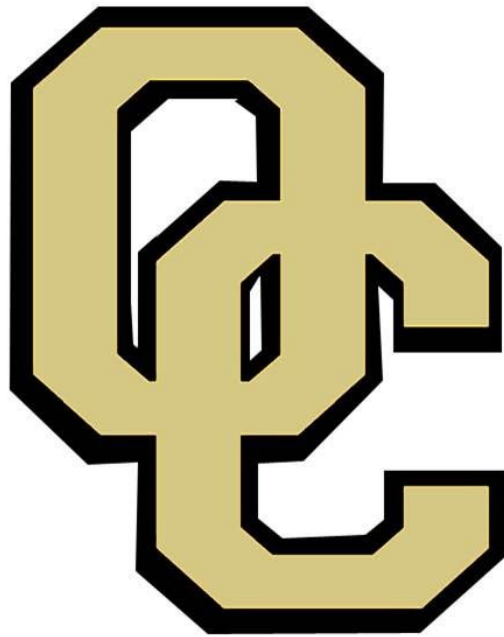


Ore City ISD

COVID-19 Response Handbook

2020-2021



Updated 7/20/2020

**This Handbook serves as guidance for the safe re-opening of OCISD campuses due to the COVID-19 Pandemic. It is written to comply with Federal, State, and Local requirements and recommendations. Due to the nature of ever-changing information from these entities, and local health conditions, this handbook is subject to change and will be updated as needed.*

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Letter from OCISD Superintendent

Dear Ore City ISD Families,

As you are well aware, we are living in a time of much uncertainty. This document is intended to provide some clarity and structure of the operating procedures and guidelines that the District will use to open all three campuses. Please be aware that as conditions change, procedures and guidelines may also change. This document was put together based upon the recommended procedures from medical and educational experts.

As it currently stands, Ore City ISD will begin to provide instruction on August 10, 2020. Students and parents will have two instructional options to choose from this school year:

- Families can choose to receive instruction on campus or;
- Through remote virtual instruction at home.

It is our hope that this document will provide the information needed for parents to make the best decision for their students concerning face-to-face or remote learning. Our online registration is open and we encourage you to register your children as soon as possible.

In preparation for our campus instruction and our distance learning, we are asking that you choose the classroom environment which fits your situation best. Please select your choice during the registration process. If you have already registered and did not have that option, please go back into the system and click on “Go to Returning Student Online Registration for 20/21” then fill out the Learning Environment form and the Lunch Application form.

We look forward to working with you and your children to provide a quality education in a safe and healthy environment for students and staff.

Thank you,
Lynn Heflin

OCISD Covid-19 Response Team

Lynn Heflin, Superintendent
Mindy Hamilton, District Nurse
Madeline Anderson, Curriculum Director
Nathan Heflin, OCHS Principal
Beau Vincent, OCMS Principal
Chad Miller, OCES Principal
Teddy Ott, Special Education Director

Educational Options for 2020-2021 School Year

Ore City ISD students and parents will have two options for the 2020-2021 school year. Families may choose to receive instruction **on campus** or through **remote virtual instruction at home**. Both options will begin August 10, 2020.

Remote Instruction is intended for a minimum of a 3-week increment. Families opting for the remote instructional platform will not be allowed to transition back to on-campus learning until the end of a 3 week or 6 week grading period.

Attendance and Enrollment

Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year. Given the public health situation, student attendance may be earned in an on-campus classroom or through the delivery of remote virtual instruction. For remote virtual attendance, students must engage in the curriculum on a daily basis just as they would in an on-campus setting. Student engagement is defined by each campus asynchronous learning plan.

Grading Guidelines

Grading guidelines and procedures will be the same for on-campus and remote learners. Assignments and assessments will be designed in a way that ensures equitable opportunities for demonstration of content mastery for students on campus and those in remote learning.

On-Campus Learning

OCISD will offer on-campus learning opportunities for students while, to the best of our ability, following recommended health guidelines and protocols for the prevention and spread of Covid-19 as outlined in this handbook. Students will be required to follow developmentally appropriate health protocols while on campus.

Remote Instruction

OCISD will offer virtual remote learning opportunities for students whose families elect this option due to concerns from the Covid-19 Pandemic. With this option, the district will follow the same curriculum as offered for on-campus learning.

The district will use the learning platforms *Google Classroom* (grades 3-12) and *Seesaw* (grades K-2) to engage with students in a digital environment. The district will also provide a district-owned Chromebook for home use if needed.

District teachers will communicate with students and families through digital learning platforms (*Google Classroom*, *Seesaw*), email, *Zoom*, and phone (where appropriate) during normal school hours.

Students are expected to engage in the curriculum on a daily basis for a minimum of:

- Pre K through 5th grade - 180 instructional minutes
- 6th through 12 grade - 240 instructional minutes

Students electing to attend remotely will not be allowed to participate in extra-curricular activities offered through the school (i.e. athletics, band).

Special Population Support and Services

Students who are part of a special population will continue to receive all services (assistive technology, supportive or related services, accommodations, and modifications as determined by the student's IEP and Section 504).

ARD Committees will continue to meet virtually to determine the unique needs of students receiving special education services. Parents will receive digital copies of their student's IEP.

OCISD is aware that special interventions will likely be required for students within special populations providing an additional layer of support that ensures accessibility will be necessary during virtual instruction.

Socioemotional Support for Students and Families

OCISD is focused on ways students, staff, and family members can maintain social and emotional health, including sessions on mindfulness, stress management, and the warning signs of depression and anxiety.

An anonymous mental health survey will continue to be accessible to OCISD students, teachers and families. Professional development will also be offered to school staff to ensure classroom teachers and school leaders are better equipped to support students in crisis. Campus-based counselors, LPC, and wrap-around support specialists will continue to perform outreach to students and families.

Health and Safety Guidelines/Protocols On Campus

Prevention: Practices to Prevent the Virus from Entering the School

Screening Questions for COVID-19 Before Campus Access

1. Ore City ISD will require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. (Symptoms are listed at the end of this document.) The self-screening will include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this handbook; and, if so, must remain off campus until the 14-day incubation period has passed or met the conditions for reentry (as defined below).
2. Students will have daily temperature checks at the beginning of each school day conducted by school personnel.
3. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met.
4. Parents must also opt to have their students receive remote instruction if their child has had close contact (as defined in this document) with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed.
5. Excluding parental drop-off and pick-up, parents/guardians are allowed on campuses only to address educational needs. OCISD must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below.
6. Additionally, OCISD must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

Individuals Confirmed or Suspected with COVID-19 Conditions for Re-entry

1. Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (as listed in the handbook) must stay at home throughout the infection period, and cannot return to campus until the school system

screens the individual to determine any of the below conditions for campus re-entry have been met:

- In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - at least fourteen days have passed since symptoms first appeared.
- In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
- If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID-19 via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Identifying Possible COVID-19 Cases on Campus

- OCISD will immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- OCISD will vacate any areas used by the individual who shows COVID-19 symptoms while at school (student or staff) as soon as is feasible and not allow students' return to that area until properly disinfected and sanitized.
- Students who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.

Response to a Lab-Confirmed Case in the School

Required Actions if Individuals with Lab-Confirmed Cases have been on campus

1. If an individual who has been in a school is lab-confirmed to have COVID-19, OCISD 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).
2. OCISD must close off areas that are heavily used by the individual with the lab-confirmed case (student or staff) until the non-porous surfaces in those areas can be

disinfected unless more than 3 days have already passed since that person was on campus.

3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, OCISD must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on-campus activities.

Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School

Operational Considerations: Health and Hygiene Practices: General

1. OCISD will have hand sanitizer in every classroom.
2. Students, teachers, staff, and campus visitors will be encouraged to sanitize and/or wash hands frequently.
 - OCISD will teach students good handwashing techniques.
 - Students, teachers, staff, and campus visitors will be encouraged to cover coughs and sneezes with a tissue, and if not available, covered down through the neck of their shirt. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. OCISD will institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - OCISD will arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. Including objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
 - OCISD will arrange for cleaning of commonly touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
 - OCISD will ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.
4. Whenever possible, OCISD staff will open windows or otherwise work to improve airflow by allowing outside air to circulate in the building.

Health and Hygiene Practices: Masks

1. For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect

eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.

2. OCISD is required to comply with the governor's executive order regarding the wearing of masks for whom it is developmentally appropriate. Students and staff (4th grade and older) will be required to wear a mask while on OCISD campuses or transportation.
3. It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, OCISD will require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. For example, students who are actively exercising may remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields.

Student-Teacher Groupings

Where feasible without disrupting the educational experience, OCISD will encourage students to practice social distancing.

1. In classroom spaces that allow it, teachers will place student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, OCISD has planned for the wearing of masks, use of dividers and more frequent hand washing and/or hand sanitizing and if possible allow for increased airflow from the outdoors.

Use of Non-Classroom Spaces

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors.
2. OCISD will continue to offer extracurricular activities consistent with the guidance in this document and with the guidance found on the UIL website for all UIL activities.
3. OCISD will not allow use or rental of its facilities to any outside, non-school related groups.
4. Campuses will plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity..
5. OCISD will limit or eliminate assemblies and other activities that bring large groupings of students and/or teachers and staff together.
6. OCISD water fountains will only be used to refill individual water bottles and not for consumption from the fountain.
7. Campuses will consider practices that reduce the likelihood that students meet the close contact definition (defined below) while in the cafeteria.

Transportation

1. OCISD will require students and staff to use hand sanitizer upon boarding the bus.
2. When possible, buses should open windows to allow outside air to circulate in the bus.
3. OCISD encourages all families, when possible, to drop students off, carpool, or walk with their students to school to reduce possible virus exposure on buses.
4. OCISD will thoroughly clean each bus after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles.
5. Students and staff will be required to wear a mask or face shield while riding the bus.

Visits to Schools

- Parents/Guardians are permitted to visit OCISD campuses to address educational needs, as permitted by school system policies. During these visits, parents and other visitors must follow the virus prevention and mitigation requirements of the school.
- All other campus visits are restricted at this time (i.e. lunch visits).

Staffing

1. Employees of OCISD must continue to meet the work expectations set by the district, subject to any applicable employment contract terms.
2. Staff will be trained specifically on the protocols outlined in this document and the practices adopted by their school system.
3. OCISD will attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary and cannot be done via electronic means, everyone must follow the mask protocols in this guidance, remain at least 6 feet apart where feasible, consider the use of dividers and consider whether increased airflow from the outdoors is possible in those settings.

Asynchronous Distance Learning Plan

OCES	OCMS	OCHS
INSTRUCTIONAL SCHEDULE		
<ul style="list-style-type: none"> Students will be expected to engage with the curriculum between 8 am and 8 pm each school day Daily distance learning will mirror the rigor, length, performance expectations, and grading guidelines for all students grades PK-5 	<ul style="list-style-type: none"> Students are expected to engage with curriculum between 8 am and 7 pm daily per school day Daily distance learning lesson cycle will match those on site for rigor, length, performance expectations, and grading guidelines For students Grade 6-8, all core subjects 	<ul style="list-style-type: none"> Students are expected to engage with curriculum between 8 am and 4 pm daily Daily distance learning lesson cycle will match those on site for rigor, length, and performance expectations. Grading guidelines will match for onsite and remote instruction. Remote learning students are expected to engage in all 8 scheduled courses and continue earning credits toward graduation.
<ul style="list-style-type: none"> Teachers will establish online office hours: <ul style="list-style-type: none"> Daily <ul style="list-style-type: none"> 7:30 - 7:50 am 3:35 - 4:00 pm Weekly <ul style="list-style-type: none"> One weekly conference period 	<ul style="list-style-type: none"> Teachers will establish online office hours <ul style="list-style-type: none"> Daily <ul style="list-style-type: none"> 7:30– 7:50 am 3:35 – 4:00pm PRIDE period Weekly <ul style="list-style-type: none"> At least 1 dedicated conference period SPED teachers and aids will be available to students with differentiated educational needs for assistance with the curriculum 	<ul style="list-style-type: none"> Teachers will establish online office hours <ul style="list-style-type: none"> Daily <ul style="list-style-type: none"> 7:30– 7:50 am 3:35 – 4:00 pm Homeroom period 12:00-1:00pm At least 1 dedicated conference period SPED teachers and aids will be available to students with differentiated educational needs for assistance with the curriculum
MATERIAL DESIGN		
<ul style="list-style-type: none"> Students who need it for remote learning will be issued district resources <ul style="list-style-type: none"> Chromebook 	<ul style="list-style-type: none"> Students will be issued district resources <ul style="list-style-type: none"> Chromebook Calculators 	<ul style="list-style-type: none"> Students will be issued district resources <ul style="list-style-type: none"> Chromebook Calculators

<ul style="list-style-type: none"> • Calculator • WIFI Hotspot • Print resources • Manipulatives • All core classes will use the TEKS Resource System Year at a Glance to guide instruction • Local assessments in DMAC, Google, and Stemscores for grades 3-5 and Seesaw for grades PK-2 • All teacher lessons will be designed around the remote learner to ensure all students have access to the same materials • TPRI will be used to monitor reading progress in K-2 • Students will be expected to use district issued Chromebooks to engage with the remote learning curriculum 	<ul style="list-style-type: none"> • Internet hot spots when available • Print resources as needed • Students are expected to use district issued chromebooks to engage with the distance learning curriculum • All core classes will use the TEKS resource system scope and sequence. • Backwards lesson designed based on Assessments created in the DMAC STAAR question databanks • Lesson unit assessments in DMAC to allow for tracking of student TEK performance • Asynchronous and onsite instruction will be based around teacher clarity with clearly defined learning intentions and success criterion <ul style="list-style-type: none"> • Method to give students an opportunity to take initiative for their own learning • Basis for teacher feedback on student performance • The IXL program will be used as a formative assessment tool <ul style="list-style-type: none"> • TEKS alignment • Provides instant feedback to students • Automatic remediation based on student performance. • Assessment component tracks student growth and provides student feedback • Emphasis on authentic student engagement component as defined by Phillip Schletchy 	<ul style="list-style-type: none"> • Internet hot spots when available • Print resources as needed • All core classes will use the TEKS resource system scope and sequence. • Backwards lesson designed based on Assessments created in the DMAC STAAR question databanks • Lesson unit assessments in DMAC to allow for tracking of student TEK performance • Asynchronous and onsite instruction will be based around teacher clarity with clearly defined learning intentions and success criterion <ul style="list-style-type: none"> • Method to give students an opportunity to take initiative for their own learning • Basis for teacher feedback on student performance • The IXL program will be used as a formative assessment tool <ul style="list-style-type: none"> • TEKS alignment • Provides instant feedback to students • Automatic remediation based on student performance. • Assessment component tracks student growth and provides student feedback • Emphasis on authentic student engagement component as defined by Phillip Schletchy
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<ul style="list-style-type: none"> • Teacher made or found lecture videos on YouTube will allow for translation of lessons for ELs • Four campus employees can act as translators to assist with parent contacts • SPED teachers and aides will make phone calls or communicate through video chat software with students who have either resource or inclusion minutes listed in their IEPs. • Modifications will be made to video lessons for individual students to fulfill requirements of the IEP 	<ul style="list-style-type: none"> • Teachers will upload lecture videos to <i>YouTube</i> that will allow for translation of lesson for English learners • District translator available to assist with parent contacts • SPED teachers and aids will be available to students with differentiated educational needs for assistance with the curriculum 	<ul style="list-style-type: none"> • Teachers will upload lecture videos to <i>YouTube</i> that will allow for translation of lesson for English learners • District translator available to assist with parent contacts • SPED teachers and aids will be available to students with differentiated educational needs for assistance with the curriculum
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STUDENT PROGRESS

<ul style="list-style-type: none"> • Students will be required to submit picture and/or video evidence of completion of activities that had been completed in class on a given day through Google Classroom (3-5) and Seesaw (PK-2) 	<ul style="list-style-type: none"> • Students will be engaged in core classes for a minimum of 60 minutes a day • Students will access remote instruction via individual teachers' google classrooms. • Engagement will be defined as daily completion of assignments in google classroom for each core teacher • Engagement will be tracked using data on student usage as reported in the IBOSS firewall system 	<ul style="list-style-type: none"> • Students will be engaged in core classes for a minimum of 45 minutes a day • Engagement will be tracked using data on student usage as reported in the IBOSS firewall system
<ul style="list-style-type: none"> • Students will receive academic feedback through Google Classroom (3-5), Seesaw (PK-2), and Stemsopes math and science on a regular basis 	<ul style="list-style-type: none"> • Students will receive academic feedback through Google classroom • Students will track their own TEKS performance data as if they are receiving onsite instruction • IXL provides student feedback and growth measures. 	<ul style="list-style-type: none"> • Students will receive academic feedback through Google classroom • Students will track their own TEKS performance data as if they are receiving onsite instruction • IXL provides student feedback and growth measures.

IMPLEMENTATION

<ul style="list-style-type: none"> • 3-7 August professional development • Google Classroom and Seesaw initial training offered during PD week • A district contracted instructional technology specialist available two days per week for on-going individualized training needed • Teachers will be trained in how to use YouTube as an instructional tool 	<ul style="list-style-type: none"> • 3-7 August Professional Development • Teacher clarity and where to post in Google Classroom • DMAC Testing Platform • How to use DMAC Student Data from last year to inform acceleration instruction at the beginning of the year • DMAC student data tracking for current year assessments in conjunction with teacher clarity 	<ul style="list-style-type: none"> • 3-7 August Professional Development • Teacher clarity and where to post in Google Classroom • DMAC Testing Platform • How to use DMAC Student Data from last year to inform acceleration instruction at the beginning of the year • DMAC student data tracking for current year assessments in conjunction with teacher clarity
<ul style="list-style-type: none"> • Plan will be posted on the campus website and Facebook • Plan will include tutorial videos helping our families with Google Classroom and Skyward Family Access. 	<ul style="list-style-type: none"> • Plan will be posted on the campus website and <i>Facebook</i>. • Plan will include tutorial videos helping our families with Google Classroom and Skyward Family Access. 	<ul style="list-style-type: none"> • Plan will be posted on the campus website and OCHS <i>Facebook page</i>. • Plan will include tutorial videos helping our families with Google Classroom and Skyward Family Access.

Definitions

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

- Have they recently begun experiencing any of the following in a way that is not normal for them
- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

- Being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield)
- Being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield

If either of the above occurred at any time in the last 14 days at the same time the infected individual was infectious. Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.