

Return to In-Person Instruction and Continuity of Services

2023 Summer
& 2023 Fall

Proposed in May 2023

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EXECUTIVE SUMMARY

Fort Bend ISD continues to monitor health risks that arise in the community. Below details the district's plan to provide instruction and continuity of services. This plan will continue to be reviewed at a minimum of every six months.

As a part of the American Rescue Plan (ARP) in response to the COVID-19 pandemic, the federal government made Elementary and Secondary School Emergency Relief (ESSER) funds available for school districts across the country. This is the third law providing funding as a response to the pandemic, the ARP is also referred to as ARP ESSER III or ESSER III.

Fort Bend ISD is receiving its share of ESSER III funding as determined by the Texas Education Agency (TEA). Fort Bend ISD is allotted \$94 million in ESSER III funds, and at least 20% of those funds must be used to address learning loss. ESSER III can also fund academic support, social-emotional support, health/safety, and continuity of services.

TEA strongly encourages school systems to plan for how to use these one-time federal funds expeditiously over the entire covered period. ESSER III funds must be spent by September 2024. Fort Bend ISD is seeking feedback from all District and community stakeholders to help determine how the District should best utilize ESSER III funds. The survey will open on Monday, April 24th 2023, and it will be closed on Wednesday, May 3rd, 2023, at 11:59 p.m.

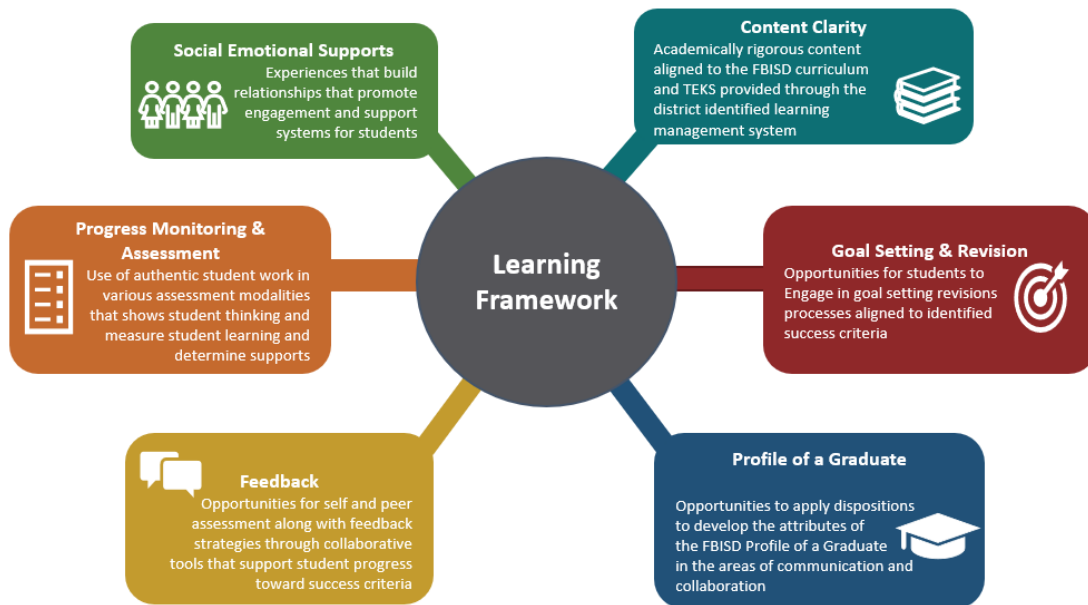
In order to inform the survey submissions of all stakeholders, FBISD has developed the Return to In Person Instruction and Continuity of Services Plan. The plan provides insight on a wide range of topics including the Whole Child Health Initiative, instructional supports, and interventions to address gaps due to COVID-19, safety mitigation measures, Child Nutrition and Collaborative Communities partnerships and mentoring opportunities. Please take a moment to review the Return to In-Person Instruction and Continuity of Services Plan before completing the ESSER III survey.

CONTINUITY OF INSTRUCTION

Introduction

FBISD exists to inspire and equip ALL students to pursue futures beyond what they can imagine. Regardless of the mode of instruction, all instructional supports a student-centered learning environment, which promotes student attainment of the attributes of the Profile of a Graduate. 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.

Learning Framework



One of the learning components of the framework are progress monitoring and assessment. Fort Bend ISD teachers will administer specific diagnostic assessments, universal screeners, district learning assessments, and classroom formative assessments to measure student learning and progress. This data is utilized to determine if targeted intervention supports are needed for students.

The District will utilize staff that is designated for academic intervention for identified students. Each elementary campus will have at least one Literacy Intervention Teacher and Math Specialist/ Interventionist to provide a Tier 3 intervention for students. Student performance data and staffing analysis will take place to assign these itinerant staff to the campuses that need more staff to provide targeted Tier 3 intervention. ESSER funding has been used to purchase instructional resources to support accelerated instruction.

Summer programming is an essential component of mitigating learning loss for students. Fort Bend ISD offers various summer programs to support students. The District offers summer programs such as, but not limited to:

- Special Education Extended Year Services (ESYS)
- Bilingual and ESL Elementary Summer School Program
- ESL Secondary Summer School for Middle School and High School Newcomers
- Summer School for credit recovery (middle and high school)
- Summer Bridge Program
- Inspire Summer Academy (Title 1 students)
- Summer Course Offerings for Original Credit to support acceleration.

The district will continue to promote best practices for Professional Learning Communities (PLC) to support collaboration and effective instructional planning aligned to the standards and student needs.

Supporting Special Populations

It is imperative that students receiving special education services have specific plans and support in place to account for the potential remarkable regression of skills (both academic and social) that may be present. The District will concentrate its focus of meeting the needs of all students in a successful transition back to face-to-face instruction by providing trainings to staff members. This District will make professional learning opportunities focused on supporting special populations available to all teachers and administrators.

For students receiving special education services, and who may experience increased behavior and academic needs, the District will provide training on specific strategies and interventions to increase self-regulation, self-advocacy, and academic stamina that are partial to students with disabilities. The District will also allocate resources to the academic needs of these unique learners to mediate the learning gaps that may have occurred due to a decrease in access to rich academic instruction.

STUDENTS' AND STAFF SOCIAL, EMOTIONAL, AND MENTAL HEALTH

Professional Development

Social and emotional learning strategies are embedded into professional learning for teachers and administrators when appropriate. There is a focus on the importance of relationship-building and learner dispositions. During online learning, teachers established virtual ways to connect with students and will now are working to re-establish relationships as we have returned to a face-to-face classroom setting. With a focus on learner dispositions, teachers and students will define behaviors that support their learning and work to strengthen and improve them through a goal setting and feedback process. Students will be able to reflect on their behaviors from the past school year in order to determine those that helped their learning and how to refine and practice behaviors to help them be successful as they have transited back into a post-COVID school setting.

Teachers and administrators will also have professional learning options around trauma-informed classrooms and Positive Behavior Intervention and Supports (PBIS) in the campus and classroom setting.

Whole Child Health Initiative

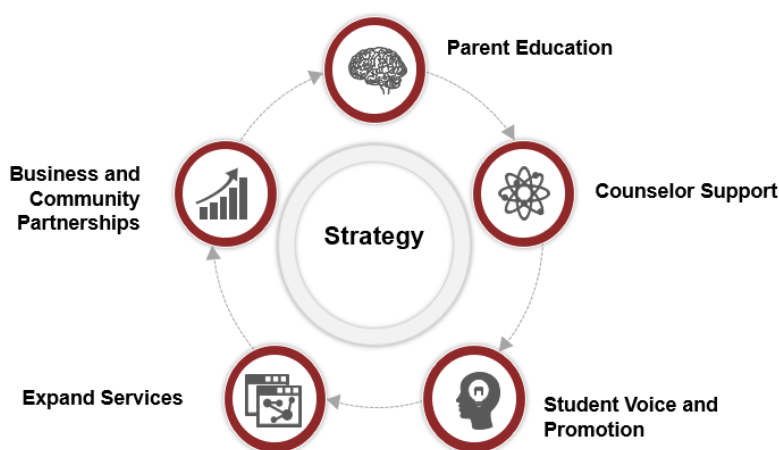
The Whole Child Health Initiative is led by Social Emotional Learning (SEL) and Comprehensive Health division. The Whole Child Health Initiative seeks to continue to expand health services as the need arises. It seeks to increase awareness of those services, and to decrease the stigma around mental health.

Whole Child Health values both physical and mental health and views them as interconnected. Students need different types of support on our Multi-Tier System of Supports (MTSS) at different times to equip and inspire them to pursue futures beyond what they can imagine. A visit to a school counselor or school nurse in Tier One is enough for most students. Other students will need more intensive support in Tier Two and Tier Three to get back in school and function at their highest level. The goal of these diverse services is to ensure accessible and exceptional support of Whole Child Health.

Whole Child Health ultimately exists to reduce barriers that often inhibit families from seeking mental and physical health supports. They include access, stigma, and financial barriers. In order to help remove the barrier of access, our services are campus-based and take place during the school day so that parents do not have to take time from work and students do not have to miss as much class time with travel and parent's other obligations.



We recognize the potential stigma that is associated with mental health labeling. For this reason, we hope to convey that the purpose of the District's mental health supports are to help students transition and adjustment during a challenging time, it is not to create a negative label. It is important for all staff to know that there are resources for students and how to connect them to these resources. The school counselor is a great person to notify when you feel a student needs more than Tier 1 supports. School counselors play a critical role in linking students and families to resources and they need training on the existing services and support in helping make the services visible on their campus.



Our community partners and FBISD will help families determine the support that best fits their needs. We have grant funds that are available for students and families that qualify. Some of our providers offer insurance and Medicaid options. For families with no insurance and/or the financial means to pay for services, we offer support from our FBISD Mental Health Counselors.

The key strategies to accomplish our goals of increasing awareness and decreasing stigma include parent education, counselor support, student voice and promotion, continuing to expand services and to continue to develop business and community partnerships to both serve students and to help us promote our existing supports and resources. The District will host district events and lead initiatives for stakeholders that include health and wellness topics as well as showcasing the available services for students, staff, and families. We will also partner with campuses to do their own events for their community.

Success of these efforts will be measured by an increase in access to services as well as student performance.

Virtual Healthy Schools (VHS)

[Virtual Healthy Schools \(VHS\)](#) - Students spend about 8 hours a day in school, making the school setting an ideal place to teach and model healthy behaviors. The FBISD [SHAC](#) VHS provides examples of what a healthy school looks like and how to implement the [Whole School, Whole Community, Whole Child \(WSCC\) model](#) to create a healthier school.

The Virtual Health School is an online, interactive collection of resources that provides health and wellness program information and resources to help make schools healthier. While the Virtual Healthy School's major themes are nutrition, physical education, physical activity, and Social Emotional Learning (SEL), the VHS has many resources to support the 10 components of the WSCC model incorporated into the entire school.

FBISD Mental Health Counselors

FBISD has Licensed Professional Counselors (LPC) mental health counselors that are able to provide services in English and Spanish. Please see your child's school counselor for more information.

Employee Assistance Program (EAP)

Fort Bend ISD provides employees with an Employee Assistance Program (EAP) administered by Optum, a UnitedHealthcare partner. The EAP is a comprehensive FREE benefit available to ALL FBISD employees, regardless of their enrollment in a FBISD insurance plan. Based on aggregate data shared with us, we know there is a need for a program that will provide counseling services to employees for not only negative stressors but also positive stressors such as birth of a new baby or job promotion. EAP offers confidential support for managing things such as stress, anxiety, depression, substance abuse, financial concerns, parenting, etc. FBISD provides a predetermined number of free counseling sessions per employee and household member. To speak with an EAP Specialist you can call 866-248-4096 or go to the [Live and Work Well](#) site, select "Register." The company access code is FBISD. Go to the [FBISD Employee Assistance Program](#) for more information. Also, while the CDC is the best place to go to stay up to date on this still developing situation, Optum is offering a free emotional support help line for all people impacted by COVID-19. This help line will provide those affected access to specially trained mental health specialists. The company's public toll-free help line number, 866-342-6892, will be open 24 hours a day, seven days a week for as long as necessary. This service is free of charge and open to anyone. Specially trained Optum

mental health specialists help people manage their stress and anxiety so they can continue to address their everyday needs. Callers may also receive referrals to community resources to help them with specific concerns, including financial and legal matters. The District added a fulltime employee in partnership with Optum health care to provide additional just in time support to any staff member in an emergent mental health crisis.

Clearhope Counseling

Clearhope Counseling & Wellness Center exists to remove access barriers to high-quality mental health services in the Greater Houston area. As a driving part of this vision, Clearhope accepts all major insurances including Medicaid and Medicare (normal co-pays apply) and has tele-therapy options during this COVID-19 event. Clearhope founder Heather Lambert, a 17-year veteran teacher, school counselor, and administrator, is driven by the missional belief that “No one should hurt alone.” The Clearhope Team takes a client-centered, collaborative approach to providing expert mental health services conducted by fully licensed LPCs, LMFTs, and LCSWs. The Clearhope Team is a diverse group of clinical experts who care deeply for the mental health and wellness of their clients and communities. Clearhope has offices in Pasadena, Sugar Land, and Summerwood (FALL 2020). Make an appointment and/or learn more about The Clearhope Team here: <https://www.clearhopewellness.com/about-us>

Invo Healthcare

Invo Multidisciplinary Program to Address Childhood Trauma (IMPACT) Invo Healthcare IMPACT, partners with some of our campuses. IMPACT utilizes a multidisciplinary approach to the treatment of students struggling with mental health challenges and social/emotional issues at home and school. Interventions are delivered in a school setting by mental health professionals experienced in providing trauma-informed care. Knowledge of behavior support interventions is also utilized in the school setting to help students become more successful mentally, socially, and academically. IMPACT therapists work in the school during teachers’ hours, closely collaborating with school staff and administrators, while being in constant communication with the school mental health liaison. They are considered a representative of the school, and regular support is provided by an IMPACT clinical supervisor.

Sugar Land Counseling Center

Sugar Land Counseling Center (SLCC) was founded in 2006 by Dr. Kiran Mishra, a graduate of FBISD’s Dulles High School. SLCC has an office in Sugar Land and offers therapeutic services at the campus, in their office, or virtually. Families can pay for services through insurance or self-pay. SLCC can provide campus-based services at identified campuses. Please see your school counselor for more information or your parent can go directly to the [Sugar Land Counseling Center](#) website to schedule an appointment.

Stress Release Toolkit

Stress is defined as “physical, mental, or emotional strain or tension” or “a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize.” Fort Bend ISD recognizes the need to provide more programs to help employees better manage their personal stress. Therefore, we are implementing an employee and student focused “Stress Relief Toolkit.” The “Stress Relief Toolkit” provides all Fort Bend ISD employees with a structured protocol for managing stress. It focuses on the whole person through mindful tactics. It promotes a more relaxed, comfortable state of being – the perfect state for teaching and learning. [Stress Relief Toolkit](#) - Includes

stress relief activities, breathing/stress relief cards, guided meditation, mindfulness activities, setting expectations, and a poster for the home or workplace.

Mindfulness

Mindfulness is a mental practice in which a person directs their attention to the present moment, having a nonjudgmental awareness of their immediate surroundings, thoughts, and feelings. Mindfulness practices help people manage anxiety and stress. The [Stress Relief Toolkit](#) includes guided mediation and mindfulness activity cards for staff to use for themselves and with their students.

FBISD Talkline

The District's confidential helpline to share mental health concerns such as depression or suicidal thoughts. It includes both talking and texting features. Students, parents, and staff can text the word SPEAK to 741741 or call 281-240-8255 (TALK) to connect with a crisis counselor. Both services are available 24 hours a day, seven days a week.

HEALTH & WELLNESS

Health Safety Guidelines

The safety of students, teachers and staff is the District's foremost priority. Fort Bend ISD is committed to working with local health departments and physicians to receive information and implement safety protocols to slow the spread of diseases and support and protect students and staff.

COVID-19 has affected everyone in some way, some more severely than others. As we have returned to face-to-face instruction, FBISD's goal is to work together to drive down the risk of disease transmission and keep you informed on the health and safety protocols that are in place. We want staff and students to know that your physical, behavioral, and social emotional/mental health is our top priority.

FBISD has established health and safety protocols to ensure a safe environment for all staff and students. One of the key health and safety priorities includes education. We will continue educating staff and students to ensure a safe and healthy learning and working environment, advocate hand washing/sanitizing, continue established cleaning protocols, and review CDC and local health authority guidance.

FBISD will continue to work with our local health authorities to monitor and analyze data and adjust our health & safety protocols as the need arises.

Health Screening

Health screening is important in supporting safety and physical health when accessing district facilities. People should stay home if they have symptoms not normal to them, such as cough, fever, sore throat, or gastrointestinal infections vomiting, or diarrhea. We recommend that they seek medical attention and follow up with their health care provider to determine if further testing or treatment is required. High-risk

individuals that test positive for COVID-19 should consult with a healthcare provider right away for possible treatment, even if their symptoms are mild. Staying home when sick can lower the risk of spreading infectious diseases, including COVID-19, to other people. For more information on staying home when sick with COVID-19, including recommendations for isolation and mask use for people who test positive or who are experiencing symptoms consistent with COVID-19, see [Isolate If You Are Sick](#).

Visitors

Fort Bend ISD welcomes visitors on campus and at district facilities. The District may conduct parent meetings in person or within a virtual environment based on campus and parent needs. All visitors to campus/es will comply with FBISD COVID-19_protocols and campus visitor processes and procedures. Individual campuses and district facilities may limit visitors as a mitigation strategy based on COVID-19 data.

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 handwashing 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.
- Hand washing and/or sanitizing is required before, during, and after group activities, before and after eating, nose blowing, coughing, or touching any common items.



Campuses will encourage students to wash hands or use hand sanitizer before and after eating, mid-morning, before and after recess, and mid-afternoon (when possible). Students will receive continuous reinforcement on hygiene ownership as part of the safe practices educational campaign.

Respiratory Etiquette The following measures to contain respiratory secretions are recommended for all individuals:

- Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Face Coverings

FBISD welcomes mask use and supports personal choice in mask wearing (whether someone chooses to wear a mask or not to wear a mask). Personal choice about mask wearing is to be respected at all times

by all staff, students, parents, and visitors. FBISD appreciates the value of wearing a properly fitted mask. Face coverings protect not only the wearer, but also significantly reduce the risk of spreading disease.

If you choose to wear a mask, we recommend you follow the [CDC's guidance on mask use and care](#).

Social Distancing Measures

Fort Bend ISD will continuously review safety needs due to COVID-19 as well as recommendations from the CDC and will continue to make recommendations for the health and safety of our students and staff. If the need arises, space and distance between students will be increased when applicable.

Cleaning Protocols

Cleaning and disinfecting will continue for the prevention of any infectious diseases in all FBISD schools and facilities. The District will utilize various strategies to ensure a clean and healthy learning and working environment. To include:

- Using disinfectants effective against SARSCoV-2 in cleaning procedures
- Use of R-Zero machines to disinfect rooms
- Cleaning of high-touch surfaces
- Encouraging personal hygiene practices by students and staff

District custodial staff uses disinfectants proven effective against SARSCoV-2 by the EPA. Following CDC, TEA, OSHA, and other public health guidelines, Fort Bend ISD has established protocols to keep buildings safe and clean. When a situation warrants, the district will enact disinfection measures, notifying the occupants of that building in advance, as appropriate. Fort Bend ISD will align cleaning protocols with guidance from national, state, and local authorities to help ensure students and staff are safe learning environment for all students and staff this involves frequent and ongoing cleaning and disinfecting of campuses and District buildings. Additionally, the district has acquired R-Zero ultraviolet sanitizing equipment for every campus.

Common Areas

By implementing proactive measures to minimize the contact with surfaces in high traffic areas and frequently visited common areas, the spread of germs and other pathogens can be reduced. High traffic common areas, including restrooms, gyms, locker rooms, cafeterias, and teacher workrooms, will be cleaned and disinfected daily. FBISD recommends and encourages students to bring their own school supplies if they do not feel comfortable sharing materials.

FBISD's Playgrounds

Playground structures are open for student use during the school day. Students are encouraged to wash their hands before and after playing on playgrounds structures. If soap and water are not available, hand sanitizer can be used.

High Touch Surfaces/Ventilation

Custodial teams will maintain the cleaning of high touch surfaces during the school day. This will include the cleaning and disinfecting of surfaces and objects that are touched often throughout the school day.

Appropriate safety products will be provided near high touch surfaces in offices and throughout the building to ensure health and safety protocols are met. Additionally, cleaning measures may occur weekly, monthly, and during scheduled school closures on holidays, and extended breaks.

In the event of an identified need, contractor support may be utilized if cleaning is necessary beyond the capability of the custodial staff. The FBISD Facilities Department will continue to monitor all guidelines and recommendations to ensure the safest and most current practices for the cleaning and disinfecting of campuses and district buildings. The district is utilizing the best practice sanitization methods when and where possible, like those used by hospital systems 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 upgraded 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 buildings. The need for higher mitigation support causes increased costs due to higher usage for consumables (soap, paper products), increased use of cleaning supplies, increased maintenance costs to support custodial cleaning equipment, increased utility bills (if a longer instructional day is needed for spacing and utilization), increased dumpster collection fees if there are higher levels of paper products being used for meal services.

Water Fountains

Water fountains will be open for drinking and filling water bottles or jugs. Students and staff are encouraged to bring a refillable water bottle to fill at fountains. Also, we want to ensure students and staff remain hydrated and have access to water throughout the day.

COMMUNITY VACCINATIONS

Fort Bend ISD is working closely with Fort Bend County Health and Human Services and other community partners to hold vaccination clinics at different locations around the district as needed. FBISD encourages all eligible students, staff, and families to get a COVID-19 vaccine to slow the spread of the virus in our schools and community. Families can visit [Vaccines.Gov](https://www.vaccines.gov) to find additional vaccination clinics near them. Families search by zip code and mile radius or visit the [District's COVID-19 Vaccinations webpage](#) for more resources.

Collaboration with State and Local Health Officials

Fort Bend ISD works closely with the local health departments to analyze data trends inside and outside of our school community to mitigate the spread of COVID-19 in the school community. In accordance with Centers for Disease Control (CDC) and Texas Education Agency (TEA) guidelines, Fort Bend ISD must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

RESPONSIVE COMMUNICATION

Effective and responsive communication with parents and the communities served by Fort Bend ISD is essential to provide critical information and guidance.

Contact Tracing

All students and staff must stay home when ill and self-report testing positive for COVID-19 using the online [Wellness Screener](#). When an individual reports testing positive for COVID-19 through the [FBISD Wellness Screener](#) they will receive an email informing them of when they can return to work/school and the requirements to return.

The CDC has created [COVID-19 Community Levels](#) as a tool to help communities decide what prevention steps to take based on the latest data. Levels can be low, medium, or high and are determined by looking at hospital beds being used, hospital admissions, and the total number of new COVID-19 cases in an area. Fort Bend ISD refers staff and families to use this information to determine precautions to protect yourself, your family, and others from COVID-19 based on the [COVID-19 Community Level](#) in your area.

The District has established both a District COVID Team and Campus COVID Teams that can support mitigation efforts with the County Health Department. The purpose of each team is detailed below:

District COVID-19 Team

When the need arises, the District COVID-19 Team can support campuses and departments to work with the local health authority to mitigate the spread of COVID-19 in the school community. The District COVID-19 Team provides campus COVID-19 teams and department leaders with training and support related to the specific FBISD contact tracing processes and procedures.

Campus COVID-19 Teams

When the need arises, the campus COVID-19 team will support safety efforts and provide direction, care, and support if cases occur on campuses. The Campus COVID-19 team acts consistently with a crisis team and embodies a supportive model with the team of people working together to ensure ongoing conversations around how mitigation efforts on campuses are handled. As in crisis situations, this group uses a reflective debrief on a regular basis to ensure all areas are supported.

Individuals will follow FBISD return to work/school guidelines when they receive a positive COVID test.

Student Who Has Tested Positive for COVID-19

As provided in this [Department of State Health Services \(DSHS\) Rule](#), school systems must exclude students from attending school in person who are actively sick with COVID-19, who are suspected of being actively sick with COVID-19, or who have received a positive test result for COVID-19 and must immediately notify parents if this is determined while on campus.

If the student tests positive for COVID-19, they should report the positive test via the FBISD Wellness Screener. Once the Wellness Screener is completed, the family will receive isolation guidance along with their earliest return to school date.

Staff Who Have Tested Positive for COVID-19

A staff member that tests positive for COVID-19 [should not report to work and follow](#) established absence reporting procedures as detailed in the FBISD Staff Handbook. If the staff member tests positive for COVID-19, they should report the positive test via the Wellness Screener. Once the Wellness Screener is completed, the staff members will receive isolation guidance along with their earliest return to work date.

Student Who Has Symptoms that Could Be COVID-19

A student that has [COVID-19 symptoms should not report to school](#). Testing is recommended for people with [symptoms of COVID-19](#) as soon as possible after symptoms begin. We recommend they seek medical attention and follow up with their health care provider to determine if further testing or treatment is required. If a student tests positive for COVID-19, as provided in this [Department of State Health Services \(DSHS\) Rule](#), the school systems must exclude students from attending school in person.

Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19, until the conditions for re-entry are met.

Staff Who Have Symptoms that Could Be COVID-19

A staff member that has [COVID-19 symptoms should not report to work, and follow](#) established absence reporting procedures as detailed in the FBISD Staff Handbook. Testing is recommended for people with [symptoms of COVID-19](#) as soon as possible after symptoms begin. We recommend they seek medical attention and follow up with their health care provider to determine if further testing or treatment is required.

Student That is a Close Contact

Local public health entities have authority to investigate cases and are currently engaged in cooperative efforts. Participation by individuals in these investigations remains voluntary.

Consistent with CDC guidelines, FBISD does not recommend quarantine for students who were exposed to COVID-19 except in certain high-risk congregate settings such as correctional facilities, homeless shelters, and nursing homes. It is recommended that any individual who was exposed to COVID-19 get tested.

Staff That is a Close Contact

Consistent with CDC guidelines, FBISD does not recommend quarantine for staff who were exposed to COVID-19 except in certain high-risk congregate settings such as correctional facilities, homeless shelters, and nursing homes. It is recommended that any individual who was exposed to COVID-19 get tested.

ENHANCED MITIGATION PROTOCOLS

The district has created enhanced mitigation protocols that are required for campuses of concern for reported positive COVID-19 cases. The tables below outline the mitigation efforts for elementary campus classrooms, secondary campus classrooms and school-wide mitigation strategies for secondary campuses.

Elementary Enhanced Mitigation Protocols – Classroom This chart provides enhanced mitigation protocols for Elementary Classrooms of concern.	
Classroom Mitigation Efforts or Considerations	Location or Schedule mitigations:
<ul style="list-style-type: none"> • <i>Provided education regarding personal hygiene education that can help prevent a person from becoming sick (handwashing, respiratory etiquette, mask wearing).</i> • <i>Increase spacing and distance between individuals when and where possible</i> • <i>Restrict visitors as needed</i> • <i>Clean personal spaces between transitions</i> • <i>Limit sharing of materials (or clean between uses)</i> • <i>Space morning arrival/afternoon dismissal (collaborate with transportation)</i> • <i>Only 2 in restrooms at a time</i> 	<ul style="list-style-type: none"> • <i>Face all desks in the same direction to increase space and distance</i> • <i>Face all students in the same direction at lunch (When possible)</i> • <i>For blocked Elementary classrooms, switch only the teacher, do not allow students to move rooms (instead provide a break in/out of classroom – time to walk around)</i>

Secondary Enhanced Mitigation Protocols – Classroom This chart provides enhanced mitigation protocols for Secondary Classrooms of concern.	
Classroom Mitigation Efforts	Location or Schedule mitigations:
<ul style="list-style-type: none"> • <i>Provided education regarding personal hygiene education that can help prevent a person from becoming sick (handwashing, respiratory etiquette, mask wearing).</i> • <i>Increase personal spaces between all transitions</i> • <i>Restrict visitors as needed</i> • <i>Clean personal spaces between transitions</i> • <i>Limit sharing of materials (or clean between uses)</i> • <i>Space morning arrival/afternoon dismissal (collaborate with transportation)</i> • <i>Only 2 in restrooms at a time</i> 	<ul style="list-style-type: none"> • <i>Face all desks in the same direction to increase space and distance</i> • <i>Face all students in the same direction at lunch (When possible)</i> • <i>For Secondary, stagger transition times to reduce the number of students in the hallway</i>

Enhanced Mitigation Protocols – School Wide Mitigation This chart provides enhanced mitigation efforts that should be implemented school wide. Leaders should apply those mitigation efforts that can be supported by the school infrastructure.
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Schoolwide Mitigation

- *Stagger transition times to reduce the number of students in the hallway*
- *Adjust morning and afternoon arrival/dismissal spaces*
- *Shift F2F meetings or events to virtual when possible*
- *Expand lunch spacing and ensure all students facing one direction (adjust timing or lunch locations as needed to accommodate numbers)*
- *Analyze and adjust schedules or F2F interaction with identify student clusters (ex. Team sports, clubs)*
- *Apply athletic mitigation procedure to student cluster*
- *Apply defined co-curriculum mitigation procedures.*

COVID-19 Testing

Testing is recommended for people with [symptoms of COVID-19](#) as soon as possible after symptoms begin. We recommend they seek medical attention and follow up with their health care provider to determine if further testing or treatment is required.

Staff and families can visit the [FBISD Health Protocols and COVID-19 Testing Webpage](#) for COVID-19 testing locations and information.

International Travel Requirement/Guidelines

The district refers staff, students, and families to the [CDC's Travel Guidelines](#) for vaccinated and unvaccinated individuals that travel internationally.

Transportation

The Transportation Department will monitor and adjust bus seating protocols as COVID cases fluctuate in the community as needed. Students receiving special education services whose ARD indicates special education transportation eligibility and students eligible for the McKinney-Vento program will be transported.

All bus drivers will be required to use District sanctioned CDC approved cleaning agents when cleaning buses. Transportation will ensure all staff are trained on the appropriate use of cleaning agents at least once annually.

Child Nutrition Staff

All Child Nutrition (CND) staff will wear required protective equipment for food handling established by local and state health departments while working in the kitchen area and when serving meals, which includes the use of gloves. Cashiers serving students will adhere to all health department regulations pertaining to their job function. Due to the established safety protocols and measures in place, there is no

need to install additional protective equipment in the serving line area. Sneeze guards will be utilized to protect all food items.

Food Services

Meals are made available in-person each day in the campus cafeteria, which include breakfast before school and lunch during the school day. Additionally, CND will:

- Continue to follow all local health protocols.
- Continue additional cleaning procedures
- FBISD Child Nutrition staff wear masks when serving food or ringing up meals.
- Encourage students to increase space and distance in the lines.

Safety Protocols

The following safety protocols have been established for breakfast and lunch service and align with the service protocols for districts in Region IV:

- A combination of pre-packaged and cooked food options will be provided.
- A la carte options will be available for students.
- All food items will be served on school lunch trays, if there is a need for some customers to return to their classrooms those meals will be served in to-go boxes if the students are returning to their classrooms with accompanying disposable plastic ware.
- 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.

Personal Protective Equipment and Reducing the Spread of COVID

To assist with decreasing the spread of COVID, FBISD will continue to educate staff and students on the importance of hand washing and respiratory etiquette, continue established cleaning protocols, and review CDC and local health authority guidance to ensure a safe and healthy learning and working environment. Campuses and district building custodial staff will conduct the standard procedures for routine cleaning and disinfecting of surfaces and objects that are touched often throughout the school day. Additionally, the district has acquired R-Zero ultraviolet sanitizing equipment on campuses. The district will ensure campus clinics are well stocked with PPE/cleaning supplies (masks, gloves, gowns, disinfectant spray & towels etc.).

HUMAN RESOURCE MANAGEMENT

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

Return to Work/School Guidelines

If the staff member tests positive for COVID-19, they should report the positive test via the Wellness Screener. Once the Wellness Screener is completed, the staff member will receive isolation guidance along with their earliest return to work date. To ensure the safety and security of employees working in District facilities, an employee who has tested positive for COVID-19 may only return to work at a District facility once they meet their return-to-work date and requirements.

Employee Leaves

During the 2021-22 school year, the Fort Bend ISD Board of Trustees passed a resolution that provided 10 additional sick leave days for staff members who were required to isolate and/or quarantine due to a positive COVID-19 test or close contact exposure. This was in alignment with the Board's Goal to develop a culture that embraces care, respect, health, and safety. An employee who qualified for the additional sick leave was required to complete the District Additional Leave Days Request Form (COVID-19 Leave Days Request Form). Human Resources reviewed and processed submitted requests. COVID-19 leave ended on May 26, 2022.

COVID-19 leave is not available and FBISD staff members must utilize their own leave time when out sick. If an employee is absent for more than five consecutive workdays, a leave of absence request is required. For information regarding employee leave contact the leaves department via the leave. hr@fortbendisd.com. For additional information visit the [FBISD Employee Leaves webpage](#).

Employees with any questions should contact the FBISD Human Resources Department through Talent Connection, using the Leaves Interest Area.

COLLABORATIVE COMMUNITIES

The Department of Collaborative Communities has been supporting four key priority areas to align programmatic work and stakeholder engagement with District priorities and the District Strategic Plan. For the purposes of this document, the following key priority areas are highlighted as follows:

Community Impact Initiatives

The department has implemented key initiatives that support our students and their families resulting in high impact across the community. Initiatives entail addressing food insecurity and providing basic, everyday items to students including toiletries, shoes, clothing, and school supplies. This includes various outreach efforts and collaborating with our community partnerships.

Exemplary Partnerships

Exemplary partnerships entail the campus and community working in tandem with Collaborative Communities through shared goals and mutually reinforcing activities. The primary aim is to provide a feeder pattern with continued resources and sustainability. Exemplary partnerships help address the "access gap" experienced by many of our students—designated campuses have an allocated space on

campus to provide students with necessary and basic everyday items, including food, toiletries, clothing and shoes, and school supplies.

Mentoring

Understanding the gaps that continue to exist for many of our students, Collaborative Communities has prioritized mentoring as a key focus area to provide students with social and emotional supports through building relationships, promoting literacy, and equipping students with tools to achieve academic success.

Three different mentoring models include:

- District to student
- Community to student
- Peer-to-Peer