Safe Return to In-Person Instruction and Continuity of Services Plan

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund Act of 2021, Public Law 117-2, enacted on March 11, 2021 provides substantial federal resources to support states and local school districts. As a result, local school districts are required to develop a plan, which details the safe return to in-person instruction and continuity of services. Aldine ISD used stakeholder feedback to develop the plan. We will continue to monitor and seek feedback through September 30, 2023.

The coordination of preparedness and response efforts of Aldine ISD with the state and local public health agencies to provide a coordinated response to prevent, prepare and respond to coronavirus. Aldine ISD coordinated with the Texas Education Agency for COVID-19 rapid testing at the district as well as reporting of positive cases. The district also worked with Harris County Public Health Department, Houston Methodist, Texas Children’s Hospital, and NexCare Clinics to offer testing and vaccinations to our students, families, and staff. In addition, necessary updates to create safe post-COVID learning and working environments (Ex. Ventilation, filtration, HEPA filters, HVAC upgrades) will be implemented.

Aldine ISD COVID-19 Dashboard
Aldine ISD continues to monitor the COVID-19 cases in our community. As more students return to on-campus learning, we want to ensure that our community is safe and informed with the latest updates about COVID-19. The COVID-19 dashboard is updated daily with active lab-confirmed COVID-19 cases of Aldine ISD staff and students who have been in district schools and facilities. The dashboard data displays districtwide active cases, by staff, students and campus. Our protocols follow the Texas Education Agency’s reporting structure, which communicates cases Monday through Saturday and considers a case active for 10 days.

Safety Protocols
Face coverings are required for students, staff, and visitors in all Aldine ISD buses, schools, and buildings. The COVID-19 vaccine will not be required for staff or students. Aldine ISD will continue to work with community partners to help ensure our community is educated and has access to testing and vaccines.

All teachers, staff, and students are encouraged to perform daily self-screening for symptoms of illness before entering all buildings. If a teacher, staff member or student is ill or experiencing symptoms of an illness, they should:

• Stay at home and seek medical advice.
• Notify their direct supervisor immediately.
• Remain at home until symptoms have improved.
• In the case of an individual who tests positive for COVID-19, the individual may return to work when all 3 of the following CDC criteria are met:
  1) At least 1 day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
  2) the individual has improvement in symptoms (e.g., cough, shortness of breath);
  3) and at least 10 days have passed since symptoms first appeared.

Any staff or student that has tested positive for COVID-19 will need to be cleared by the campus nurse and/or principal or direct supervisor.

Facilities
Our custodial staff is operating on a regular schedule and cleaning district schools and buildings multiple times a day. High-touch surfaces (i.e., tabletops, chairs, door handles) will be disinfected regularly. Cleaning and disinfecting supplies and hand sanitizer will also be made available for staff who wish to clean their areas more frequently.
Transportation
All buses will continue to be sanitized and wiped down and hand sanitizer will be available on every bus. Students will sit in their assigned seats and will remain seated and wait for dismissal instructions from the driver. Families should practice social distancing at bus stops.

Meal Service & Cafeteria
Kitchens and cafeterias are cleaned and disinfected daily. Cafeteria serving and eating areas are cleaned between uses. Grab N Go carts are utilized as needed at designated campuses to minimize cafeteria lines and increase speed of service. Primary school students have meals delivered to the classroom and/or utilize limited dining room seating.

Athletics and Activities Resume as Normal
Athletics and extracurricular activities will resume normal processes in 2021-2022. Extracurricular activities will follow guidelines set forth by UIL and other related agencies and organizations. Field trips will resume in 2021-2022. All field trips will adhere to the health and safety guidelines established by TEA and Aldine ISD.

Visitors in Aldine ISD Schools and Buildings
In the 2021-2022 school year, visitors will be permitted in schools as they were pre-COVID. Face coverings are required for visitors. All visitors, including parents, family members, and volunteers must report to the main office with a picture ID for a visitor’s ID badge upon entering the school. Every visitor must sign in at the school office and observe campus procedures. Visits may be limited by the school principal and cannot disrupt school activities.

Plan for the 2021-2022 School Year
All Aldine ISD staff and students will continue with in-person instruction in the Fall of 2021. All Aldine ISD school operations will return to normal (prior to COVID-19).

Identifying Academic Needs
As students return to all-in programming in August of 2021, teachers will formally and informally assess students to identify individual student goals and needs. Additionally, administrators, instructional coaches, and teacher-leaders will administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas. Assessments to support this work include, but are not limited to:

- Teacher formative assessments
- District Assessments
- AP and IB assessments
- State Assessments/End of Course Exams
- Attendance Data

Approaches to Academic Recovery
Aldine ISD is implementing several programs to address learning recovery among LEA students, students experiencing homelessness, and children in foster care. These evidence-based activities are designed to meet the comprehensive needs of the students over a three-year period.

At the elementary level, the district will utilize materials and interventions that follow a research-based skills progression and uses software to:

- analyze results,
- form small groups,
- build engaging lessons of reach groups,
- update skills profile and groups every ten days

A K-8 student-driven literacy program will provide both remediation and enrichment for all students, leveraging the power of compelling storytelling to engage students in personalized reading instruction and practice. The math assessment program will uncover students’ mathematical reasoning and measure fundamental skills to build student success. Universal screening and progress monitoring with diagnostic interviews provide a rich view of at-risk students and gauge the effectiveness of math instruction. The district will provide Spanish speakers with lessons and interventions. A supplemental online literacy program for secondary students will provide nonfiction reading content to students and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Offers multiple opportunities for guided and independent practice followed by engaging lessons. The activities for carrying out requirements under IDEA during a long-term closure are to maintain a blended learning plan
that can quickly pivot into remote learning. The objective is to continue to leverage a learning management platform that engenders curriculum and content with the expressed purpose of sending and receiving content feedback. Teachers and staff will receive professional learning throughout the process that is scaffolded and asynchronous to meet their level of needs and experience.

**Approaches to Identify Social and Emotional Needs**

Identification of students and adults social and emotional needs are facilitated through the use of survey questionnaires, observations, performance assessments, the Tiered Fidelity Instrument, the CASEL Implementation Rubric, Benchmarks of Quality, reports, interviews, and campus culture and climate instruments. Aldine ISD identifies specific SEL competencies to focus on; the next step is to gather baseline data on how students and staff are developing those skills, mindsets, and competencies. This SEL data can help educators and administrators identify individual students' and staff strengths and areas for growth related to specific competencies.

**Approaches to Address Social and Emotional Needs**

Addressing social and emotional needs is carried out in a multi-tiered system of support (MTSS) framework. The MTSS framework enhances the adoption and implementation of a continuum of evidenced based interventions within the tiered infrastructure. The system utilizes the data from the identification process to match the mental health, social emotional and behavioral assessment to the staff and student needs. The whole child/whole person means supporting success and well-being through interconnected equity, and data focused lens. Ensuring that the key elements of emotional, physical, and psychological safety are a priority as well as school connectedness, trauma response, culturally responsive practices, and a solid adult and student SEL curriculum.

**Periodic Review**

This plan will be reviewed regularly and as new guidelines are released by state and federal agencies. Adjustments to programming, practices, and policies will be made based on data, impact of programming, and local, state, and/or federal guidelines.

**Public Input**

Aldine ISD utilizes multiple means of gaining stakeholder input including, but not limited to:

- Parent/Teacher Organizations
- Aldine ISD Student Ambassadors
- Executive Leadership Team
- Community Surveys
- Business Advisory Group
- Aldine ISD Board

*For additional comments and/or feedback, please email grants@aldineisd.org*