as in 2019-20):

Program	Monthly Tuition
Extended Day (Elementary) Morning Only	$90
Extended Day Morning & Afternoon	$250
Extended Day FBISD Employee Rate	$225
Club Excel (Middle School) Morning Only	$100
Club Excel Afternoon Only	$200
Club Excel Morning & Afternoon	$250
Club Excel FBISD Employee Rate	$225
Little Learners (Pre-K) Morning Only	$110
Little Learners Morning & Afternoon	$300
Little Learners FBISD Employee Rate	$275

Childcare for District Employees

We are aware of concerns around access to childcare that Fort Bend employees expressed last spring and into the summer months. We are committed to supporting our teachers and employees so they can return to work knowing that their children will be in a safe, nurturing environment. Beginning on the first week of school, Extended Learning staff will provide support at the Learning Centers for families that need childcare and adult supervision of students. Using data from the student enrollment verification process, we are working to be able to provide space for as many students as possible within each campus and continue to add seats for the identified priority groups. Before and after school care will continue to be provided at the elementary Learning Center sites by Extended Learning staff.

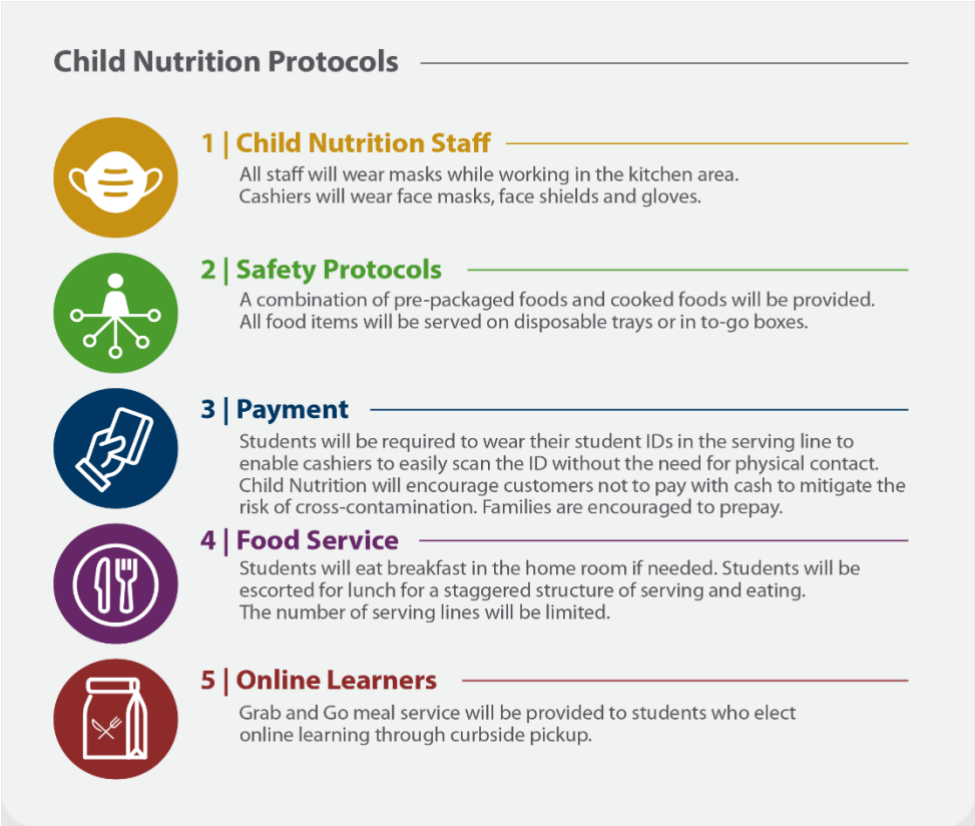
In order to expand childcare offerings, FBISD also partnered with local private childcare centers to support student online learning. Staff will provide professional learning to support student's learning and monitor the effectiveness of online engagement at these private childcare centers.

We will transition the current elementary Learning Centers to all elementary campuses having a Learning Center during the 13- day transition window prior to the start of face-to-face instruction. Currently, all secondary locations have a Learning Center except for Dulles MS, Fort Settlement MS and Kempner HS. However, during the transition, these campuses will also now have a Learning Center to support student online instruction. Students currently attending a Learning Center will shift to their home campus during this transition period and attend the Learning Center until their grade level is phased into the building. Staff that are returning to work and have a child at home that now require childcare will have an opportunity to request a seat at a Learning Center. This transition model is only for students currently at a Learning Center and adding students of campus staff that need a seat, along with any newly identified homeless, foster care or students with no connectivity. Campus staff will support the students attending the Learning Center during this transition period. Extended Learning will continue to provide before and after school care at Learning Centers through the student transition window.

Budget Considerations:
The Extended Learning budget is directly impacted by student attendance and therefore we will be monitoring registration and enrollment projections closely throughout the fall semester. There will be less revenue generated by the department if the student enrollment is lower than previous years. Personnel costs would be impacted based on the number of staff working at campuses and the hours that are worked. Costs could be decreased if less staff are needed due to lower student enrollment or would be increased based on unanticipated factors. In the 2019-20 school year, Extended Learning contributed $2.5 million to the general fund. Average monthly attendance for the 2019-2020 school year was between 4,500 and 4,600 students and the department's gross revenue was one million a month.

CHILD NUTRITION

The Child Nutrition Department is committed to ensuring students receive healthy nutritious meals each school day. In response to the COVID-19 pandemic, the Department will continue to operate and will follow protocols to ensure students are fed in a manner that minimizes risks to students, staff, and visitors. These protocols, illustrated in the graphic below, include requirements for staff, safety protocols around food choices and handling, processing student payments, recommendations for serving students, and meal options for online learners



Additionally, the Department will ensure that the application for free and reduced-price school meals are incorporated into the preregistration process to extend the benefit to as many eligible students as possible.

Detailed videos illustrating the Safety protocols have been established for both Elementary Meals and Recesses and for Secondary Meals

01 – Child Nutrition Staff

All Child Nutrition Staff (CND) will be required to wear masks while working in the kitchen area and when serving meals. In addition to masks, all CND staff will wear gloves while handling food. Cashiers serving students who are not required to wear protective face coverings will wear masks, face shields and gloves. Due to the established safety protocols and measures in place, there is no need to install additional protective equipment in the serving line area such as partitions. Sneeze guards will be utilized to protect all food items, and all staff will wear the required PPE.

In the instance that Child Nutrition receives a COVID related illness concern, it will be reported via the Salesforce link immediately initiating the contact tracing process. The Contact tracing team will work with Human Resources (HR) team to investigate and follow the contact tracing process for any individual who encountered the reported infected employee and determine the timeframe and length of exposure. The contact tracing team will work with HR to decide who and for how long the identified individuals will be required to quarantine . If an employee is asked to quarantine, once they are designated as "safe" by the contact tracing team and HR, Child Nutrition will receive an email stating the employee's return to work date. This process has been implemented since June 2020 and updated as of November 2020 and has proven to be an effective method for managing employees exposed to or infected by COVID-19.

02 – Safety Protocols

The following Safety protocols have been established for breakfast and lunch service

- A combination of pre-packaged and cooked food options will be provided.
- Limited Al a carte options will be available for Face-to-Face students
- All food items will be served on disposable trays or in to-go boxes if the students are returning to their classrooms with accompanying disposable plastic ware.
- No items will be available for self-serve.
- All food items will be served by the CND staff members.
- Cafeterias will be cleaned and disinfected daily in accordance with safety protocols outlined in this plan

These protocols align with the service protocols for districts in Region 4.

03 – Payment

The United States Department of Agriculture has extended the waiver to allow students to be fed at no cost through the end of 2020. This applies– starting September 28, 2020 to December 31, 2020, all students choosing to participate in Face-to-Face instructional modality will be offered breakfast and lunch at no cost.

Student IDs must be worn in the serving line to enable cashiers to easily scan the ID without the need for physical contact.

04 – Food Service

The Department will offer both breakfast and lunch meal options each day. The Texas Department of Agriculture has provided mealtime waivers that allow lunch to be served as early as 9:00 AM and as late as 2:00 PM if needed. Guidelines for serving breakfast, lunch, and serving lines are as follows:

Breakfast Service: When students arrive at campus, they should follow protocol to exit the bus or car and

report to the cafeteria to pick up a meal **only** if they intend to eat breakfast. Once students receive a meal, they will be required to take the meal to their designated classroom for consumption.

Students who do not intend to eat breakfast should report directly to their designated classroom.

Lunch Service: Students should be escorted by classroom for a staggered structure of service and eating schedules. Child Nutrition will utilize printable social distancing signage provided by the Texas Department of

Agriculture (TDA) to be displayed in the serving areas. Child Nutrition recommends that campus leaders establish a seating structure to block off seats, tables, or specific areas to meet the CDC social distancing guidelines. Designated lunch areas should be assigned to classrooms so that some classes are seated in the dining area and other classes consume meals in the classroom to enforce social distancing measures. Refer to Appendix - Exhibits L and M to review a sample staggered meal service and schedule structure.

Onsite Serving Lines: To ensure adherence to social distancing measures, Child Nutrition will operate serving lines as follows at each campus level:

Campus Level	Serving Lines
Elementary Schools	Two serving lines
Middle Schools	Two outside serving lines
High Schools	Lines 1, 3, and 5

If Child Nutrition identifies the need to open additional serving lines or add meal service times, a determination will be made if these actions can be performed while adhering to the safety protocols for all students and staff.

05 – Online Learners

Breakfast and lunch meal service will be offered to students who elect online learning through designated curbside locations for “grab and go” service at no cost to the family.

06 – In person students

Students receiving their breakfast or lunch in the cafeteria will socially distance and be directed on ways to prevent the spread of virus while eating specific to their campuses size and ability to best mitigate risk.

SCHOOL CALENDAR AND PERSONNEL

SCHOOL CALENDAR

The Texas Education Agency, TEA, released guidance to all school districts in the state recommending that calendar modifications be considered in order to support students in the upcoming year. The research and data shared by TEA and other research partners including EAB, predict significant loss of learning for students in areas of reading and mathematics due to the COVID-19 Pandemic. Recommended calendar modifications include examination of an extended school day, extended school year, and increased professional learning for teachers to provide time for teachers to practice implementing technology platforms tied to the defined learning framework. Additionally, TEA introduced the option to use an intersessional calendar, which would create blocks of time during the year to provide the flexibility for student intervention or to make up missed days due to a COVID-19 resurgence.

In June, FBISD reengaged the District Calendar Committee to review TEA guidelines and establish guiding principles for decisions related to a revised 2020-21 school year calendar. The committee defined the following guiding principles:

- Equitable access to learning and supports for all students,
- Increased instructional time with embedded intervention to ensure academic progress for students,
- Time to support instructional continuity through a combination of face to face and remote (asynchronous and synchronous) learning opportunities,
- Ongoing, job embedded learning for all staff including time for planning,
- Safety and wellbeing of staff, students, and parents, and
- Flexibility to address future outbreaks/school closures.

The committee reviewed seven draft calendars and engaged teachers, leaders, and parents in focus groups to review options and form a recommendation. Following Board review and consideration of the number of unknown variables minor changes to the calendar were approved and include the following changes.

The critical changes to the calendar are:

- Adds one additional day of professional learning for teachers to work on evidence of practice during the 1st semester.
- Pushes the start of school three days (teachers 8/6, students 8/17)
- Removes 9/25 Holiday but provides asynchronous flexibility should the Fort Bend County Fair be held.
- Moves the professional learning day scheduled for October 9 to November and designates this day and one other in November as online professional learning for evidence of practice, which may be completed at any time preserving a week off for teachers.

The 2020 – 21 school calendar is posted online.

School Closure Reporting Process

In the event of a school closure (no face-to-face or online learning) due to WHS (weather, health, or safety) the impacted campus submits a low attendance day waiver form to the FBISD PEIMS-Attendance team who engages with the District Strategic Transformation Department to determine impact to operational minutes, possible calendar revisions, or TEA waiver submission.

District Calendar Revision

In the event of a mid-year calendar revision, the calendar committee will be reconvened to examine current data, TEA guidelines, and operational minutes completed and remaining in order to recommend any needed changes to the calendar. Calendar revisions would be presented for consideration to the administration and the Board of Trustees.

HUMAN RESOURCE MANAGEMENT

RETURN TO WORK PLAN

The return to work plan for all employees includes FBISD using a phased in approach to limit the number of staff and visitors in our buildings, campuses and other facilities. The reopening may include a blended model of remote work, flexible or staggered shifts and physical work in our buildings, campuses and other facilities based on department and campus needs and in alignment with guidance by local, state and federal agencies.

The District's goal is to support our employees in making the best decisions regarding the health and well-being of themselves and their families while balancing the needs and responsibilities they have as valued members of the FBISD team. Several leave options are available in FBISD to support all eligible employees and includes the most recent leave option available through the Families First Coronavirus Act (FFRCA) which serves to address requests under COVID-19.

SAFETY PROTOCOLS

The safety, security and well-being of all students, staff and visitors are the top priority for FBISD. In alignment with local, state and federal agencies, the District has implemented new protocols and expectations to ensure all employees and visitors are safe and secure.

Staff Wellness Screener

- In the interest of protecting the health and safety of all students, employees, visitors and vendors, Fort Bend ISD will implement self-reported health and safety protocols for all employees. In alignment with the CDC and Texas Department of State Health Services (DSHS) guidelines, employees will use the Salesforce link via the text, email, or link in the FBISD "Live Well" application through their mobile devices or other computer devices, to complete a required pre-certification screening prior to returning to work. As part of the pre- certification screening, employees are required to watch mandatory coronavirus awareness videos and complete a series of health and travel related questions. Once employees return to work, the Salesforce link in the LiveWell application will continue to be used as a daily symptom checker. This daily process includes screening employees to ensure they are not symptomatic prior to entry to any FBISD facility or while working from home. In addition, Wellness Monitors will perform daily non-contact temperature screenings at all building, campus and facility entry points. The collection of this data will be used to properly assess the level of risk and potential exposure to the employee and others.

Personal Protective Equipment and Reducing the Spread of COVID-19

- To assist with decreasing the spread of COVID-19, FBISD will require all employees and visitors to wear facial coverings, use proper social distance and follow hygiene protocols per CDC guidance while in District buildings, campuses and other facilities. Reusable cloth facial coverings will be provided to employees upon the District's reopening and cloth or disposable facial coverings for visitors will be provided.

CONTINGENCY PLAN

To ensure the safety and security of employees working in District facilities, the following contingency measures will be implemented:

- Employees with a fever below 100.0F will be admitted into the building and provided clearance.
- Employees with a fever of 100.0F or above or other signs of illness will not be admitted into building. Information will be provided to the employee to contact their supervisor, return home, follow regular absence policy (if applicable) and a recommendation to contact their health care provider.

An employee that is approved to work from home will not use their leave days. An employee who has tested positive for COVID-19, is pending COVID-19 test results, is symptomatic of COVID-19, or has been exposed to a confirmed COVID-19 case may only return to work at a District facility upon completion of an acknowledgment form indicating health requirements have been met. When an employee is cleared to return to work, the COVID-19 Team will notify the staff member via an email and will copy to the employee's supervisor on the communication.

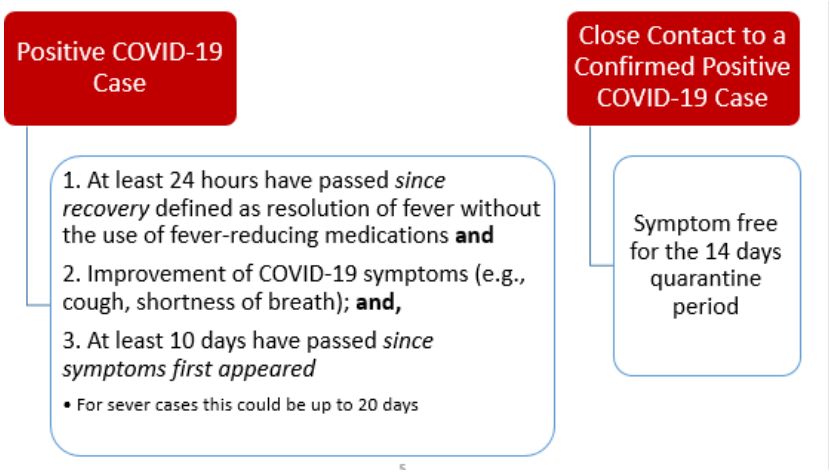
Staff Return to Work Guidelines

Fort Bend ISD will follow CDC guidelines regarding when a staff member tests positive for COVID-19 or has come in close contact with a lab confirmed COVID-19 case.

A staff member that has tested positive for COVID-19, must meet the following the criteria to return to work:

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Other symptoms of COVID-19 are improving**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation

A staff member that has come in "close contact" with a lab confirmed positive case, must self-isolate for 14 days. The staff member must be symptom free for the entire 14 days to return to campus. If the staff member starts to have COVID-19 symptoms or tests positive for the virus, must then meet the three criteria for a positive COVID-19 case to return to work. Close contact is defined as being within 6 feet of someone who has COVID-19 for a total of 15 minutes in a 24-hour period or more (within or without a mask).



Staff members must complete and submit all required return to work documents required by the Human Resources Department. The District COVID-19 Team will notify department leadership regarding when staff members are cleared to return to campus.

Addressing Employee Concerns and Back to Work Conversations
If an employee has concerns regarding returning to their physical work location, he or she should inform their Supervisor and work with Human Resources to determine next steps.

Human Resources will provide resources to assist leaders in conducting back to work conversations.

In order to better understand employee thoughts and concerns surrounding the COVID-19 pandemic, an employee survey was conducted

Employee Leaves
Leave options are available to support all eligible employees. To review leaves information, including the most recent update under the First Coronavirus Act (FFRCA) which serves to address requests under COVID-19. FBISD Leaves.

Contract and Work Calendar Implications
Contracts for employees provide that employees are employed *"according to the hours and dates set by the District as they exist or may hereafter be amended."* Therefore, no contract adjustments are needed to accommodate a change in work calendar or number of workdays.

The work calendar aligns with the school calendar. Adjustments were made to work calendars outlined in Appendix - Exhibit N. Employees who experienced a work calendar adjustment were notified as soon as the updated work calendar was available.

Staffing Assignment Changes

Based on any revision to the staffing guidelines due to the change in instructional model for 2020-21, Business and Finance and HR will communicate any staffing allocation adjustments to hiring leaders as soon as possible. Further, HR will work with hiring leaders to identify and communicate changes in staffing assignments.

Staff assignment changes are implemented in alignment with Board Policy DK (Local). Policy DK (Local) provides that *"teachers who are under contract for the following year and who are no longer needed on a specific campus as a result of a decline in projected enrollment, a program change, certification specificity, or a modification of staffing guidelines are defined as excess".* Policy DK Standard Operating Procedures address reassignment of teachers prior to the start of teacher work calendar and separate procedures for reassignment of teachers after the start of the teacher work calendar.

Idle Staff Identification and Assignment Process

When the District is operating in conditions that prevent employees from performing in their original capacity, employees may be identified as part of our idle workforce. Leaders may leverage individuals identified as idle differently and/or they may be reassigned to serve in other capacities in the organization. Appendix – Exhibit O, which is a living document, details this process and provides guidance to leaders regarding requesting and utilizing our idle workforce

EXHIBIT

EXHIBIT A - Items Required to Support Return to Work/School Plan (Previously Unbudgeted)

Expense Category	Expense Description
Payroll	Expenses related to Calendar changes
Payroll	Supplemental pay for hardware and other technology installation at campuses
Payroll	Additional campus staff (Pending guidance from the Texas Education Agency)
Payroll	Staff for District's Contact Tracing team
Payroll	Staff for Wellness and Recess monitoring
Maintenance and Operations	Contracted services for District-wide Contact Tracing
Maintenance and Operations	Personal Protection Equipment for students and staff
Maintenance and Operations	ClassLink – Engagement tracking app for District Learning Management System (Schoology)
Maintenance and Operations	Cleaning equipment and other sanitation devices for campuses and other District locations
Maintenance and Operations	Cleaning and other Janitorial supplies for sanitation work at campuses and other District locations
Maintenance and Operations	Lockdown Browser – Security application for District Learning Management System (Schoology)
Maintenance and Operations	Contracted services for classroom technology deployment, inventory, and installation at various campuses
Maintenance and Operations	Hotspots for students and staff (Hardware and Service)
Maintenance and Operations	Additional costs related to increases the number of bus routes due to social distancing rules
Maintenance and Operations	Hardware cleaning services for lending library
Maintenance and Operations	Signs, flyers, and other printed materials for manuals and
Maintenance and Operations	Laptops, tablets, and other devices for student engagement in online learning
Maintenance and Operations	Insurance for laptops and tablets checked-out to students
Maintenance and Operations	Contracted services for online services for Special Education students
Maintenance and Operations	Software and other applications and tools to support online learning

EXHIBIT B - COVID-19 Management Plan

COVID – 19 Response Actions

The table below illustrates the format used to define Response Actions and the transition time needed as FBISD transitions (level up or down) between Risk Levels.

	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	Indicates transition time	Indicates District or Campus actions that support a ***level up*** transition. To support efficiency in actions, the Department or Job Role lead is identified.	Indicates transition time	Indicates District or Campus actions that support a ***level up*** transition. To support efficiency in actions, the Department or Job Role lead is identified.
	Indicates transition time	Indicates District or Campus actions that support a ***level down*** transition. To support efficiency in actions, the Department or Job Role lead is identified.	Indicates transition time	Indicates District or Campus actions that support a ***level down*** transition. To support efficiency in actions, the Department or Job Role lead is identified.

The Response Action chart(s) below define actions that align to the five pathways: Instructional Expectations, Social Emotional Support, Safety, Operational Support, and Calendar/Personnel.

For each pathway, a lead job role is identified to ensure effective communication and efficiency in launching the District/Campus response actions to support transitions. Additionally, transition time for identified actions is shown for level up and level down response actions.

- For situations where FBISD deems it necessary to shift the risk level up (health and safety risks increase), FBISD will communicate the shift in operations and learning models immediately, with changes launching the next business day. ***While these transitions may require the student learning model to change, there will be no interruption in student learning experiences.***
- For situations where FBISD deems it necessary to shift the risk level down (health and safety risks decrease), FBISD will need a *maximum of 3 weeks* to prepare district level operations for the identified changes. ***During this transition time, students will continue in their identified learning model.***

Instructional Expectations

Lead: Executive Director Teaching & Learning (TL)

	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	1 Day	**District Action** • Executive Director TL: Curriculum supports created to support face-to-face and online learning • Assistant Director Student Growth & Achievement: Communicate assessment administration plans for a face-to-face learning with considerations for online options • Director(s): SPED, GT, Multilingual: Initiate district systems to support students with SPED, 504, GT, and EL services with a transition to a different learning model where applicable **Campus Action** • Campus Administrators: Monitoring instruction and provide feedback • Instructional Staff: Utilize the curriculum support tools for planning face-to-face and online instruction	1 Day	**District Action** • Executive Director TL: Curriculum supports created to support online only instruction aligned to the Learning Framework • Assistant Director Student Growth & Achievement: Determine and communicate assessment administration implications for online learning environment • Director(s): SPED, GT, Multilingual: Initiate district systems to support students with SPED, 504, GT, and EL services with a transition to an online learning model • Executive Director TL & Department of School Leadership: Revisit grading procedures to determine if adjustments to number of grades is needed **Campus Action** • Instructional Staff: Utilize the curriculum support tools for planning online instruction – instructional minutes for synchronous vs asynchronous • Campus Staff: Implement assessment administration plan • Campus Administrators: Monitor instruction and provide feedback in online learning environment

	Transition Time	Level 2 (YELLOW) to Level 1 (GREEN)	Transition Time	Level 3 (RED) to Level 2 (YELLOW)
	3 weeks	**District Action** • Executive Director TL: Curriculum supports created to support instruction in online and face-to-face environment aligned to the Learning Framework • Director(s): SPED, GT, Multilingual: Initiate district systems to support students with SPED, 504, GT, and EL services **Campus Action** • Campus Administrators: Monitor instruction and provide feedback	2 weeks	**District Action** • Curriculum Writing Team: Curriculum supports created to support instruction in online and face-to-face environment aligned to the Learning Framework • Assistant Director, Student Growth & Achievement: Communicate assessment administration plans for a face-to-face and online learning models • Director(s): SPED, GT, Multilingual: Initiate district systems to support students with SPED, 504, GT, and EL services for both learning models **Campus Action** • Campus Administrators: Monitor instruction and provide feedback

Health and Safety Lead: Executive Director SEL and Comprehensive Health (SEL & CH)				
	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	2 Days	**District Action** • Coordinator, Health Services: Communicate health and safety protocols to students and families • Coordinator, Health Services: Communicate health and safety protocols to staff and campus leadership • SEL & CH team: Communicate to building leadership who gets access to campus, no visitors allowed. • SEL & CH team: Communicate the expectation for all visitors to have scheduled appointments and complete a daily health screening before being admitted into any district facility. • Internal Communications: Communicate to all district staff the expectation to work only at their identified home site. • Communications: Communicate to staff and students that all employees, student over the age of two, and visitors approved to enter a District building will be required to wear a face covering (cloth or disposable) over the nose and mouth and secured under the chin to be admitted into a district	2 Days	**District Action** • Coordinator, Health Services: Communicate enhanced health and safety protocols to students and families • Coordinator, Health Services: Communicate enhanced health and safety protocols to staff and campus leadership • SEL & CH Team via Blackboard Connect: Share template for building access scheduling with building leadership. **Campus/Department Action** • Principal/Executive Director: Communicate the expectation for vital staff to report to their work location and identify job roles that will work remotely. • Principal/Executive Director: Communicate to all vital staff a schedule that will maintain social distancing when they are required to be on-site. • Communicate to all staff, students, and families that visitors are not allowed on site at any district facility.

		facility. The face covering must be two layers and worn in all public areas and shared spaces. Reusable cloth facial coverings will be provided to staff upon the District's re-opening and cloth or disposable facial coverings for visitors approved to enter District buildings. • SEL & CH Team: Communicate to building leadership the need for increased frequency of cleaning. • SEL & CH Team: Communicate to campus and department leaders the need to make facilities aware of any areas (classrooms, offices, buses, etc.) that need additional cleaning due to a positive COVID-19 case. • SEL & CH Team: Distributes the required PPE needed to ensure staff and student safety when on site. Warehouse will back stock PPE so that campuses and departments can request more as needed. • SEL & CH Team: Communicate to staff, families and the community in the form of training videos and printed materials district health and safety requirements. Materials reflecting positive expectations for being a social distancing citizen will include how handwashing and mask wearing helps us all stay		

		safe. The training will also include items such as social distancing spacing, cleaning our spaces, as well as best practices for coughing and sneezing. **Campus/Department Action** • Principal/Executive Director: Communicate to campus/department staff the expectation for hand sanitizer to be available for staff and students at every building entrance, office area and in classrooms.		
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
	2 Days	**District Action** • SEL & CH Team: Communicate cleaning protocols to campus and site leadership • SEL & CH Team: Communicate F2F health & safety protocols to staff, students, and families • SEL & CH Team: Communicate to staff and families that students and staff are encouraged to bring their own facial coverings (cloth or disposable) from home. **Campus/Department Action** • Principal/Executive Director: Communicate to custodial staff the need to enhance current cleaning protocols throughout the day. • Principal/Executive Director: Communicate to identified staff the requirement for face coverings (cloth or	2 Days	**District Action** • SEL & CH Team: Targeted health & safety protocols to staff who will regain access to campus in a limited capacity.

		disposable) to be worn in specific locations		

Child Nutrition Lead: Director Child Nutrition (CND)				
	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	1 Day	**District Action:** CND Supervisors will • Contact CND staff to verify they are in the correct location in a timely manner. • Send families to one for the current "grab n go" locations. (10) • Ensure all needed to go containers and plastic ware are available for needed locations. Assistant Director CND Nutrition will • Modify menu if needed for "grab n go service" Assistant Director CND, Business will • Update Texas Department of Agriculture (TDA) agreements on new operational procedures • Ensure POS is claiming properly (PrimeroEdge/ExpressPoint) • Make arrangements to adjust courier schedule • Communicate with students/families to notify them of the meal service changes. **Campus Action:** • Campus Administrator: Communicate with students/families to notify them of the meal service changes.	1 Day	**District Action:** CND Supervisors will • Contact CND staff to verify they are in the correct location in a timely manner. • Send families to one for the current "grab n go" locations. (10) • Verify staff is onsite and they have the proper POS tablets available for service. Assistant Director CND,Business will • Updating Texas Department of Agriculture agreements on new operational procedures • Ensuring POS is claiming properly (PrimeroEdge/ExpressPoint) • Make arrangements to adjust courier schedule • Communicate with students/families to notify them of the meal service changes. **Campus Action:** • Campus Administrator: Help establish traffic flow pattern if needed.
	Transition Time	Level 2 (YELLOW) to Level 1 (GREEN)	Transition Time	Level 3 (RED) to Level 2 (YELLOW)

	3 Days	**District Action:** CND Supervisors will • Contact CND staff to verify they are in the correct location in a timely manner. Assistant Director CND Business will • Update TDA agreement on operational procedures. • Ensuring POS is claiming properly (PrimeroEdge/ExpressPoint). • Make arrangements to have starting cash at the campuses and scheduled courier pick-ups. **Campus Action:** • Campus Administrator: Review campus survey data to help with estimated enrollment numbers for ordering purposes. • Kitchen Staff: Clean and sanitize all preparation and cooking equipment. **External Action:** • Communicate with students/families to notify them of the meal service changes.	2 Days	**District Action:** CND Supervisors will • Contact CND staff to verify they are in the correct location in a timely manner. Assistant Director CND Business will • Update TDA agreement on operational procedures. • Ensuring POS is claiming properly (PrimeroEdge/ExpressPoint) • Make arrangements to have starting cash at the campuses and scheduled courier pick-ups. **Campus Action:** • Campus Administrator: Review campus survey data to help with estimated enrollment numbers for ordering purposes. • Kitchen Staff: Clean and sanitize all preparation and cooking equipment. **External Action:** • Communicate with students/families to notify them of the meal service changes.

Transportation Lead: Executive Director of Transportation				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 Day	**District Action** • Update on effected Campuses **Transportation Department Action**	1 Day	**District Action** • Contact families to define stop date for transportation • Contact families to confirm who will

		• Notify Essential workers/Transportation Staff of Idle Status/Notify those that will work remotely. Prepare a list and have a digital Copy of the Call List for each terminal on TEAMS • Notify parents and students regarding reduced transportation services		continue to receive transportation
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
	3 Days	**District Action** • Student surveys to determine ability to transport **Transportation Department Action** • Update routes • Notify parents and students • Communicate updates to protocols • Updated routes to drivers for practice 1-2 days before	5 Days	**District Action** **Communications Department** • Communicate enhanced transportation protocols to students and families • Communicate reduced capacity for health and CDC compliance **Communications and Technology Department** • Gather information on eligible bus riders via Survey **Transportation Department** • Track CDC and TEA Guidelines for F2F for school and transportation **Transportation Department Action ROUTING SUPERVISOR** • Completed prior: Create routes in preparation for face to face • Determine bus capacity for first round • Stop and Stop time communication to students and parents • Drivers practice routes • Cleaning Protocol training

				• Order Fuel/CNG PARTS MANAGERS LOT and HBT • Clean and prep buses

Cleaning Lead: Executive Director Facilities				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 Day	**Facilities Department Action** • Operations Director: Notify custodial staff of pivot and need for enhanced cleaning • Operations Manager: Verify that cleaning supplies are available • Operations Manager: Verify that PPE is available **Campus Action:** • Lead Custodian: Implement Enhanced Cleaning Protocols	1 Day	**Facilities Department Action** • Operations Director: ID where additional staff may be needed • Operations Manager: Assign idle staff that to augment the custodial staff
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
	1 Day	**Facilities Department Action** • Operations Director: Notify custodial staff to Standard Cleaning Protocol **Campus Action:** • Lead Custodian: Implement Standard Cleaning Protocols	N/A	**Facilities Department Action** No action required

HR/Staffing Lead: Chief of Human Resources and Organizational Transformation				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 day 1 week	**Human Resources Actions:** HR Executive Directors will: • begin the process of transitioning from offering walk-in service and appointments to an appointment only process	1 day 1 week	**Human Resources Actions:** HR Executive Directors will: • begin the process of transitioning from offering walk-in service and appointments to an appointment only

	1 week 1-3 days 1 week 3 weeks	at the HR Service Center (Annex) • begin work with leaders to identify/verify idle staff members and organizational needs for assistance should District transition to close for normal operations (see Appendix _ for detailed idle process) • begin process for activating a team to gather data needed to update pandemic management dashboard • Lead teams in ensuring continuation of in-person HR processes and initiates planning for transition to virtual processes for identified HR actions (e.g., onboarding, recruitment, etc.) • work with IT to revise existing PeopleSoft Work Status Notification Form for distribution when determined by E-Team. • begin process for hiring/expanding Wellness Monitor workforce **Campus Action** No action related to Work Status Notification form for campuses. **External Action** Post the Pandemic Management Plan and Dashboard on website.	1 week 1-3 days 1 week 3 weeks 3 weeks	process at the HR Service Center (Annex) • begin work with leaders to identify/verify idle staff members and organizational needs for assistance should District transition to close for normal operations (see Appendix _ for detailed idle process) • gather pandemic plan indicator data collect data for pandemic management dashboard, populate data, and share as appropriate and continue to do so until the District is at Level 1 • lead team in transition to virtual processes for identified HR actions (e.g., onboarding, recruitment, etc.) and continues in person fingerprinting by appointment only • work with IT and Communications to finalize PeopleSoft Work Status Notification Form distribution to employees • activate expanded Wellness Monitor workforce. **Campus Action** No action related to Work Status Notification form for campuses. **External Action** Post the Pandemic Management Plan and Dashboard on website.

	Transition Time	Level 2 (YELLOW) to Level 1 (GREEN)	Transition Time	Level 3 (RED) to Level 2 (YELLOW)
	1 day 1 week 1 week 1 week 1 week 3 weeks	**Human Resources Actions:** HR Executive Directors will: • begin the process of transitioning from offering appointment only to walk-in service and appointments at the HR Service Center (Annex) • begin transitioning identifies/verifies idle staff members back to their traditional roles as the District reopens for traditional business (see Appendix _ for detailed idle process) • gather pandemic plan indicator data collect data for pandemic management dashboard, populate data, and share as appropriate and continue to do so until the District is at Level 1. • Transition back to in-person HR processes and continues in person fingerprinting by appointment only until the District returns to Level 1 • continues to send data to principals regarding request for accommodations so that they may continue to update the Work Status Notification spreadsheet at their campuses • Return Wellness Monitor workforce to regular operations numbers **Campus Action**	1 day 1 week 1 week 1 week 1 week 2 weeks	**Human Resources Actions:** HR Executive Directors will: • ensure that the HR Service Center (Annex) remains open for appointments only. • begin transitioning identifies/verifies idle staff members back to their traditional roles as the District reopens for traditional business (see Appendix _ for detailed idle process) • gather pandemic plan indicator data collect data for pandemic management dashboard, populate data, and share as appropriate and continue to do so until the District is at Level 1 • continue virtual HR processes and initiates planning for transition back to in person HR actions and continues in person fingerprinting by appointment only • Work with IT and Communications to launch and distribute PeopleSoft Work Status Notification Form to employees and to collaborate with DSL to gather and analyze data and distribute to campus leaders for staffing purposes • evaluate readiness to scale back the expanded Wellness Monitor workforce

		Principals maintain Work Status Notification Form spreadsheet with changes as accommodations for employees are approved and communicated to them. **External Action** Post the Pandemic Management Plan and Dashboard on website.		**Campus Action** Principals maintain Work Status Notification Form spreadsheet with changes as accommodations for employees are approved and communicated to them. **External Action** Post the Pandemic Management Plan and Dashboard on website.

School Calendar

Lead: Director Strategic Transformation

	Implementation Time	If Instructional Minutes are Reduced
	1 month minimum for calendar revision	**District Action** Department of Strategic Transformation will • Examine disruption and generate solutions Student Attendance & Information Services will • Adjust District tracking documents to ensure correct documentation of operational minutes within Skyward Where calendar changes are needed, Reconvene Calendar Committee • Present recommendations for approval • Communicate and implement a new calendar **Campus Action** Report instructional disruption to FBISD PEIMS-Attendance Team

Master Schedule/Learning Model

Lead: Elementary Assistant Superintendent
Lead: Secondary Assistant Superintendent

	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	1 day	**District Action** • E-Team: use appropriate data to determine that a campus, campuses, or district will transition to Level 2: F2F with class sizes for social distancing and online option based on	1 Day	**District Action** • E-Team: use appropriate data to determine that a campus, campuses, or district will transition to Level

		family request. • E-Team: Initiate communication for shift in learning modality to face-to-face with online option to department leaders • DSL: Initiate communication for shift in learning modality to face-to-face with online option to campus leaders • Department leaders: Initiate communication for shift in learning modality to face-to-face with online option to staff • Communications department sends out messages to all stakeholder groups, phone and online, about the full district, feeder pattern, or campus impacted. **Campus Action** • Campus administrators inform campus staff. • Instructional Staff: Provide instruction in the assigned learning model • Master Schedule Builders and campus staff facilitate review of student and teacher schedules to ensure that all are in correct Instructional Method in Skyward. • Campus administrators facilitate checkout of instructional materials for Online students to be used in a remote location. • Online campus staff work from assigned location. • Principal provides communication with students, parents, and staff with the details of the transition.		3: 100% Online Learning • E-Team: Initiate communication for shift in learning modality to 100% online to department leaders • DSL: Initiate communication for shift in learning modality to online to campus leaders • Department leaders: Initiate communication for shift in learning modality to 100% online • Communications department sends out messages to all stakeholder groups, phone and online, about the full district, feeder pattern, or campus impacted • No change needed in Skyward student and teacher schedules **Campus Action** • Campus administrators inform campus staff and facilitate checkout of instructional materials for teachers and for students to be used in a remote location • Instructional Staff: Provide instruction in online learning model

		External Action • PSAC: Convene to review data and provide feedback on pandemic management level		• Principal provides communication with students, parents, and staff with the details of the transition. **External Action** • PSAC: Convene to review data and provide feedback on pandemic management level • Parent/Family: Determine family implications for student engagement in online learning (childcare, family schedules, etc.)
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
		District Action • E-Team: use appropriate data to determine that a campus, campuses, or district will transition to Level 1 • E-Team: Initiate communication for shift in learning modality to Level 1 with department leaders • DSL: Initiate communication for shift in learning modality to Level 1 with campus leaders • Department leaders: Initiate communication for shift in learning modality to Level 1 with staff • Communications department sends out messages to all stakeholder groups, phone and online, about the full district, feeder pattern, or campus impacted • No change needed in		**District Action** • E-Team uses appropriate data to determine that a campus, campuses, or district can transition to Face to Face on campus learning • E-Team informs division and department leaders • DSL informs impacted campus administrators of plan to transition to Face to Face learning • Department leaders inform staff • Communications department sends out messages to all

		Skyward student and teacher schedules **Campus Action** • Campus Administrators: Increase number of face-to-face assigned teachers and decrease the number of online assigned teachers • Master Schedule Builders: conduct student schedule changes where applicable • Instructional Staff: Provide instruction in the assigned learning model • Campus staff return with all instructional materials, including laptop that was provided for use during the time of fully online instruction. • Principal provides communication with students, parents, and staff with the details of the transition. **External Action** • PSAC: Convene to review data and provide feedback on pandemic management level • Parents/families: Utilize the designated process to change learning model selection		stakeholder groups, phone and online, about the full district, feeder pattern, or campus impacted • No change needed in Skyward student and teacher schedules **Campus Action** • Campus Administrators: Use staff and student data to determine face-to-face classrooms and online classrooms with teacher assignments • Instructional Staff: Provide instruction in the assigned learning model • Campus administrators inform campus staff and facilitate check in of instructional materials • Campus staff return with all instructional materials, including laptop that was provided for use during the time of fully online instruction. • Principal provides communication with students, parents, and staff with the details of the transition. **External Action** • PSAC: Convene to

				review data and provide feedback on pandemic management level • Parents/families: Select learning model

Technology Lead: Executive Director of Information and Technology Services				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 Day (Master Schedule) 2 weeks *Campus Actions* Timeline varies depending on number of students needed district issued device.	**District Action** • Students: No action needed at district level as all students are expected to have access to technology whether it is a district issued LLD device or a person (BYOD – *Bring Your Own Device*) • Staff: No action is needed at the district level as teachers/staff are assigned a mobile device that they may use to transition from on-premise to remote or vice versa. • Software: Confirm that master schedules are not changing and will remain as-is. If changing then need 2 weeks lead time from when master schedules are locked to handle Schoology, TEAMS, and Instructional Resource impacts **Campus Action** • Students: Students that do not have a district issued LLD or a personal device (BYOD) at the time of transition may check-out district issued LLD from campus library. o *<u>Responsible Individual/roles:</u>* ♣ Campus Principal	1 Day (Master Schedule) 2 weeks *Campus Actions* Timeline varies depending on number of students needed district	**District Action** • Students: No action needed at district level as all students are expected to have access to technology whether it is a district issued LLD device or a person (BYOD – *Bring Your Own Device*) • Staff: No action is needed at the district level as teachers/staff are assigned a mobile device that they may use to transition from on-premise to remote or vice versa. • Software: Confirm that master schedules are not changing and will remain as-is. If changing then need 2 weeks lead time from when master schedules are locked to handle Schoology, TEAMS, and Instructional Resource impacts **Campus Action**

		♣ Campus AP ♣ LLD Coordinator • Staff: No specific action is needed at the campus level as teachers/staff are assigned a mobile device that they may use to transition from on-premise to remote or vice versa. Teachers/staff may choose to take classroom/office technology toolset home to facilitate remote work. Campus leader must document equipment status by employee in order to ensure accounting of district asset and return the equipment at the time of reverse transition. • Campus Admin: If Master Schedule changes are required, then must be completed on published timeline giving IT 2 weeks to manage downstream impacts **External Action** • Parent/Guardian/Student: Any student that did not check-out a LLD for the school year and any students that do not have access to a BYOD will need to complete the LLD forms in Skyward followed by device pickup at the designated campus.	issued device.	• Students: Students that do not have a district issued LLD or a personal device (BYOD) at the time of transition may check-out district issued LLD from campus library. o *Responsible Individual/roles:* ♣ Campus Principal ♣ Campus AP ♣ LLD Coordinator • Staff: No specific action is needed at the campus level as teachers/staff are assigned a mobile device that they may use to transition from on-premise to remote or vice versa. Teachers/staff may choose to take classroom/office technology toolset home to facilitate remote work. Campus leader must document equipment status by employee in order to ensure accounting of district asset and return the equipment at the time of reverse transition. • Campus Admin: If Master Schedule changes are required, then must be completed on published timeline giving IT 2 weeks to manage downstream impacts **External Action** • Parent/Guardian/St

				udent: Any student that did not check-out a LLD for the school year and any students that do not have access to a BYOD will need to complete the LLD forms in Skyward followed by device pickup at the designated campus.
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
		Technology plan will remain the same between the rick levels		

SPED Lead: Executive Director of Student Support Services				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 business day	**District Action (SPED)** • Maintain/update master list of students not attending home campus due to program campus changes from F2F period • Continue to monitor student numbers and staffing on campuses • Ongoing initial evaluation procedures • Continue to provide support to campuses regarding teacher/student support, oversight of programming, difficult cases • Review/update any changes needed for procedures for F2F and communicate to campus staff **Campus Action** • Case managers continue to collaborate with sped department on needs	3-5 business days (with more for cases in which an ARD is necessary)	**District Action** • Determine students who will remain on campus as F2F and those who will return home for virtual learning. • Communicate with sped transportation department needs for return to F2F procedures • Communicate with Child Nutrition department needs for return to F2F procedures • Make determinations for campus program locations for F2F • Review/update any changes needed for

		associated with student numbers, staffing • Conduct ARDs/Amendments as needed • Follow all district procedures for implementation, documentation and progress monitoring of students • Continue instruction utilizing devices/tech in order to ensure students understand and are successful in all instructional models in event of pivot back to online • Determine potential regression and schedule ARDs to consider compensatory services from Spring and BOY (academic and related services **External Action** • Ongoing communication through department website with updated procedural information, training links, parent information		procedures for F2F and communicate to campus staff **Campus Action** • Communicate with sped department students who will return for F2F to ensure staffing and physical locations are appropriate • Communicate staffing status for students requiring F2F services • Establish campus plan for reverting to F2F (physical space, staff, transitions, transportation, arrival/dismissal, wellness checkers) • Conduct amendment/ARD for students whose needs have changed from initial F2F (students who were not F2F at start of school but who will need to be for this transition) • Set up physical space for enhanced safety measures **External Action** • Timely communication to parents regarding procedures • Solicit information from parents regarding virtual or F2F student model
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**

UIL Activities

Lead: Chief of Schools

Initial Actions to PREP for F2F:

1. Develop practice/rehearsal and mitigation protocols
2. Complete a needs assessment for necessary PPE to transition to F2F practices/rehearsals
3. Communicate transition timeline to teachers and administration
4. Develop a communication plan to inform students, parents, and community of the transition and protocols
5. Train coaches and Fine Arts teachers on practice/rehearsal and mitigation protocols
6. Disperse PPE to coaches/teachers
7. Train students on practice/rehearsal and mitigation protocols
8. Implement the plan and monitor student health factors
9. Create protocols for public events/performance

When leveling up or down, the following will be responsible for their programs:

Jim Drew - Band/Orchestra
Gene Holkup - Choir
Travis Springfield - Dance/Theatre
Fahmi Khan - all Visual Art
Julie Boettiger - Elementary Music
Dena Scott - Athletic Director
Deborah Mize - Asst. AD (VBALL, Basketball)
Shannon Rideout - Asst. AD (Cross Country, Golf, Tennis)
Richard Gregoire (Head District Trainer)
Jeffery Keener - Athletic Coordinator (MS)
Katie Anselmo - Nat Manager (swim)
Meredith Watassek - CTE

	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	1 business day	**District Action** • Begin practices and rehearsals with mitigation protocols in place • Communicate game protocols to other districts **Campus Action** • Decide if/how students will be transported to UIL events	1 business day	**District Action** • Communication to District Opponents forfeit game start date • Communicate transition timeline **Campus Action** • Communicate the last practice date
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
	3 calendar days (initial transition may take longer)	**District Action** • Communicate any changes in mitigation protocols to staff/students • Communicate any changes	3 calendar days (initial transition may take	**District Action** • Train staff on mitigation protocols • Begin practices and

		in game protocols to other districts **Campus Action** • Decide if/how students will be transported to UIL events	longer	rehearsals with mitigation protocols in place • Communicate intent to participate in UIL competitions with other districts • Communicate game protocols to other districts **Campus Action** • Communicate schedule of extra-curricular activities to stakeholders • Decide if/how students will be transported to UIL events • Communicate date students can participate in Athletic or Fine Arts class periods during the day.

CTE Lead: Director of Career and Technology (CTE)				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	2 business days	**District Action** • Begin meetings / rehearsals / competitions with mitigation protocols in place • Communicate protocols to other districts as needed • Train staff on mitigation protocols **Campus Action** • Communicate visiting district participant lists to district to initiate communication • Decide if / how students will be transported to events • All paperwork should have	2 business days	**District Action** • Communicate to campus transition timeline • Communicate to campus last meeting / rehearsal / competition date **Campus Action** • Communicate to competition organizers forfeiture of competition spot • Communicate cancelation schedule to students and parents **External Action**

		been completed at least 15 business days in advance - update as necessary **External Action** • Adhere to mitigation protocols		• Adhere to mitigation protocols
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
		District Action • Communicate any changes in mitigation protocols to staff, students, and parents • Communicate any changes in mitigation protocols to other districts as needed **Campus Action** • Communicate mitigation protocol changes to visiting districts • Decide if / how students will be transported to events • All paperwork should have been completed at least 15 business days in advance – update as necessary **External Action** • Adhere to mitigation protocols		**District Action** • Train staff on updated mitigation protocols • Communicate any changes in mitigation protocols to other districts as needed **Campus Action** • Communicate schedule of activities to stakeholders • Decide if/how students will be transported to UIL events • Communicate date students can participate in **External Action** • Adhere to mitigation protocols

SEL Lead: Executive Director Social Emotional Learning & Comprehensive Health				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	2 Business Days	**District Action (List what department/individual is responsible for action)** • Coordinator, Social Workers: Social Workers identify students with technology or other needs. Connect them with the applicable resources • SEL & CH Team via Blackboard Connect:	2 Business Days	**District Action** • SEL & CH Team via Blackboard Connect: Communicate with parents social emotional supports for transitions • Coordinator, Social Workers: Update list of students with technology or other

		Communicate with parents social emotional supports for transitions • SEL & CH Team via Blackboard Connect: Communicate to campus leaders their contacts for social work and mental health supports		needs.
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
	1 Day	**District Action** • SEL & CH Team via Blackboard Connect: Share F2F SEL instructional reminders with all teachers	1 Day	**District Action** • SEL & CH Team via Blackboard Connect: Share F2F curricular modifications with campuses who may be returning to F2F

Extended Learning Lead: Chief of Staff and Collaborative Communities				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
	1 business day	**District Action** Supervisors will: • Ensure proper staffing is available at campuses to support program • Process registrations for program • Communicate with staff, students and parents to notify of program changes • Train staff on established protocols **Campus Action** • Identify and prepare rooms and areas of use at each campus	1 business day	**District Action** Supervisors will: • Ensure proper staffing is available at campuses to support program • Process registrations for program • Transition Community Education classes to 100% online • Communicate with staff, students and parents to notify of program changes • Train staff on established protocols **Campus Action** • Identify and prepare rooms and areas of use at each campus
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**

	2 business days	**District Action** Supervisors will: • Ensure proper staffing is available at campuses to support program • Survey staff to determine availability • Process registrations for program • Implement face to face Community Education classes • Communicate with staff, students and parents to notify of program changes **Campus Action** • Identify and prepare rooms and areas of use at each campus	2 business days	**District Action** Supervisors will: • Ensure proper staffing is available at campuses to support program • Survey staff to determine availability • Process registrations for program • Communicate with staff, students and parents to notify of program changes **Campus Action** • Identify and prepare rooms and areas of use at each campus

Collaborative Communities

Lead: Executive Director Collaborative Communities

	Transition Time	Level 1 (GREEN) to Level 2 (YELLOW)	Transition Time	Level 2 (YELLOW) to Level 3 (RED)
	1 day	**District Action** Executive Director & Community Engagement Liaison responsible for Houston Food Bank. There will be no specific action required when the District moves between levels as the food distributions will still be able to occur utilizing all health and safety protocols Community Engagement Liaison responsible for school supplies donations from partner organizations. **Campus Action** No action required. **External Action** Ongoing communication with the Houston Food Bank will be vital. Collaborative Communities team will communicate with campuses		**District Action** Executive Director & Community Engagement Liaison responsible for Houston Food Bank. There will be no specific action required when the District moves between levels as the food distributions will still be able to occur utilizing all health and safety protocols **Campus Action** No action required **External Action** Ongoing communication with the Houston Food Bank will be vital Collaborative Communities team will communicate with campuses and

		and partners (as necessary) regarding school supplies targeted deployment strategy to ensure health / safety measures are in place for drop-off / pick-up of items from Shared Dreams.		partners (as necessary) regarding a targeted deployment strategy to ensure health / safety measures are in place for drop-off / pick-up of items from Shared Dreams.
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
		No Action Required		No Action Required

Facilities				
	Transition Time	**Level 1 (GREEN) to Level 2 (YELLOW)**	**Transition Time**	**Level 2 (YELLOW) to Level 3 (RED)**
		District Action (List what department/individual is responsible for action) • Identify affected campuses that need to reduce number of students within the facility • **Campus Action** • Refer to COVID Classroom Capacities Database to determine number of students that can be accommodated in each classroom, while maintaining social distancing standards. • https://www.dropbox.com/s/iexu5e8a71wpasg/D%26C%20-%20COVID%20Classroom%20Capacities%20per%20Campus.xlsx?dl=0 • Space existing furniture within each classroom to provide social distancing and circulation. **External Action** • Communicate with		**District Action** • Identify affected campuses that need to reduce number of students within the facility • **Campus Action** • Refer to COVID Classroom Capacities Database per campus to determine maximum number of students allowed per classroom, in order to maintain minimum social distance requirements. • https://www.dropbox.com/s/iexu5e8a71wpasg/D%26C%20-%20COVID%20Classroom%20Capacities%20per%20Cam

		students/families to notify them of reduced number of students at the campus		pus.xlsx?dl=0 **External Action** • Communicate with students/families to notify them of reduced number of students at the campus to include only SPED students.
	Transition Time	**Level 2 (YELLOW) to Level 1 (GREEN)**	**Transition Time**	**Level 3 (RED) to Level 2 (YELLOW)**
		District Action • Release all campuses to resume normal operations within the facility. **Campus Action** • Re-arrange classroom furniture to accommodate all students per TEA standards and resume normal campus operations. **External Action** • Communicate with students/families to notify them of resumed normal campus operation.		**District Action** • Identify affected campuses that need to reduce number of students within the facility **Campus Action** • Refer to COVID Classroom Capacities Database to determine number of students that can be accommodated in each classroom, while maintaining social distancing standards. • https://www.dropbox.com/s/iexu5e8a71wpasg/D%26C%20-%20COVID%20Classroom%20Capacities%20per%20Campus.xlsx?dl=0 • Space existing furniture within each classroom to provide social distancing and circulation.

FBISD
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HUMAN RESOURCES & ORGANIZATIONAL TRANSFORMATION

Administrator's Guide: Monitoring and Supporting Learning

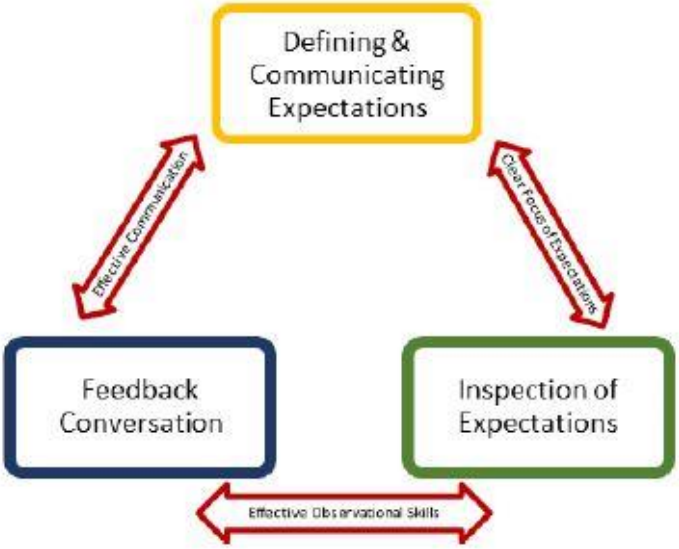
Purpose: This guide supports campus administrators with monitoring the implementation of district expectations for teaching and learning and assists with identifying job-embedded professional learning to enhance teacher instruction. This guide contains components where observation and feedback are critical.

The components include:

• Launching School Year 2020-2021	Page 2
• Collaborating Through PLCs	Page 5
• Engaging Students in Learning Experiences	Page 7

Each section provides tools to engage in the support cycle below defined in the Leading Improvement Framework. All documents referenced in this guide will be found in the Town Hall Course under Summer Learning- Administrator Learning Courses.

Town Hall Schedule: *To ensure all leaders have the resources and tools needed to support the implementation of the Learning Framework for the 2020-2021 school year, information will be shared in scheduled Town Hall meetings in August and September.*



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Launching School Year 2020-2021 Teacher Professional Learning Days August 6-13
During this time, the campus leader: • designs, facilitates, and supports necessary faculty and staff trainings • creates and implements systems for teacher technical skill evaluations • creates systems to monitor classroom instruction • creates structures for continuous feedback with teachers and teams/PLCs • designs systems for ongoing communication to parents/guardians regarding student engagement and progress

Communicated Expectations for Launching Learning	
Documents in this section contain the expectations for learning and actions to take place prior to the first day of school.	
Documents Available in Town Hall Course	**Overview**
Learning Framework Schoology Course Set Up Guide	Provides district expectations for teaching and learning to allow for beneficial and sustainable learning experiences for all FBISD students
Setting Expectations and Technology Skill Development Teacher Courses	Provides teachers with Resources for: Online Learning Tools, Curriculum Supports, Social & Emotional Well-being, Grading Practices, and Professional Learning. Includes competency demonstration checklists. Teachers will access these courses through the campus Schoology course.
Setting Campus Expectations	
Administrator Decisions/Actions	**Corresponding Teacher Actions**
☐ Design, facilitate, and support teacher professional learning experiences ○ Setting Expectations ○ Technical Skills Development ○ PLCs ○ Competency practice and evaluations ☐ Establish a stakeholder engagement plan to support communication and collaboration ○ Design systems to ensure ongoing communication to parents and guardians regarding student engagement and progress ☐ Ensure access to teacher courses in Schoology- Job Aide: How to Access Teacher Courses in Schoology ☐ Determine methods for campus administrators to monitor instructional planning and delivery ○ PLC and lesson planning	☐ Engage in campus professional learning experiences ☐ Demonstrate proficiency of identified technical skills ☐ Set-up Schoology courses for each class ☐ Design systems that ensure ongoing communication to parents and guardians regarding student engagement and progress ○ Communicate conference periods and contact information ☐ Post courses orientation materials ○ Teacher Introduction and welcome video ○ Develop opportunities that cultivate the classroom community ☐ Determine the PLC focused action for each PLC meeting ☐ Establish co-constructed PLC agreements

2

○ Asynchronous instruction (Schoology) ○ Synchronous online and face-to-face ☐ Assign identified campus leaders a group of teachers to monitor and engage in feedback ☐ Determine structured times for campus administrative team to come together to discuss observation trends and plan action steps for professional learning supports ☐ Communicate the campus master schedule ☐ Create and communicate PLC schedules that focus on instructional planning, designing assessments and analysis of student work ☐ Communicate expectations for instructional planning and delivery ☐ Establish technical skills evaluation schedule	

Observation Supports for Launching School Year 2020-2021
This observation checklist should be used by campus administrators to monitor expectations tied to launching the 2020-2021 school year for face-to-face and online learning and identify areas of feedback for teachers.
Checklist
☐ Ensure every teacher has established a classroom community in Schoology ☐ Schoology courses should include (refer to Schoology Course Setup Guide): ○ Class/course information folder ○ Course content folder ○ Class resources ○ Parent communication folders ○ Schoology gradebook setup to support parent and student communication regarding progress monitoring and feedback ☐ Course orientation materials provide evidence of: ○ Student introduction experience (such as discussion post, flip grid, etc.) ○ Teacher introduction and welcome video ○ Classroom respect agreements ○ Overview of online classroom and how to navigate course materials ☐ Evidence of PLC focused actions scheduled and team norms co-constructed

Engage in Feedback			
Below are guiding questions to support administrators with engaging teachers in feedback cycles during professional learning and implementation days. (August 6 –August 13)			
Schoology Course Set-Up	**Setting Expectations**	**Technology Skills Demonstrations**	**PLC**
• Tell me more about your decision to set up your course(s) in this structure? • I've noticed (component) is missing. Where could this be added in your course? • How will your students/parents be able to monitor their progress?	• What expectations need more clarity? What clarification do you need? • Tell me about how you plan to implement respect agreements in your virtual classroom. • How will you encourage your students to use your at-home learning kits?	• Based on your demonstration, you have not mastered this technology skill, yet. I recommend that you attend one of the open labs to continue to develop <insert specific success criteria>.	• What collaboration structures and norms has your team developed? • How have the unit and concept planning protocols supported your team in building teacher clarity? • What are your PLC next steps? How can I support those next steps?

Identify & Provide Support	
The following If/Then chart details optional supports for teachers who may need additional guidance while preparing for online learning.	
If...	**Then...**
Teachers have trouble with setting up online courses in Schoology	Refer them to: • FBISD 2020-2021 Learning Framework • Intro to Schoology Overview Training • Use PLCs to collaboratively design online courses • Attend Schoology Open Labs listed in the Technology Skills course
Teachers are unsure of the learning expectations that must take place daily	Refer them to FBISD 2020-2021 Learning Framework
Teams are struggling to schedule PLC focused action steps	• Review PLC collaborative actions graphic • Refer teams to PLC protocols that guide the PLC focused actions (unit planning, concept planning, analysis of student work) • Remind teachers to engage in the Making Learning Visible course for more learning and practice with PLC action steps

PLC Collaboration and Instructional Planning
August 6th and beyond

During this time, the campus leader:

- Facilitates teacher collaboration in PLCs.
- Ensures appropriate PLC structures are in place.
- Provides guidance in the design of learning experiences.
- Assists teachers in making instructional decisions related to evidence of student learning.
- Monitors the implementation of instructional planning.

Communicated Expectations for PLCs

The documents below contain expectations and guidelines for engaging in PLCs. These guidelines allow participants to maintain the work of high-functioning PLCs focused on instructional decisions related to student learning.

Documents Available in Leader Resources Schoology Course	Overview
2020-2021 Learning Framework • PLC expectations • PLC protocols and graphic organizers • Lesson design protocol and graphic organizer	Provides expectations and structures for collaborative PLCs focused on establishing teacher clarity, designing learning experiences, collecting evidence of learning, and identifying next steps to meet the needs of all students

Observation Supports for Monitoring and Supporting PLCs

The observation checklist below supports campus administrators in observing and supporting team collaboration through PLCs. The following should be visible within the PLC.

Checklist

- ☐ Organization structures are present
  - Team members are engaged, adhere to collaborative norms, and contribute equitably using defined PLC roles
  - The team facilitator uses an agenda/protocol to provide structure and goals aligned to the focused PLC action for the meeting (such as: unit planning, concept planning, designing assessments, analyzing student work)
- ☐ Team members collaboratively develop learning experiences that include components from the Learning Framework
  - Teams collaborate in designing synchronous and asynchronous learning experiences for students
  - Teams design assessments to gather evidence of student learning
  - Teams analyze student work to monitor student progress and plan next steps
  - Teams determine immediate action steps for moving forward
- ☐ Implementation of instructional planning evidenced through
  - Instructional plans align
    - to curriculum/standards for rigor, scope and sequence, and instructional model/lesson framework
    - assessment framework (summative, formative, checks for understanding)
  - Instructional delivery (online and face-to-face)

- aligns to unit and concept plans
- supports student ownership of learning and formative assessment practices identified in the CST walkthrough tool

Engage in Feedback		
Below are guiding questions to support administrators with engaging teachers in feedback cycles aligned to PLC systems and structures.		
Guiding Questions for Organization Structures	**Guiding Questions for PLC Collaboration**	**Guiding Questions for Implementation of Instructional Planning**
• What structures are in place to assist in planning and guiding the PLC conversation? • How are all team members active and equal participants in the PLC? • How are norms reinforced each time the PLC collaborates. • What protocols are used to assist in designing learning experiences?	• What resources are accessed to assist in designing learning experiences for students? • What types of assessments are utilized to gather evidence of student learning? • How does the team utilize student evidence of learning to inform instructional decisions? • How does the team plan to meet the needs of diverse learners?	• What student ownership tools can you use to engage students in feedback aligned to learning intentions and success criteria? • How does this lesson connect to the big ideas/overarching learning intentions for the unit? • What was the impact of <insert instructional strategy> on student learning in today's lesson? • What evidence of student learning did you collect during the lesson today? How did that impact your instructional decisions?

Identify & Provide Support	
The following If/Then chart details optional supports that can be suggested or provided to teams who may need additional guidance while engaging in PLCs.	
If...	**Then...**
PLC meetings lack structure	• Ensure all participants are assigned a role ○ Reference PLC expectation and protocols section of the 2020-2021 Learning Framework • Support PLCs in creating a structured agenda prior to meeting date • Co-facilitate a PLC with the facilitator to coach the team on effective use of protocols
Teams jump straight to calendaring or planning specific activities before clarifying the unit goals and priority standards	• Model how to use the curriculum to support developing teaching clarity on the big ideas for the unit

EXHIBIT D - Classroom Visit Tool

Classroom Visit Process

Description: The tool is a two-part process, which will be used to support a continuum of leadership experience and knowledge, grounded in the district expectations for learning and leading. The Quantitative/Qualitative data collection is equally important. Along with conducting observations to support teachers in providing equitable learning experiences, the administrator uses the evidence collected to engage in feedback that is timely, specific, understandable, and actionable. The modality of this feedback can be through individualized feedback conversations within a coaching cycle, as well as through trends-based group feedback shared with a small team of teachers or with the entire faculty.

Part 1

Classroom Visit Tool (CVT)			
Component	**Expectations**	**Observed**	**Not Observed**
Content	Instruction aligns to the rigor of standards.		
	Instruction aligns to the scope and sequence.		
	Instruction aligns to the instructional model/lesson framework.		
	Instruction aligns to learning intentions and success criteria and supports student ownership of learning.		
	Teacher engages students in learning experiences that provide students opportunity to use instructional resources (such as: at-home-learning kits, calculators, virtual tools) in meaningful ways.		
	Classroom learning experiences are delivered via Schoology and include teacher created original instructional materials and videos aligned to the curriculum.		
	Evidence:		

Component	**Expectations**	**N/A**	**Observed**	**Not Observed**
Content	Instructional delivery and materials include linguistic accommodations (such as: visual supports, sentence stems, word banks, etc.) to ensure that content is accessible and comprehensible for English learners.			
	Evidence:			
Content-	Learning experiences include individualized supports for students receiving special education services, including accommodations and modifications as indicated in the IEP.			
	Evidence:			

Content	Teacher provides opportunities for curriculum alternatives for students demonstrating readiness for additional challenge to support gifted learners.		
	Evidence:		
Component	**Expectations**	**Observed**	**Not Observed**
Social Emotional Supports	Classrooms use co-created respect agreements to support peer and teacher interactions.		
	Teacher engages students in community building and/or academic circles to purposefully build relationships that contribute to a positive classroom community.		
	Teachers/students establish and utilize virtual guidelines for success.		
	Teacher models social emotional supports to create a safe learning environment with respectful dialogue and collaboration.		
	Evidence:		
Profile of a Graduate	Teacher models and practices classroom communication protocols (including sentence stems, purposeful talk) with students that promote respectful academic conversations.		
	Teacher provides structures and/or tools to facilitate collaboration opportunities for students.		
	Evidence:		
Progress Monitoring & Assessment	Teacher collects evidence of student learning aligned to the learning intention and success criteria. *(A variety of formative assessments and modalities should be evidenced over time.)*		
	Teachers/students use authentic student work as part of the formative assessment cycle.		
	Teacher establishes progress monitoring systems to allow students to track their own learning and progress towards learning goals.		
	Evidence:		
Feedback	Teacher engages students in ongoing feedback using a variety of tools such as: Schoology gradebook comments, discussion posts, and student conferencing to develop student ownership.		
	Feedback comes from a variety of sources (teacher, peer, self).		

	Feedback involves teachers and students use of feedback protocols to analyze student work to determine areas of strength and improvement to develop student ownership.		
	Evidence:		
Goal Setting and Revision	Students define individual goals aligned to success criteria.		
	Students have opportunities to revise work based on feedback to demonstrate new/additional understanding.		
	Evidence:		

Part 2

Noticings What I see & hear Non-judgemental 	
Wonderings I am wondering why.. Tell me more... 	
Inspirations I love... 	
Suggestions Have you thought of... I suggest you... 	

EXHIBIT E (DS) - Eligibility Grading Calendar Approved by UIL

2020-2021 TEA/UIL ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for UIL participants. Specifically be aware of the following issues:

- Grade periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may lose/gain eligibility at the 1st six weeks grading period as well as all nine week grade reports.
- Students can regain eligibility at both the three weeks progress report and at the nine week grade reports.
- All students are academically eligible during Thanksgiving Break, Christmas Break and Spring Break holidays.

FORT BEND INDEPENDENT SCHOOL DISTRICT
2020-2021 TEA / UIL ELIGIBILITY CALENDAR

• Friday	09/25	Evaluate All Students	(Progress Report #2)
• Friday	10/02	Students gain/lose eligibility	(end of the school day)
• Friday	10/09	Evaluate All Students	(Report Card #1)
• Friday	10/16	Students gain/lose eligibility	(end of the school day)
• Thursday	10/29	Re-evaluate failing students from Report Card #1	(Progress Report #3)
• Thursday	11/05	Students may regain eligibility	(end of the school day)
• Friday	11/20	Re-evaluate failing students from Report Card #1	(Progress Report #4)
○ *THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Monday	12/07	Students may regain eligibility	(end of the school day)
• Friday	12/18	Evaluate All Students	(Report Card #2)
○ *CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Wednesday	1/13	Students gain/lose eligibility	(end of the school day)
• Monday	1/25	Re-evaluate failing students from Report Card #2	(Progress Report #5)
• Monday	2/01	Students may regain eligibility	(end of the school day)
• Tuesday	2/16	Re-evaluate failing students from Report Card #2	(Progress Report #6)
• Tuesday	2/23	Students may regain eligibility	(end of the school day)
• Friday	3/12	Evaluate All Students	(Report Card #3)
○ *SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Monday	3/29	Students gain/lose eligibility	(end of the school day)
• Friday	4/09	Re-evaluate failing students from Report Card #3	(Progress Report #7)
• Friday	4/16	Students may regain eligibility	(end of the school day)
• Friday	4/30	Re-evaluate failing students from Report Card #3	(Progress Report #8)
• Friday	5/07	Students may regain eligibility	(end of the school day)

NOTE:
* ALL STUDENTS ARE ACADEMICALLY ELIGIBLE THROUGH THE SUMMER.

EXHIBIT F - CTE Courses Requiring Face-to-Face Experiences

FBISD CTE Career & Technical Education

CAREER AND TECHNICAL EDUCATION

Course Requiring Lab Experiences

The courses listed below have a hands-on lab and/or physical component that **MAY** require students to return to face-to-face learning environments at some point during the school year. Courses highlighted in yellow **WILL** require students to return to face-to-face. Each classes return date will be based on the curricular components. For example, Electrical Tech I, Cosmetology, and Anatomy and Physiology may require face-to-face lab work for the majority of the school year while Aerospace Engineering may only require lab experiences during the second semester.

Course Number	Course Name
CAC080 - ARCHDSN2	Architecture Design II
CAC220 - ELECTEC1	Electrical Technician I
CAC240 - HVACREF1	HVAC and Refrigeration I
CAC250 - HVACREF2	HVAC and Refrigeration II
CAC260 - PLTECH1	Plumbing Technology I
CAC270 - PLTECH2	Plumbing Technology II
CAG320 - VETMEDLAB	Veterinary Medical Applications
CAT090 - AVPLAB1	AV Production I + Lab
CAT110 - AVPLAB2	AV Production II + Lab
CAT150 - GRDLAB1	Graphic Design I + Lab
CHS040 - HLSCLIN	Health Science Clinical
CHS050 - PRACHLS1	Practicum in Health Science I
CHS070 - ANATPHYS	Anatomy and Physiology
CHS07R - ANATPHYS RC	Anatomy and Physiology
CHT030 - CULARTS	Culinary Arts
CHT040 - ADCULART	Advanced Culinary Arts
CHU110 - PRICOSMO	Prinicples of Cosmetology Design and Color Theory
CHU130 - COSMET1	Cosmetology I
CHU140 - COSMET2	Cosmetology II
CIT030 - COMMTLAB	Computer Maintenance + Lab
CIT050 - NETWRLAB	Networking + Lab
CLP04I - FORENSCI	Forensic Science
CLP04R - FORENSCI REESE	Forensic Science
CLP130 - DISRESP	Disaster Response
CLP140 - EMTB	Emergency Medical Technician - Basic
CLP4RI - FORENSCI RI	Forensic Science
CMN030 - WELD1	Welding I
CMN040 - WELD2	Welding II
CST010 - PRAPPENG	Principles of Applied Engineering
CST210 - AERO	Aerospace Engineering
CST220 - CEA	Civil Engineering and Architecture
CST270 - EDD	Engineering Design and Development
CTD090 - AUTOTEC1	Auto Tech I
CTD100 - AUTOTEC2	Auto Tech II
CTD170 - DIEQTEC1	Diesel Equipment Technology I
CTD180 - DIEQTEC2	Diesel Equipment Technology II
CTE030 - GTT1	Gateway to Technology I - II
CTE520 - CAREERP1	Career Prep I
RO111 - JROTC I	JROTC I
RO121 - JROTC II	JROTC II
RO132 - JROTC III	JROTC III
RO142 - JROTC IV	JROTC IV

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area. **This plan represents asynchronous instruction for PreK – 12th grade.**

Elementary Student Schedule Samples

ONLINE - Kinder Student			
Monday, Wednesday, Friday		Tuesday, Thursday	
8:00-8:45	Synchronous Reading/Language Arts- Small Group	8:00-8:40	Synchronous Reading/Language Arts- Small Group
8:45-9:20	Asynchronous Learning	8:40-9:10	Asynchronous Learning
9:20-9:50	Synchronous Science	9:10-9:35	Synchronous Social Studies
9:50-10:25	Asynchronous Learning	9:35-10:20	Asynchronous Learning
10:25-10:40	Synchronous Outclass	10:20-10:30	Synchronous Outclass
10:40-10:45	Asynchronous Learning	10:30-11:15	Asynchronous Learning
10:45-11:15	Synchronous Math - Small Group		Synchronous Math - Small Group
11:15-12:00	Synchronous Small Group Intervention/Enrichment	11:15-12:00	Synchronous Small Group Intervention/Enrichment
12:00-1:00	Lunch/Recess	12:00-1:00	Lunch/Recess
1:00-1:35	Asynchronous Learning	1:00-2:20	Asynchronous Learning

ONLINE - 3rd Grade Student			
Monday, Wednesday, Friday		Tuesday, Thursday	
8:00-8:40	Synchronous Reading/Language Arts- Small Group	8:00-8:40	Synchronous Reading/Language Arts- Small Group
8:40-9:10	Synchronous Outclass	8:40-9:10	Synchronous Outclass
9:10-9:35	Asynchronous Learning	9:10-9:35	Asynchronous Learning
9:35-10:20	Synchronous Science	9:35-10:20	Synchronous Social Studies
10:20-10:30	Asynchronous Learning	10:20-10:30	Asynchronous Learning
10:30-11:15	Synchronous Math - Small Group	10:30-11:15	Synchronous Math - Small Group
11:15-12:00	Synchronous Small Group Intervention/Enrichment	11:15-12:00	Synchronous Small Group Intervention/Enrichment
12:00-1:00	Lunch/Recess	12:00-1:00	Lunch/Recess
1:00-2:20	Asynchronous Learning	1:00-2:20	Asynchronous Learning

Secondary Schedule – Middle School and High School

ONLINE - Middle & High School Student Week 1					
Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A Day)
9:00 - 10:00	1st Period Synchronous	5th Period Synchronous	1st Period Synchronous	5th Period Synchronous	1st Period Synchronous
10:00 - 10:15	Break	Break	Break	Break	Break
10:15 - 11:15	2nd Period Synchronous	6th Period Synchronous	2nd Period Synchronous	6th Period Synchronous	2nd Period Synchronous
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	3rd Period Synchronous	7th Period Synchronous	3rd Period Synchronous	7th Period Synchronous	3rd Period Synchronous
12:30-1:30	lunch	lunch	lunch	lunch	lunch
1:30 - 2:30	4th Period Synchronous	8th Period/Adv Synchronous	4th Period Synchronous	8th Period/Adv Synchronous	4th Period Synchronous
2:30 - 4:30	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	All students will engage in a combination of synchronous and asynchronous instruction daily. Teachers will post asynchronous learning activities each day prior to the start of school to allow students a high degree of flexibility in when to complete self- paced activities throughout the day. Using a combination of ClassLink, a sign on management software, and Schoology, the Learning Management System, teachers can track student progress, assignment completion, and time on task. As part of progress monitoring, all teachers will provide feedback, assist students with goal setting, and offer opportunities for revision in order to ensure student

	mastery of content. Finally, teachers will post office hours by department and grade level to provide additional support for students and parents within the remote instruction environment. Tracking daily student engagement will be the responsibility of the teacher of record for the student for each grade level or course. Teachers will use the functionality of the LMS usage analytics to determine engagement in any subject that has occurred by 11:59 p.m. on that day in order to award asynchronous attendance. This could include but may not be limited to completion/turn in of assignments, teacher/student interaction, email/communication from student after asynchronous activity(ies) completion. Students who do not engage/interact in any subject by 11:59 p.m. on that day will be counted absent. For example, an elementary teacher who has the same students all day and teaches a variety of subjects could determine student attendance at the official attendance time based upon synchronous and asynchronous engagement. A secondary student who is scheduled in a variety of courses who is marked absent at attendance taking time in a particular subject would still be considered present at snapshot if the student engages asynchronously by 11:59 p.m. on that day. Students are required to attend at least 90% of their classes to receive credit and be promoted. FBISD has local criteria used to determine if a student has met the minimum attendance requirement. For example, each campus has an attendance committee that oversees this process. Blackboard Connect will send automatic absence/non-engagement messaging to parents at the following times: • Elementary School daily at 10:50 a.m. • Middle School daily at 4:50 p.m. • High School daily at 3:20 p.m. Specific details tied to student interaction with academic content are detailed below: **Pre-K – 1st Grade** Students are expected to engage in 165 minutes of synchronous instruction each day and 195 minutes of asynchronous instruction each day. Forty- five minutes of synchronous time is allocated for student intervention and/or enrichment each day and will be scheduled by the classroom teacher where a need is identified. The daily schedule includes the following requirements for each content area: Math –85 min, Science -75 min (3 days a week), ELA – 120 min, Social Studies - 75 min (2 days a week), Outclass (Fine Arts, , PE) - 35 min **2nd - 5th Grade** Students are expected to engage in 205 minutes of synchronous instruction each day and 155 – 170 minutes of asynchronous instruction each day. Forty five minutes of synchronous time is allocated for student intervention and/or enrichment each and will be scheduled by the classroom teacher where a need is identified. The daily schedule includes the following requirements for each content area: Math –95 min, Science- 75 min (3 days a week), ELA – 115 min, Social Studies - 60 min (2 days a week), Outclass (Fine Arts, , PE) - 45 min **MS & HS** To support universal course selection and access to both electives and high school credit courses for middle school students, all high school and middle school students will adhere to the same master schedule. Students are expected to engage in 240 minutes of synchronous instruction each day and 85 - 105 minutes of asynchronous instruction each day. The weekly schedule includes three synchronous touchpoints for instruction per course (two one-hour sessions and one 30-minute session) The student bell schedule allows for student engagement in four content area courses per day and includes an advisory time that will support student social emotional development, enrichment, and/ or developmental supports for all students.
How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?	Fort Bend ISD policy articulates a managed approach to curriculum. This means that a defined scope and sequence is developed and provided at the district level that articulates the units of instruction, TEKS, and pace for each concept. Teachers receive training and dedicated professional learning community time to engage in unit, concept, and lesson design that combines asynchronous and synchronous learning experiences to support student engagement with content each day. All students will be assigned a daily schedule in Skyward which links to the Schoology, Learning Management System. Students will utilize the calendar in Schoology to

	identify content area assignments and monitor their progress. To ensure equity, the district is assessing the need for devices for students and will provide a device if needed.
What are the expectations for teacher/student interactions?	All teachers will engage students in daily synchronous instruction according to the defined school daily schedule. Synchronous learning time will include community building activities to develop student collaboration and communication skills, content delivery, student practice, opportunities for student goal setting, feedback, and revision to promote the development of student ownership of learning and behavior to also support social and emotional needs. Additionally, teachers will monitor student progress and provide feedback daily on assignments to support student understanding and achievement.
How will teacher/student interactions be differentiated for students with additional learning needs?	As part of the Instructional Framework, content delivery expectations include teacher facilitated small group instruction during synchronous learning experiences to respond to identified student misconceptions within daily instruction to ensure conceptual understanding. To support teachers, the district curriculum provides resources to support tiered instruction in all classrooms. In addition, as part of the Fort Bend ISD Response to Intervention Plan, all K – 10 teachers will utilize the Ren360 universal screener to identify students in need of additional support in mathematics and reading. Teachers will utilize daily synchronous learning time to support a differentiated approach to content delivery. (HOW) Specialized job roles will support tier 3 intervention for identified students as outlined below: • Literacy Intervention Teachers (K – 5 and identified Middle and High Schools - provide daily small group targeted literacy intervention to support the development of phonological awareness and comprehension skills for identified students • Math Specialists/Interventionists (K – 5 and identified Middle and High Schools) - provide daily small group targeted mathematics intervention to support numeracy development for identified students • Dyslexia Teachers – provide weekly synchronous dyslexia lessons in the small group setting to support dyslexia as identified in their IAP or IEP 504 committee meetings will be held for each student receiving 504 service to address online synchronous learning and other needs as discussed. General special education guidelines: • IEP Services including accommodations/modifications will be followed and implemented based on the student's ARD. • Admission, Review, and Dismissal (ARD) meetings will be held within the timeline and as normal with certain exceptions based on participant need such as the number of participants in the ARD, members request to participate virtually, and size of the meeting space. • Case Manager roles and responsibilities have been modified for Virtual instruction. These duties must be performed before, during and after an ARD Committee meeting. Co-Teach/Inclusion Teachers: • Co-Teachers will meet virtually with all students. • Co-Teachers will participate in a virtual PLCs with general education instructional staff weekly for each content area they are responsible for instructing. • Co-Teachers will be added as an admin to all Schoology courses in the classes they serve by the third day of school. • Documentation of accommodations and in-class support services will be completed within the Onward documentation system as well as through the use of the paper Accommodation and In-Class Support logs • Teachers will document all services and supports through paper logs and in the Onward electronic system during virtual learning. Documentation will be submitted/posted in Onward weekly. Paper logs of documentation

	(accommodations/in-class support/behavior data) should be scanned and uploaded into Success Ed each 9 weeks. • Further considerations will be forthcoming Resource Teachers: • Teachers will meet virtually with all students daily per schedule of services. • Teachers will participate in a virtual PLCs with special education instructional staff weekly for each resource program they are responsible for instructing. • Teachers will document all services and supports through paper logs and in the Onward electronic system during virtual learning. Documentation will be submitted/posted in Onward weekly. Paper logs of documentation (accommodations/in-class support/behavior data) should be scanned and uploaded into Success Ed each 9 weeks. • Resource / Inclusion Paraprofessionals: • Clear communication regarding digital access must be given to parents and students within the first week of school. • Paraprofessionals will be expected to assist students they support with accessing and using resources. Ensure that paraprofessionals have access to websites, student usernames and passwords to all necessary websites/resources. • Collaborate and communicate with the special education case manager and teachers about student progress and needs. • Practice both face-to-face and online learning in the first three days of school. • Follow general education procedures and protocols established by District. Specialized Program Teachers: • Instruction during virtual school will continue to maintain unit instruction and pacing as close to the FBISD Learning Framework as possible. • Lessons should be designed for students to meet student IEP goals and objectives. • Teachers will meet virtually with all students daily in a whole group, small group, and/or individually as according to district provided scheduling. • Teachers will document all services and supports through paper logs and in the Onward electronic system during virtual learning. Documentation will be submitted/posted in Onward weekly. Paper logs of documentation (accommodations/in-class support/behavior data) should be scanned and uploaded into Success Ed each 9 weeks. Specialized Programs and 1:1 (Student-Specific) Paraprofessionals: • Student-Specific paraprofessionals will meet virtually with students as assigned by teacher and per their IEP. • Paraprofessionals will collaborate regularly with assigned special education and general education teachers to collaborate on student progress and provision of services. In-Class Support Logs will be kept for all students receiving special education services during any virtual learning and will be uploaded to the student's file at the end of each 9 weeks.

Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK - 5	FBISD Curriculum Reflex Math Engaging Math (2-5) SuperSource	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the

		EnVision Math Prodigy Unique* (SPED)	Assessments Renaissance STAR360 Unique (SPED) ABLLS-2 (SPED) Brigance (SPED) ECSE Modified (SPED		a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	curriculum Math intervention resources (in both English and Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	6-8	FBISD Curriculum Engaging Math **GoMath** SuperSource Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	9-12	FBISD Curriculum Engaging Math Textbook Resources Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for

					students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	assessment, will be determined by the LPAC committee.
ELA Instructional Materials	PK-5	FBISD Curriculum *Fountas & Pinnell* Classroom The Reading Strategies & Writing Strategies Book Patterns of Power Common Lit Project Read Neuhaus Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Mastery checks Dibels Unique (SPED) ABLLS-2 (SPED) Brigance (SPED) ECSE Modified (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Digital student resources: MyOn and Raz Kids Plus in English & Spanish Literacy intervention resources (in both English and Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	6-8	FBISD Curriculum *MyPerspectives* Safe Assign Common Lit Project Read Reading by Design Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Mastery checks Dibels Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Additional student resources: Readworks, Newsela Pro, Cengage, Decode & Develop Linguistic accommodations for instruction, and designated supports for assessment, will be

						determined by the LPAC committee.
	9-12	FBISD Curriculum *StudySync* Common Lit Project Read Reading by Design Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Mastery checks Dibels Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Additional student resources: Readworks, Newsela Pro, Cengage, Decode & Develop Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
SLA Instructional Materials	PK-5	FBISD Curriculum *Fountas & Pinnell* Classroom Steps to Literacy The Reading Strategies & Writing Strategies Book Patterns of Power Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Renaissance STAR360 Mastery checks Dibels Unique (SPED) ABLLS-2 (SPED) Brigance (SPED) ECSE Modified (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	Curriculum examples are provided to teachers of bilingual Spanish and ESL program Digital student resources: MyOn and Raz Kids Plus in English & Spanish Literacy intervention resources (in both English and Spanish) Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
Science Instructional Materials	PK-5	FBISD Curriculum *Texas Science Fusion*	Daily Schoology Interaction (discussions, assignments, assessments)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language

		Gizmos (3-5) Warm Up Science (3-5) Unique* (SPED)	Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)		student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	6-8	FBISD Curriculum *Argument Driven Inquiry* Texas Science Fusion Gizmos PhET Interactive Simulations JASON Learning Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	9-12	FBISD Curriculum Various Textbooks *Argument Driven Inquiry* Gizmos UT Quest PhET Interactive Simulations Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic

					*Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
Social Studies Instructional Materials	PK-5	FBISD Curriculum *MHE Social Studies* Nystrom Atlas Programs Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	6-8	FBISD Curriculum *ConnectEd* Mini Q's/DBQ's *Mastering the TEKS* (Grade 8) Unique* (SPED)	Daily Schoology Interaction (discussions, assignments, assessments) Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)	YES	Differentiation and scaffolding supports are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	EL supports and linguistic accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	9-12	FBISD Curriculum	Daily Schoology Interaction	YES	Differentiation and scaffolding supports	EL supports and linguistic

		ConnectEd Various Textbooks Mini Q's/DBQ's *Mastering the TEKS* (WG, WH, USH) Unique* (SPED)	(discussions, assignments, assessments) Digital Classroom Formative Assessments Unique (SPED) ABLLS-2 (SPED) Brigance (SPED)		are embedded within the curriculum. According to the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services; accommodations and/or modifications to instructional, materials; supplemental aids; and parent training will be provided. *Teachers with students accessing instruction via alternative curriculum (Unique) will adapt to align with skills in FBISD curriculum.	accommodations are included in the curriculum for grades K-12; second language acquisition strategies are provided in the curriculum The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	**Explanation**
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	All instructional materials will be provided to students through the Learning Management System, Schoology. Teachers will design learning experiences within Schoology as a Professional Learning Community using the FBISD Curriculum. Scope and Sequence documents, supports for delivery of instruction using the instructional model, and instructional delivery information is provided for all units of instruction for every content area. The curriculum has been designed to support teachers in identifying specific resources, materials, and activities for the online learning environment. Within the curriculum, specific tags are utilized to identify those activities that support instruction in an online environment (see below). Additional resources are used to supplement the curriculum to allow for student engagement in a virtual environment, such as repositories of digital text for all grade levels and simulation programs. ***Curriculum Tags to Support Planning Instruction:*** ***Curriculum Example:*** All curriculum is developed in a collaborative team with representatives from the content area, Special Education, Sheltered Instruction Specialists, Gifted & Talented, and Technology Integration Specialists to ensure a curriculum and resources that support the diverse needs of the students in Fort Bend ISD. For the 2020-21 school year, a revised Scope and Sequence was designed to account for missed instructional opportunities from the Spring of 2020 and diagnostic testing will be completed within the first two weeks of school to guide instructional decisions and support for

	students.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	**Students with Disabilities:** **Professional Learning**- • Specialized, strategic professional development provided to General Education Teachers, Special Education Teachers, and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through New Teacher Orientation, Job-Alike Meetings, and Deeper Dive Sessions throughout the school year regarding providing services, documenting progress, monitoring and adjusting of instruction during virtual learning • Paraprofessionals will frequently collaborate and communicate with case managers about student progress and needs in the virtual environment. • Administrators trained on providing special education services to students in the virtual environment **Provision of Services** • ARD process to determine if Extended Face to Face Model EFFM) is appropriate and recommend via amendment/brief ARD to bring students receiving services back face to face prior to non-disabled peers • Using multiple models of virtual instruction including synchronous and asynchronous instruction, co-teach and in an in-class support through multiple means (breakout rooms, split screens, opportunities to observe student engagement, participation and behavior • Related and Instructional Services (Speech, OT, ADPE, Homebound, VI) - Services provided both virtually and in person depending on individual needs of students. In-Person services extended to students whose disability may inhibit access to instruction (vision, O&M, PT) • Opportunities for additional support during asynchronous activities based on student needs **Instructional Resources and Parent Support** • Links to digital student and parent resources located on special education website • Links to parent support requests • Videos/written communication for parents/teachers **English Language Learners:** All English Learners supports (for bilingual Spanish and ESL program ELs) listed below will be available within the online learning platform. • EL supports and linguistic accommodations are identified and included in the curriculum for grades K-12; second language acquisition strategies are provided to support student access to content and language • Curriculum examples are provided to teachers of bilingual Spanish (ex. Preview-View-Review, Cross-Linguistic Connections, English Language & Literacy Development) and ESL program (ex. Sheltered Approach to the Workshop Model within Balanced Literacy) ELs • The English Language Proficiency Standards (ELPS) have been integrated into all grade levels and contents <u>Instructional Resources</u> • Digital student resources (such as MyOn and Raz Kids Plus) will provide equitable access to online fiction and non-fiction books (in both English and Spanish) across genres and reading ability levels to support Tier 1 learning • Content area resources are provided (in both English and Spanish) to support Tier 1 learning • Literacy and Math intervention resources (in both English and Spanish) are provided to support Tier 2 and Tier 3 learning

	Compliance • All content teachers of ELs will complete the *2020-2021 EL Instructional Accommodations* checklist to determine appropriate linguistic accommodations for students based upon their respective English language proficiency levels at different times during the school year • Teachers will utilize the Proficiency Level Descriptors (PLD) continuum as a component of the formative assessment process LPACs will meet as required (e.g., state assessment decisions) and as needed Professional Learning • Required summer professional learning for all teachers consisted of learning around supports that could be used to assist diverse learners within the formative assessment process • Bilingual Spanish teachers and secondary ELA teachers serving newcomer ELs received PD specific to their program area curriculum and TEKS (ex. SLAR, ELLA, ESOL) • Optional and differentiated professional learning for teachers of ELs will focus on different aspects of second language acquisition methodology Professional Learning Communities • Elementary Bilingual Specialists, Elementary ESL Support Teachers and Secondary ESL Teachers serve as campus "EL Specialists" engage in PLCs to ensure that the needs of ELs are considered and planned for during both instruction and assessment • The secondary master schedule allows for cross-campus collaboration among all secondary ESL teachers during PLCs • The elementary master schedule allows for cross-campus collaboration among bilingual teachers by grade level during PLCs

Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	Students will engage in synchronous and asynchronous learning daily according to a defined master schedule that provides structure for synchronous live instruction and flexibility for completion of asynchronous learning experiences. Students will log into Schoology each day to engage in asynchronous activities. These learning experiences will be defined by the teacher and provided to students through welcome messages, detailed pages in Schoology, the Schoology calendar, and/or the syllabus for the unit of instruction. Students will receive timely and specific feedback on their progress with asynchronous assignments through the use of the Schoology Gradebook feature.
What is the system for tracking daily student engagement?	Daily student engagement will be tracked using one of the following two methods and attendance will be tracked by teachers through Skyward: • **Teacher and student interactions:** According to the defined FBISD online schedule, a student will engage in synchronous learning with teachers each day for various time frames based on grade level. During that live interaction, teachers will provide instruction and interact with students throughout the lesson, as well as provide small group instruction based on student need. This will provide teachers an opportunity to track engagement. • **Daily progress in the Learning Management System (LMS):** The instructional expectations for online learning require teachers to provide all instructional materials within the LMS, Schoology. Daily instruction will also include formative checks for understanding that will be used to measure student progress and track engagement. These formative checks for understanding may be a Schoology Discussion Post, a submitted assignment within Schoology, or completion of an assessment within the LMS. Each of these experiences allows for a teacher to track daily student engagement within the Learning Management System.

	Tracking daily student engagement will be the responsibility of the teacher of record for the student for each grade level or course. Teachers will use the functionality of the LMS usage analytics to determine engagement in any subject that has occurred by 11:59 p.m. on that day in order to award asynchronous attendance. This could include but may not be limited to completion/turn in of assignments, teacher/student interaction, email/communication from student after asynchronous activity(ies) completion. Students who do not engage/interact in any subject by 11:59 p.m. on that day will be counted absent. For example, an elementary teacher who has the same students all day and teaches a variety of subjects could determine student attendance at the official attendance time based upon synchronous and asynchronous engagement. A secondary student who is scheduled in a variety of courses who is marked absent at attendance taking time in a particular subject would still be considered present at snapshot if the student engages asynchronously by 11:59 p.m. on that day. Students are required to attend at least 90% of their classes to receive credit and be promoted. FBISD has local criteria used to determine if a student has met the minimum attendance requirement. For example, each campus has an attendance committee that oversees this process. Blackboard Connect will send automatic absence/non-engagement messaging to parents at the following times: • Elementary School daily at 10:50 a.m. • Middle School daily at 4:50 p.m. • High School daily at 3:20 p.m. •
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	Regardless of the learning modality, online or face-to-face instruction, progress monitoring is a critical component to ensuring we meet the needs of all students. In Fort Bend ISD, engaging in the formative assessment process by providing students with opportunities to show their understanding through products, performances, and processes is an expected daily practice. When providing instruction in an online environment, those practices do not change but how we measure, and the tools students use in a digital environment will be different than in a face-to-face environment. As stated above, students will engage with their teachers in a synchronous environment which affords teachers the ability to gather evidence from students each day, either formally or informally, which also mirrors an on-campus experience. In an on-campus environment the RI process is critical for student progress monitoring and the district will continue to implement the Responsive Instruction framework to support consistent progress monitoring and holding all stakeholders accountable to delivering instruction, intervention and enrichment that truly meets student learning needs. The model in FBISD is in place for all students and can be done in both face-to-face and at-home learning environments. In conjunction with formative and summative classroom assessments to measure student academic progress daily. These formative and summative classroom assessments will be aligned to the FBISD curriculum Scope and Sequence and curriculum. Students will engage in diagnostic assessments to measure student math and literacy understanding and to measure student growth in those areas over time. During the 2020-21 school year, all students Kindergarten through 10th grade and identified 11th and 12th grade students will take the universal screener assessment, Ren360, a minimum of three times a year. The assessment windows will occur at the beginning, middle, and end of the school year. Data from this assessment is used to guide teachers in planning and providing targeted instructional supports to students.
What is the system for tracking student academic progress?	Tracking student progress will be conducted within the Learning Management System, Schoology. Teachers will be required to post asynchronous learning experiences daily for students to engage in activities aligned to the TEKS. Assignments and tasks posted within Schoology will be linked to the Schoology Gradebook and Calendar to track student progress and alignment to the academic expectations. Teachers, parents, and students will be able to track academic progress over time with these tools.

Fort Bend ISD will continue to administer the Renaissance STAR360 assessment at the beginning, middle, and end of year to measure student progress and growth. This diagnostic assessment will provide information related to student learning gaps and inform teachers of the academic progress students are making as the year progresses.

District Learning assessments are designed to measure student learning as it relates to the student's proficiency level along a learning progression within a unit of instruction. District Learning assessments will be administered during the 2020-21 school year, and the data will be utilized within Professional Learning Communities to analyze student work and determine instructional implications to support students not meeting proficiency.

Official student grades and averages will still be documented and recorded within Skyward, which will remain the official gradebook of record.

What is the system for providing regular (at least weekly) feedback to all students on progress?

Feedback is a critical component to student success and progress. Teacher schedules for online learning delivery are structured with protected time each day for monitoring asynchronous learning and providing feedback to each student. The graphic below is an example of a schedule for a secondary and elementary teacher.

There is dedicated time for progress monitoring and feedback each morning. Professional Learning Communities will also spend time analyzing work and calibrating feedback for students. The tables below provides examples of teacher online schedules for elementary and secondary.

ONLINE - 3rd Grade Teacher Example			
Monday, Wednesday, Friday		Tuesday, Thursday	
8:00-8:40	Synchronous Reading/Language Arts- Small Group	8:00-8:40	Synchronous Reading/Language Arts- Small Group
8:40-9:10	Synchronous Outclass	8:40-9:10	Synchronous Outclass
9:10-9:35	Feedback/Monitoring	9:10-9:35	Feedback/Monitoring
9:35-10:20	Synchronous Science	9:35-10:20	Synchronous Social Studies
10:20-10:30	Feedback/Monitoring	10:20-10:30	Feedback/Monitoring
10:30-11:15	Synchronous Math - Small Group	10:30-11:15	Synchronous Math - Small Group
11:15-12:00	Synchronous Small Group Intervention/Enrichment	11:15-12:00	Synchronous Small Group Intervention/Enrichment
12:00-12:30	Lunch	12:00-12:30	Lunch
12:20-1:15	Conference	12:20-1:15	Conference
1:15-1:35	Feedback/Monitoring	1:15-1:35	Feedback/Monitoring
2:35-3:50	PLC (Monday)- Feedback/Monitoring (T-F)	2:35-3:50	PLC (Monday)- Feedback/Monitoring (T-F)

ONLINE - Secondary Teacher Schedule: Week 1					
Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A Day)
8:00 - 8:50	Campus Staff Meetings as Needed/ Progress Monitoring	Campus Staff Meetings as Needed/ Progress Monitoring	Campus Staff Meetings as Needed/ Progress Monitoring	Campus Staff Meetings as Needed/ Progress Monitoring	Campus Staff Meetings as Needed/ Progress Monitoring
9:00 - 10:00	1st Period Synchronous	5th Period Synchronous	1st Period Synchronous	5th Period Synchronous	1st Period Synchronous
10:00 - 10:15	Break	Break	Break	Break	Break
10:15 - 11:15	2nd Period Synchronous	6th Period Synchronous	2nd Period Synchronous	6th Period Synchronous	2nd Period Synchronous
11:15 - 11:30	Break	Break	Break	Break	Break
11:30 - 12:30	3rd Period Synchronous	7th Period Synchronous	3rd Period Synchronous	7th Period Synchronous	3rd Period Synchronous
12:30-1:30	lunch	lunch	lunch	lunch	lunch
1:30 - 2:30	4th Period Synchronous	8th Period/Adv Synchronous	4th Period Synchronous	8th Period/Adv Synchronous	4th Period Synchronous
2:30 - 4:00	Teacher PLC	Teacher PLC	Teacher PLC	Teacher PLC	Teacher PLC

Teachers will provide learning experiences in the asynchronous and synchronous environment that promote peer feedback using rubrics and checklists found in the curriculum. Teacher professional learning has prioritized the use collaborative technology tools to have students engage in feedback throughout units of instruction. As stated above, the Schoology Gradebook feature will be used to allow students and parents to easily navigate to teacher provided feedback within the LMS.

Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Professional Learning Model

Three models for teacher professional learning have been designed to ensure teacher engagement and support across the 2020-21 school year.

Teacher Learning Models		
Campus PD Week *Before School Starts*	**Required Teacher PD** *Evidence of Practice*	**Job-Embedded PD** *During the school year*
August 6 – 13	**June 29 – December 4**	**September – May**
Learning experiences designed to support teachers in the launch on online learning.	*Required learning experiences designed to deepen understanding of the role of formative assessment practices in developing student ownership including supports for implementing in an online environment.*	*Learning experiences designed to support teacher during design and delivery of instruction. Includes coaching and feedback cycles and teacher leadership growth opportunities.*

Sample Calendar

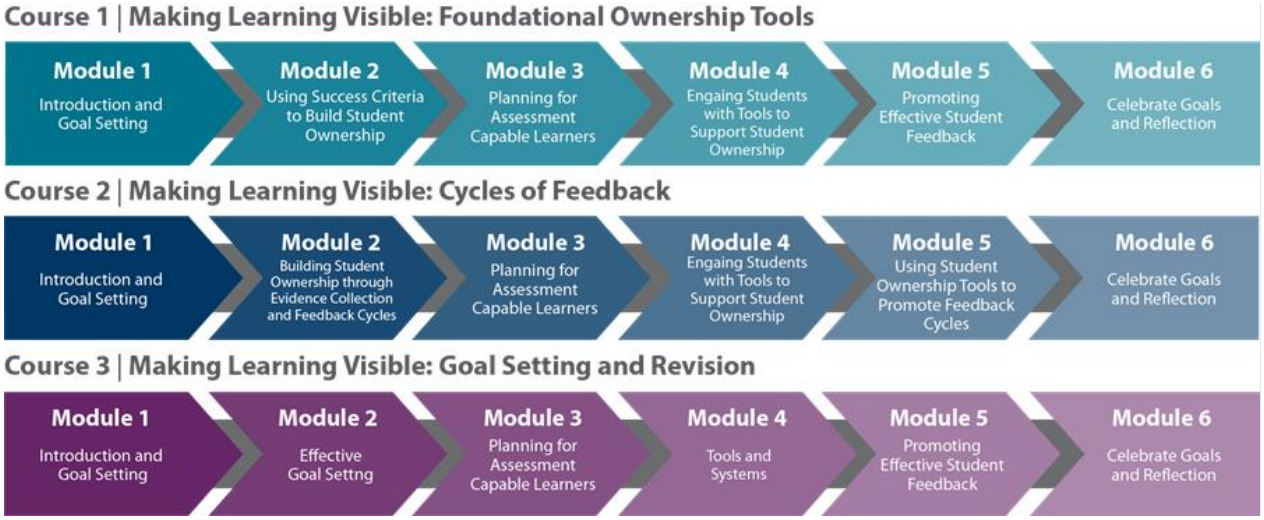
<table>
<tr><th>Professional Learning Model
Dates</th><th>Professional Learning Topics</th></tr>
<tr><td>August Campus PD Week
August 6-13</td><td>
<table>
<tr><th>Setting Expectations (2 -3 hrs)</th><th>Technical Skill Development (2 hrs)</th><th>PLC Time (2 hrs)</th><th>Competency Practice and Demonstration</th></tr>
<tr><td>The Setting Expectations sessions are designed to allow campus administrators to define and communicate clear expectations.</td><td>These skill development sessions are designed to support teachers in successfully demonstrating mastery of specific instructional practices necessary for the 2020-2021 school year.</td><td>This dedicated time is an opportunity for teacher teams to engage in team practice and support implementation of technical skills and begin instructional planning for the first units and concepts of the school year.</td><td>Prior to engaging students in online learning, we want to ensure teachers have opportunities to practice and demonstrate mastery of critical instructional competencies.</td></tr>
<tr><td>• Building School and Classroom Culture
• Staff & Student Health & Safety
• Learning Models & Curriculum Tools
• Social-motional Learning
• Progress Monitoring & Feedback Systems
• School Procedures</td><td>• Video Conferencing tools
• Schoology Course Organization
• Online Tools for Content & Resources
• Tools to support lesson delivery in a Virtual Environment
• Schoology Gradebook & feedback</td><td>• Course Setup & Organization
• Classroom setup-Health & Safety Protocols
• Unit Planning
• Concept Planning
• Lesson Planning</td><td>• Microsoft TEAMS Checklist
• Schoology Course Setup
• Teacher Welcome Video
• Creating a Formative Task in Schoology
• Schoology Gradebook Setup
• Online Content Planning</td></tr>
</table>
<td colspan="2">*Each of the six district days will include learning and setting expectations, collaboration time, and opportunities to practice the competencies to demonstrate proficiency.*</td>
</tr>
<tr><td>**Required PD**
June 29 - Dec 4</td><td>**Making Learning Visible Courses**
Integrated Overview Videos: Curriculum, PLC Structures, Local</td><td>**Specific Content**</td></tr>
</table>

Asynchronous	Assessment Framework, Online Learning Support-Working in a Virtual Environment 1: Foundational Ownership Skills 2: Engaging in Feedback 3: Goal Setting and Revision 4: Overview of Course 1-3, Developing Exemplars, Peer Feedback, Refining Feedback		Reading Academies – Science of Teaching Reading – a shared knowledge of primary reading development Learning Plans **Elementary** **Secondary**	
Job Embedded Supports Ongoing *Sept-April* *Offered monthly* *Synchronous & Asynchronous*	**Making Learning Visible Support** *(June-Dec)* All participants engage in ongoing support and feedback from course facilitators around the development of artifacts for submission. There are optional synchronous workshops led by course facilitators to assist in developing and refining evidence of practice artifacts.	**Student Ownership of Behavior-Building Relationships** *(Aug-Apr)* • Building a Community with a Circle Culture & Restorative Practices (Aug-Oct) • Relationship Building with a Trauma-Informed, Compassionate, and Empathetic Classroom (Oct-Dec) • Building Relationships through Cultural Competency (Jan-Mar) • Launch of 2021-2022 (Apr)	**Instructional Delivery in an Online Environment Series** • Digital Tools for Collaboration • Using Digital Tools for Feedback • Online Learning Resources • Video Conferencing Series (basic – advanced)	**Professional Learning Communities** *(dedicated time weekly)* • Unit Planning and Unit Assessment Blueprint • Designing formative task and teacher exemplars • Analyzing Student Work and planning instructional adjustments
School Calendar Embedded PD Days *School calendar embedded days will support educator content knowledge development, instructional delivery series, and instructional planning for delivery in the virtual environment.*		**January** • Setting Expectations – semester launch • Instructional Delivery Series • PLC Planning	**February** • Instructional Delivery Series • Data Review – MOY • PLC Planning	**April** • Goal Setting • Instructional Delivery Series • PLC Planning

Job Embedded – Evidence of Practice Model

All Fort Bend ISD teachers enrolled in one of three differentiated Making Learning Visible Courses. These

asynchronous courses are designed with six modules that require evidence of educator practice to progress through coursework. Content supports teacher content knowledge development and engagement of students in the formative assessment cycle within a virtual environment. The graphic below outlines the focus for each module.



Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Initial professional learning will occur over 6 days prior to the start of school. The teacher daily schedule will include live synchronous instruction on setting expectations for implementing the Learning Framework. Sessions include: o Building Classroom Culture o Health & Safety Protocols o Balanced, Unbiased Curriculum Delivery o Curriculum Delivery – Online Learning Expectations o Instructional Delivery Tools – defined instructional resources o Compassionate, Empathetic, and Trauma Informed Classrooms & Campuses o Assessment Design and Feedback In addition, initial learning will include dedicated time for teachers to learn technology skills and demonstrate capacity for implementation through a set of asynchronous learning experiences that include competency demonstrations and offer open lab support for content including: o Microsoft TEAMS Videoconferencing o Schoology Course Organization o Class Link & Respondus Lockdown browser tools o Digital Tools for Collaboration and Communication (Schoology- discussions and media albums, Office365, FlipGrid, WeVideo) o Progress Monitoring Tools from Schoology Gradebook and Calendar Finally, initial learning includes dedicated time for teacher teams to set up online learning using the district curriculum to plan and design online learning experiences for dedicated asynchronous and synchronous time. PLCs will be teacher facilitated using the Microsoft TEAMS platform. Campus administrators will engage teachers in feedback throughout the week to support implementation of the learning framework with fidelity. To support ongoing job embedded educator development the asynchronous, evidence of practice, Making Learning Visible Courses will support educators in building strong formative assessment practices to identify student understandings and misunderstandings through student work analysis and ongoing feedback. As part of the formative cycle, educators will design instructional supports to fill anticipated student gaps. Finally, course artifacts require teachers to engage students in self-

	reflection, peer assessment, and feedback cycles. Each course is moderated by facilitators who will engage participants in feedback and coaching cycles where a need is identified to support educator growth. Finally, in collaboration with the Curriculum and instruction team, synchronous, live, open lab workshops will be scheduled monthly to support teacher planning and artifact development.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Additional job embedded learning opportunities support teacher leadership roles, content knowledge development, and focus efforts on the use of student work analysis as part of the foundation for responding to data. Some of the opportunities that are scheduled include: • Team Leader – provide in time support for content knowledge development and PLC leadership for planning learning experiences, • Professional Learning Lead & Technology Integration Champions, Instructional Coaches – support development of lab classrooms, facilitate guided observations, and educator reflection tied to content development and delivery, • Teacher Cadres to promote content knowledge development such as Balanced Literacy and Dual Language Immersion • Impact Teams professional learning community protocols support teacher teams through a coaching cycle that supports analysis of student work, data review, and instructional planning based on student strengths and misconceptions. All training supports the use of the defined curriculum and instructional tools within the remote learning environment.

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	As part of a comprehensive communication plan, the Superintendent develops weekly communications updating the community on decisions tied to the Fall back to school plan. To promote a partnership, focus groups were established to engage parents in the planning and design process including identification of improvements to online learning, calendar recommendations, and the instructional modality options. In collaboration with the communications department a FBISD Reimagined webpage has been developed to provide ongoing updates throughout the school year. In August, the webpage will outline the parent learning plan to support parents and students as they prepare to engage in remote online learning. As the school year approaches, campus administrators are supporting communication to families through articulation of improvements to online learning and weekly teacher communications related to course content and expectations. Finally, FBISD currently operates both a technology help desk and a call center to field parent questions and provide support.
What are the expectations for family engagement/support of students?	As part of the implementation plan, FBISD has defined these expectations for Parents/guardians of FBISD students engaged in online learning: • Set up a schedule and ensure a learning environment exists for the student that is conducive to full engagement in synchronous and asynchronous learning with few distractions • Ensure their student attends the synchronous class sessions and completes asynchronous learning which includes logging into Schoology daily • Regularly monitor student progress using Schoology and Family Access and communicate with campus staff to support student engagement and progress • Provide each student in the home access to a dedicated technology device and internet access or obtain the necessary technology devices through the FBISD technology distribution process • Understand that the FBISD Student Code of Conduct and Acceptable Use Policy (AUP) remain in effect in the online learning environment and that students are subject to consequences outlined in the Code of Conduct

What additional supports, training, and/or resources will be provided for families who may need additional support?	In addition to the supports outlined above, a parent training plan has been developed to provide real time learning and support to parents on identified topics. Parent learning sessions will include
	• Instructional Expectations
	  o Synchronous Learning
	  o Asynchronous Learning
	  o Assessment, Grading, and Progress Monitoring
	• Structuring for Success
	  o Student Schedule
	  o Resources: Space, Technology, Support
	• Technical Skills
	  o Schoology, Learning Management System
	  o Microsoft TEAMS – videoconferencing
	  o Skyward
	  o ClassLink
	• Whole Child Health and Safety Supports
	  o Physical safety social distancing practices
	  o SEL supports as well as student ownership of behavior
	  o How to connect with virtual as well as in person mental health resources for your child
	Courses will be offered in an both synchronous and asynchronous learning environments with job aide and video supports. Trainings will be offered in English and Spanish.
	Based on student/family need, in partnership with the Department of Collaborative Communities, students in need of an alternate learning space due to either child care needs or connectivity will be eligible to apply for attending a Learning Center where online learning will be supervised by a staff member. Priority will be given to children of staff members, first responders, front line medical workers, and active US military. Space and staffing will be limited for the on campus Learning Centers; therefore, staff is collaborating with faith-based organizations and private child care facilities to offer training to their staff in order to support the online learning needs of our students in those settings during the instructional day.

EXHIBIT I - Change to Instructional Model Request Form (outside the designated window)

Note to Parents/Guardians:
Please note that you are requesting a change to the instructional model outside the designated timeline. The campus will review your request for a change however a change is not guaranteed and requires additional information to support a transfer outside the selection process.

Fort Bend Independent School District

Change in Instructional Model REQUEST FORM

(Outside the Learning Model Selection Process)

STUDENT'S NAME: LAST, FIRST and MIDDLE		FBISD STUDENT ID #:	CURRENT GRADE:
CURRENT STREET ADDRESS OF STUDENT'S RESIDENCE (No P.O. Boxes, please):		DATE OF BIRTH:	HOME OR MOBILE PHONE:
CITY:	STATE: ZIP CODE:		
NAME OF PARENT(S)/GUARDIAN(S):	DAY CONTACT PHONE NUMBER:	EMAIL:	
STUDENT'S CURRENT CAMPUS:			

TERMS of CHANGE IN INSTRUCTION AGREEMENT

If approved, it may take up to 5 days to make the requested instructional change.
Student should continue in the current model until the campus provides a FINAL date for change.

1. I understand that if the instructional model requested is approved, the student must remain in the model selected for the remainder of the grading period.
2. I understand that falsification of any information submitted with this application will be grounds for this application to be denied or conditionally approved. Additionally, I understand falsification of documents or records is a criminal offense under 37.10 of the Penal Code.

REASON FOR REQUEST

The following reasons are acceptable for requesting a change in instruction option. Please review the terms of online instruction and attach appropriate supporting documents for the reason chosen below. (Please mark only one box):

□ High risk medical condition-must notify campus nurse

□ Learning preference
(based on campus review of grades, performance and access to technology, learning preference)

□ Missed the deadline to make a request a change in instructional model

because:_____
_

□ ARD/504 Services (describe concerns):_____

□ OTHER (describe concerns):_____

REASON FOR DENYING A REQUEST

An application may be denied for any of the following reasons:

- Insufficient medical documentation
- Current instructional model cannot be provided based on **classroom space and/ or staffing**
- Academic concerns expressed by Campus Administration (campus will contact you to discuss)
- ARD/ 504 Committee Determination

In signing this form, the parent or person standing in parental relation to the student confirms that he/she has read and understands the information contained within this form, and that all of the

FBISD Campus COVID-19 Preparation Guide

information provided to the District is accurate and true. In signing this form, parent also agrees to all of the conditions set forth within the student learning change request the process and the expectations outlined as stated on this form.

SIGNATURE OF PARENT/LEGAL GUARDIAN	DATE
_____	

FBISD Campus COVID-19 Preparation Guide

The purpose of this guide is to assist campus leadership in making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19 on their campuses. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.

Campus COVID-19 Team

This team will consist of at least one campus administrator, one school counselor, the campus nurse, attendance staff member, other front office staff, high school athletic trainer when applicable, campus wellness monitor(s), and other identified staff. The Campus COVID-19 Team supports contact tracing processes by gathering information related to reports of COVID-19. The team will support the campus by collecting essential information to provide the District Health Specialist, to share those that might have been a close contact to help the Health Specialists in determining persons who might need to self-quarantine or isolate, track when students and staff can return to campus, and provide communication to the community when directed to by the Health Specialist.

____1. Identify Campus COVID-19 Team members
___ 2. Arrange a date/time for all Campus COVID-19 Team members to participate in district training
___ 3. Indicate members of the team and communicate to district team via shared documents
___ 4. Designate a staff person to be the Campus COVID-19 Point of Contact. This staff member will be responsible for responding to COVID-19 concerns. All school staff and families should know who this person is and how to contact them

PPE & Cleaner Distribution

Personal protective equipment (PPE) (protective clothing, face masks, face shields, hand sanitizer, thermometers or other equipment designed to protect staff and students from the spread of disease) was ordered for each campus employee. The following PPE will be delivered to campuses and should be distributed to campus staff.

Cloth Face Masks

All students and staff shall wear a face covering with at least two layers, over the nose, mouth, and chin when inside a FBISD building, or when in an outdoor public space, wherever it is not feasible to maintain six feet of social distancing from another person not in the same household.

- This face-covering requirement does not apply to any person:
  - consuming food or drink
  - exercising outdoors or engaging in physical activity outdoors
  - maintaining a safe distance from other people in the same household
  - with special accommodations in their ARD paperwork (504, Special Education, etc.)

____ 1. Provide all staff a cloth face covering
____ 2. Place visual reminders to remind students and staff to wear their masks and how to use masks properly

Disposable Face Mask

____ 1. Ensure front office staff/campus entry is supplied with cloth or disposable facemasks available for staff, students, and visitors who enter the building without a face covering

Hand Sanitizer

___ 1. Ensure each staff member receives an 8oz. bottle of hand sanitizer
___ 2. Ensure that each classroom and office area has a gallon of hand sanitizer with pump for use
___ 3. Ensure front office areas have a freestanding hand sanitizer station positioned and ready for use

Cleaner/Disinfectant Wipes

___ 1. Ensure each staff member receives a disinfectant spray bottle
___ 2. Ensure staff members receive disinfectant wipes for cleaning electronic devices before and after use
___ 3. All campus staff will engage in ongoing cleaning of high touch surfaces during the instructional day
___ 4. Cleaning will occur between scheduled transitions and change of student groups

Signs and Messages

Signage helps raise awareness and provide a visual reminder of health and safety guidelines and expectations.

- Post signs in highly visible locations (Find free CDC communications resources)
  ____ school entrances
  ____ restrooms
  ____ hallways
  ____ meeting rooms
- Include messages or announcements (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts)

Social Distance Campus Spaces

Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19). Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

Staff Work Spaces (Any area staff share a working space)

___ 1. Limit and adjust the number of people allowed in the area/room to maintain social distancing. Considering moving staff work spaces to maintain social distancing or putting up barriers.
___ 2. Ensure each are has a gallon of hand sanitizer for staff and visitors.
___ 3. Increase distance in waiting lines (e.g. copy machine). Use nonpermanent and non-damaging signage (no paint or tape) on the wall, free standing, or on the ground to indicate where the line starts.
___ 4. Place visual reminders to maintain social distancing.

Front Office Area/All Waiting Areas

___ 1. Limit the number of people allowed in the area/room to maintain social distancing.
___ 2. Limit the number of seats. Organize seats in such a manner so there is at least 6-feet between seats. Mark seats as not a seat if necessary to identify to all to enforce social distancing. Remove or use alternative furniture if needed.
___ 3. Increase distance in waiting lines. Use non-permanent and non-damaging signage (no paint or tape) on the wall, free standing, or on the ground to indicate where the line starts.
___ 4. Setup and fill hand sanitizer station.
___ 5. Place visual reminders to maintain social distancing.

Meeting Rooms/Collaboration Areas/Library/Conference Spaces

___ 1. Develop a seating strategy that works for the space that ensures all individuals are six feet apart. Place signage on furniture to indicate use or not to be used, adjust or use alternative furniture if needed.
___ 2. All areas should be managed to reduce communal use. If safe distances cannot be maintained, consider closing the room.
___ 3. Increase distance in waiting lines. Use nonpermanent and non-damaging signage (no paint or tape) on the wall, free standing, or on the ground to indicate where the line starts.
___ 4. **Remove public pens and other communal items (remove shared table caddies).**
___ 5. Create a schedule or plan for these spaces to be cleaned frequently.
___ 6. Place a gallon of hand sanitizer in each are for use.
___ 7. Place disinfectant wipes near technology that may be used by multiple individuals during the day such as phones, computers, etc.
___ 8. Place visual reminders to maintain social distancing.

Classrooms

___ 1. Student desks (or seats at a table if tables are used) must be placed a minimum of six feet apart. Remove excess desks or tables from classrooms.

Lunch Room

___ 1. Develop a seating strategy that works for the space that ensures all individuals are at least six feet apart.
___ 2. All areas should be managed to reduce communal use. If safe distances cannot be maintained, consider closing the area.
___ 3. **Remove all communal items.** Use disposable flatware and cutlery when possible.
___ 4. Create a schedule or plan for these spaces to be cleaned frequently.
___ 5. Place visual reminders to maintain social distancing.

Stairwells

___ 1. If multiple stairwells exist and it is possible, limit the stairwell as “up only” or “down only”.
___ 2. Encourage an eight-stair distance between you and others to maintain social distancing.
___ 3. Place visual reminders for students.

Hallways

___ 1. Limit hallways to one-way paths if possible – If not possible, ensure students and staff travel on the right side of the hallways and move in a clockwise fashion to reduce contact.
___ 2. Stagger or extend transition times to limit the number of people in the hallway at one time. Keep the transitions consistent to limit exposure across persons.
___ 3. Place visual reminders for students.

Elevators

___ 1. Limit the use of standard-size elevators to four individuals at a time, each located at a different corner of the elevator, to avoid close contact.
___ 2. Require that masks be worn in elevators.
___ 3. For individuals not wishing to ride an elevator, ensure stairways are available for use. As appropriate, individuals subject to the Americans with Disabilities Act may ride the elevator alone or accompanied by the individual’s caregiver.
___ 4. Place visual reminders for elevator riders, consider social distancing signage made from durable nonpermanent material for wall, free standing or standing spots on the floor.

Bathrooms

___ 1. Place visual reminders to maintain social distance and proper handwashing in all community areas.

Academic Locker

___ 1. Determine use of academic lockers

___ 2. Place visual reminders to maintain social distancing

PE/Athletic Locker Rooms

___ 1. Determine if you will close locker rooms during PE class

___ 2. Develop a locker distribution strategy for athletic lockers to ensure all individuals are at least six feet apart.

___ 3. Place visual reminders to maintain social distancing

Outdoor Play Structures

___ 1. Close all outdoor play structures and swings

___ 2. Place visual reminders to maintain social distancing

Drinking Fountains

___ 1. Drinking fountains will be used only to refill water bottles, no direct contact with the fountain equipment for individual drinking is allowed.

- ❖ If water fountains have bottle fillers, tape off the drinking spouts, so only the bottle fillers can be used.

___ 2. Place visual reminders for students that the drinking fountain is only for refilling.

Develop Campus Procedures

Preparation is key to an organized, effective, and efficient campus-wide response to contagion and the disruption, misinformation, and chaos that could quickly ensue once a member of the campus community is diagnosed with COVID-19. Campus procedures should be created using social distancing and other health and safety guidelines.

Arrival and/or Dismissal Times

___ 1. Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

___ 2. When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.

Procedure for a Student Illness at School

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Children who start to experience symptoms of respiratory illness, including a fever of >100.0 while at school, will need to be moved to the serenity room away from other children until they can be picked up.

___ 1. Designate an area for student(s) with COVID-19 symptoms isolated from other children until they can be picked up.

Bathroom Procedures

___ 1. Avoid taking multiple rooms or pods to the bathrooms at the same time (e.g., avoid having all classes use the bathroom at the same time).

___ 2. Create a schedule for students to wash hands frequently, especially before and after eating and

after coming in from playing outside/recess.

___ 3. Place visual reminders to maintain social distance and proper handwashing in all community areas.

___ 4. Use disposable bathroom passes, which are thrown in the trash when the student returns to class.

___ 5. Create a schedule for bathrooms to be cleaned regularly throughout the school day.

Lunch Room Procedures

___ 1. Stagger meal times to minimize the number of students dining inside at one time and keep people 6 feet apart. It is recommended that students face the same direction rather than facing each other.

- Don't intermix pods/classes, and maintain a consistent group of classrooms/pods that are dining at the same time each day whenever possible.
- Consider adding additional lunch times to the schedule to allow for social distancing.
- If students cannot fit in the lunch room safely, consider eating lunch in the classroom or hallway.

___ 2. Use disposable flatware and cutlery when possible. If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

___ 3. Do not allow sharing food and utensils.

___ 4. Encourage staff and students to wash hands before and after entering the lunchroom.

___ 5. Place visual reminders for students.

Student Transition Procedures

___ 1. Limit hallways to one-way paths if possible – If not possible, ensure students and staff travel on the right side of the hallways and move in a clockwise fashion to reduce contact.

___ 2. Stagger or extended transition times to limit the number of people in the hallway at one time. Keep the transitions consistent to limit exposure across persons.

Visitor and Volunteer Procedures

___ 1. Create and communicate to parents and the community members the campus's visitor and volunteer procedures.

Considerations:

- Health checks upon entry
- Only all essential visitors or volunteers, which requires an appointment
- Do not allow parents to eat lunch with students

Outclass Procedures

___ 1. Modify classes where participants are likely to be in very close contact.

___ 2. Bring in specialist staff (e.g., music, art, physical education) to individual classrooms versus rotating all kids through a shared space that is not able to be cleaned with each new participant introduction.

___ 3. Whenever possible, hold physical education and music classes outside and encourage participants to spread out. Consider using visual cues to demonstrate physical spacing.

Student Groups /Scheduling- Cohorting

The goal of cohorting is to minimize interaction of infectious individuals from non-infected individuals as much as possible. Every interaction is a risk because of how the COVID-19 virus spreads.

___ 1. Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
___ 2. Limit mixing between groups if possible.
___ 3. Limit transitions as much as possible

FBISD Classroom COVID-19 Safety Checklist

Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19). Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home. As the District continues to respond to the changing COVID-19 landscape, it is important we implement social distancing practices on campuses and in classrooms. Please use this checklist to prepare for a safe reentry of our students.

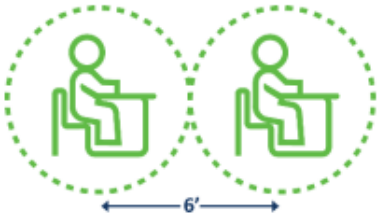
- Social Distancing
- Considerations for Schools
- Department of Health Guidance for Social Distancing in Schools

Desk Arrangement

___ 1. Position desks (or seats at a table if tables are used) to maintain social distancing of 6 feet whenever possible (class sizes may vary depending on room size).

___ 2. Turn desks to face in the same direction (rather than facing participants) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

___ 3. Place visual reminders to maintain social distance, wear a mask, and to ensure proper handwashing in the classroom.



Shared/Communal Items

___ 1. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or other designated areas. **All students should have their own school supplies, no communal items.** Discourage sharing of items that are difficult to clean or disinfect.

- If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.

___ 2. Ensure adequate supplies to minimize sharing of high touch materials when possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

___ 3. Avoid sharing electronic devices, toys, books, and other games or learning aids.

___ 4. Prepare disposable bathroom passes, which are thrown in the trash when the student returns to class.

Hand Sanitizer Station

___ 1. Set up hand sanitizer and tissue station that is easily accessible to students and is at least six feet away from student desks.
___ 2. Place visual reminders to maintain social distance, wear a mask, and to use hand sanitizer in the classroom.

Bathrooms and Drinking Fountains Procedures

___ 1. Develop a plan for taking students to the bathrooms for frequent handwashing (e.g., avoid having all classes use the bathroom right after lunch or recess).
___ 2. Use disposable bathroom passes, which are thrown in the trash when the student returns class.
___ 3. Place visual reminders for students to remind them that the drinking fountain is only for refilling.
___ 4. Place visual reminders for students to remind them to social distance and proper handwashing.
___ 5. Encourage students to bring a refillable water bottle, because water fountains will not be used for individual drinking.

Cleaning and Disinfection

___ 1. Clean and disinfect frequently touched surfaces (e.g., door handles, desk surfaces, electronic devices) within the classroom daily or between use as much as possible. Use of shared objects (e.g. gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
___ 2. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use District provided products that meet EPA disinfection criteria.
___ 3. Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
___ 4. Ensure cleaning wipes are accessible to technology stations (i-pads, laptops), for students to clean before and after use.

Face Covering

___ 1. All students and staff shall wear a face covering over the nose and mouth when inside a FBISD building, or when in an outdoor public space, wherever it is not feasible to maintain six feet of social distancing from another person not in the same household.

- This face-covering requirement does not apply to any person:
  - consuming food or drink
  - exercising outdoors or engaging in physical activity outdoors
  - maintaining a safe distance from other people not in the same household
  - with special accommodations (504, Special Education, etc.)

___ 2. Place visual reminders to remind student to wear their masks and how to use masks properly.

EXHIBIT L - FBISD PPE Supply Distribution Plan

PPE Item	Picture	Distribute To	Purpose
Gallon Hand Sanitizer w/pump		Campuses/Departments	2 gallons per campus and department for admin area ; 1 gallon per classroom. 1 gallon per campus kitchen.
Personalized Hand Sanitizer		All employees	One bottle per staff member
Adult Face Shields		Campuses	10 face shields will be issued per campus/department For Wellness Monitors and the School Nurse/campus clinic. 3,200 issued to Special Education for staff. 1,300 issued to the HS American Sign Language staff and students. 200 issued to CND for Cashiers. 500 issued to Transportation for bus drivers. Stock will be available through the warehouse for teachers/staff to order as needed.
Youth Face Shields		Campuses	Stock will be available through the warehouse for student needs.
Adult Disposable Mask		Campuses/Departments	200 per campus for parents and/or staff members who did not wear a mask to work. Remaining will be distributed to departments for the same purpose dependent on the number of staff assigned (staff or visitors who show up without a mask).
Youth Disposable Mask	**Picture not available yet*	Campuses/Departments	200 per campus/department to distribute to students who

			either lose their mask or show up without.
Adult Cloth Mask		Campuses/Departments	All staff will be provided one face mask.
Youth Cloth Mask	**Picture not available yet*	Campuses	Stock will be available through the warehouse for student needs.
Thermometers	**Picture not available yet*	Campuses/Departments	8-12 for campus entry points 1 for nurse/campus clinic 1 for campus custodian
Disinfecting Wipes	**Picture not available yet*	Campuses/Departments	One per classroom and office area to use at copier stations and to wipe down desks, chairs, devices, and any shared equipment/supplies in classrooms/admin areas.
Disinfectant Spray w/Dry Towel	**Picture not available yet*	Campus/Departments	One per classroom and office area to aid in cleaning surfaces such as copiers, desks, chairs, and any shared equipment/supplies in the classroom/admin areas.
N95 Mask	**Picture not available yet*	Campus Clinic	Nursing staff
Surgical Gloves	**Picture not available yet*	Campus Clinic	Nursing staff
Disposable Gowns	**Picture not available*	Campus Clinic	Nursing staff

EXHIBIT M - COVID-19 Safety Manual

The COVID-19 Safety Manual document is linked to the following address on the Fort Bend ISD website:

https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/18021/COVID-19%20%20Safety%20Manual%208-12-20.pdf

EXHIBIT N (KM, BL) - FBISD Model COVID Schedule – 450 Students

Elementary Lunch Schedule Approx. 450 Students				
**Approximately 20-24 students purchasing per classroom (high end)				
**Sanitize serving line in-between each class				
**Sanitize cafeteria tables in-between each grade level				
LUNCH	**GRADE**	**TEACHER**	**DESTINATION**	**Line**
10:15-10:45	K	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
10:21-10:51	K	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
10:27-10:57	K	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
10:33-11:03	K	TEACHER D	CLASSROOM	HALF A/HALF B
10:39-11:09	1	TEACHER A	CLASSROOM	HALF A/HALF B
10:45-11:15	1	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
11:12-11:42	1	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
10:51-11:21	1	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
11:00-11:20	2	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
11:06-11:36	2	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
11:12-11:42	2	TEACHER C	CLASSROOM	HALF A/HALF B
11:18-11:48	2	TEACHER D	CLASSROOM	HALF A/HALF B
11:30-12:00	3	TEACHER A	CLASSROOM	HALF A/HALF B
11:36-12:06	3	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
11:42-12:12	3	TEACHER C	CLASSROOM	HALF A/HALF B
11:48-12:18	3	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
12:00-12:30	4	TEACHER A	CLASSROOM	HALF A/HALF B
12:06-12:36	4	TEACHER B	CLASSROOM	HALF A/HALF B
12:12-12:42	4	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
12:18-12:48	4	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
12:30-1:00	5	TEACHER A	CLASSROOM	HALF A/HALF B
12:36-1:06	5	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
12:42-1:12	5	TEACHER C	CLASSROOM	HALF A/HALF B
12:48-1:18	5	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
**Times depend on 1/2 day or full day PK program				
	PRE-K	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
	PRE-K	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B

EXHIBIT O (KM, BL) - FBISD Model COVID Schedule – 750 Students

Elementary Lunch Schedule Approx. 750 Students				
**Approximately 20-24 students purchasing per classroom (high end)				
**Sanitize serving line in-between each class				
**Sanitize cafeteria tables in-between each grade level				
LUNCH	GRADE	TEACHER	DESTINATION	Line
10:15-10:45	K	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
10:21-10:51	K	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
10:27-10:57	K	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
10:33-11:03	K	TEACHER D	CLASSROOM	HALF A/HALF B
10:39-11:09	K	TEACHER E	CLASSROOM	HALF A/HALF B
10:45-11:15	1	TEACHER A	CLASSROOM	HALF A/HALF B
10:51-11:21	1	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
11:12-11:42	1	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
11:18-11:48	1	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
11:24-11:54	1	TEACHER E	CLASSROOM	HALF A/HALF B
11:30-12:00	2	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
11:36-12:06	2	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
11:42-12:12	2	TEACHER C	CLASSROOM	HALF A/HALF B
11:48-12:18	2	TEACHER D	CLASSROOM	HALF A/HALF B
11:54-12:24	2	TEACHER E	CAFETERIA TABLE ____	HALF A/HALF B
12:00-12:30	3	TEACHER A	CLASSROOM	HALF A/HALF B
12:06-12:36	3	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
12:12-12:42	3	TEACHER C	CLASSROOM	HALF A/HALF B
12:18-12:48	3	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
12:24-12:54	3	TEACHER E	CLASSROOM	HALF A/HALF B
12:30-1:00	4	TEACHER A	CLASSROOM	HALF A/HALF B
12:36-1:06	4	TEACHER B	CLASSROOM	HALF A/HALF B
12:42-1:12	4	TEACHER C	CAFETERIA TABLE ____	HALF A/HALF B
12:48-1:18	4	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
12:54-12:24	4	TEACHER E	CLASSROOM	HALF A/HALF B
1:00-1:30	5	TEACHER A	CLASSROOM	HALF A/HALF B
1:06-1:36	5	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B
1:12-1:42	5	TEACHER C	CLASSROOM	HALF A/HALF B
1:18-1:48	5	TEACHER D	CAFETERIA TABLE ____	HALF A/HALF B
1:24-1:54	5	TEACHER E	CAFETERIA TABLE ____	HALF A/HALF B
**Times depend on 1/2 day or full day program				
	PRE-K	TEACHER A	CAFETERIA TABLE ____	HALF A/HALF B
	PRE-K	TEACHER B	CAFETERIA TABLE ____	HALF A/HALF B

EXHIBIT P (AL) - Work Calendar Adjustments

	Original Start Date	*New Start Date*	*Start Date Change*	*Original End Date*	*New End Date*	*End Date Change*	*Comments*
180SEP	**8/5/2020**	**8/7/2020**	**Starting 2 days later**	**5/26/2021**	**5/26/2021**	**No Change**	**9/25/20 & 10/9/20 changed to working day allowing calendar to start 2 days later**
184SEP	**8/6/2020**	**8/7/2020**	**Starting 1 day later**	**5/27/2021**	**5/27/2021**	**No Change**	**9/25/20 changed to working day allowing calendar to start 1 day later**
187SEP Teachers	**8/3/2020**	**8/6/2020**	**Starting 3 days later**	**5/27/2021**	**5/27/2021**	**No Change**	**9/25/20 changed to working day and 8/3-8/4 PD days moved to 11/23-11/24 allowing calendar to start 3 days later**
187SEP Non-Teachers	**8/3/2020**	**8/6/20 (plus 2 identified days-8/4 and 8/5*)**		**5/27/2021**	**5/27/2021**	**No Change**	**9/25/20 changed to working day. *Plus 2 identified days 8/4 and 8/5. Late hires will also work 2 days identified with leader since not required to do PD days.**
190SEP	**7/27/2020**	**7/27/2020**	**No Change**	**5/27/2021**	**5/27/2021**	**No Change**	**9/25/20 changed to working day allowing 190 employees to be off from 8/3-8/5, returning 8/6 with remaining teachers**
195SEP	**7/29/2020**	**7/29/2020**	**No Change**	**6/4/2021**	**6/3/2021**	**Ending 1 day sooner**	**9/25/20 changed to working day allowing calendar to end 1 day sooner**
197SEP	**7/27/2020**	**7/27/2020**	**No Change**	**6/4/2021**	**6/3/2021**	**Ending 1 day sooner**	**9/25/20 changed to working day allowing calendar to end 1 day sooner**
202AUG	**7/20/2020**	**7/20/2020**	**No Change**	**6/4/2021**	**6/3/2021**	**Ending 1 day sooner**	**9/25/20 changed to working day allowing calendar end 1 day sooner**
210AUG	**7/13/2020**	**7/13/2020**	**No Change**	**6/9/2021**	**6/8/2021**	**Ending 1 day**	**9/25/20 changed to working day**

						sooner	allowing calendar end 1 day sooner
218AUG	7/13/2020	7/13/2020	No Change	6/25/2021	6/24/2021	Ending 1 day sooner	9/25/20 changed to working day allowing calendar end 1 day sooner
220AUG	7/13/2020	7/13/2020	No Change	6/23/2020	6/22/2021	Ending 1 day sooner	9/25/20 changed to working day allowing calendar end 1 day sooner
226JUL	7/1/2020	7/1/2020	No Change	6/28/2021	6/25/2021	Ending 1 day sooner	9/25/20 changed to working day allowing calendar end 1 day sooner
238JUL	7/1/2020	7/1/2020	No Change	6/30/2021	6/30/2021	No Change	9/25/20 changed to working day causing change of paid holiday to paid working day
260SEP	9/1/2020	9/1/2020	No Change	8/31/2021	8/31/2021	No Change	9/25/20 changed to working day causing change of paid holiday to paid working day