



Return to In-Person Instruction and Continuity of Services (RIPICS) Plan Revised July 2021 - (ICP- Fall 2020 was previously approved by Board of Trustees- 7/28/20; TEA 8/15/20)

As we have done since the beginning of the pandemic, Raul Yzaguirre Schools for Success continues to monitor COVID 19 conditions. In addition, we regularly meet to review data and guidance from health experts and to discuss scenarios and contingency plans that will enable us to pivot as needed. Throughout the pandemic, RYSS has demonstrated resilience and adaptability. Rest assured that it will not change now, and if we change policies, we will communicate that information to you first.

COVID 19 Expectations in our schools:

- 100% In-person Instruction
- 100% Mask Friendly Environment for all Staff and Students (Students may take off their masks outdoors).
- COVID 10 Prevention will continue- Temporal Checks, Hand Washing/ Sanitation Stations, asking five CDC questions at the discretion of Admin, school nurse, or teachers.
- We will continue to follow CDC recommendations (3 feet apart when possible)
- No visitors will be allowed on campus until further notice.

In accordance with the Texas Education Agency, RYSS will provide instruction through remote conferencing to a student for a total amount not exceeding more than 20 instructional days over the entirety of the school year. In addition, one of the following must be met:

- The student is unable to attend school because of a temporary medical condition.
- The student's temporary medical condition is documented by a licensed physician in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or a hospital.
- The student has been identified as a close contact for COVID-19 either by public health, by the school, or by the parent
- We will continue our COVID 19 rapid testing on our campuses for STAFF and STUDENTS only. Please email your COVID 19 test administrator for an appointment.

I. Conduct Landscape Analysis

1. Assess At-Home Technology Access

Faculty and families participated in a technology survey that included questions regarding internet connectivity and access to technology devices (Desktop, Chromebook, laptop, or iPad)

2. Assess Instructional Delivery Methods Access

Teachers will provide instruction via In-Person and continue to use resources such as; Google Classrooms, Zoom Conferencing, video, chatrooms for students in Remote Conferencing.

3. Assess Access to Quality Instructional Materials

Teachers and Students will have access to the highest Quality Instructional Supports that include but are not limited to:

- Content Area adopted consumable workbooks and TEKS aligned assessment support
- Grade Level novels, reading books
- STEM Scopes Math & Science
- UTEACH Blended Learning Framework
- Education Galaxy
- Mentoring Minds ELAR and Math
- Renaissance 360 Suite (including My ON, Accelerated Reader)
- Imagine Math
- Weekly Studies
- ReadWorks.org
- Brain Pop

1. Set Grading and Progress Monitoring Policies

Teachers will collaborate and create data-driven, personalized lessons daily. In addition, campus leadership will review and provide feedback every week.

All grading practices will remain the same as per the previous school year.

- Teachers will implement both informal and formal assessments.
- Teachers will collect at least two grades per content every week.
- Teachers will send a Progress Report at the end of the three weeks grading period.
- Teachers will use daily Do Now, CFU, and Exit ticket data to drive daily instruction.
- Teachers will use IEPs to drive Special Education student assignment goals.
- Renaissance Star 360 Diagnostic will be used for grades K- 12 to progress monitor at the beginning, Middle and End of Year.
- Teachers will use Renaissance Star 360 Diagnostic to set RTI groups and monitor student progress.
- Teacher Assistants will develop a daily RTI schedule to support student goals and progress.

- Teachers will schedule Teacher/Student/Parent Conferences regarding academic progress during Progress reports.

II. Phase 3: Operationalize Remote Conferencing Model

1. Design Virtual Learning Schedules for Students Qualifying for Remote Conferencing.

In accordance with the Texas Education Agency, RYSS will provide instruction through remote conferencing to a student for a total amount not exceeding more than 20 instructional days over the entirety of the school year. In addition, one of the following must be met:

- The student is unable to attend school because of a temporary medical condition.
- The student's temporary medical condition is documented by a licensed physician in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or a hospital.
- The student has been identified as a close contact for COVID-19 either by public health, the school, or the parent.

A. Student Expectations for Time

RYSS students' instructional schedule is 8:00 a.m.—3:45 p.m. for K-5, and 8:00 a.m.—4:00 p.m. for 6-12, Monday thru Friday. The schedule is an essential guide and support for teachers to gauge how much material is necessary to ensure all students' needs have been met. Engaging students ensures academic work remains at a level of rigor that is comparable to synchronous instruction. This in-person schedule meets or exceeds the prescribed TEA instructional minutes).

B. Attendance

State law TEC §25.092 and Raul Yzaguirre Schools for Success School Policy still require students to attend at least 90% of their classes to receive credit and promotion. Therefore, remote attendance will count in the same manner as on-campus in-person attendance to satisfy this requirement.

Students can engage with their teacher through the following:

- Daily participation in the person classroom using resources such as; Google Classroom and the RYSS Learning Management System (LMS). Completion of independent reading and work assignments, use of assigned digital tools, or group interactions.
- After each progress report, interaction with faculty and staff via In-Person is part of large, small, or one-to-one instruction.

C. Student Attendance & Engagement Incentives

Student attendance and engagement are critical to everyday learning and success. To promote attendance and engagement, RYSS students will have an opportunity to participate in various incentive activities.

- Six-Weeks Perfect Attendance: LUNCH ON US from the selected local restaurant of choice
- Fall and Spring Semester Perfect Attendance: Gift Cards and Bicycle Raffles
- All-Year Perfect Attendance: Students will choose from an iPad or Kindle

2. Adapt Staffing Models

- Teachers will be supporting Return to School and Instructional Continuity by providing whole group, small group, and one-to-one instruction.
- Teachers will also make online videos of daily and weekly lessons, assign activities via online programs for students to access and complete.
- Special Population students will be served according to their educational plans and goals.
- Teachers in K-5 will receive extra support in the areas of In-Person during weekly PLCs, Professional Development, and New Teacher Academy.
- Teachers in 6-12 will receive extra support in In-Person engagement while encouraging Blended Learning and Student Discourse opportunities.

Special Populations: Special Education/EL/504/GT Plan Expectations

- Special Education/EL/504/GT staff will continue to provide individualized services for students according to their IEP band learning goals to meet their abilities through a distant and face-to-face format.
- Campus admin and teachers will commit to reviewing all IEPs during Grade Level meetings and make any recommendations on specific accommodations/modification
- The campus admin and teacher will support students with at least one failing grade every six weeks.
- Teachers will increase the promotion of Imagine Language & Literacy, MyOn with students
- Additional Parent empowerment in the area of SPED and EL advocacy will take place
- Parents and students should contact their Special Education/EL/504/GT case manager with questions.

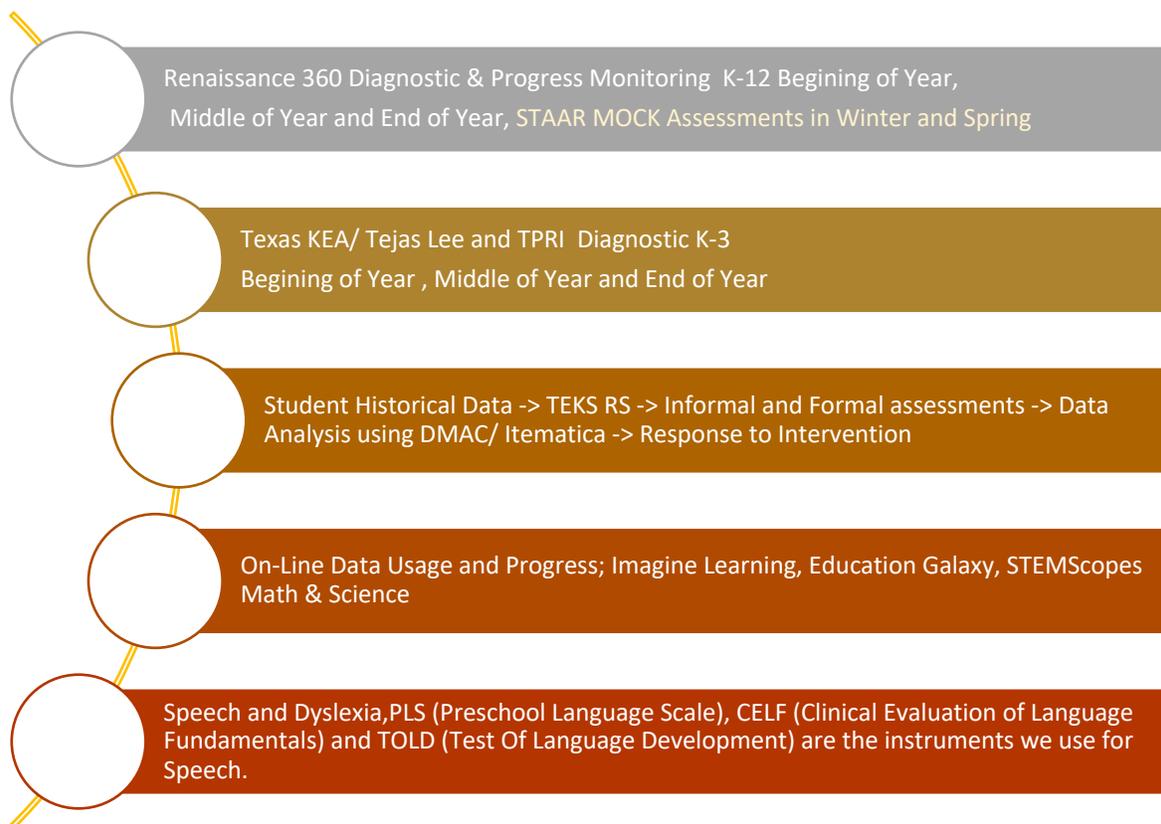
Daily Expectations for Learning: Students

- Students will write weekly goals, objectives, and class assignments in their 2021-22 Student Assignment agenda.
- Students will report on time to their classes and actively engage in their daily learning activities.
- Students will complete learning activities for each class by the teacher's date and time.
- Students will respond to any teacher email or question on assignments within 24 hours, Monday-Friday.
- Students and their families will establish a functional workspace at home (Separate space, clean and organized, have all the tools/items you need, and set aside).
- Students will engage in person with peers and staff
- The student will follow the set norms and behavioral participation expectations established for in-person instruction.

Weekly Assignments At a Glance

- The students will receive Weekly Assignments At a Glance that include all resources, programs, videos, notes, and slide decks of materials to help students learn the content.
- All written assignments, online quizzes, reading, or other assigned work must be completed during the instructional day.
- Possible platforms may include whole group, small group, and one-to-one instruction as indicated by the student's needs.
- Students may record themselves for oral language development, math talks, reading for fluency and comprehension, doing physical activity, and other enrichment activities.
- Students will be learning by engaging with modules, various types of assignments.
- Students will learn and communicate via chat, collaboration, and scheduling during the teacher's office hours.
- Teachers, counselors, and principals/campus leadership will offer students extra support with academics, workload, or connect with adults for social and emotional help. In addition, each campus will provide resources and contacts to support all students.

III. Student Progress Monitoring and Support



Troubleshoot Problems: Tech Support

- If a student has a school-issued device or a hotspot and needs assistance with technical support, please call RYSS Family and Community Engagement parent specialist at 713-640- 3700. We will try to respond to all work orders within 24 hours.
- If students have any other technical issues accessing the online instructional materials or platforms, they will contact the teacher during Office Hours to ensure learning is on track.

Support Ongoing Operations: Safety

The plans for the 2021-22 school year are continuously evolving due to the current COVID-19 situation. As a result, planning remains fluid as we determine the next steps for the school year. While TEA and the CDC have provided preliminary information, the final guidance will be local health authorities.

Return to School committee, which consisted of educators, parents, students, staff, and community members, helped determine guidelines and protocols to resume operations at campus and district levels. As a result, the district has decided that it is in the best interest of the students to conduct classes 100% in person.

- **To ensure that we are slowing the spread of COVID-19, we are implementing the CDC safeguards:**
 - Social Distancing signage.
 - CDC Informational Signage of COVID-19.
 - Handwashing stations must be used before anyone enters the building.
 - On-site testing for students and staff is available for students that have been exposed to COVID 19 or possible symptoms.

- **The district and campuses will provide the following internal safeguards:**
 - 100% In-person Instruction.
 - 100% Mask Friendly Environment for all Staff and Students (Students may take off their masks outdoors).
 - COVID 10 Prevention will continue- Temporal Checks, Hand Washing/ Sanitation Stations, asking five CDC questions at the discretion of Admin, school nurse, or teachers.
 - We will continue to follow CDC recommendations (3 feet apart when possible).
 - NO visitors will be allowed on campus until further notice.
 - Face Coverings will be provided for students who lose, damage, or forget their face coverings. Students are encouraged to manage their coverings at school.
 - Each student will work at their desk or table with the required social distancing measures.
 - Each student will use their supply learning kit.
 - All materials used during a class, including the table, will be immediately disinfected after each class.

RYSS is continuously preparing for a safe and secure environment for our students. By wearing face coverings and maintaining social distance, we can slow the spread of

COVID 19. However, if families want to keep their children at home, classes will take place through the RYSS learning platforms.

Student Support

Academic Concerns: During grade-level meetings, teams will discuss students of concern and create an action plan for students who need assistance.

- Teachers and staff will be proactive in connecting daily with students to ensure that their academic and social-emotional needs are met.
- Parents with students in grades K-3 should contact their child's teacher via phone or email.
- Students in grades 4-12 are encouraged to contact the teacher via phone or email.
- Teachers and staff will refer students and parents to the Family and Community Engagement (FACE) department for referrals to obtain information on health and social programs or services as needed during the year.
- Teachers and staff will refer students and parents to Family and Community Engagement for volunteer opportunities required for college admissions.
- Teachers and staff will refer students and parents to Family and Community Engagement for connections or opportunities in participating with local civic engagement projects or events and internship opportunities.

Parent Support

The family and Community Engagement department will provide resources, education, and support to parents, students, and families that include:

- Classes, programs, and services to parents and families are based on FACE annual survey results.
- There will be two Empowerment sessions per month during the 2021-22 semester. One will be a district-wide Learning course, and the other will be a campus-based skills-building session.
- Assist in the instructional materials, technology devices, and Hotspot distribution.
- Facilitate parent information sessions on instructional resources and discuss grading and progress monitoring for every student.
- Facilitate the collection of parent and student surveys.
- Parents will participate in Data Conferences regarding student progress and performance on every Progress report card.

VI. Continuously Improve the Instructional Model

- Teachers will provide whole group, small group instruction, and one-to-one interventions during in-person learning.
- Students will also participate in platforms as designated by teachers (e.g., Imagine Learning, Education Galaxy, REN 360 Suite, Brain Pop, STEM Scopes Math & Science, Mentoring Minds ELAR and Math, MY ON, Accelerated Reader, Weekly Studies, EduSmart, ReadWorks.org) and any other instructional platform assigned by the teacher.

RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

Elementary and Secondary School Emergency Relief (ESSER III)

Use of Funds Plan

Program Plan

Raul Yzaguirre Schools for Success has selected the following allowable activities in which to expend ESSER funds.

1. LEA discretion for any activity authorized under:
 - a. Elementary and Secondary Education Act (ESEA)
 - b. Individuals with Disabilities Education Act (IDEA) c. Carl D. Perkins Career and Technical Education Act of 2006
2. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, including how outreach and service delivery will meet the needs of each population;
3. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA;
4. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA;
5. Planning for, coordinating, and implementing activities during long-term closures including providing technology for online learning to all students;
6. Purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities (SWD), which may include assistive technology or adaptive equipment;
7. Providing mental health services and supports, including through implementation of evidence based full-service community schools;
8. Planning and implementing activities related to:
 - a. Summer learning --providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care;
 - b. Supplemental afterschool programs --providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care

9. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care:

- a. Administering and using high-quality assessments
- b. Implementing evidence-based activities to meet the comprehensive needs of students
- c. Providing information and assistance to parents and families on effectively supporting students
- d. Tracking student attendance and improving student engagement in distance education

10. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities;

11. Other activities that are necessary to:

- a. Maintain the operation of and continuity of services in the LEA
- b. Continuing to employ existing staff of the LEA

Prevention and Mitigation Strategies Consistent with Center for Disease Control and Prevention (CDC)

The Raul Yzaguirre Schools for Success Safe Return to In-Person Instruction Plan outlines all prevention and mitigation strategies implemented by the district. Specifically, ESSER funds will be used to increase the frequency of the professional cleaning of band instruments. Additional instruments will be purchased to reduce the need for sharing instruments, particularly wind instruments. Additional, registered nurses will provide medical support to campuses and assist with the implementation of prevention and mitigation strategies established. The district may also purchase supplies to sanitize and clean the facilities.

Activities to Address Learning Loss

Planning and implementing activities related to summer learning: Raul Yzaguirre Schools for Success will continue to offer summer school programs for both original credit and credit recovery. Additionally, specialized programs such as music camps, campus-based programs, and summer programs for immigrant students will be held. Programs for students with disabilities that show regression will also be offered.

Planning and implementing activities related to supplemental afterschool programs: In an effort to address learning loss, Raul Yzaguirre Schools for Success will offer a variety of programs and events outside the school day. These programs include before and after school tutorials, fine arts masterclasses, family academic nights, weekend programs and after-school credit recovery labs.

Administering and using high-quality assessments: Raul Yzaguirre Schools for Success intends to purchase reading and math assessment software and screeners in an effort to identify areas of individual student need so that interventions can be planned and implemented in a timely manner. Additional high-quality assessment materials, personnel and extra-duty pay will be available to assess students and identify learning deficits.

Implementing evidence-based activities to meet the comprehensive needs of students: Academic support teachers will be employed to provide small group intervention to identified students. Instructional technology software, supplies and materials will be provided to address the needs of all learners and all content areas. Program facilitators and lead teachers will provide data informed professional development sessions to campuses who will use this training to target specific deficit areas and close achievement gaps exacerbated by the pandemic. Content area and leadership institutes on evidenced-based best practices will be held to provide supports to teachers and campus leadership. Identified staff will be paid stipends to complete specialized training and certifications in an effort to more effectively serve the needs of students. High school campuses will be provided a College & Career Facilitator to assist with student post-secondary planning. In addition, students will be provided assistance in submitting a FAFSA application, have access to career planning supporting course selection and endorsement planning and support during the college, technical school or military application process. The availability of dual-credit courses will be increased through activities geared toward increasing the number of available teachers.

Addressing learning loss among LEA students providing information and assistance to parents & families on effectively supporting students: Raul Yzaguirre Schools for Success will host literacy academies to assist parents and families on effectively supporting students. Campuses will also continue to host individual academic nights to support families and students. Program staff will assist the families of English learners and students with disabilities by providing training on ways to address the specific needs of students ensuring continued academic growth.

Addressing learning loss among LEA students by tracking student attendance and improving student engagement in distance education: Due to the importance of ensuring students are not "lost" due to COVID-19, dropout prevention and recovery facilitators will ensure all students grades K-12 have an approved state leaver code and students withdrawn from the district are accounted for. In addition, facilitators support the implementation of software that will ensure student attendance is closely monitored. Facilitators will align with district social workers to support campus counselors with student needs to ensure academic success is achieved.

Interventions to Address Academic, Social and Emotional Needs

Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population: Instructional software and resources have been identified to address the specific needs of various subpopulations of students, such as those with disabilities, English learners, and low-income students. Junior high and high school newcomer centers and 1st – 5th grade summer programs are available for recent immigrants. Additionally, professional development sessions will be held for campus to address the specific needs of English learners, students with disabilities, and students at-risk of dropping out of school. For example, secondary special education teachers will have the opportunity to attend training that targets the skills necessary to help with the social emotional impact of postsecondary employment and independent living.

Providing mental health services and supports, including through implementation of evidence based full-service community schools: Raul Yzaguirre Schools for Success will employ additional social workers to

assist campuses that are in need of licensed personnel to support crisis intervention, mental health supports and coordinating non-district community resources. Additionally, social emotional learning resources and opportunities for professional development regarding tiered behavioral intervention will be provided to staff. Elementary behavioral interventionists will provide assistance to campuses to reinforce strategies learned.

Remaining Funds:

Purchase of educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors include:

- Technology devices and hot spots
- Software and hosting services to enhance the online learning experience

Other activities that are necessary to maintain the operation of and continuity of services in the LEA, as well as, continuing to employ existing staff include:

- Employing personnel to effectively manage grant operations and student data needs
- Admission, Review, Dismissal (ARD) facilitators
- 160 campus units to support campus-based initiatives
- 58 district units to support district initiatives
- Stipends for select ESSER activities, such as professional development and certifications
- Extra-duty pay for additional workload outside the school day