

# Return to In-Person Instruction and Continuity of Services

2021–2022

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*Revised November 2021*

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## Executive Summary

Fort Bend ISD continues to monitor health risks that arise in the community. The below details the

district's plan to provide instruction and continuity of services. This plan will continue to be reviewed at a minimum of every six months.

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

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

TEA strongly encourages school systems to plan for how to use these one-time federal funds expeditiously over the entire covered period. ESSER III funds must be spent by September 2024. Fort Bend ISD is seeking feedback from all District and community stakeholders to help determine how the District should best utilize ESSER III funds. The survey will open on Wednesday, July 14, and it will be closed on Tuesday, July 20 at 11:59 p.m.

FBISD will use the results of the survey to assist the drafting of the ESSER III grant application, which will be submitted in late July.

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

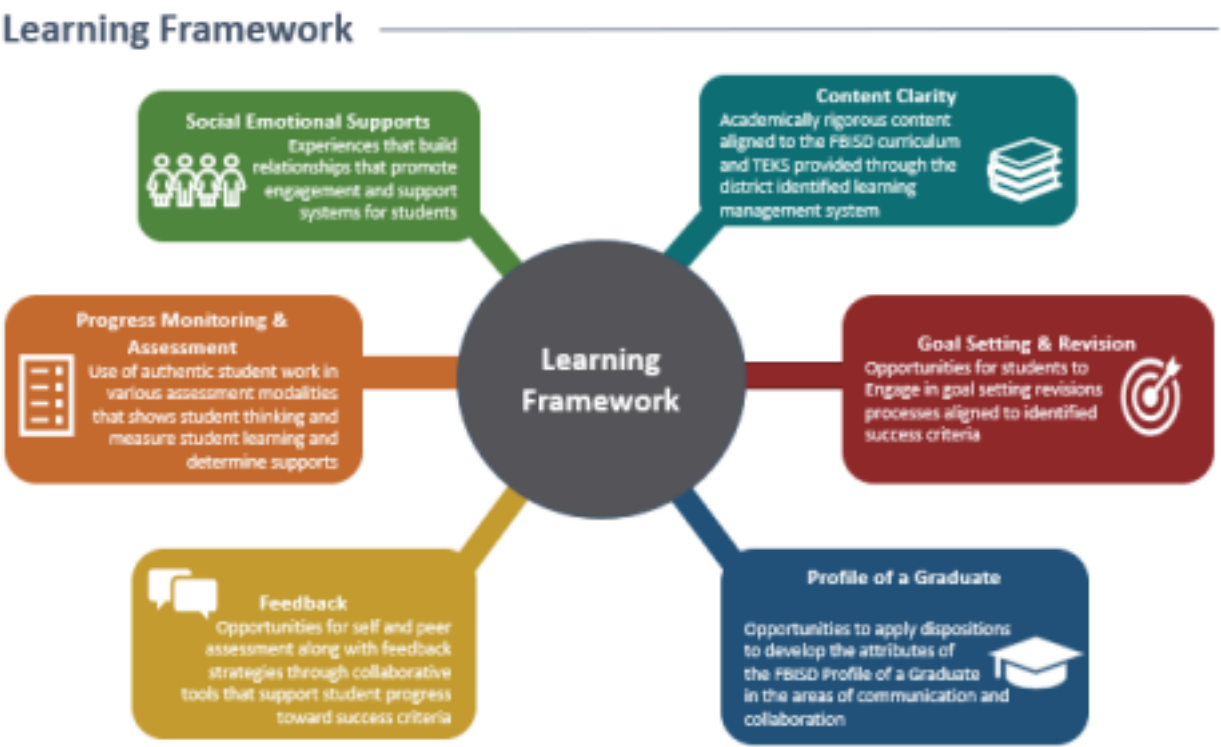
## Continuity of Instruction

### Introduction

During the 2021-22 school year, Fort Bend ISD will offer a face-to-face learning environment for all students. As part of the ongoing effort to create a safe learning environment for all students, Fort Bend ISD launched the Virtual Learning Program (VLP) for students that indicated a medical need to receive instruction in an online environment. This online options is available to students in Prekindergarten through age 11 for qualifying students.

Regardless of the mode of instruction, instruction will support a student-centered learning environment that promotes student attainment of the attributes of the Profile of a Graduate.

To support the implementation of the District’s expectations of a rich learning environment for all students, the Framework for Learning provides specific components that should be evidenced in instruction for students.



One of the components of the framework is progress monitoring and assessment. For the 2021-22 school year, Fort Bend ISD teachers will administer specific diagnostic assessments, universal screeners, district learning assessments, and classroom formative assessments to measure student learning and progress. This data is utilized to determine if targeted intervention supports are needed for students.

The District will utilize staff that is designated for academic intervention for identified students. Each elementary campus will have at least one Literacy Intervention Teacher and Math Specialist/ Interventionist to provide a Tier 3 intervention for students. An analysis of literacy and math student performance data indicates that overall, students are not showing expected growth for the 2020-21 school year. In response, funds have been allocated to provide 10 itinerant literacy interventionists and 5 itinerant math specialists. Student performance data and staffing analysis will take place to assign these itinerant staff to the campuses that need more staff to provide targeted Tier 3 intervention.

Summer programming is an essential component of mitigating learning loss for students. Fort Bend ISD will implement various summer programs to support students as they transition into the 2021-22 school year. Currently, the District is offering the following programs during Summer 2021.

- Special Education Extended Year Services (ESYS)



- Bilingual and ESL Elementary Summer School Program
- ESL Secondary Summer School for Middle School and High School Newcomers
- Summer School for credit recovery (middle and high school)
- Summer Bridge Program (K-8<sup>th</sup> grade)
- Inspire Summer Academy (Title 1 students)
- Summer Course Offerings for Original Credit to support acceleration.

The District will also prioritize effective planning of instruction by allocating extended time for teachers in Professional Learning Communities (PLC). At the elementary level, each grade level core content teacher will receive an extended PLC every six days. At the secondary level, innovative scheduling will allow core content teachers to have extra time specifically dedicated to planning instruction.

Due to guidance from the Texas Education Agency (TEA) and the restrictions on school districts related to ADA funding, a student that is required to isolate or recommended to quarantine may be counted as present if the student engages in Remote Conferencing according to the defined expectations. There will be a code in Skyward for data reporting purposes, and attendance will be determined based on engagement in required live synchronous instruction during the district remote conferencing schedule.

Fort Bend ISD will continue to provide instruction in the content areas of English Language Arts and Reading, Math, Science, and Social Studies to students who meet the qualifications for remote conferencing instruction. Students will access and complete non-core classes asynchronously through Schoology courses to maintain instructional continuity.

COVID Response Signal	Academic Disruption Scenario	Instructional Setting	Location
Teacher Quarantine	<b>Face-to-Face Instruction</b> – students engage in F2F instruction	<ul style="list-style-type: none"> <li>• Students receive instruction in a face-to-face instruction from a <b>substitute teacher</b></li> <li>• Aligned to scope and sequence</li> </ul>	Students are in the F2F classroom
Individual COVID positive <b>student</b> in isolation or close contact recommended quarantine*	Remote Conferencing – temporary remote learning experience to maintain instructional continuity	<ul style="list-style-type: none"> <li>• Synchronous online instruction provided by <b>District Remote Conference Teacher</b></li> <li>• Online meeting schedule</li> <li>• Aligned to scope and sequence</li> <li>• Instruction online via Teams &amp; Schoology</li> <li>• Maximum of 20 days for the school year per student; beyond 20 days requires student participation TEA waiver.</li> </ul>	Student(s) are remote online  Utilize Remote Conference Handbook <a href="#">Error! Reference source not found.</a>
Incident Command Structure data analysis	<b>Academic Pivot</b> – temporary shift to online learning (classroom) due to the impact of the pandemic & business continuity	<ul style="list-style-type: none"> <li>• <b>Teacher of Record</b> provides online instruction via Teams using synchronous instruction aligned to F2F bell schedule</li> <li>• <b>Teacher of Record</b> will provide instruction from home</li> </ul>	Students and Teacher are remote online

## **Supporting Special Populations**

As the District plans for the return of students who have engaged in virtual learning for a significant duration of time (in some cases the entire 2020-21 school year), it is imperative that students receiving special education services have specific plans and supports in place to account for the potentially remarkable regression of skills (both academic and social) that may be present. The District will concentrate its focus of meeting the needs of all students in a successful transition back to face-to-face instruction by providing trainings to staff members.

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

## **Students' and Staff Social, Emotional, Mental Health**

### **Professional Development**

Social and emotional learning strategies have been embedded into the required professional learning for teachers and administrators for the summer of 2021 and will continue through February 2022. There is a focus on the importance of relationship-building and learner dispositions. During online learning, teachers established virtual ways to connect with students and will now need to work to re-establish relationships in a face-to-face classroom setting that some students have not seen in over a year. With a focus on learner dispositions, teachers and students will define behaviors that support their learning and work to strengthen and improve them through a goal setting and feedback process. Students will be able to reflect on their behaviors from the past school year in order to determine those that helped their learning and how to refine and practice behaviors to help them be successful as they transition back into a post-Covid school setting.

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

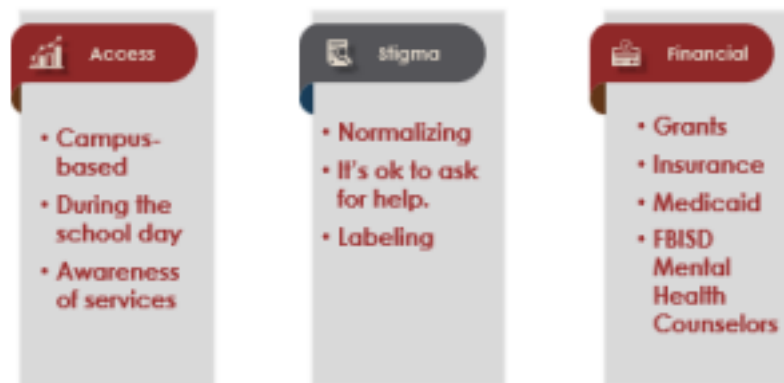
### **Whole Child Health Initiative**

The Whole Child Health Initiative is led by Social Emotional Learning (SEL) and Comprehensive Health division. As we return to face-to-face instruction, we will have many students that will need mental and physical health supports and resources. The Whole Child Health Initiative seeks to continue to expand health services as the need arises. It seeks to increase awareness of those services, and to decrease the stigma around mental health.

Whole Child Health values both physical and mental health and views them as interconnected. Students

need different types of support on our Multi-Tier System of Supports (MTSS) at different times to equip and inspire them to pursue futures beyond what they can imagine. A visit to a school counselor or school nurse in Tier One is enough for most students. Other students will need more intensive support in Tier Two and Tier Three to get back in school and functioning at their highest level. The goal of these diverse services is to ensure accessible and exceptional support of Whole Child Health. One focus we will continue is to offer opportunities for student to be vaccinated if they so choose. Campus based COVID 19 vaccine events will be held throughout the summer of 2021 and the 2021-22 school year in collaboration with community medical partners.

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



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





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

The key strategies to accomplish our goals of increasing awareness and decreasing stigma include parent education, counselor support, student voice and promotion, continuing to expand services and to continue to develop business and community partnerships to both serve students and to help us promote our existing supports and resources.

We are planning monthly sessions/webinars for stakeholders that include health and wellness topics as well as showcasing the available services for students, staff, and families. We will also partner with campuses to do their own events for their community.

Success of the Whole Child Health Initiative will be measured by an increase in access to services as well as student performance.

### **Virtual Healthy Schools (VHS)**

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

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

### **FBISD Mental Health Counselors**

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

### **Employee Assistance Program (EAP)**

Fort Bend ISD provides employees with an Employee Assistance Program (EAP) administered by Optum, a UnitedHealthcare partner. The EAP is a comprehensive FREE benefit available to ALL FBISD employees, regardless of their enrollment in a FBISD insurance plan. Based on aggregate data shared with us, we know there is a need for a program that will provide counseling services to employees for not only negative stressors but also positive stressors such as birth of a new baby or job promotion. EAP offers confidential

support for managing things such as stress, anxiety, depression, substance abuse, financial concerns, parenting, etc. FBISD provides six (6) free counseling sessions per employee and household member. To speak with an EAP Specialist you can call 866-248-4096 or go to the [Live and Work Well](#) site, select “Register.” The company access code is FBISD. Go to the [FBISD Employee Assistance Program](#) for more information. Also, while the CDC is the best place to go to stay up to date on this still developing situation, Optum is offering a free emotional support help line for all people impacted by COVID-19. This help line will provide those affected access to specially trained mental health specialists. The company’s public toll-free help line number, 866-342-6892, will be open 24 hours a day, seven days a week for as long as necessary. This service is free of charge and open to anyone. Specially trained Optum mental health specialists help people manage their stress and anxiety so they can continue to address their everyday needs. Callers may also receive referrals to community resources to help them with specific concerns, including financial and legal matters.

### **Clearhope Counseling**

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

### **Invo Healthcare**

Invo Multidisciplinary Program to Address Childhood Trauma (IMPACT) Invo Healthcare IMPACT, partners with 8 of our elementary campuses and one of our middle schools. IMPACT utilizes a multidisciplinary approach to the treatment of students struggling with mental health challenges and social/emotional issues at home and school. Interventions are delivered in a school setting by mental health professionals experienced in providing trauma-informed care. Knowledge of behavior support interventions is also utilized in the school setting to help students become more successful mentally, socially, and academically. IMPACT therapists work in the school during teachers’ hours, closely collaborating with school staff and administrators, while being in constant communication with the school mental health liaison. They are considered a representative of the school, and regular support is provided by an IMPACT clinical supervisor.

### **Sugar Land Counseling Center**

Sugar Land Counseling Center (SLCC) was founded in 2006 by Dr. Kiran Mishra, a graduate of FBISD’s Dulles High School. SLCC has an office in Sugar Land and offers therapeutic services at the campus, in their office, or virtually. Families can pay for services through insurance or self-pay. SLCC can provide campus based services at Austin Parkway Elementary, First Colony Middle School, Fort Settlement Middle School,

and Sartartia Middle School. Please see your school counselor for more information or your parent can go directly to the [Sugar Land Counseling Center](#) website to schedule an appointment.

## Stress Release Toolkit

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

## FBISD Talkline

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

## Health & Wellness

### 2021-22 Health & Safety Guidelines

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

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



When the pandemic started, FBISD created health and safety to ensure a safe environment for all staff and students. One of the key health and safety priorities included education. During the 2021-22 school year we will continue education to ensure a safe and healthy learning and working environment, advocate hand washing/sanitizing, social

distance by three feet, continue established cleaning protocols, and review CDC and local health authority guidance.

We have learned a lot about the virus in the last year by analyzing data and working with our local health authorities. FBISD will continue to work with the local health authorities and adjust our health & safety protocols as the need arises.

## **Health Screening**

Health screening is important in supporting safety and physical health when accessing district facilities. In support of this effort, FBISD has provided staff and families information on how to screen for COVID 19 symptoms each day before reporting to work or face to face instruction. Staff and students will not be required to submit their self-health screening results daily unless they test positive for COVID-19.

## **Staff**

Each day, every FBISD staff member is required to self-screen for COVID-19 symptoms before reporting to any district facility. The self-screening includes staff members taking their own temperature and checking for symptoms that could be COVID-19 related. If a staff member has [COVID-19 symptoms](#), they must follow established procedures for reporting their absence and not report to work.

If an unvaccinated or vaccinated staff member is symptomatic, to return to work one of the following criteria must be met and submitted to the individual's supervisor before returning:

1. Obtain a negative COVID-19Test, and 24 hours have passed since start of symptoms; OR,
  2. Obtain a note from a physician indicating an alternative diagnosis, and 24 hours have passed since start of symptoms; OR,
  3. At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications; Symptoms have improved; and at least 10 days have passed since symptoms first appeared.
- \* Tests Accepted: Rapid/Antigen and PCR lab tests (home tests not accepted)

Staff members must self-report as communicated by the district if they have tested positive for COVID 19. In this case, the staff member must follow established procedures for reporting their absence and not report to work. The staff member will receive isolation/quarantine guidance along with the final clearance to return to work.

## **Students**

Parents and/or guardians shall screen their child(ren) for COVID-19 symptoms before allowing them to report to campus each day. The self-screening includes taking their child's temperature and checking for symptoms that could be COVID-19. Parents shall keep their child(ren) home if symptomatic.

For an unvaccinated or vaccinated student who is symptomatic, to return to school one of the following must be met and submitted to the individual's campus nurse:

1. Obtain a negative COVID-19 Test, and 24 hours have passed since start of symptoms; OR,
2. Obtain a note from a physician indicating an alternative diagnosis, and 24 hours have passed since start of symptoms; OR,
3. At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications; Symptoms have improved; and at least 10 days have passed since symptoms first appeared.

\* Tests Accepted: Rapid/Antigen and PCR lab tests (home tests not accepted)

Families will only self-report as communicated by the district if their child(ren) tested positive for COVID 19 or believe the child(ren) has been in close contact with an individual who has tested positive for COVID-19. The family will receive isolation/quarantine guidance along with the final clearance to return to school based on the unique situation of each student.

## Visitors

Fort Bend ISD will not restriction to visitors on campus or at district facilities. The District may conduct parent meetings in person or within a virtual environment based on campus and parent needs. All visitors to campus will comply with FBISD [COVID-19](#) protocols and [are strongly encouraged to wear masks](#).

By entering a District facility, all visitors will confirm they do not have COVID-19 symptoms and have not tested positive for COVID-19 in the last ten days. Unvaccinated individuals will also confirm they do not believe they have been in close contact with an individual who has tested positive with COVID-19 or traveled internationally.

If a visitor does not meet these criteria, they must not enter a District facility until they can confirm that they meet the criteria for entry.

## Hygiene

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

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



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

## **Respiratory Etiquette**

If you are wearing a mask:

- You can cough or sneeze into your mask. Put on a new, clean mask as soon as possible and wash your hands.

If you are not wearing a mask:

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

## **Face Coverings**

In accordance with Texas Gov. Greg Abbott's executive order, effective June 5, 2021, students, staff, parents, and visitors will no longer be required to wear masks in schools or in District buildings. However, any individual may wear a mask if they choose to do so. Personal choice about mask wearing is to be respected at all times by all staff, students, parents, and visitors. Face coverings protect not only the wearer, but also significantly reduce the risk of spreading COVID-19. Guidance from the CDC, as well as local and state health agencies, recommends that people who are unvaccinated wear facial coverings.

If you choose to wear a mask, the CDC advises the following:

- Wear masks with two or more layers to stop the spread of COVID-19.
- Wear the mask over your nose and mouth and secure it under your chin.
- Masks can be safely worn by people two years and older.
- Evaluation of mask and gaiter materials for effectiveness, based on the structure of materials face coverings are made of, is ongoing.



## **Social Distancing Measures**

The District will implement and enforce social distancing protocols in all buildings and facilities. When possible, a minimum of three (3) feet of distance is kept between individuals who are not from the same household in both indoor and outdoor spaces. Face-to-face interactions must adhere to social distancing guidelines and other infection-spreading mitigating measures where applicable including avoiding any physical contact.

At least three (3) feet of distance will be kept between students and/or adults when possible:



- Between adults in the school building and between adults and students.
- Between all students in the school building.
- In common areas, such as hallways, school lobbies and auditoriums.
- During activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise. These activities should be moved outdoors or to large, well-ventilated spaces whenever possible.
- In community settings outside of the classroom.

Fort Bend ISD will continuously review safety needs due to COVID as well as recommendations from the CDC and will continue to make changes to keep students and staff safe. Additionally, designated entrances will be used to control the traffic flow, limiting the number of persons in one space at one time, and provide for the appropriate social distancing. It is important to note, in certain situations, staff members will need to interact at a closer distance to support individual student needs.

## **Cleaning Protocols**

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. Following CDC, TEA, OSHA, and other public health guidelines, Fort Bend ISD has established protocols to keep buildings safe and clean. When a situation warrants, the district will enact disinfection measures, notifying the occupants of that building in advance, as appropriate. Fort Bend ISD will align cleaning protocols with guidance from national, state, and local authorities to help ensure students and staff are provided safe and healthy learning and working environments. Fort Bend ISD's approach to providing a safe learning environment for all students and staff involves frequent and ongoing cleaning, sanitizing, and disinfecting of campuses and District buildings. Cleaning and disinfecting are part of a broad approach to preventing the exposure and spread of infectious diseases in schools. The process of cleaning combined with disinfecting effectively work to minimize the spread of infection.

FBISD will adjust cleaning protocols as needed. Disinfectants used by the custodial staff are on the Environmental Protection Agency's list of Disinfectants for Use against SARSCoV-2 (COVID) and the standard procedures for routine cleaning and disinfecting will be followed. This will include the frequent cleaning and disinfecting of surfaces and objects that are touched often throughout the school day. Our students are always working towards attaining Profile of a Graduate attributes and one of the attributes refers to being a compassionate citizen. Students will be able to demonstrate their respect for others by taking ownership of their environment and its safety for themselves and others by cleaning items, they touch after use. Students will be able to access alcohol-based wipes in their classroom that will be safe for the student to clean electronic devices, any shared supplies, as well as their own desks and chairs.

## **Common Areas**

By implementing proactive measures to minimize the contact with surfaces in high traffic areas and frequently visited common areas, the spread of germs and other pathogens can be reduced. High traffic common areas, including restrooms, gyms, locker rooms, cafeterias, and teacher workrooms, will be cleaned and disinfected daily. FBISD recommends and encourages students to bring their own school supplies if they do not feel comfortable sharing materials. Students are also encouraged to bring refillable water bottles to school, if possible. In accordance with the CDC's Guidance for Administrators in Parks and Recreational Facilities, playground structures and other outdoor areas do not require disinfection.

Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID to the public.

### **FBISD's Playgrounds**

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

### **High Touch Surfaces/Ventilation**

Custodial teams will maintain the cleaning of high touch surfaces during the school day. Classrooms will be equipped with supplies such as cleaning sprays and wipes for cleaning between scheduled transitions and changing of student groups. Appropriate safety products will be provided near high touch surfaces in offices and throughout building to ensure health and safety protocols are met. Special education classrooms (SAILS, FLASH, etc.) will follow additional sanitization protocols based on the specific needs of the program and/or students in the room. Additional, cleaning measures may occur weekly, monthly, and during scheduled school closures on holidays, and extended breaks.

In the event of an identified need, contractor support may be utilized if cleaning is necessary beyond the capability of the custodial staff. The FBISD Facilities Department will continue to monitor all guidelines and recommendations to ensure the safest and most current practices for the cleaning, disinfecting, and sanitizing campuses and district buildings are implemented. The district is utilizing the best practice sanitization methods when and where possible, like those used by hospital systems to further provide for the safety of our staff and students. These measures will include improving central air and other HVAC filtration methods. In terms of HVAC management, FBISD follows CDC and ASHRAE guidelines, striving to maintain proper air temperature and humidity while maintaining occupant comfort. The end goal is to reduce the potential for spread of airborne pathogens, and limit possible mold growth in buildings and on finishes. The District upgraded air filters from MERV 8 to MERV 13, and building systems are being started earlier, and running longer at the end of the day to bring in additional exchanges of fresh outside air into the buildings. There are expected increased usages for consumables (soap, paper products), increased use of cleaning supplies, increased maintenance costs to support custodial cleaning equipment, increased utility bills (longer instructional day), increased dumpster collection fees (paper products being used for meal service).

### **Water Fountains**

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

## Community Vaccinations

Fort Bend ISD is working closely with Fort Bend County Health and Human Services and other community partners to hold vaccination clinics at different campuses around the district. FBISD encourages all eligible students (ages 12 years and over), staff, and their families to get a COVID-19 vaccine to slow the spread of the virus in our schools and community. Families can visit [Vaccines.Gov](https://www.vaccines.gov) to find additional vaccination clinics near them. Families search by zip code and mile radius, or visit the [District's COVID-19 Vaccinations webpage](#) for more resources.

### Collaboration with State and Local Health Officials

Fort Bend ISD works closely with the local health departments to analyze data trends inside and outside of our school community to mitigate the spread of COVID-19 in the school community. In accordance with Centers for Disease Control (CDC) and Texas Education Agency (TEA) guidelines, Fort Bend ISD takes immediate action when we learn of a positive case and performs these required actions:

1. If an individual who has been in a school is test-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday).
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a classroom or extracurricular or after-school program cohort if a test-confirmed COVID-19 case is identified among students, teachers or staff who participated in those classrooms or cohorts.

### School Health Services

Health service staff are onsite to assist with student medication and other health related services.

### Medications

All medications (prescription and non-prescription) must be furnished by the parent/guardian and appropriate medication administration forms must be completed by the parent/guardian. Medication must be delivered to the clinic by the parent/guardian in the original and properly labeled container and picked up by the parent/guardian. Another responsible adult, who has been designated by the parent/guardian in writing, is also authorized to pick up medication. The nurse and/or clinic assistant will administer all medications in the clinic with the exception of students who are required by their physician to carry emergency medications with them at all times including asthma inhalers or auto injectable epinephrine. In those situations, the doctor must provide written orders to the school.

Medication administration requests for prescription medication or medication given greater than 15 school days must have the signature/directions of the physician. For prescription medications that are left at school, a second labeled container can be obtained from your pharmacy. When medication is discontinued, it must be picked up by the parent/guardian.

Medications are not stored in the school clinic over the summer. Parent/Guardian (or designated responsible adult) must arrange end of year medication pick up at the student's home campus, to sign in medication to the clinic at the campus where the student will be attending summer school program. Medication orders will remain valid through the summer.

Students may not carry any medication with them. Those who may require self-administration of emergency medications, for life threatening conditions, must complete [the Parent-Physician Permit to Carry Asthma and Anaphylaxis Emergency Medication](#) form and follow [appropriate procedures](#). The campus clinic should be provided by the parent a second supply of this emergency medication.

## **Responsive Communication**

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

### **Contact Tracing**

Contact tracing is the process of interviewing those who have tested positive for the virus, determining individuals who have been in close contact with the positive person, communicating with those close contacts to gather further information, and providing guidance to help them stay well while limiting spread of the disease. The contact tracing process helps to prevent further transmission of the disease within the community.

The District has established both a District COVID Team and Campus COVID Teams that can support contact tracing efforts with the County Health Department. These district teams can also perform contact tracing for students and staff as the need arises. The purpose of each team is detailed below:

#### **District COVID-19 Team**

When the need arises, the District COVID-19 Team can support campuses and departments with the contact tracing process and work with the local health authority to mitigate the spread of COVID-19 in the school community. All members of the District COVID Team have completed the COVID-19 Contact Tracing training offered by Johns Hopkins University. The District COVID-19 Team provides campus COVID-19 teams training and support related to the specific FBISD contact tracing processes and procedures, which are derived from the Johns Hopkins and Bloomberg trainings.

#### **Campus COVID-19 Teams**

When the need arises, Campus trained teams will support safety efforts and provide direction, care, and support if cases occur on campuses. The Campus COVID-19 team acts consistently with a crisis team and

embodies a supportive model with the team of people working together to ensure ongoing conversations around how mitigation efforts on campuses are handled. As in crisis situations, this group uses a reflective debrief on a regular basis to ensure all areas are supported.

When the need arises, campus staff and students will submit all return to school/work medical documentation to the campus nurse, who will clear them to return to school/work. Non-campus staff will provide all return to school/work medical documentation to the individual's supervisor.

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

Individuals will follow CDC guidelines when they receive a positive COVID test, have symptoms that could be COVID-19, or believe they have come in close contact with a lab confirmed positive COVID-19 case can return to school/work.

Persons that have tested positive for COVID, must meet the following criteria to return to campus:

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

Persons who have symptoms that could be COVID-19 and were directed to care for themselves at home, and choose not to get tested for COVID-19, or have not been evaluated by a medical professional may discontinue isolation under the following conditions:

- At least 10 days since symptoms first appeared; and,
- At least 24 hours with no fever without fever-reducing medication; and
- Other symptoms that could be COVID-19 are improving.

If an individual who has symptoms that could be COVID wants to return to school before completing the above stay at home period, the individual must either:

1. Obtain a medical professional's documentation clearing the individual for return based on an alternative diagnosis and at least 24 hours have passed with no fever without fever reducing medication; OR,
  2. Obtain a Negative COVID-19 test for COVID at an approved COVID testing location found at <https://tdem.texas.gov/covid-19/>, and at least 24 hours with no fever without fever reducing medication.
- \* Tests Accepted: Rapid/Antigen and PCR lab tests (home tests not accepted)

An individual that has come in "close contact" with a lab confirmed positive case, can return to work or school:

**Unvaccinated staff members** who are identified as a close contact will be required to stay home *-even if they have no symptoms or illness-* and quarantine for five days after initial exposure, while following the testing requirements below. During the quarantine period, employees can access additional sick leave by completing the District Additional Leave Days Form ([COVID-19 District Days Request](#)). The Human Resources team will review, process, and communicate with the employee. Should you have questions, please contact the Human Resources through Talent Connection, using the Leaves Interest Area.

**Testing requirement for *unvaccinated* individuals:**

- test within the first 24 hours of being notified (*you will be informed of the last day you were in close contact with the positive individual*); AND
- test again five (5) days after the last day of close contact with the positive individual (Return to work after receiving the second negative test result on day 5);
- test a third time seven (7) days after the last day of close contact with the positive individual; AND
- test a fourth time nine (9) days after the last day of close contact with the positive individual.

\* Tests Accepted: Rapid/Antigen and PCR lab tests (home tests not accepted)

**Vaccinated staff members** who are identified as a close contact will continue to report to work as long as they have *no symptoms or illness* and will following the testing requirements below:

**Testing requirement for fully *vaccinated and positive within last 90 days* individuals:**

- test within the first 24 hours of being notified (*you will be informed of the last day you were in close contact with the positive individual*); AND
- test again five (5) days after the last day of close contact with the positive individual

Individuals who are “fully vaccinated” or have tested positive for COVID-19 in the last 90 days are not required to quarantine if exposed to a positive COVID-19 case. Proof of vaccination or testing positive in the last 90 days must be provided to the campus nurse or the District COVID-19 Team.

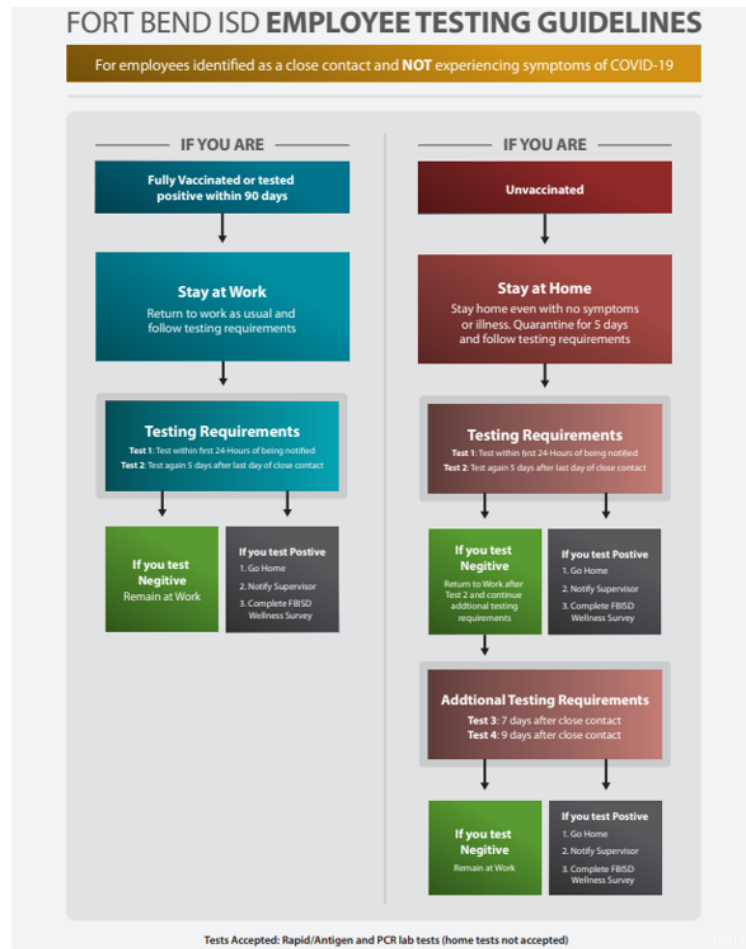
People are considered “fully vaccinated”:

- Two weeks after a single-does vaccine, such as Johnson & Johnson’s Janssen vaccine • Two weeks after their second does in a 2-does series, such as the Pfizer or Moderna vaccines

The District COVID-19 Team, and or the school nurse, will notify campus leadership regarding when a student or staff member is cleared to return to school or work.

The graphic below outlines the FBISD employee testing guidelines for unvaccinated and vaccinated close contacts:





## Identifying Possible COVID Cases on Campus

- Schools must immediately separate anyone who shows COVID-19 symptoms while at school until they can be picked up by a parent or guardian or get home safely. The person who is suspected of having symptoms should wear a mask.
- Schools should clean the areas used by the individual who showed COVID symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Persons who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID. The following link provides source information for the latest updates on this topic. <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

## Enhanced Mitigation Protocols

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

### Elementary Enhanced Mitigation Protocols – Classroom

This chart provides enhanced mitigation protocols for Elementary Classrooms on the watch list, as determined by ICS response team.

Classroom Mitigation Efforts	Location or Schedule mitigations:
<ul style="list-style-type: none"> <li>• Provide increased access to PPE (i.e., facial coverings, hand sanitizer, etc.) for all staff and students and apply upon entry and exit of rooms/cafeteria</li> <li>• Clean spaces between all transitions</li> <li>• Limit sharing of materials (or clean between)</li> <li>• Space morning arrival/afternoon dismissal (collaborate with transportation)</li> <li>• Only 2 in restrooms at a time</li> <li>• Utilize a mobile medical cart and avoid waiting in the clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Face all desks in the same direction with the social distancing</li> <li>• Face all students in the same direction at lunch (When possible)</li> <li>• <b>For blocked Elementary classrooms</b>, switch only the teacher, do not allow students to move rooms (instead provide a break in/out of classroom – time to walk around)</li> </ul>

### Secondary Enhanced Mitigation Protocols – Classroom

This chart provides enhanced mitigation protocols for Secondary Classrooms on the watch list, as determined by ICS response team.

Classroom Mitigation Efforts	Location or Schedule mitigations:
<ul style="list-style-type: none"> <li>• Provide increased access to PPE (i.e., facial coverings, hand sanitizer, etc.) for all staff and students and apply upon entry and exit of rooms/cafeteria</li> <li>• Clean spaces between all transitions</li> <li>• Limit sharing of materials (or clean between)</li> <li>• Space morning arrival/afternoon dismissal (collaborate with transportation)</li> <li>• Only 2 in restrooms at a time</li> <li>• Utilize a mobile medical cart and avoid waiting in the clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Face all desks in the same direction with the social distancing</li> <li>• Face all students in the same direction at lunch (When possible)</li> <li>• For Secondary, stagger transition times to reduce the number of students in the hallway</li> </ul>

### Enhanced Mitigation Protocols – School Wide Mitigation

This chart provides enhanced mitigation efforts that should be implemented school wide. Leader should apply those mitigation efforts that can be supported by the school infrastructure.

Schoolwide Mitigation
<ul style="list-style-type: none"> <li>• Stagger transition times to reduce the number of students in the hallway</li> <li>• Adjust morning and afternoon arrival/dismissal spaces</li> <li>• Shift F2F meetings or events to virtual</li> <li>• Expand lunch spacing and ensure all students facing one direction (adjust timing or lunch locations as needed to accommodate numbers)</li> <li>• Analyze and adjust schedules or F2F interaction with identify student clusters (ex. Team sports, clubs)</li> <li>• Apply athletic mitigation procedure to student cluster</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"><li>• <i>Apply defined co-curriculum mitigation procedures.</i></li></ul> |
|---|

## **COVID-19 Testing**

In response to the recent Board resolution that added sick leave days associated with COVID-19 and to provide free COVID-19 testing opportunities for employees, the District has implemented a COVID-19 testing location for FBISD employees at our James Reese CTE Center. The testing site opened on Wednesday, September 22, 2021.

The COVID-19 test at this site is available only for FBISD staff who are either experiencing symptoms of COVID-19 or have been identified as a close contact to a positive COVID-19 individual.

Reese Center testing hours are currently Monday-Friday from 6 a.m. to 2:30 p.m. The entrance to the testing center is labeled Health Care D2 Entrance on the University Blvd side.

The district will utilize guidance from TEA and local health officials and will make adaptations to the COVID-19 testing plan as needed.

## **International Travel Requirement/Guidelines**

Any individual who is “fully vaccinated” does not need to quarantine due to international travel. If a staff member travels internationally, they can submit a copy of their vaccination card to the COVID-19 Contact Tracing Team, who will ensure the staff member meets the definition of “fully vaccinated” and will then clear them to return to work. If a student travels internationally, they can submit a copy of their vaccination card to the campus nurse or the COVID-19 Contact Tracing Team, who will ensure the student meets the definition of “fully vaccinated” and will then clear them to return to campus. People are considered fully vaccinated if:

- 2 weeks after a single-dose vaccine, such as Johnson & Johnson’s Janssen vaccine
- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines

An unvaccinated individual that has traveled internationally should quarantine and can return to work or school after meeting the following requirements:

- After day 10 without testing - Quarantine for 10 days from the day they return into the United States. The person must be symptom free for the entire 10 days to return to campus and/or work. If the person starts to have COVID symptoms or tests positive for COVID-19, then they must meet the three criteria for a positive COVID case to return to campus listed above.
- After day 7 with a negative COVID-19 test result performed on day 3 or after when returning into the United States

A fully vaccinated individual that has traveled internationally can return to work or school if they meet the following requirements:

- Proof of vaccination or testing positive in the last 90 days must be provided to local health authority.

- Per CDC guidance as of October 25, 2021. Before arriving in the United States all air passengers, **including U.S. citizens and fully vaccinated people, [are required](#)** to have a negative COVID-19 test result no more than 3 days before travel, or provide documentation of recovery from COVID-19 in the past 3 months before they board a flight to the United States.
- After international travel:
  - Get tested with a [viral test](#) 3-5 days after travel.
  - Self-monitor for COVID-19 symptoms; isolate and get tested if you develop symptoms.
- People are considered “fully vaccinated”:
  - 2 weeks after a single-dose vaccine, such as Johnson & Johnson’s Janssen vaccine
  - 2 weeks after their second does in a 2-dose series, such as the Pfizer or Moderna vaccines

## Transportation

FBISD will continue to adhere to the CDC’s guidelines for social distancing on buses to the greatest extent possible, without violating the governor's order of not requiring masks to be worn. The Transportation Department will monitor and adjust bus seating protocols as COVID cases fluctuate in the community as needed. Students receiving special education services whose ARD indicates special education transportation eligibility and students eligible for the McKinney-Vento program will be transported. The following safety protocols will be in place to prevent any outbreak while in the bus:

- All students will be required to follow the campus requirements and expectations while aboard buses.
- Bus drivers and monitors may sanitize buses between groups of passengers to prevent cross-contamination, as needed.
- All transportation vehicles will be routinely fogged to improve sanitation and germ removal.

All bus drivers and monitors will be issued a personal hand sanitizing agent for personal use only. All bus drivers will be required to use District sanctioned CDC approved cleaning agents when cleaning buses. Transportation will ensure all staff are trained on the appropriate use of cleaning agents prior to the start of the summer of 2021.

## Child Nutrition Staff

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

## Food Services

The District will utilize USDA waivers to provide all enrolled students with a free breakfast and lunch daily. Meals will be provided in-person each day in the campus cafeteria and will include breakfast before school and

lunch during the school day. Students that stay on campus after the school day will be offered a free dinner when enrichment activities are offered. Additionally, CND will:

- Continue to follow all local health protocols.
- Continue additional cleaning procedures
- Encourage FBISD Child Nutrition staff to wear masks when serving food or ringing up.
- Encourage student social distancing in the lines.

#### Safety Protocols

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

- A combination of pre-packaged and cooked food options will be provided.
- A la carte options will be available for students.
- All food items will be served on school lunch trays, if there is a need for some customers to return to their classrooms those meals will be served in to-go boxes if the students are returning to their classrooms with accompanying disposable plastic ware.
- All food items will be served by the CND staff members.
- Cafeterias will be cleaned and disinfected daily in accordance with safety protocols outlined in this plan.

### **Personal Protective Equipment and Reducing the Spread of COVID**

To assist with decreasing the spread of COVID, FBISD will require all employees and visitors follow proper social distancing guidelines and follow hygiene protocols per CDC guidance while in District buildings, campuses, and other facilities. Upon request, disposable facial coverings for visitors will be provided.

## **Human Resource Management**

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

### **Contingency Plan**

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

- An employee who has tested positive for COVID may only return to work at a District facility once cleared.
- The district will work with the Health Department to determine and implement the need for onsite or close proximity COVID testing to return students and staff back to campus as quickly as possible if the need arises.

## **Return to Work/School Guidelines**

Fort Bend ISD will follow CDC guidelines regarding when a staff member tests positive for COVID, has come in close contact with a lab confirmed COVID case, or has symptoms that could be COVID-19 can return to work ([see guideline above](#)).

Staff members must complete and submit all required return to work documents required by the return-to-work requirements.

## **Addressing Employee Concerns and Back to Work Conversations**

If an employee has concerns regarding returning to their physical work location, he or she should inform their supervisor and work with Human Resources Talent Experience to determine next steps. Talent Experience will provide resources to assist leaders in conducting back to work conversations.

## **Employee Leaves**

The Fort Bend ISD Board of Trustees passed a resolution that provides 10 additional sick leave days for staff members who are required to isolate and/or quarantine due to a positive COVID-19 test or close contact exposure. This is in alignment with the Board's Goal to develop a culture that embraces care, respect, health and safety.

An employee who qualifies for the additional sick leave shall complete the District Additional Leave Days Request Form [COVID-19 District Days Request](#). Human Resources will review and process.

Employees seeking retroactive reimbursement of personal leave for COVID-19 absences between July 1 and October 1, 2021, are being asked to complete and submit the District Additional Leave Days Request Form on or before November 1, 2021. The additional 10 days is a one-time allotment.

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

## **Administrative Procedures**

Implementing Board Resolution on Employee Leave and COVID-19A



Process and Procedures	
VACCINATED Individuals	UNVACCINATED Individuals
<p><b>Vaccinated, Exposed/Close Contact, and no symptoms:</b> An employee who is <u>fully vaccinated</u> and meets the close contact threshold with an individual who has tested positive for COVID-19:</p> <ul style="list-style-type: none"> <li>Employee will continue to report to work</li> <li>Employee will access district rapid testing within 24 hours of receiving confirmation of close contact and on the fifth day from exposure to the COVID-19 positive individual</li> <li>If the employee is notified of close contact on the fifth day, the district rapid test should be performed within 24 hours. For example, an employee who tests positive at a non-district test site may enter the positive case later than the first day which would result in the close contacts being notified later than 24 hours and if over a weekend could be longer. If the rapid test result is negative, employee will continue to work.</li> <li>Employees are strongly encouraged to wear a mask until after the negative test on the fifth day.</li> </ul> <p>Should the employee test positive for COVID-19 ten additional local sick leave days (the Board approved Additional Days) will be available for the employee. An employee who refuses to participate in district rapid testing will be required to use their personal leave time and will not be able to utilize the Board approved additional days. Therefore, the employee must follow the established absence reporting process.</p>	<p><b>Unvaccinated, Exposed/Close Contact, and no symptoms:</b> An employee who is <u>not fully vaccinated</u> and who meet the close contact threshold with a COVID-19 positive individual:</p> <ul style="list-style-type: none"> <li>Employee will access district rapid test within 24 hours of receiving confirmation of close contact</li> <li>Employee will be required to quarantine through day 5 from exposure to the COVID-19 positive individual.</li> </ul> <p>Employee will be required to take a district rapid test on day 5. If the rapid test result on day 5 is negative, employee shall return to work. Following the negative rapid test on day 5, employee will be required to take a rapid test every other day. Specifically, employee will be required to take a district rapid test within the first 24 hours, on day 5, on day 7, on day 9. Employees are strongly encouraged to wear a mask when reporting to work on day 6 through day 10.</p> <p>During the isolation and/or quarantine period an employee is eligible for the Board approved additional days.</p> <p>An employee who refuses to participate in district rapid testing will be required to use their personal leave time and will not be able to utilize the Board approved additional days. Therefore, the employee must follow the established absence reporting process.</p>
<p><b>Vaccinated with Symptoms:</b> A person with symptoms that could be COVID-19 shall not report to work and must follow the established absence reporting process. In order to return to work, an employee must meet one of the following criteria to return to school/work:</p> <ul style="list-style-type: none"> <li>Obtain a negative COVID-19 test, and 24 hours have passed since start of symptoms or fever. OR</li> <li>Obtain a note from a physician <u>indicating an alternative diagnosis</u>, and 24 hours have passed since start of symptoms or fever. OR</li> </ul>	<p><b>Unvaccinated with Symptoms:</b> A person with symptoms that could be COVID-19 shall not report to work and must follow the established absence reporting process. In order to return to work, an employee must meet one of the following criteria to return to school/work:</p> <ul style="list-style-type: none"> <li>Obtain a negative COVID-19 test, and 24 hours have passed since start of symptoms or fever. OR</li> <li>Obtain a note from a physician <u>indicating an alternative diagnosis</u>, and 24 hours have passed since start of symptoms or fever. OR</li> <li>Persons who have COVID symptoms and were directed to care for themselves at home or have</li> </ul>

Process and Procedures	
VACCINATED Individuals	UNVACCINATED Individuals
<ul style="list-style-type: none"> <li>Persons with COVID symptoms and who were directed to care for themselves at home or have not been evaluated by a medical professional may discontinue isolation under the following conditions; At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications, AND; Symptoms have improved AND; At least 10 days have passed since symptoms first appeared.</li> </ul> <p>If an employee tests positive for COVID-19, and is unable to work from home, the Board approved Additional Days Request Form will become available for the employee. If the employee is able to work from home with supervisor approval, employee is not on leave and will not be required to follow the District absence reporting process.</p>	<p>not been evaluated by a medical professional may discontinue isolation under the following conditions; At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications AND; Symptoms have improved; AND At least 10 days have passed since symptoms first appeared.</p> <p>If an employee tests positive for COVID-19, and is unable to work from home, the Board approved Additional Days Request form will become available for the employee.</p> <p>If the employee is able to work from home with supervisor approval, employee is not on leave and will not be required to follow the District absence reporting.</p>
<p><b>Vaccinated and Positive COVID:</b> A person who tests positive for COVID-19 must stay home and report testing positive through the <a href="#">FBISD Wellness Survey</a>. If an employee tests positive for COVID-19, and is unable to work from home, the employee will complete the District Granted Days Request per the Board Resolution approved on August 30, 2021.</p> <p>If the employee is able to work from home with supervisor approval, employee will not use District granted days nor will they be required to use their personal leave time; therefore, the employee will not be required to follow the district absence reporting process.</p> <p>The following criteria must be met to return to school/work:</p> <ul style="list-style-type: none"> <li>At least 10 days since symptoms first appeared; AND,</li> <li>At least 24 hours with no fever without fever-reducing medication; AND,</li> <li>Other symptoms of COVID-19 are improving</li> </ul> <p><i>*A negative COVID-19 test is NOT required.</i></p>	<p><b>Unvaccinated and Positive COVID:</b> A person who tests positive for COVID-19 must stay home and report testing positive through the <a href="#">FBISD Wellness Survey</a>. If an employee tests positive for COVID-19, and is unable to work from home, the employee will complete the District Granted Days Request per the Board Resolution approved on August 30, 2021.</p> <p>If the employee is able to work from home with supervisor approval, employee will not use District Granted days nor will they be required to use their personal leave time; therefore, the employee will not be required to follow the district absence reporting process.</p> <p>The following criteria must be met to return to school/work:</p> <ul style="list-style-type: none"> <li>At least 10 days since symptoms first appeared; AND,</li> <li>At least 24 hours with no fever without fever-reducing medication; AND,</li> <li>Other symptoms of COVID-19 are improving</li> </ul> <p><i>*A negative COVID-19 test is NOT required.</i></p>

**NOTE:** If an employee is requesting additional leave retroactively (before adoption of implementation of this policy) of personal leave for COVID-19 absences between July 1, and November 1, 2021, the employee must complete and submit the Board approved Additional Days Request no later than October 1, 2021. If this form is not completed and received by October 1, 2021, by 11:59PM, then District Granted Days will not be considered.

## Collaborative Communities

The Department of Collaborative Communities has been leading efforts in the District to address nonacademic supports for students through four key priority areas to align programmatic work and stakeholder engagement with District priorities and the District Strategic Plan. For the purposes of this document, the following key priority areas are highlighted as follows:

### Community Impact Initiatives

The department has implemented key initiatives that support our students and their families resulting in high impact across the community. Initiatives entail addressing food insecurity and providing necessary items to students including toiletries, shoes, clothing, and school supplies. For the 2021-22 school year, Collaborative Communities has plans to employ new targeted food insecurity initiatives in addition to the current broad, community-reaching efforts that have been taking place over this past year with the Houston Food Bank. The department plans to bring Brighter Bites, a non-profit organization founded in Houston, to at least 2 campuses in the 2020-21 school year as part of a pilot effort.

### Exemplary Partnerships

Exemplary partnerships entail the campus and community working in tandem with Collaborative Communities through shared goals and mutually reinforcing activities. The primary aim is to provide a feeder pattern with continued resources and sustainability. Exemplary partnerships help address the “access gap” experienced by many of our students—designated campuses have an allocated space on campus to provide students with necessary and basic everyday items, including food, toiletries, clothing and shoes, and school supplies.

In alignment with the District Strategic Plan and department key priorities, long-term planning entails having at least one exemplary partnership in each feeder pattern across the District. To date, three exemplary partnerships currently exist in the District in the Willowridge, Elkins and Kempner feeder patterns. For the 2021-2022 school year, the goal includes expansion to three additional feeder patterns. While three patterns have been identified as an area of focus, partnership readiness will be a vital factor in determining execution for exemplary partnerships.

### Mentoring

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

Three different mentoring models were employed in the 2020-21 school year to focus on literacy and academic supports for students:

- District to student

- Community to student
- Peer-to-Peer

In addition, the team prioritized book collection drives to align with the literacy focus area and provide additional support to students to help build home libraries. For the 2021-22 school year, the goal is to further scale mentoring and book collection efforts to ensure maximum impact is achieved with the most students helped as a result.