This plan is likely to change based on conditions surrounding the COVID-19 pandemic and updated guidance or requirements from health officials and regulatory authorities. Use the publication date above to make sure you are viewing the most recent version of the plan.
HIGHLIGHTS FOR THIS VERSION OF THE PLAN INCLUDE:

- New School Calendar
- New Deadline to Change in-Person/Virtual Learning Choice for the 4th 9-Week Grading Period (March 22, 2021)
- Expanded and Updated District Health & Safety Section

SECTIONS OF THE PLAN WITH NEW OR UPDATED INFORMATION FROM THE PREVIOUS VERSION OF THE PLAN ARE NOTED WITH THE FOLLOWING SYMBOL:
One thing we do know, as a school district community, we are stronger together and we will make it through this incredible challenge.

During this pandemic, beginning with our first decision to close schools made on Friday, March 13, 2020, the primary driver of the district’s school-based decisions has been, and will continue to be, the safety of our greater school district family. We must do everything we can to make learning as safe as possible for the nearly 21,000 students who attend district schools, the more than 3,000 teachers and employees of the district, and our parents and community members.

It’s difficult in a normal year to make universal decisions that affect so many people. It is particularly difficult to make those decisions with sometimes short notice and rapidly changing guidelines, requirements, and directives. Thank you for your continuing understanding and your flexibility.

On Tuesday, July 14, 2020, the Hays CISD District Leadership Team (DLT), comprised of representation from every campus and department, as well as parents and the community, met to review components of this master return-to-school plan. The committee met again on August 3, to review the work of a number of sub-committees that have been addressing specific issues we know we will face as we return to school online and then in person – safety and security, health and sanitization, effective delivery of instruction (both online and in-person), access to technology and internet service for all, meal service for our most vulnerable families, and the general wellbeing of everyone.

This plan encompassed what we, as a district, intended to do, based on the best available information on the plan version date listed on the cover. Know that, like the COVID-19 pandemic itself, this plan will likely change and be updated regularly. Please make sure you have the latest version. The district will continue to communicate with parents, students, and employees regularly and will alert you to newer, revised versions of this plan when they are published.

Stay safe and always know that we are stronger together!
The district believes the first line of defense against COVID is time—time to allow the number of new cases and hospitalizations to come down from record highs over the summer in the Central Texas area.

Accordingly, in July, Hays CISD, shifted its academic calendar to start on Tuesday, September 8, 2020. The district also declared that the first three weeks of school would be virtual learning.

In August, the district completed work on the logistics to allow the 2020–2021 calendar to end on May 28, 2021, the Friday before Memorial Day. This adjustment places the district in a position to return to a normal summer in 2021, should the COVID pandemic be solved at that time.

The 2020–2021 is shorter in number of days, but additional instructional minutes have been added so that students still receive the required number of instructional minutes, according to state law.

As we move closer to our September 8 start date, please mark your calendars and check your campus websites for updates on times listed below:

- August 24-28—Pick up of instructional materials needed for at-home learning
- August 24—Secondary (Middle and High School) Class Schedules posted in Parent Self-Serve
- September 3—Elementary Schedules posted in Parent Self-Serve
- September 3—Virtual Elementary Meet the Teacher (Directions for logging into Parent Self-Serve)

AT-HOME AND IN-PERSON LEARNING CHOICE

On Monday, August 10, 2020, the form will go live in Parent Self-Serve (PSS) for parents to make choices for the school year regarding whether they want their children to participate in in-person learning or keep them learning at home virtually. The district will ask parents make choices in grading period intervals. Parents will need to commit to their choices, but will be able to change
their choices for later grading period intervals (the 2nd, 3rd, and 4th nine-week periods) up to the listed deadlines. The parent choice options are:

1. **Weeks 1 to 3 VIRTUAL LEARNING PERIOD** (September 8, 2020 to September 25, 2020): Though all students will be required to participate in virtual learning, parents will be asked if they need to be considered for the district’s In-Person Virtual Learning Support Program (see the newly added next section of this plan for more information about this program).

2. **Weeks 4 to 9/REMAINDER OF FIRST NINE-WEEK GRADING PERIOD** (September 28, 2020 to November 6, 2020): Parents will be asked if they wish to choose virtual learning or in-person learning for the remainder of the first nine-week grading period.

3. **SECOND NINE-WEEK GRADING PERIOD** (November 9, 2020 to January 29, 2021): Parents will be able to choose virtual learning or in-person learning for the second nine-week grading period. The deadline for changes for this grading period is October 30, 2020.

4. **THIRD NINE-WEEK GRADING PERIOD** (February 1, 2021 to April 1, 2021): Parents will be able to choose virtual learning or in-person learning for the third nine-week grading period. The deadline for changes for this grading period is January 22, 2021.

5. **FOURTH NINE-WEEK GRADING PERIOD** (April 5, 2021 to May 28, 2021): Parents will be able to choose virtual learning or in-person learning for the fourth nine-week grading period. The deadline for changes for this grading period is March 22, 2021.

More information regarding what in-person and at-home instruction will look like in Hays CISD is provided throughout this plan. Grades and attendance will count for both options.

**IN-PERSON VIRTUAL LEARNING SUPPORT PROGRAM**

Hays CISD recognizes that some students may not be able to effectively participate in a virtual learning environment. The district has afforded all parents the option to keep students home for virtual learning. The In-Person Virtual Learning Support Program will allow some parents, in limited special circumstances, the option to choose to send their children to school in-person, at no cost, during the district’s virtual learning only period from September 8, 2020 (the first day of school) through September 25, 2020 (the current last day for virtual learning only period). The goal is that wherever possible, students should be participating in virtual learning from home for the first three weeks of school, but the district understands this is not always possible.

**PROGRAM CRITERIA**

For the first three weeks of school (9/8/20 – 9/25/20), all students will be required to participate in virtual learning; however, there are limited slots available at campuses for students who need daily, in-person virtual learning support that cannot be provided at home. Students accepted for the in-person learning support program during the first three weeks at school must:
• Be able to secure their own transportation*, 
• Adhere to all safety and social distancing protocols,

And have at least one of the following circumstances:
• A special education need that inhibits at-home virtual learning,
• Limited or no access to the internet at home (that can’t be corrected by internet hot spots and devices loaned by the district to families for at-home use),
• No caretaker available for home supervision,
• A need to be on campus for UIL participation, or
• Another reason at-home virtual learning is not possible.

PROGRAM STRUCTURE

Students who attend the In-Person Virtual Learning Support Program will still be assigned their home teacher (or teachers) of record, and will be learning virtually, but from a location on their campus. If a student’s teacher is teaching virtually from campus, students might be allowed to sit in the classroom with their teacher. Students who have teachers who are teaching virtually from home will be assigned to small, supervised groups on campus and may be learning virtually by being spread out in places like the school’s library, gym, or cafeteria. The In-Person Virtual Learning Support Program will operate during the same hours as the normal school bell schedule. Since transportation is not provided*, parents who utilize this program will need to pick up their children at the end of the school day, or enroll them in an afterschool care program if one is available on campus. (Afterschool care programs are operated by outside partners and there is likely a cost for this service.) Students in the In-Person Virtual Learning Support Program will be provided breakfast and lunch at their normal school cafeteria prices.

PROGRAM STAFF

Hays CISD teachers have the option to teach virtually from home or at school during the district’s virtual learning only period. So, most likely, students attending the In-Person Virtual Learning Support Program will not be with their teachers in-person during the first three weeks of school. However, Hays CISD has a number of non-teaching district and campus staff and administrators who will be reporting to work in-person and will be available to supervise the In-Person Virtual Learning Support Program. All Hays CISD staff members, regardless of title or position, are required to pass the same stringent finger-print background checks.

COVID-19 SAFETY

The In-Person Virtual Learning Support Program will follow all of the COVID-19 safety protocols that are in place at the time and outlined in this plan.

*Transportation for virtual learning students taking on-campus courses will not be provided, except as documented through an ARD/IEP, if the student is eligible for special education transportation as a related service, in order to access their special education services.
PROGRAM REGISTRATION

When the district asks parents to select whether they wish to have their children participate in in-person or virtual learning (by grading period for the school year), the form will have an option for parents to indicate if they need to have their children participate in the In-Person Virtual Learning Support Program for the first three weeks of school.

AVAILABLE SEATING FOR THE PROGRAM

Though the district hopes to accommodate every student who needs the In-Person Virtual Learning Support Program, seating may be limited depending on the availability of staff and the ability for the campus to safely distance students. The district is planning to accommodate about 15% of each campus’s total student population – the average number of parents who responded to the district’s COVID-19 survey indication they have no choice, but in-person learning. If seats must be limited, priority will be given to students who have disabilities that prevent at-home learning and to students who have no access to the internet (that cannot be corrected).

PARENT CHOICE SUMMARY CHART
STUDENT REGISTRATION

To continue to be connected to Hays CISD, and to ensure the district is able to properly plan staff and teacher assignments for the upcoming school year, please register your child as soon as possible. Hays CISD student registration is open online at: https://www.hayscisd.net/registration. Additionally, campus staff are available through email to assist you with the registration process.

CHANGES TO STAAR TESTING DATES

As of August 5, 2020, STAAR tests are still scheduled for 2021 calendar year, but there have been changes to testing dates for students in grades 5 and 8. Due to the impacts of the COVID-19 pandemic, the governor and the commissioner of education waived the requirements regarding grade promotion for students in fifth and eighth grade for the 2020–21 school year.

Students enrolled in grades 5 and 8 are still required to take the appropriate STAAR assessments once. Regardless of their score, retest opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. Districts are still responsible for providing accelerated instruction and supports for students that fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance.

The administration of the STAAR grades 5 and 8 mathematics and reading assessments will be in May to coincide with the administration of other STAAR grades 3–8 assessments. An updated Hays CISD 2020–2021 testing calendar will be provided to reflect these changes.
TECHNOLOGY AND INTERNET ACCESS NEEDS

Last spring, the Hays CISD technology department loaned out more than 3,000 devices and internet hot spots to families in need of this equipment to participate in the online, virtual instruction provided by the district. Families and students were allowed to keep this equipment checked out during the summer and will continue to be able to use it as we navigate through the pandemic.

The district has purchased additional devices and internet hot spots to continue to support every family that needs access to the internet. If you need a device or internet connection for the upcoming school year, please note that information when you register your child for school. Additional information about borrowing devices or internet hot spots will also be provided at a later date.

CHILD NUTRITION

The Hays CISD Child Nutrition Department has never stopped service children. Though school went virtual in March in the district, the child nutrition staff has continued to provide thousands of meals, five days a week, for our families who need food during the pandemic. The district recognizes that schools are sometimes the only reliable sources of nutritious food for some of our students. The district will continue to serve meals during the remainder of the summer into the next school year as we start in a virtual environment. Find out the most current meal service times and locations at: https://www.hays CISD.net/eat.
GENERAL INFORMATION ABOUT INSTRUCTION

This fall, Hays CISD will be implementing instructional practices to provide consistency across learning environments and to ensure the safety of students and staff. Regardless of the learning environment, Hays CISD is committed to ensuring that all students have an equitable and positive experience and access to high quality instruction. Throughout the 2020-2021 academic school year, we anticipate students will interact with instruction in two different environments, in person and virtual/remote learning. This dual approach to learning will necessitate the following:

- Teacher teams will plan instruction that is content consistent, yet environment specific to ensure equitable learning opportunities for all students.
- Learning experiences for students will utilize strategies and best practices associated with blended learning, a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
- Instruction will be designed to meet the individual academic and environmental needs of students where they are.
- Students, regardless of learning environment, will engage in high quality learning and experiences aligned to Hays CISD curriculum and the Texas Essential Knowledge and Skills (TEKS).
- Students who are participating in face to face learning at school may move into virtual/remote learning for a period of time if needed for school closures, due to student/staff illness, or county or state regulations.
- Both the in person and virtual/remote learning experiences will utilize Schoology (a consistent learning platform), provide similar expectations for coursework and attendance, and follow the same grading guidelines.
NEW INSTRUCTION PLATFORM - SCHOOLEGY

We are proud of our students, teachers, and parents for coming together as a community for at-home learning during the spring of 2020 due to COVID-19, and we recognize and understand this was a temporary solution to a situation that progressed very rapidly and without warning. For the 2020-21 academic school year, we are fully committed and prepared to provide a more robust, aligned, and academically appropriate teaching and learning experience for all stakeholders.

This summer Hays CISD adopted Schoology, an integrated learning management solution that provides course management, mobile learning, and support for system-wide communication. Schoology enables our students, parents, and teachers to engage with learning materials and their school community from the classroom and beyond. In addition, students can digitally submit homework assignments, review grades, participate in interactive discussions, receive announcements and feedback, take tests, write academic blogs, and more. This platform helps students stay organized, and it keeps the class connected and aligned. Student progress and activity will be monitored by faculty to ensure a safe, secure, and controlled environment.

We look forward to using Schoology in our classrooms to enhance connectivity and communication across our district. As a parent, you will be able to view your child’s activity within the platform with your own login. A Schoology Parent Account gives you access to:

- The classes in which your child is enrolled
- Your child’s upcoming assignments
- School and class announcements

For a short view of the parent platform, visit: https://youtu.be/BUKTfMtvCxl. Additional information for students, parents, and teachers on the Schoology platform will be coming soon.
Hays CISD will provide virtual/remote learning opportunities that will allow all students to engage in high quality learning experiences, utilize Hays CISD instructional resources, and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the students in the online learning environment through individualized and differentiated experiences that are consistent with those of their grade level peers attending in person.

- In this setting, teachers will provide instruction, learning resources, and support through the use of Schoology.
- Parents/guardians will support students as a “learning coach” and ensure they have access to a device and a place to work and are engaged in virtual learning activities.
- Hays CISD will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically prepared and their social and emotional needs are being met.
- Teachers will utilize the same curriculum as they do for students who attend in person instruction and will design strategies for learning in the remote environment.
- Grading will be consistent with the Hays CISD Grading Guidelines and practices used for in person instruction. It is important to note that students will be assigned grades for both in-person and online learning; the assignment of Pass or Incomplete (P/I) was a special provision for the Spring Semester of 2020 only.
For virtual/remote learning, Hays CISD will utilize a combination of synchronous and asynchronous instruction. Synchronous learning is defined as two-way, real-time, live instruction between teachers and students, through the computer or other electronic devices. Asynchronous learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. All students will be assigned virtual class schedules and will be expected to be available for live instruction for parts of each school day.

The Hays CISD virtual / remote learning schedule is designed with the following considerations:

- Regular, scheduled live, synchronous learning: Based on feedback from teachers, students, and our community we have built a remote schedule that allows for frequent and scheduled connection between students and their teachers in a live synchronous environment.
- Student well-being: Although we are prioritizing live instruction in the remote environment, it is not our intent that students should need to be logged in to synchronous instruction or “behind a screen” for extended periods of time each day

**INSTRUCTIONAL ACTIVITIES**

Daily synchronous time may include activities such as:

**Elementary**
- Read-Alouds
- Small group reading instruction
- Number Talks /Fact Fluency
- Community Circles/daily check-ins
- Direct instruction by teacher (mini lessons)
- Small groups instruction

**Secondary**
- Direct instruction by teacher (mini lessons)
- Class discussions/participation
- Partner and small group activities
- Small group instruction and/or tutorials
- Question and answer sessions
Daily asynchronous assignments are to be completed independently. These may include activities such as:

**Elementary**
- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Pre-recorded lessons and videos
- Independent practice
- Online applications (For example--Dreambox, iRead, RazKids, ImagineLearning)

**Secondary**
- Reading and writing assignments
- Pre-recorded lessons and videos
- Independent practice
- Project based learning activities
- Online applications
- Participate in online science labs

**VIRTUAL/REMOTE LEARNING DAILY SCHEDULES**

**Elementary**

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times. Instructional Blocks #1-2 will include the academic core content for Reading, Math, Science, and Social Studies. Teachers are required to provide open office hours for 30 minutes daily, to be determined by each campus.

<table>
<thead>
<tr>
<th>Subject/Activity</th>
<th>Time</th>
<th>Instructional Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention/Enrichment</td>
<td>7:10 - 7:55</td>
<td>*Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>Morning Meeting/Check In</td>
<td>8:00 - 8:15</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Instructional Block #1</td>
<td>8:15 - 10:00</td>
<td>*Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>Recess/PE</td>
<td>10:00 - 10:50</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Instructional Block #2</td>
<td>10:50 - 12:35</td>
<td>*Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35 - 1:05</td>
<td>On your own</td>
</tr>
<tr>
<td>Specials - Art, Music, STEM</td>
<td>1:05 - 2:00</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Intervention/Enrichment</td>
<td>2:00 - 2:55</td>
<td>*Synchronous and/or Asynchronous</td>
</tr>
</tbody>
</table>

*Specific structure and daily schedule will be determined by each campus and include teacher daily office hours. Pre-K schedules will be provided directly to Pre-K parents from the Pre-K program staff.*
Secondary

Classes within this environment will follow the schedule of classes at the student’s home campus. Hays CISD will structure the students’ learning schedule to require students to participate in synchronous and asynchronous learning. Teachers are required to provide open office hours for 30 minutes daily, to be determined by each campus.

<table>
<thead>
<tr>
<th>Mon. &amp; Wed.</th>
<th>Tues. &amp; Thurs</th>
<th>Time</th>
<th>Instructional Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Extracurricular Practice</td>
<td>*Extracurricular Practice</td>
<td>6:15 - 8:15</td>
<td>In-person and/or virtual</td>
</tr>
<tr>
<td>Transition Time &amp; Breakfast</td>
<td></td>
<td>8:15 - 9:00</td>
<td>On your own</td>
</tr>
<tr>
<td>Intervention &amp; Enrichment Session 1</td>
<td>Intervention &amp; Enrichment Session 1</td>
<td>9:00 - 9:55</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 2</td>
<td>10:00 - 11:00</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 3</td>
<td>Advisory SEL Check In (Attendance)</td>
<td>11:10 - 12:15</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>12:20 - 12:55</td>
<td>On your own</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 4</td>
<td>1:00 - 2:00</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 7</td>
<td>Period 6</td>
<td>2:10 - 3:10</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Intervention &amp; Enrichment Session 2</td>
<td>Intervention &amp; Enrichment Session 2</td>
<td>3:15 - 4:15</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>*Extracurricular Practice</td>
<td>*Extracurricular Practice</td>
<td>4:30 - TBD</td>
<td>In-person and/or virtual</td>
</tr>
</tbody>
</table>

SAMPLE Intervention and Enrichment Sessions—Please note that Intervention/Enrichment sessions will be determined by individual campus.
SAMPLE Session 1 (AM—M, W; PM—T, TH): Intervention & Enrichment for Math, Science, CTE
SAMPLE Session 2 (AM—T, TH; PM—M, W): Intervention & Enrichment for ELAR, LOTE, Social Studies, Art
*Extracurricular schedules will be provided by sponsors
### Hays CISD Virtual/Remote Learning 6 - 12
### Friday Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Minutes</th>
<th>Instructional Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Extracurricular Practice</td>
<td>6:15 - 8:15</td>
<td>120</td>
<td>In-person and/or virtual</td>
</tr>
<tr>
<td>Transition Time &amp; Breakfast</td>
<td>8:15 - 9:00</td>
<td>45</td>
<td>On your own</td>
</tr>
<tr>
<td>Intervention &amp; Enrichment</td>
<td>9:00 - 9:55</td>
<td>55</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 1</td>
<td>10:00 - 10:35</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:45 - 11:20</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEL Check In (Attendance)</td>
<td>11:30 - 12:10</td>
<td>40</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:20 - 12:55</td>
<td>35</td>
<td>On your own</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:00 - 1:35</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:45 - 2:20</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 6</td>
<td>2:30 - 3:05</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
<tr>
<td>Period 7</td>
<td>3:15 - 3:50</td>
<td>35</td>
<td>Synchronous and Asynchronous</td>
</tr>
</tbody>
</table>

*Extracurricular schedules will be provided by sponsors*

**TIME MANAGEMENT**

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance. Parents/guardians, will partner with the school and serve as a resource of support will be needed to assist their child with logging into Schoology, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.
VIRTUAL/REMOTE ATTENDANCE

It is important that students understand that attendance for virtual/remote learning is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and Hays CISD Policy local and legal still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (in person) attendance in satisfying this requirement. (Please note on the schedules in the preceding section, the morning meeting/check in times for elementary campuses and the Period 3 SEL check In/attendance for secondary campuses.)

IN-PERSON LEARNING

For the first three weeks of school, all students will follow the virtual/remote learning daily schedule. When students return to campus for in-person learning, campuses will follow the traditional instructional schedule as determined by individual campuses.

Hays CISD virtual/remote learning daily schedule will continue for students that select the virtual model for week four and beyond.

All schedules are subject to change as needed. Every effort is made to construct a schedule of classes that will allow students to take the courses they choose. Teacher assignments are based on student course requests made in the spring and on indications as to whether or not students will return to in-person learning or remain in online learning.

In-person, students and teachers will attend class five days a week with additional safety measures in alignment with local, state and federal guidelines and recommendations.
In this setting, teachers will provide in person instruction, learning resources, and support utilizing Schoology.

Teachers will plan instruction that is quickly and easily transferable from in person to virtual/remote in the event of a temporary school closure due to COVID-19 spread.

District-directed and campus-designed safety procedures will be implemented.

Grades 6-12 students will be assigned schedules based on their course selections form completed last spring.

Those advanced academics courses taught by Hays CISD teachers (AP, OnRamps, and certain ACC Dual Credit courses) will also be offered in both settings (virtual and in person). AP and OnRamps courses will begin on September 8; ACC Dual Credit classes will begin online starting August 24, 2020. Students enrolled in ACC courses should work with their high school counselors to make sure that they are registered with ACC and check their ACC student emails for updates on courses.

ROLES FOR VIRTUAL & IN-PERSON LEARNING

Although students may be learning in different environments, Hays CISD is committed to providing consistency in high quality instruction and learning tools for all students. High quality instruction is comprised of: preparation for learning; expectations for teaching and learning; and support, enrichment, and intervention.

<table>
<thead>
<tr>
<th>Preparation for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>• Be prepared for learning each day and have work and assignments completed and ready</td>
</tr>
<tr>
<td>• Complete coursework by deadlines set by teachers</td>
</tr>
<tr>
<td>• For face-to-face learning: Take all learning materials home each day in order to be prepared for a possible future school closure.</td>
</tr>
<tr>
<td>• Become familiar with the structure of Schoology and how your teacher organizes information</td>
</tr>
<tr>
<td>Parent/Guardian</td>
</tr>
<tr>
<td>• Access parent resources to learn how students will navigate Schoology</td>
</tr>
<tr>
<td>• For face-to-face learning: Encourage your child to have their things in their backpack and ready for school the night before</td>
</tr>
<tr>
<td>• For virtual/remote learning: Create a designated place in your home for your student to use as their remote classroom. Make sure that the device that the student will use is charged each evening prior to the next day’s instruction.</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>• Meet weekly with the Professional Learning Community to plan instruction for all students</td>
</tr>
</tbody>
</table>
- Utilize the district curriculum documents and follow the scope and sequence provided by the Curriculum and Instruction department
- Upload “Week at a Glance” and weekly instructional materials for parents and students into Schoology each Friday for the following week
- Be prepared to teach daily lessons.
- Take all materials and devices home each day in order to be prepared for possible future school closure

### Learning and Teaching Expectations

#### Student
- Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments
- Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers
- Be organized in your work and in getting projects completed
- Ask questions and communicate with your teacher
- Be aware of what you should be learning each day
- Turn in all assignments on time

#### Parent/Guardian
- Access Parent Self Serve Portal (PSS) to view student grades
- Access Schoology and check in with student(s) to monitor completion of homework and assignments
- Discuss your child’s favorite part of their day and what they learned in school
- Facilitate academic support and encouragement as a learning coach to motivate and guide your child throughout the school year
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work
- Consider creating a designated learning/study space for your child at home to learn comfortably
- Maintain communication with your child’s teacher via Schoology, phone, email and/or online meetings to create a learning partnership
- Monitor and ask for evidence that your child is on track with assignments and coursework.

#### Teacher
- Teach students how to access learning materials through Schoology
- Provide face-to-face or live synchronous instruction and facilitate learning throughout the day
- Upload videos for asynchronous instruction
- Manage online and offline resources to provide consistency and routines for students
- Provide clear learning goals for students
- Follow the expectations established across the district for Schoology
- Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension
### Support, Enrichment, and Intervention

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>• Attend intervention/enrichment/tutorial sessions as established by your teacher or school</td>
</tr>
<tr>
<td><strong>Parent/Guardian</strong></td>
<td>• Allow your child to attend intervention/tutorial sessions as needed &lt;br&gt;• Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher &lt;br&gt;• Help your child own their learning. Provide support and encouragement and expect your children to do their part</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>• Provide intervention, enrichment or tutorial sessions as needed &lt;br&gt;• Follow student IEPs / 504 / GT / LPAC accommodations in all learning environments &lt;br&gt;• Use data to pinpoint students’ specific needs for enrichment and intervention &lt;br&gt;• Monitor student progress with fidelity according to recommendations &lt;br&gt;• Provide and communicate office hours or conference period for student/parent support &lt;br&gt;• Attend and participate in professional learning</td>
</tr>
</tbody>
</table>

### Learning Tools for Both Virtual and In-Person Learning

<table>
<thead>
<tr>
<th>Information</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Device</strong></td>
<td>All students will need to access a technology device to be utilized in either learning environment. For PK-2 preferably an iPad or other tablet, for 3-5 preferably a Chromebook or laptop. &lt;br&gt;<em>Depending on the developmental needs of the child, parents of 2nd grade students may prefer the child to work on a chrome book or tablet.</em></td>
</tr>
<tr>
<td><strong>Instructional Platform</strong></td>
<td>• All teachers, grades PK-12, will utilize Schoology as their primary learning management system and communication tool for the 2020-2021 school year &lt;br&gt;• Schoology will use a similar structure by grade level in order to provide consistency for all students and classes &lt;br&gt;• Assignment submissions: For both environments, student assignments will be</td>
</tr>
</tbody>
</table>
submitted (as much as possible) through Schoology and online platforms to eliminate unnecessary contact and shared materials

| Online Resources | • All teachers in PK-12 will be enhancing instruction through the use of online resources to engage students in high quality learning experiences  
• Students will have access to online resources, textbooks and materials through Schoology and the ClassLink application, the district’s single sign-on platform  
• No resources, platforms or apps requiring student fees or an associated cost to the family will be required at any time |

| Communication | Communicating with teachers:  
• All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions parents may communicate with teachers through email or Schoology  
• Contact information will be provided at the beginning of each semester and posted in Schoology.  
Student communication with teachers:  
• Students should communicate with teachers through Schoology |

| Technology | Hays CISD recognizes the need to ensure all students have reliable access to adequate technology resources on and off campus in order to fully participate in academic programming. Hays CISD is preparing for virtual/remote learning and possible future school closures due to COVID-19 as follows:  
• Learning devices and/or WiFi hotspots will be provided as needed and available  
• No deposit is required  
• Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained  
• Relevant notifications, instructions, procedures, policies and processes are available on the Hays CISD website |
BEHAVIOR EXPECTATIONS

BEHAVIOR MANAGEMENT APPROACH

We will continue to effectively train our students on expected behaviors and intervene with tiered interventions as needed.

We will work with our students and communicate with parents, make efforts to determine the root of a misbehavior and strive to lead our students to success. At the same time we must continue to prioritize student safety. Please refer to the section in this document on Social Emotional Support for Students for ideas on how to partner with us in preparing your student for a successful transition back to school.

STANDARDS FOR STUDENT CONDUCT

While the learning environment will look different this year, our standards for student conduct will remain the same and will apply to whichever setting a student is participating in. As specified in the 2019-2020 Hays CISD Student Code of Conduct, our 2020-2021 Standards for Student Conduct will remain as stated below:

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
Please note, because of significant variations in student conduct, it is not always possible for the Student Code of Conduct to address each and every act of student misbehavior. To that end, the district retains discretion to address student misconduct that is inconsistent with these nine standards even though the conduct may not be specifically included in the Student Code of Conduct.

If you or your student have any questions about the expectations included in our nine standards listed above, please contact your child’s teacher or campus administration for assistance.

Please discuss the information below with your child and stress the importance of responsible decision making and maintaining a safe environment:

In cases where a student intentionally sneezes, coughs or spits on another person as if they are making an attempt to spread COVID-19, they may face disciplinary action. If certain criteria is met (including age minimums), the act could be pursued by the victim as an assault. Texas Penal code 22.01(a)(3) defines assault as “intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.”

While we do not want any of our students to experience such an exchange on either end, we want to make sure all parties are informed and all students understand the severity of such actions.

The best way to prepare your student is to minimize surprises. Please review expectations with your child prior to the school year starting. We look forward to partnering with you this year to help your student be successful.

**SCHOOL SUPPLIES**

Pre-K/ESCE and elementary school supply lists are linked on the district website [here](#). Teachers will communicate with secondary students the supplies needed for their classes.

- Please note that at all grade levels there will be no shared supplies. Each student must have what he/she needs.
- Technology will be used for Blended Learning at both home and school. If parents/guardians prefer to furnish their child with a device rather than use the school’s device, Hays CISD encourages PK-2* to use iPads or other tablets and 3-12 to use chrome books or laptops.
  *Depending on the developmental needs of the child, parents of 2nd grade students may prefer the child to work on a chrome book or laptop.
SPECIAL EDUCATION & STUDENT SUPPORT

SPECIAL EDUCATION AND 504

Hays CISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

GENERAL GUIDANCE

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in Hays CISD's Virtual Learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face.
- Transportation for virtual learning students taking on-campus courses will not be provided, except as documented through an ARD/IEP, if the student is eligible for special education transportation as a related service, in order to access their special education services.

MEETING IEP SERVICE RECOMMENDATIONS

- All ARD and 504 meeting will be held virtually to continue to protect the health and safety of all.
Hays CISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

Hays CISD will review all health plans and IEPs prior to reentry into brick and mortar settings and revise them through an ARD with appropriate safety protocols, as needed.

The student’s schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or virtually.

For students attending face-to-face instruction, a contingency plan for services should be documented within the deliberations of the ARD/IEP/504 outlining how services will be implemented during remote learning, in the event of school closure.

During Spring Break last year, the district worked diligently to figure out a way to deliver special education and related services to our students in the unprecedented conditions presented by the COVID-19 pandemic. We moved quickly to work with parents of our special needs students to develop temporary plans to maintain the continuity of services and educational programming to the maximum extent possible under the circumstances. All of our students, including our students with special needs, had only one option for instruction.

This year, parents will have the choice to send their children to school or to sign them up for virtual learning. All students, including students with special needs, are expected to engage in the scheduled content via daily minutes assigned per grade level. The instruction delivered virtually will be as rigorous as it would be if the student were attending classes in person, and each student’s IEP will be designed to be appropriately ambitious in the virtual, remote setting. Additionally, students will have access to the continuum of special education supports and services they need to make progress.

**SPECIAL EDUCATION SERVICES - VIRTUAL LEARNING**

If parents choose to have their children receive instruction virtually, they will have two options to make changes to their child’s IEP. The district and the parents can either agree to an IEP Amendment without a meeting or an ARD committee meeting may be convened to make the adjustments and changes to a student’s accommodations, modifications, and related services. Any changes made to a student’s IEP will be based on an individual student’s needs.

These are just some of the ways that your child’s special education teacher will help your child adapt to the virtual learning environment:

- The special education teacher will be responsible for adjusting instruction and/or independent work for all special education students in the virtual environment
- The special education teacher will continue to monitor progress and make adjustments as needed
• The special education teacher may teach in conjunction with the general education teacher for co-teach instruction
• The special education teacher may conduct direct small group or individual instruction to support student learning
• The special education paraprofessional may provide either small group or individual support during learning, in accordance with the teacher provided lesson
• The special education teacher will consult with parents, general education teachers, and any related service providers (speech, occupational therapy, physical therapy, counseling, etc) to support virtual learning success
• Behavior support may be provided by a special education teacher by direct social skills instruction (group or individual) in the virtual setting
• The behavior teacher and/or paraprofessional may attend virtual academic lessons in order to support behavior in the virtual environment depending on your child’s needs
• Consultation with the parent regarding behavior in the home setting may also be available if your child needs it to make progress
• Additional learning platforms may be used to assist students with more significant learning needs to be successful in the virtual learning environment. This may include structured virtual lessons, provided by the teacher, with coaching and/or prompting from the at-home caregiver
• Manipulatives and materials may be sent to the home in order to help facilitate learning at home
• Ongoing coaching and partnering between the teacher, paraprofessional, and the at-home caregiver

The partnership between teachers, staff, and the family is a crucial and a necessary part of success in the virtual learning environment. Students have been more successful at home when the student’s instructional team works closely with the family to generalize skills in the home setting. For some, this can be done via email, phone consultation and/or video conferencing. Other students may need a caregiver monitoring or supporting them during virtual lessons. The student’s teacher will work with the family to determine the level of support needed for the student.

**SPECIAL EDUCATION SERVICES FACE-TO-FACE**

Group sizes will comply with state and local regulations:

• Face coverings and protective barriers will be used when appropriate.
• Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
• Clear barriers should be used for small group instruction and individual assessments as needed.
• Floor tape or dividers should be used to separate large areas into smaller spaces.
• Staff will comply with all health/safety regulations to reduce risk of exposure.
Students’ individual needs will be addressed on a case-by-case basis. In an effort to minimize potential exposure to our most vulnerable students, Hays CISD will:

- Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds, and wearing masks.
- Require masks when social distancing is not possible.
- Post visual supports throughout building to remind and support understanding of expectations.
- Keep each student’s belongings separated using student designated containers or areas.
- Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
- Sanitize all used materials daily.
- Utilize protective barriers as appropriate.
- Utilize grouping and scheduling strategies to reduce exposure.

**BILINGUAL & ENGLISH AS A SECOND LANGUAGE**

For students who are learning English, Hays CISD provides dual language, transitional bilingual and ESL (English as a Second Language) programs. In addition, students who are enrolled in the Dual Language Academy at Science Hall Elementary can participate in the two-way dual language program. Students enrolled in dual language, transitional bilingual, or ESL will continue in those programs whether they engage in instruction remotely or face-to-face in the school building. These programs will be taught by certified bilingual and/or ESL teachers as required by law. Some students will have a different teacher for each language.

**VIRTUAL DUAL LANGUAGE INSTRUCTION**

Remote instruction for students in dual language programs will be balanced between both program languages (Spanish and English).
Just as they do in face-to-face instruction, dual language, transitional bilingual, and ESL teachers will use instructional strategies in a virtual setting that help students to successfully learn grade level content in both languages. Students will be given regular opportunities to develop all four language domains — listening, speaking, reading and writing — using both technology tools and non-technology activities. They will have interactive opportunities with the teacher and classmates and also home activities that they can do alone or with other family members.

It will be important for families to communicate directly with dual language teachers in order to help students progress.

VIRTUAL ESL INSTRUCTION

Students in ESL programs will continue to receive their instruction from ESL certified teachers remotely. ESL teachers will use instructional strategies to help students learn grade level content and develop their English proficiency.

GIFTED & TALENTED SERVICES

CLUSTER GROUPING

Students will be placed in G/T cluster classes and served by teachers who have completed their required G/T training. This applies to both in person and virtual learning.

INSTRUCTION

Students will continue to receive differentiated instruction within G/T cluster classes. For students attending school in person, services will be provided during intervention/enrichment time. For students in virtual learning, services will be provided during skill building small group instruction at the elementary level and may be integrated into classes or during intervention/enrichment times.

SUPPORT GROUPS

Within Schoology, groups will be available to support teachers and parents.
PARTICIPATION IN UIL ACTIVITIES

Hays CISD recognizes the tremendous benefits of student participation in University Interscholastic League (UIL) athletic, fine arts, and other programs. The district has determined that all students participating in virtual instruction are eligible to participate in extracurricular and UIL activities as long as other requirements are met. UIL guidelines will be followed for all aspects of extracurricular activities.

In July, UIL announced an adjusted schedule to the fall season and safety protocols that place limits on crowd sizes.

This information is provided in detail on the UIL website at the following link:

https://www.uiltexas.org/policy/covid-19

HAYS CISD EARLY LEARNING CENTERS

In alignment with the adjusted district calendar, Early Learning Centers (ELCs) will be open for childcare beginning August 27th, 2020, for all employees who have registered for and paid for the service. The safety of our staff and children are a priority. ELCs will follow district and state guidelines for child care centers. More information will be provided directly to our ELC families.
EXTEND-A-CARE YMCA PROGRAMS

In alignment with the adjusted district calendar, our partnership with Extend-A-Care YMCA will provide on-site, after school childcare beginning on September 8th, 2020, while school is in virtual session. Summer camps will be extended at select locations through September 4, 2020.

EXTEND-A-CARE YMCA PROGRAM SAFETY PROTOCOLS

Child and staff safety are a top priority. Current safety measures and protocols include:

- A screening process for all staff and children entering site (including temperature check)
- Curbside pick-up
- Masks required for all staff and children
- All students and staff will practice social distancing
- Hourly cleaning of all program spaces
- Daily deep cleaning for each classroom
SPECIFIC DISTRICT HEALTH & SAFETY MEASURES

These safety measures in response to COVID-19 are based on the most current information available from local health officials and regulatory authorities. Changes and adjustments to these protocols may be necessary to continue to comply with federal, state, county, and city guidelines. These standards and protocols will be updated as we learn new information and improved ways to combat the COVID global pandemic.

SCREENING

- Staff will be required to self-screen for COVID-19 symptoms prior to reporting to work each day (including temp check) and the district may require further screening of employees at any time based on current state and federal guidelines. Employee Protocol for Access to District Property.
- Parents/guardians are expected to screen their students for COVID-19 symptoms each day prior to sending their student to school (including temp check). 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. Student Requirements for Access to District Property.
- Staff and students should not enter campuses or buildings if any of the following apply:
  - The individual has any of the following symptoms:
    - Temperature of 100 degrees Fahrenheit or higher when taken by mouth;
    - Sore throat;
    - New uncontrolled cough that causes difficulty breathing (or, for students with a chronic allergic/asthmatic cough, a change in their cough from baseline);
    - Diarrhea, vomiting, or abdominal pain; or
    - New onset of severe headache, especially with a fever.
  - Has a confirmed case of COVID-19 or has been in close contact with their physician.
  - Has a household member who is awaiting COVID-19 test results, or who is awaiting their own test results.
- Teachers will monitor students and refer to the nurse if symptoms are present.
PERSONAL PROTECTIVE EQUIPMENT / FACE COVERINGS

Schools are required to comply with the governor’s executive order regarding the wearing of masks. Students and staff are expected to wear face coverings during school hours. This requirement is subject to change.

In order to protect our students and staff, face coverings will be required for all students and staff at school where maintaining six feet apart is not possible. Face coverings include non-medical grade disposable face masks that cover the nose and mouth.

- Face coverings should follow CDC guidance which indicates cloth coverings should be at least 2 layers. Masks with exhalation vents are not allowed. Bandanas tied over the nose and gaiters are discouraged except for outdoor use. This short video from the CDC website provides guidance for creating a face covering without a sewing machine.
- The CDC does not recommend face shields to be used interchangeably with masks and therefore the district requires all students and staff to wear a face covering over the nose and mouth. (There may be instances in which it is educationally beneficial for students to see a teacher’s full face. A teacher may utilize a face shield in lieu of a face mask as long as the teacher is able to maintain a six-foot distance from individuals in the classroom.)
- Individual needs will be addressed on a case by case basis with appropriate documentation. Requests for accommodations should be submitted to the campus administration. Those with significant disabilities that prevent them from wearing a mask, may be exempt from mask requirements.
- Each individual is responsible for providing their own face covering. The district will have face coverings available in the event one is lost or breaks.
- Masks breaks are allowed as needed. A mask break is the removal of a mask for short periods of time (for example a few minutes) while at least six feet from others. Ideally this would occur outdoors.
- Face coverings are recommended in buildings even when 6 feet spatial distance is possible.

HEALTHY HYGIENE PRACTICES

All individuals should ensure optimal healthy hygiene practices, including handwashing or the use of alcohol-based hand sanitizers, to prevent infections and reduce the number of viable pathogens that contaminate the hands. Handwashing is the single most effective infection
control intervention (CDC). Hand sanitizing dispensers will be located throughout the campus. Students, staff, and volunteers will be encouraged to wash hands/use hand sanitizer often.

**CAMPUS VISITORS AND EVENTS**

At this time, parents should contact the school via phone to communicate with school personnel and schedule appointments whenever possible. Access to the campus by parents will be limited to the front office and will be subject to additional screening procedures. Anyone entering a building will be required to wear a face covering which covers the nose and the mouth.

- No in-person assemblies or events will be held at this time. Meet the teacher, open house, parent conferences, etc. will be held virtually.
- Campuses will utilize virtual meeting options when possible to limit campus visitors. Virtual tools will be used to conduct meetings such as PTA meetings, ARDs, LPAC, etc.
- No visitors will be allowed into the campus beyond the reception area.
- All visitors will be subject to screening by way of a symptom screening form before entering buildings. Visitors may be subject to temperature checks.
- All individuals entering the building will be required to wear face coverings.

**VOLUNTEERS**

- Essential volunteers may be used by campuses to support campus operations, as approved by campus administration, on a case by case basis. No children will be allowed with volunteers. (Essential volunteers are classified as those adults who are district screened and approved AND are needed for specific campus tasks.)
- Essential volunteers should only be on campus for their designated task(s).
- Essential volunteers MUST adhere to all campus safety protocols during their visit.
- All volunteers will be subject to screening by way of a symptom screening form before entering buildings. Volunteers may be subject to temperature checks.

**BUILDING ACCESS**

Building access after the instructional day ends will be limited, except for after school care and extracurriculars, in order to allow for the cleaning necessary to protect staff and student health.
STAFF TRAVEL

Hays CISD has discontinued staff and student travel to conferences, workshops, and non-UIL contests until further notice unless pre-approved. Employees shall not travel together within the district or in personal vehicles (except for transportation employees as required by their job).

WATER FOUNTAINS

- Water Fountains will be open for water bottle filling only. Administrators will provide signage, education, and oversight to ensure safe use of water fountains for bottle filling only.
- Reusable water bottles are encouraged to be utilized by every student and have been added to the school supply list.

HAND WASHING AND HAND SANITIZER

- Alcohol-based hand sanitizer will be available at campus entrances, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff and students will be expected to wash or sanitize their hands regularly.
- Requirement for hand washing and use of provided hand sanitizer include: upon entry to classrooms and periodic times during the day, as well as after recess, before eating, and following restroom breaks.
- Hand sanitizer has been added to the school supply list and students are encouraged to bring a personal hand sanitizer.

CLEANING, SANITIZING AND DISINFECTING

The safety and health of our employees and students is our top priority. Sanitation of classroom and workspaces will take place throughout the school day and each evening after dismissal of students. The cleaning steps outlined below will be instituted to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. To mitigate the spread of the virus, everyone must manage their immediate area and employ good habits including wiping of surfaces, frequent hand washing and disinfecting an area whenever possible. Cleaning, sanitizing, and disinfecting reminder signage will be prominently displayed.

Employees will disinfect their own personal workspaces (handles, switches, counter/desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces. Staff and students will have access to disinfecting supplies to aid in cleaning during breaks in instruction.

Classrooms, Desks, Workspaces and Electronics Disinfection

During the school day, teachers and staff will utilize alcohol solutions with at least 70% alcohol to disinfect in their classrooms or immediate work areas a minimum of four times a day and as needed (per CDC guidelines). Alcohol based solutions are supported by the CDC for disinfection.
and have a shorter cleaning time than other district disinfection products. At the secondary level, student desks must be cleaned between classes.

**Cleaning Standards**
All bottles containing chemicals MUST be labeled, clearly marking the bottle contents. Unlabeled bottles should be immediately reported to custodial services.

**Staff and Teacher Guidelines**

<table>
<thead>
<tr>
<th>Category</th>
<th>Area</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workspaces &amp; Instructional Spaces</td>
<td>Classrooms, offices, restrooms located in classrooms</td>
<td>As needed AND Mid-morning and mid-afternoon; At the end of each day (At least 4 times per day) and with any student changes between classrooms.</td>
</tr>
<tr>
<td>Restricted area items</td>
<td>Refrigerators, microwaves, coffee machines, storage areas</td>
<td>At the end of each use</td>
</tr>
<tr>
<td>Electronic Equipment*</td>
<td>Copy machines, shared computer stations, TV’s, telephones, keyboards, shared kiosks *Do NOT spray directly onto electronics. Use a district approved cleaning wipe with an alcohol-based solution.</td>
<td>At the end of each use</td>
</tr>
<tr>
<td>General Use Objects</td>
<td>Counters, handles, light switches, sinks, etc.</td>
<td>As needed (At least 4 times a day)</td>
</tr>
<tr>
<td>Outdoor areas, playgrounds</td>
<td>High touch surfaces should be wiped down with a 70% alcohol-damp rag, do not use spray bottles. Wood is not recommended to be wiped down.</td>
<td>At the end of each use</td>
</tr>
<tr>
<td>Trash</td>
<td>Staff will remove trash bags, seal and leave outside the door for removal by custodial staff at the end of the day. (Custodial staff will leave new bag)</td>
<td>At the end of the day</td>
</tr>
</tbody>
</table>

**Custodial Guidelines**
Common areas will be the primary focus of custodial staff during the school operating day including door knobs, restrooms, light switches, cafeteria, library, and hallways.
The daily tasks for each campus building will include measures to clean, disinfect, refill and restock cleaning materials to prepare for the next day. Many individual areas will have received attention during the day to allow custodial staff to concentrate on shared spaces during the day.

**Deep Cleaning and Disinfection Protocol**

Deep cleaning will occur as needed. This action is typically used as a response action to a verified case of COVID-19 in a facility or increase in illness.

**SPATIAL DISTANCING**

**Spatial distancing**, defined as keeping a safe distance of six feet when contact is longer than 15 minutes, is an effective way to prevent potential infection. Efforts should be made to avoid close contact.

**Close contact**, defined as:

a. direct exposure to infectious secretions (e.g., being coughed on while not wearing a facial covering) or
b. being within six feet of the individual for a cumulative duration (meaning the total amount of time in a day that individuals are within 6 feet) of 15 minutes, within 48 hours before the individual’s onset of symptoms.

Those individuals with close contact will be required to self-quarantine for 14 days from their last exposure to that individual. (Exception: school nurses wearing appropriate PPE).

Shared spaces will have capacity limits. Capacity will be determined by six-foot spatial distancing guidelines. This includes conference rooms, break rooms, teacher lounge/multipurpose rooms, copy rooms, and restrooms. Any space that leads to close contact and does not allow for spatial distancing must be restricted to single person use at a time.

**RESTROOM USAGE DURING THE WORKDAY**

Campus leaders will establish the maximum capacity for each restroom that allows for social distancing.

- All hand dryers will be disabled and paper towels will be provided.
- Campus staff will develop plans based on their individual campus needs to limit the number of students that enter the bathroom at one time.
- Elementary campuses could consider the scheduling of whole class restroom breaks to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing guidelines.
- Increased disinfecting by custodial staff will occur throughout the school day.
- Staff and students must wash hands with soap and water prior to exiting the restroom.
- When possible, restrooms doors will be propped open and paper towel dispensers and trash cans will be placed outside the door to ensure sanitary protection for all parties.
- Visuals indicating proper handwashing techniques and social distancing will be displayed to consistently reinforce this practice.

**PHYSICAL BARRIERS**

- Physical barriers are being provided in reception areas and point of sale areas as designated by campuses.
- Physical barriers may be used in cafeterias if utilized as eating spaces in campus plans.

**STANDARD CLASSROOM PROCEDURES**

- Teachers will be provided alcohol disinfectant supplies and will ensure high-touch areas in the classroom are disinfected throughout the day as.
- All classrooms will be outfitted with:
  - Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
  - Refillable alcohol-based hand sanitizer.
- Desks should be placed a minimum of six feet apart when possible. In classrooms where six feet distancing is not possible, schools must maintain at least 3 feet between students.
- When arranging classrooms, students should face in the same direction. A combination of desks and tables may be utilized.
- Unnecessary furniture will be removed from the classroom to help aid social distancing.
- The instructional staff should maintain a minimum of 6 feet during classroom instruction whenever possible. Staff should avoid contact within 6 feet for longer than 15 minutes.
- All instructional spaces must strictly adhere to assigned seating and maintain seating charts in a prominent location. (This is mandatory to identify close contacts in collaboration with the health department when needed.)
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.
- Staff should determine procedures for classroom movement. Dismissals should be orderly, using one-way movement whenever possible.
- Face coverings, which cover both the nose and mouth, must be worn by all persons on campus (including students and staff) throughout the school day. (A teacher working alone in a classroom may remove his or her mask.)
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
• Staff should plan for more frequent hand washing and sanitizing throughout the day.
• The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain social distancing from other classroom groups.
• Masks breaks are allowed as needed. A mask break is the removal of a mask for a short period of time (for example a few minutes) while at least six feet from others. Ideally this would occur outdoors. Teachers will identify an area of the classroom, at least six feet away from any individuals in the classroom, which could be utilized for mask breaks if needed. A student may also step into the hallway if a space in the classroom is not feasible.
• Classroom libraries may be utilized as long as the books are placed into Ziplock bags and labeled for each student. At the end of the week, they will be collected and placed into a holding area during the weekend before being reissued to new students, not less than 72 hours from collection.
• Classroom leveled readers may only be used by one student at a time. If options exist for electronic readers this is the best solution.
• At this time, no classroom parties or celebrations will be allowed with outside food.

**SCHOOL ARRIVAL, DEPARTURE, AND TRANSITION PROCEDURES**

Staff will be utilized for duty to maintain a line-of-sight in hallways and distancing of students in the hallway for arrival, dismissal, and transitions.

**Arrival Procedures**

• Early bird arrivals are strongly discouraged. Any students dropped off before the building is open will not be allowed inside the building and should remain in their vehicle.
• Separate entrances will be utilized for car riders, bus riders, walkers, and daycare children when possible.
• Sanitizing stations will be places at all entrances/exits and students and staff will sanitize hands upon entry.
• Students will go straight to the classroom upon arrival and will not wait in a centralized holding area.
• Parents will not be allowed to walk students to classrooms.
• Campus specific procedures will be developed and communicated to parents and students for each group arriving at the school (car riders, bus riders, walkers/bike riders).

**Dismissal Procedures**

• Campuses will designate staggered dismissal groups and/or times. Staggering the times and groups of walkers, car riders, bus riders, and daycare children will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.
• Separate exits will be utilized for car riders, bus riders, walkers, and daycares when possible.
• There will be bus procedures based on campus specific needs.
• Early pickup will not be allowed within one hour of dismissal. If parents need to pick up their child early from school, they will need to properly self-screen, wear a mask, and follow all safety guidelines.

Movement in the Building - Transitions
• During passing periods or when multiple student groups are moving in shared hallways, one-way traffic flow will be established throughout campus corridors / hallways to organize student movement. Student movement during non-passing periods will not need to follow one-way flow (for example when a student walks to the office).
  o In the event one-way flow is not possible, administrators will designate traffic flow and document in their campus plan.
  o Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.
  o When possible, it is recommended that students make transitions outside of the building.
  o Doors must be kept locked for security. Campus staff should be assigned locations such as exterior exits during transitions. It is preferred that campus staff hold exterior doors open during the transition.
• Where possible, teachers will move to students for transitions in instruction, and students will remain in their classrooms.
• Staggered scheduling will be utilized in transitions between classes to avoid student-to-student close contact.
• Transitions to and from breakfast and lunch will be staggered to ensure social distancing within lines and at tables. This may require some students to have lunch in the classroom or outside.

BUS TRANSPORTATION

Although the district is implementing the safety protocols and disinfecting efforts described below, families are encouraged to drop students off, carpool or walk with their student to school to reduce possible exposure on buses. Students using school bus transportation services will follow revised protocols.

The District is requiring all drivers and students to wear masks while on the school bus.
Bus Stop Expectations

- Students should practice social distancing, whenever possible (if there is adequate space and it is safe to do so) while waiting for and approaching the school bus.
- Students should arrive at the bus stop with a face covering.
- Students should NOT share food, drinks or personal devices.

Unloading, Loading, and Transit Expectations

- Students should practice social distancing as they approach and board the bus and as well as when unloading.
- Hand-sanitizer will be provided in the seat behind the driver. Each student will utilize the sanitizer prior to sitting in their assigned seat.
- Students are expected to arrive at the bus stop with a face covering. In the event that a student arrives without a mask, the student will be provided one to ride the bus. Parents will be notified of the failure to provide a mask. Repeated failure to bring or wear a face mask may result in disciplinary action.
- Bus capacity will be reduced as much as possible for COVID.
- Students living in the same household will be seated together. All other students will have assigned seats.
- Unloading will start from the front to the back when possible

Disinfecting Protocol

- Bus seating areas will be disinfected after each bus route, particularly high-touch surfaces such as bus seats, steering wheels, knobs and stairway handrail.
- Weather conditions permitting, various bus windows/roof hatches may be vented to allow outside air to circulate the bus.
- Deep cleaning will occur daily.

FIELD TRIPS

All campus and district field trips will be suspended for the fall semester. The district will reconsider field trips for the spring semester at a later date.

CAFETERIA - MEALTIMES

Based on building capacity and student enrollment, campus administration will determine areas that may be utilized for lunch. These areas could include classrooms, cafeterias, outdoor areas, the library or other large areas within the school building.

Cafeteria capacity will be based on spatial distancing guidelines. Physical distance will be provided around each occupiable seat to allow for six feet between students during mealtime, unless physical barriers can be used effectively between students.

- Face coverings may be removed only when actively eating. Students should be encouraged to eat their meal and replace their masks prior to socializing.
• Hand sanitizing stations will be available at entrances and exits of the cafeteria. Students will wash or sanitize hands before entering the cafeteria and after breakfast and lunch.
• Students will pick up meals from the cafe with the exception of Pre-K.
• Staggered mealtimes will be utilized to accommodate the number of students entering the area to abide by social distancing guidelines.
• No visitors will be allowed during mealtimes and no third-party food deliveries will be accepted at any campus.
• No self-serve areas options will be provided.
• Administrators will designate and clearly communicate the lines for lunch pick up and mark the lines for social distancing.
• A seating plan for students will be followed for spatial distancing and contact tracing requirements.
• Staff will maintain the same class group for “in person” lunches daily.

CLASSROOM ‘PULL-OUTS’

• Students will receive support as outlined in their IEP, 504 plan, or RtI plan to the fullest extent possible. We will work with families to communicate plans for service delivery and to seek feedback about services. Services may be provided virtually when possible to limit exposure between groups.
• Staff will follow CDC and HCISD safety guidelines and be mindful of limiting contact, sanitizing procedures, and social distancing.
• Support staff will sanitize in between groups/classrooms and wear a facial covering at all times.

PLAYGROUND AND RECESS (ELEMENTARY)

Administrators will provide training for staff on guidelines and procedures associated with outdoor play and student activities.

• Administrators will develop a schedule for students to access the playground equipment.
• Staggered schedules will be used and no more than two grade level classes may utilize a playground at a time.
• All students and staff will be required to wash their hands or use alcohol-based hand sanitizer before recess.
• Teachers will monitor students to ensure safety guidelines are followed. Teachers may allow small groups of students to play together and develop structured games that take into account social distance protocols.
• Per CDC guidelines, outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.
• Teachers will clean high touch surfaces made of plastic or metal such as grab bars and handrails and shared equipment at the conclusion of class recess in preparation for the next group.
● Students will wear masks during outdoor activity unless maintaining six feet of spatial distancing. Students must maintain social distancing while lining up to return to class.
● Teachers should encourage mask breaks during recess. A mask break is the removal of a mask for short periods of time (for example a few minutes) while at least six feet from others.
● All students and staff will be required to wash their hands or use alcohol-based hand sanitizer when returning to their classroom.

**ELEMENTARY - SPECIALIZED CLASSROOMS/AREAS**

**Music**
- Music specials can be held in the music room or other area of the building as designated by the administrator.
- Students will be required to wear a mask or other facial covering at all times during music.
- Appropriate social distancing measures will be followed where possible and riser use should be eliminated.
- Individual manipulative packets will be provided to minimize the sharing of materials.
- Musical instruments, mallets and other equipment will be sanitized and wiped down after each use.
- Recorders will not be utilized during the fall 2020 school semester.

**Physical Education (PE)**
- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided.
- PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Students should avoid touching their face at all times, but especially while playing games.
- Sanitizing areas and access to handwashing will be provided.
● If enrolled in a PE class, students should bring tennis shoes to participate in class activities. Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
● Utilize outside space, as weather appropriate, to increase spatial distancing.
● Promote games and activities which do not require physical contact with other students.
● If balls/equipment is used, sanitize after use prior to a new group.

Art
● Art teachers will travel to student classrooms and provide lessons in the classroom.
● Appropriate social distancing measures will be followed.
● Individual art supplies should be provided by parents to avoid sharing equipment, tools and materials as much as possible. The required materials have been added to the back-to-school school supply list.
● In the event that art materials must be shared, they will be sanitized and wiped down after each use.

Library
● Elementary school librarians will travel to student classrooms and provide curriculum-based lessons/book checkout in the classroom.
● Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library, including computer stations.
● Students and staff will wash/sanitize hands upon entering and after visiting the library.
● High-touch surfaces (e.g., table tops, chairs, door handles, etc.) will be disinfected regularly.
● Upon return of books to the library, library staff will institute a book return process to ensure that books are not re-shelved prior to 72 hours from book return.

Computer Lab
● Students will travel to computer labs for technology.
● Computer labs will be reconfigured to promote spatial distancing with a goal of 6 feet and a minimum of 3 feet between students at all times.
● Assigned seating will be maintained in the labs and immediately available to administrators as needed.
● Occupancy will be limited to maintain spatial distancing requirements.
● Require students to wash hands or use hand sanitizer before and after specials.
● High-touch surfaces (e.g., table tops, chairs, door handles, etc.) and computer keyboards/mouses will be disinfected after each classroom use.

SECONDARY - SPECIALIZED CLASSROOMS AND PROGRAMS

PE and Extracurricular Activities
● Extracurricular activities will be based on current UIL guidelines and published through the respective programs.
- Campus leaders will work with PE and Athletics staff to ensure locker room protocols maintain six feet of distance when contact is 15 minutes or longer and appropriate post-student group sanitation of high touch surfaces.
- Students will not be required to dress out for PE and should bring shoes that allow them to participate.
- Athletics students should come dressed out for athletics to avoid use of locker rooms.

**Library**
- Secondary school librarians will develop protocols to allow student access to libraries with spatial distancing guidelines and disinfection protocols.
- Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library, including computer stations.
- Students and staff will wash or sanitize hands upon entering and after visiting the library.
- High-touch surfaces will be disinfected regularly.
- Upon return of books to the library, librarians/techs will institute a book return process to ensure that books are not re-shelved prior to 72 hours from book return.

**Computer / Science Labs**
- Computer and labs should be reconfigured to promote spatial distancing of 6 feet apart.
- A process should be established for shared equipment.
- If students cannot be 6 feet apart, then assigned seating will be maintained in the labs and immediately available to administrators as needed.
- Occupancy will be limited to maintain spatial distancing requirements.
- Require students to wash hands or use hand sanitizer before and after lab use.
- High-touch surfaces (e.g., table tops, chairs, door handles, etc.) and computer keyboards/mouses will be disinfected after each classroom use.

**STUDENT HEALTH PROTOCOLS**

The following protocols are intended to provide general guidance for care of the health needs of students during the school day. In this COVID-19 pandemic, clinic processes and flow will need to be amended to protect students and staff and decrease unnecessary exposure. These guidelines are an overview and more in-depth protocols will be provided.

**Isolation Areas**

TEA requires schools to immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
Visits to the Campus Clinic

In order to prevent potential exposure to infectious diseases for vulnerable students receiving other medical treatments, all student visits to the Campus Clinic will follow campus procedure. When possible, care should be provided in the classroom.

If a staff member believes a student needs to be seen in the clinic:

- Staff will be asked to call or radio the campus nurse with a request for an ill student visit.
- Nurse will prioritize the student for a visit and provide further assessment in person. Based on assessment students will be seen in a campus designated “well” or “sick” clinic area based on symptoms.
- Students will independently walk to the campus clinic unless it is unsafe to do so or considered an emergency.
- If it is an emergency, 911 should NEVER be delayed. Activate EMS and delegate as appropriate.

Classroom-Based Care and First Aid

First aid to the degree possible, should be in the classroom to prevent office congregation and possible cross exposure.

- All classrooms will be stocked with limited first aid supplies (band-aids, gloves, gauze, and menstrual pads).
- To the extent possible, students provide self-care with staff direction and physical distancing.
- Teachers will be able to consult over the phone with the campus nurse if guidance is needed. If it’s determined that care cannot be done in the classroom the student will be sent to the designated clinic area for care.

Teachers are encouraged to contact the campus nurse prior to sending the student to the clinic if they are uncertain or need guidance about student care. Ideally teachers will consult with the campus nurse over the phone prior to sending students to the clinic. If a student arrives at the clinic prior to a phone consultation, they will be expected to wait in the designated clinic waiting location on campus for the campus nurse or a principal-delegated, trained staff member.

Examples of Classroom-Based Care

- Minor toothache / Primary tooth comes out
- Small paper cuts, abrasions, picked scabs.
- Localized bug bites. (no HX or allergy)
- Minor headache or fatigue with no other symptoms.
- Mild stomach ache or nausea.
- Readily controlled nosebleeds.
- Anxiety/stress/psychological issue- try calming techniques and contact the school counselor.

Student Mental Health
As students return, the primary goal will be to support the whole child. The Hays CISD Health Services Department and Counselling Department will work closely together to identify ways to support students appropriately.

Medication Administration
To the degree possible, staff will make every effort to identify ways that medications may be taken at home, instead of during school hours. The following steps should be taken to ensure the safety of all students and minimize office clustering.

1. Parents will need to contact the school nurse if a student must take medication during school. The parent will need to make an appointment prior to the start of school to bring the medication in so that delivery time may be staggered.

2. Nebulizing treatments will not be provided on campus unless the student is incapable of using an inhaler. Any nebulizer medication delivery must be converted to an inhaler with a spacer to avoid creating aerosolized transmissible COVID. The school nurse will work with the primary care physician and parents.

Guidance for Campus or Classroom COVID Exposure
- When a student displays symptoms of COVID, the school nurse will assess and determine if and when a student needs to be sent home. The school nurse will initiate the activation of the COVID response team activities.
- Students who are ill will maintain a face covering and be moved to a location away from others. Parents must pick up students as soon as possible, but no later than one hour from the time the campus makes contact.
- Staff or teachers displaying COVID symptoms, or who are identified with a confirmed cases, must follow district protocols.
SOCIAL & EMOTIONAL SUPPORT FOR STUDENTS

Hays CISD is committed to helping students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We will accomplish this by building relationships and explicitly teaching skills needed for the 21st century. Our goal is to provide all families with support and resources for Social Emotional Learning.

WAYS PARENTS CAN SUPPORT STUDENTS IN VIRTUAL LEARNING & RETURNING TO SCHOOL

- Build a Schedule. Traditional school days provide students with plenty of structure. Virtual learning actually requires more organization skills to keep up with assignments and grades.
- Prepare your student for returning to school in a virtual learning environment by providing support for a planned check-in with the teacher, assignment log, and schedule. The more organized students are during virtual learning, the more organized they will be after they return to school. As a side note, parents find they are also more engaged and organized as well.
- Set up a designated workspace that is free from distractions. If necessary, create a different workspace than the one used in the spring semester. This is important for those students who are continuing virtual learning. A new workspace can seem more permanent for the school year. It can be considered their classroom.
- Keep a structured school day, including consistent “get up” and “go to bed” hours. Due to more relaxed schedules during the end of the spring semester and long summer, students may not be used to a home schedule for getting up, eating breakfast, getting dressed, getting their supplies ready and starting their assignments. During times of virtual learning, treat each day as if your child is going to school. Include in the virtual school day schedule short breaks, fresh air, family engagement and limited time playing video games and surfing the internet. Please monitor your child’s usage of the non-school
related internet and social media during virtual learning, as you would any time they are on their devices.

- Get to Know the Virtual Learning Platform. Hays CISD students will be getting assignments through Schoology during the 2020-21 school year. You will learn more about it from your child’s teachers.

- Stay in contact with your student’s teachers and ensure your child has all contact information for all his/her teachers during virtual learning. Sometimes waiting too long to call allows a small issue to grow into a larger one. The 3 weeks of virtual learning or the continuation of virtual learning in 2020-21 will not be the same as last spring. Students will receive grades, be responsible for assignments, and take classroom assessments. Keep in mind, teachers will be teaching on a schedule, too. If you have questions, create a list of them; when you are in contact with the teacher, you won’t leave any questions out.

- Student to Student communication is important during virtual learning. Connecting with friends in school is one reason students like to go to school. Families can become familiar with the other students and families from their child’s cohort class group from school.

7 Attributes of a Hybrid Learning Environment

Reference Information: 2020, Nancy Sulla, President, IDE Corp. www.idecorp.com Content expanded upon the book Designing PK-12 Hybrid Learning Environments: Learning Anywhere, Anytime

- Before September 28, find a comfortable mask for your child and let them practice wearing it. Masks should fit over the nose and go below the chin. Some children have not worn a mask for long periods of time; this will be new to them. Support them in this new adventure of wearing a mask for longer than they may be used to.

- Prior to a return to in-person instruction, parents need to prepare their children for a different school experience than from last year. You can talk to your child about the importance of following the safety guidelines in school and on school buses, physical
distancing, mask wearing, and personal hygiene. The more positive you are, the more positive your child will be. There are age-appropriate stories you can read to your children, and/or give older students materials to read about COVID and public health before returning to school. It is especially important after your child returns to face to face instruction that you do a periodic check in with them to see how they are doing. Please contact your child’s counselor if you have concerns about them.

SOCIAL & EMOTIONAL LEARNING PROGRAMS ON CAMPUSES DISTRICT-WIDE

Your child’s campus has a Social and Emotional Program. The counselor will be communicating and posting activities on the Virtual Learning Program-Schoology. There will be SEL videos online with different social and emotional topics.

Elementary School Social and Emotional Literacy program: www.cloud9world.com (curriculum to support elementary students’ social emotional learning, or character traits). There are parent newsletters and videos on animal characters representing character traits, as well as books about the trait: [Parent log in: hays-parent - Password: c9wparent]

Secondary counselors will have activities during advisories for social and emotional learning, including college and career interest and learning styles inventories for options beyond high school.

BULLYING, CYBERBULLYING AND HARASSMENT ARE NEVER ACCEPTABLE.

We are a No Place for Hate district and all our campuses are awarded a banner each year for their activities to eradicate hate and racism on all campuses. If your child is being bullied or harassed, or is experiencing a crisis or having personal issues, please report on the Hays Hopeline https://www.hayscisd.net/hopeline. Students and parents can also report tips for their friends so they can get support. If your child is experiencing emergency depression or suicidal ideations, please contact 24 hour help through the Suicide Hotline 1-800-273-8255.
RESOURCES LINKS:

- How do you talk to your student about returning to school?
- Resources for assisting your child during COVID and a terminal illness or a loved one: https://www.wondersandworries.org/covid-19-resources/
- Importance of Social Emotional Learning
- Social and Emotional Learning Toolkit

If you need help with social and emotional issues at home or once your child returns to campus, don’t hesitate to contact your school counselor. If you are unsure of who that might be, please contact your campus, and you will be directed through an email or phone number. We are partners in your child’s education and success. 2020-21 is going to be an exciting year!
TEACHER & EMPLOYEE SUPPORT

Employee information and guidance provided in this plan is fluid and could change, if necessary, to meet the needs of our employees. The district is continuing to monitor all aspects of employee return to work. Hays CISD knows that employees are our students’ best assets, and that employee needs and safety are at the top of the priority list. The district will continue to communicate with employees any changes as new information is received and becomes available.

EMPLOYEE RETURN TO WORK SCHEDULES

Based on the new academic calendar, the school year will start on September 8, 2020. Teachers and instructional paraprofessionals (187-day employees) will return to work on August 27, 2020. August 27 & 28 are flex days for teachers only. Teachers and staff will not be able to access their campus until August 17, 2020, which is a date that could change depending on the COVID threat at that time.

All campus instructional personnel will be expected to provide virtual instruction beginning on September 8, 2020. During the first three weeks, school will be conducted virtually from home or the classroom (with required personal protective equipment). In-person instruction will begin September 28, 2020, unless the district extends the virtual environment.

Non-instructional staff whose calendar differs from teachers and instructional paraprofessionals will need to review and adhere to their new work schedule calendars and contact their immediate supervisors or the Human Resources Department with any questions.

All staff are expected to adhere to their employment calendars. Working remotely or in the office will be determined by the employee’s position, district leadership, and local government mandates. Information regarding re-entry to the workplace will be communicated at least 2 weeks in advance for all non-instructional staff.

The current recommended, tentative return date for all non-instructional staff is August 17, 2020. However, this date may change. Departmental in-office plans will be made and
communicated by supervisors to their respective staff members prior to the return date. If a non-instructional staff member requests to not return to the office, they must contact Dabney Barrett in Human Resources (dabney.barrett@hayscisd.net).

**EMPLOYEE ACCOMMODATIONS**

If an employee’s physician requires them to self-isolate in order to limit contact with the general public due to a personal medical condition or immediate family member’s condition, please contact Dabney Barrett (dabney.barrett@hayscisd.net) in Human Resources to determine if you are eligible for a medical accommodation. All medical accommodations will be determined on a case-by-case basis (utilizing ADA interactive process), and the district will prioritize based on the individual’s medical situation, campus, grade level, and department.

The deadline to submit for a medical accommodation for the 2020-2021 school year will be on August 10, 2020.

**FAMILY AND MEDICAL LEAVE ACT (FMLA)**

If an employee is unable to work, they may be eligible for the Family and Medical Leave Act (FMLA) which entitles eligible employees with up to 12 weeks of unpaid, job-protected leave for specified family and medical reasons, with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

The employer will require the employee to submit a medical certification from a health care provider to support the employee’s need for FMLA leave to care for a covered family member with a serious health condition or for the employee’s own serious health condition.

FMLA is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for all employees.

**COVID-19 RESOURCES AND INFORMATION FOR EMPLOYEES**

The Families First Coronavirus Response Act (FFCRA) provides paid sick leave support for employees for specified reasons related to COVID-19. Employees may be eligible for paid sick leave for situations such as quarantine or COVID-19 illness. For additional information see the following resources.

**COVID-19 Family First Coronavirus Response Act – Employee Rights (En Español)**

Employee Exposure Flowchart

Employee Safety Protocol *(All employees will be required to read and acknowledge this document in their TalentEd Records manager, and adhere to these safety requirements prior to the 2020-2021 academic school year.)*
A FINAL THOUGHT

We know, based on the nature of this pandemic and the size of our district, odds are not in our favor for us to be completely COVID-19 free as the new school year gets underway. Our best efforts to keep campuses safe will make a huge difference, particularly if we all do our part. But what happens if we have a student or teacher test positive? Currently, there is no easy answer. Much of that will depend on the specific circumstances surrounding the case and the most recent protocols and requirements in place at the time from health officials and experts.

It’s always good to be prepared. Parents, employees, and students have demonstrated remarkable flexibility with COVID so far, and it looks like we’ll need to keep at the ready, for the time being, to make quick adjustments. This whole experience is in no way ideal, but we’ll do our best. It’s about safety first and foremost. It’s about caring for each other and our neighbors. It’s about everyone working together. And, together, we are indeed stronger!
The Hays CISD community is grateful for the service of everyone who is working diligently this summer to make sure the district continues to provide quality instruction in a safe manner. The District Leadership Team (DLT) members, in partnership with the Hays CISD Curriculum and Instruction, Safety and Security, Student Health Services, and Technology Departments have been instrumental in the decision-making and procedure development process.

### HAYS CISD DISTRICT LEADERSHIP TEAM MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jerri Lopez</td>
<td>Blanco Vista Elementary</td>
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<td>Marta Sarkady</td>
<td>Buda Elementary</td>
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<td>Peyton Perez</td>
<td>Carpenter Hill Elementary</td>
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<td>Whitney Lorentzen</td>
<td>Camino Real Elementary</td>
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<td>Hilary Adamson</td>
<td>Elm Grove Elementary</td>
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<td>Stephanie Jaramillo</td>
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<td>James Hickey</td>
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<td>Lindsey Samford</td>
<td>Pfluger Elementary</td>
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<td>Krista Milan</td>
<td>Science Hall Elementary</td>
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<td>(temporarily vacant)</td>
<td>Tobias Elementary</td>
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<td>Klaudia Byrom</td>
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<td>Megan O’Neal</td>
<td>Barton Middle School</td>
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<td>Kristiania Lorentzen-Marzullo</td>
<td>Chapa Middle School</td>
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<td>Stuart Adamson</td>
<td>Dahlstrom Middle School</td>
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<td>Rachel Gomez</td>
<td>McCormick Middle School</td>
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<td>Artermise Cyphers</td>
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<td>Geoffrey Ashford</td>
<td>Johnson High School</td>
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<td>Jennifer Segura</td>
<td>IMPACT Center</td>
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<td>Kathy Noack</td>
<td>Elementary Non-Teaching Professional</td>
</tr>
<tr>
<td>Dedrah Ginn</td>
<td>Middle School Non-Teaching Professional</td>
</tr>
<tr>
<td>Megan Zembik</td>
<td>High School Non-Teaching Professional</td>
</tr>
<tr>
<td>Rick Bough</td>
<td>District Level Non-Teaching Professional</td>
</tr>
<tr>
<td>Omar Baca</td>
<td>Parent</td>
</tr>
<tr>
<td>Courtney Runkle</td>
<td>Parent</td>
</tr>
<tr>
<td>Michael Cariaga</td>
<td>Parent</td>
</tr>
<tr>
<td>Fred Guerra</td>
<td>Community Member</td>
</tr>
<tr>
<td>David Thomason</td>
<td>Community Member</td>
</tr>
<tr>
<td>(temporarily vacant)</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Jim Collins</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Carla Perez</td>
<td>Teacher Organization</td>
</tr>
<tr>
<td>Beth Martinez</td>
<td>Teacher Organization</td>
</tr>
</tbody>
</table>

August 14, 2020 Plan Version