

Updated with most recent
TEA guidelines: 07/30/2020



Red Oak ISD

Return to School

Brenda Sanford, Superintendent

Looking at the progression since COVID began in our area

End of the School Year (May)

We concluded the school year with many unknowns as far as student slide/progression/growth.

Spring 2020

As we were on Spring Break, COVID-19 hit and schools were shut down across Texas. We offered Virtual Support and packets as we finished out the school year.

June

Administration worked diligently to stay up with all guidelines and updates daily from Governor Abbott, TEA Commissioner Morath, and local leaders.



August-Beginning of School

We are at a point where we are ready to offer options for starting the 2020-2021 School Year. All decisions are fluid and subject to change should further orders or guidelines come down from the Governor, TEA or Local Health Authorities.

July

Task Force Members/Cabinet have worked non-stop developing plans that follow the guidelines while offering quality instruction to our students with safety at the forefront of all decisions.

Will things look different than they did last spring?

Last Spring



Fall 2020-2021

Teachers

Remote:
Did not come into the school.
Offered support to students.



YEAR COMPARISON

What will be different?

Teachers

Will be on campus whether they are virtual or in-school instructors.
Will be **INSTRUCTING**, not just supporting.

Students

All Virtual
Grades were frozen from spring, so virtual work did not penalize students.



Students

Parent Choice: Virtual or In-School
Students who are Virtual will be held accountable for their work and grades consistently with those in class.

Extra-Curricular

There was no extracurricular offered during the Spring Virtual Experience.




Extra-Curricular


All Students (whether Virtual or In-School) will be allowed to participate in extracurricular (pending Board approval).




Mandates and Guidelines




President Trump




Governor Abbott





Dr. Leigh Nordstrom,
Local Health Authority




Mike Morath,
Commissioner of
Education with Texas
Education Agency



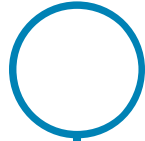
Judge Todd Little, County
Judge and Cities within
Red Oak ISD



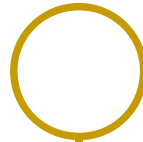
UIL Guidelines



FLUID-EVER CHANGING GUIDELINES



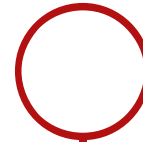
First we were told there can be no "hybrid" such as A/B day in order to get funding.



First we were told if we provide packets to students, that is not considered instruction, so no funding.



First we were told if we do not offer In-School from the beginning, then we will not receive funding



First we were told everyone will be required to wear masks.



Recent release is that A/B hybrid days are allowed for grades 9-12 for the first 4 weeks.



Recent release is we can provide packets for those without Wifi access for the first four weeks of school.



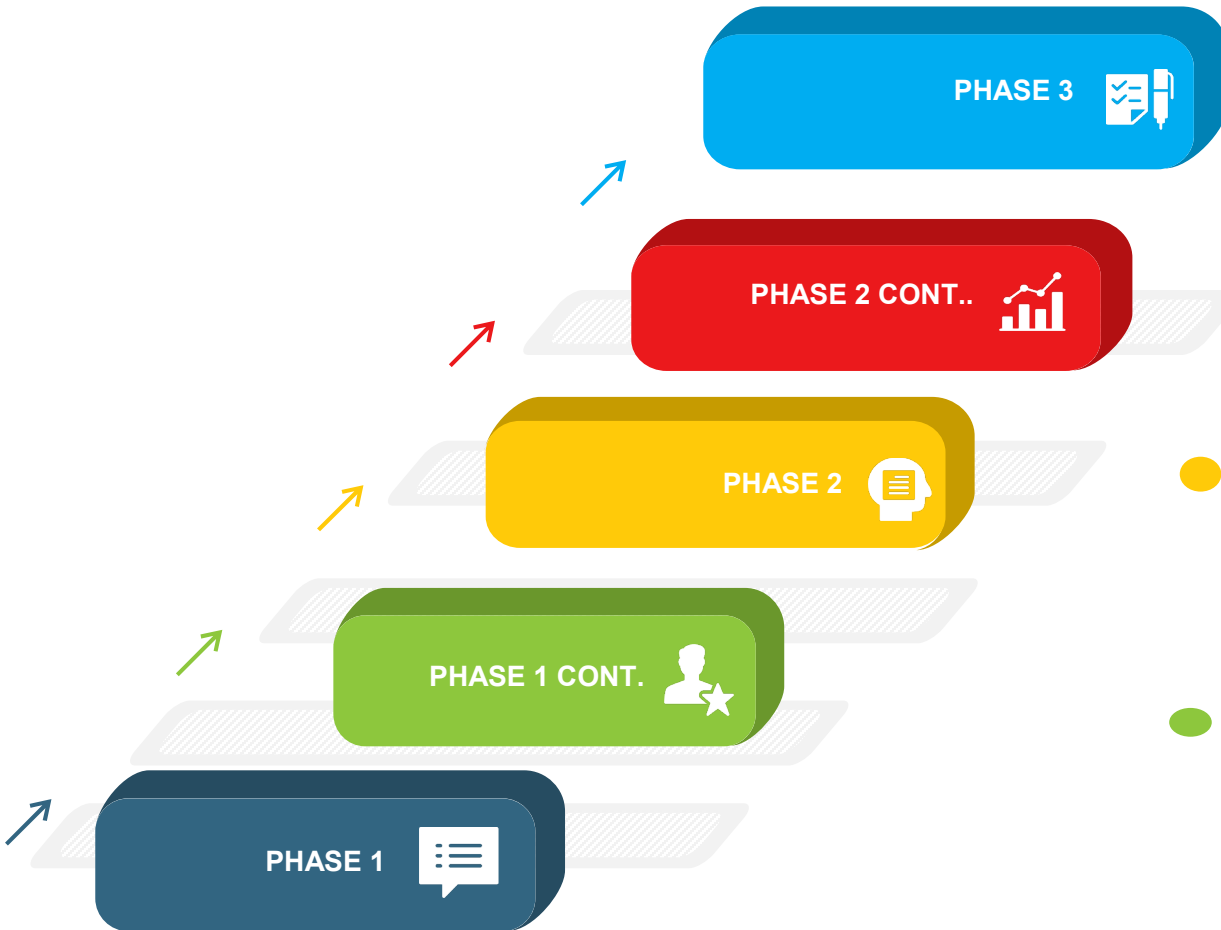
Recent release is we can provide a "soft-launch" and provide Virtual only for the first four weeks as we gradually bring students back.



Recent release is every student 10 and older and all staff will be required to wear face coverings with local option to require those younger.

All students riding the bus will wear face coverings. (We will have to look at any local orders as well.)

Phases



● **PRESENTATION OF RECOMMENDED PLANS TO THE BOARD**
All plans are fluid and subject to change based on guidelines and mandates handed down.

● **INITIAL PLANS FOR**
Return to school for **teachers and staff** as well as return to school for **students** are compiled.

● **SURVEYS SENT OUT TO**
parents and staff to gather information & meetings held with principals and other administrators.

● **CABINET DISAGGREGATES ALL**
Information handed down including mandates and recommended guidelines.

● **CABINET ASSUMES DUTIES OF RETURN TO SCHOOL TASK FORCE**
Members of the cabinet take on duties related to their department.

RETURN TO SCHOOL

RED OAK ISD

RETURN TO SCHOOL PLANS

2020-2021

In-School = Face-to-face, in-your-seat instruction on Red Oak ISD campuses; traditional, normal school day

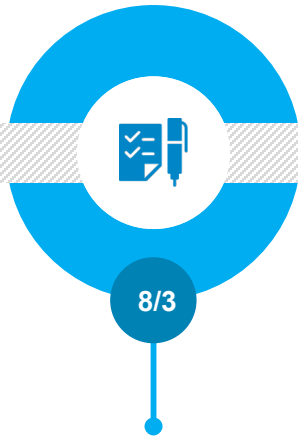
Virtual = Asynchronous; students will be working from home using a learning platform in which teachers will provide assignments, instruction, and support. This will not be live student/teacher interaction.



Current Plans pending any further guidance

OPTION #1 – August 20 Start

Parents will receive an email on July 29 to commit by Aug. 3rd



Parents will commit: to Virtual or In-School instruction for their student (allowed to change up to 2 weeks prior to school). We will highly encourage all students who have supervision/support, a device (we will provide) and reliable WIFI to take advantage of Virtual instruction.



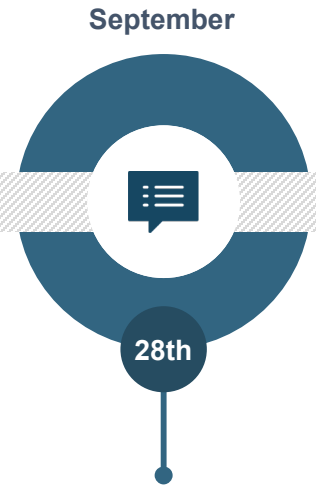
Teachers Return to School: Teachers will return to their campuses for staff development and preparation for the school year. (Note that NEW staff will return on August 3rd due to additional training needed/required.)



Plan Deadline: TEA has stated one week prior to the start of school, districts should release more detailed plans. This allows most current numbers and trends to be taken into consideration.



Student's First Day of School: Students will either begin Virtual or In-School instruction on this date.



2nd Six Weeks The numbers of Virtual vs In-School could change due to parental opportunity to change method of instruction. This could also result in a shifting of teachers from Virtual to In-School or vice versa.

Let's talk about **In-School** Instruction

Bus

All students riding the bus will be required to wear a face covering. All students will self-screen prior to entering the bus. Upon arrival students 10+ will wear face coverings upon entering and exiting the school and will social distance from each other while at school.



Car Riders

Parents and visitors **will not** be allowed in the building. Parents will self-screen students prior to dropping them off at school. Students (10+) will wear face coverings upon entering and exiting the school and will social distance from each other while at school.



Meals

Campuses are finalizing plans for social distancing and safety measures for breakfast and lunch. Students who are enrolled in our district and choose Virtual and who qualify for free and reduced lunch will also have an opportunity to pick up meals at a designated campus.



Class

All staff and students 10+ years of age will wear a face covering at all times while in the classroom and in the building other than when eating. Since 4th grade is composed of students 9-10+ then we will say 4th grade and older.



Let's talk about **In-School** Instruction

Restrooms

All students 10+ will wear face coverings in the hallways while in transition to and from the restroom. They will not stop and visit/congregate in the hallways. They should wash their hands upon entering and exiting the restroom. The number of students in the restroom at one time will be limited depending upon the size of the restroom. Designated restrooms by class.



Student Symptoms

If a student becomes symptomatic, the student will immediately be removed from the classroom and isolated from all other students and that student's parents will be notified to pick them up. All other students will be removed from the classroom while the room is disinfected. Parents of all students in the classroom will be notified, so those parents can be aware and watch for any future symptoms in their child.



Social Distance

We will make every feasible effort to keep students as far apart at all times in the classrooms, hallways, and any other locations throughout the campuses. The American Academy of Pediatrics has recently stated that evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space.



As We Go

Expect changes as we go. We will monitor cases carefully. Local Health Officials will be issuing % guidance as far as the need to close if a certain percentage of students/staff in a class/campus/district test positive.



Ways in Which In-School and Virtual Will Be **Alike**

TEKS

All students will follow the state curriculum (TEKS).



Attendance

All students will be held to attendance requirements and will be counted absent or present each day.



Grades

All students will have the same grading standards. It will be equitable regardless of mode of delivery.



Teachers

All students will be taught by highly-qualified, certified Red Oak ISD teachers.



Ways in Which In School and Virtual Will Be **Alike**

Social / Emotional

All students will be provided support for social/emotional needs.



Tests

All students will participate in district and state assessments to document learning and growth.



Choice

All students will have the choice of instructional delivery and the option of changing their mode of instruction at the end of each grading period.



Accountability

All students will have equal accountability for growth, development, and mastery.



Let's talk about **Virtual Instruction**

Devices

All students will need a device. Those who do not have a device will be provided with a device.



WiFi

All students who elect for remote when In-School is offered will be required to have their own WIFI in order to complete lessons and receive instruction.



LMS Elementary

K-2nd grade students will use Seesaw, 3rd-5th grade students will use Google Classroom. Student attention to instruction will be a shared responsibility between the teachers and the student's family. A parent/caregiver could be needed for the student to be successful. Daily participation in assignments will be required for the student to be counted present for the day.



LMS Secondary

Secondary students will use Canvas and student attention to instruction will be a shared responsibility between the teachers and the student's family. A parent/caregiver could be needed for the student to be successful. Daily participation in assignments will be required for the student to be counted present for the day.



Let's talk about **Virtual Instruction**

Time

Students will not have a specific time during the day to complete assignments. Students will need to log-in daily and complete assignments in order to show growth, receive credit for attendance and maintain the 90% rule for credit of the class/grade in ALL grade levels- per TEA.



Grades

Grades will be traditional number grades for assignments and will be in line with the same assignments that are given in In-School instruction. Assignments and grades will be entered into Skyward just like as in the "In-School" setting.



Shots

There has been no waivers for vaccinations of virtual learners, so at this time all students enrolled must meet the vaccination requirements.



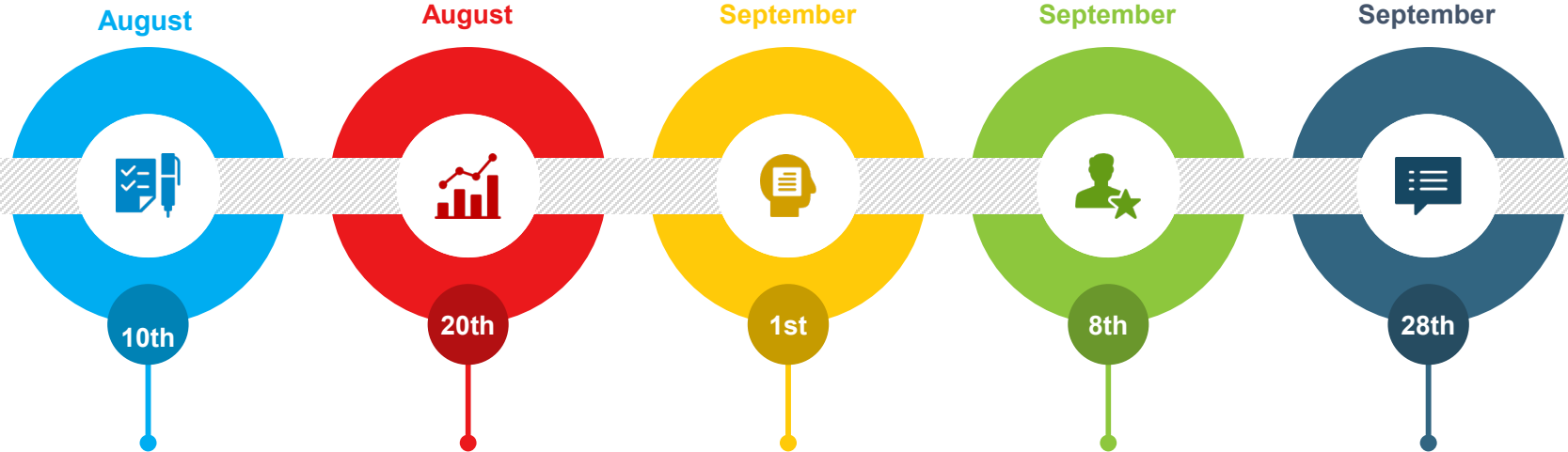
Activities

All enrolled students, whether they are In-School or Virtual will be allowed to participate in extra-curricular activities, pending Board approval.



Current Plans pending any further guidance

OPTION #2 – 2 Weeks Virtual



Teachers Return to School:

Teachers will return to their campuses for staff development and preparation for the school year.

Phase I: Student's First Day of School:

Students will be all virtual for the first two and a half weeks of school. If students have no WIFI access then teachers will provide packets for pickup and those packets will be assigned a due date for return & graded. Teachers will come to classrooms each day as normal to provide virtual instruction.

Parents will choose:

Virtual or In-School learning, so teachers and administrators can prepare for the number in each delivery mode.

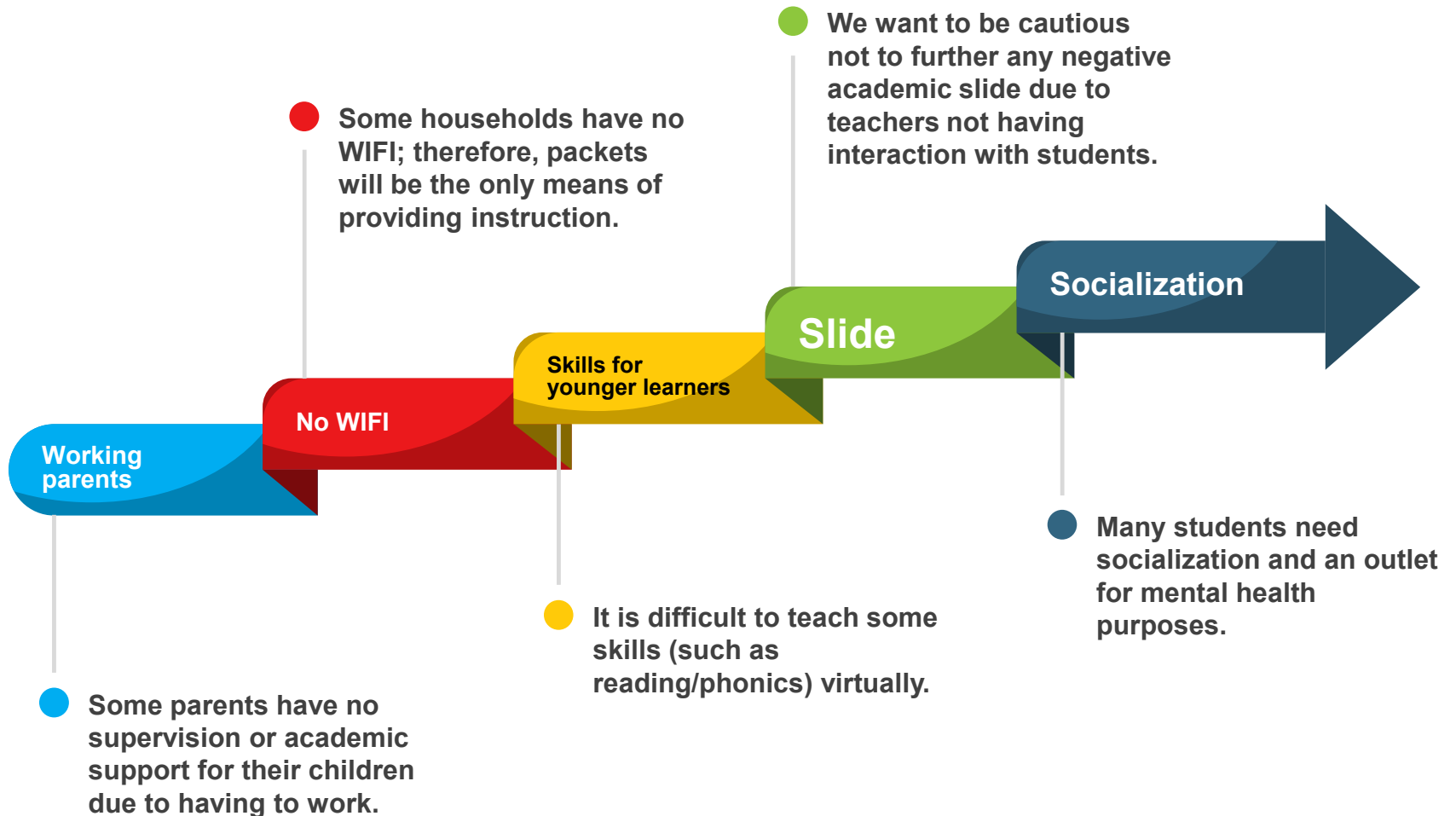
Phase II:

Those who have chosen In-School will return to school (guidelines to be determined as COVID numbers will be reassessed at this time-option to extend all Virtual can be considered).

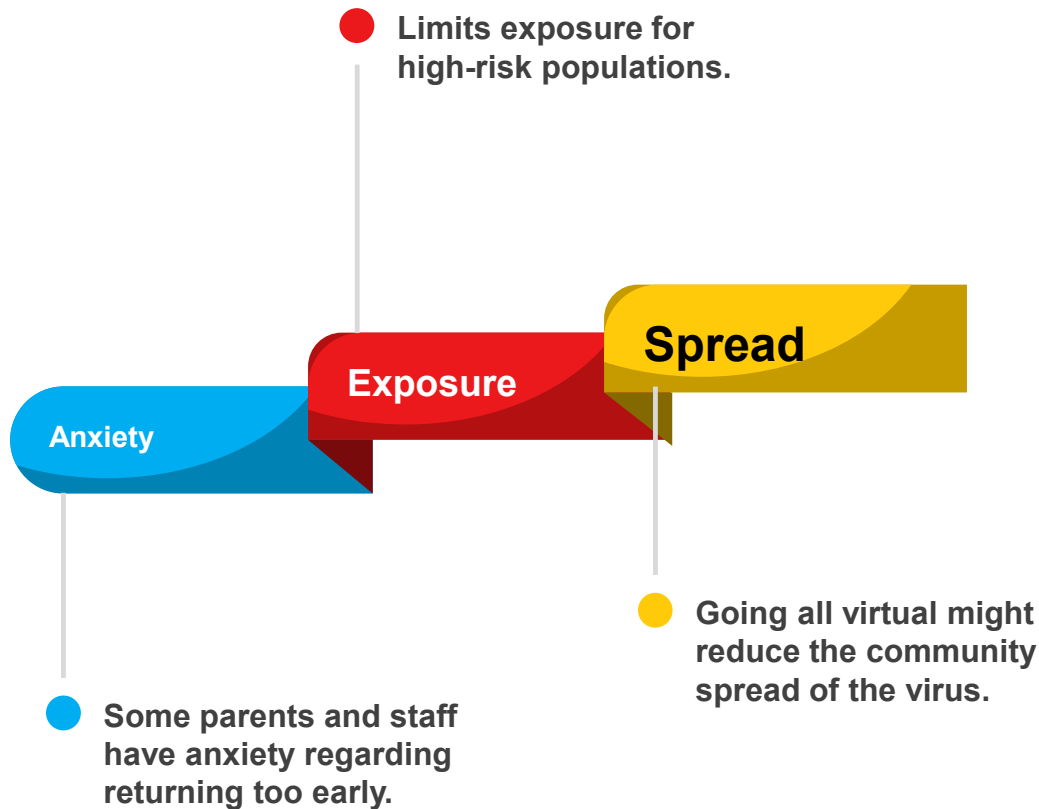
2nd Six Weeks:

The numbers of Virtual vs. In-School could change due to parental opportunity to change method of instruction. This could also result in a shifting of teachers from Virtual to In-School or vice versa.

Items to take into consideration in favor of **Option #1** In-Person and Virtual starting August 20



Items to take into consideration in favor of **Option #2** 2 Weeks Virtual; then starting in-person Sept. 8



Decisions Have to Be Made

Fluid/Could Change

As hard as it is to accept: we must all realize that anything we decide tonight is still subject to change based on further guidance from the the State, TEA, or Local Health Authorities.



Parents

Parents need time to prepare if they do not have childcare and need to make arrangements for someone while they work.



Technology Department

Our decision impacts technology because of issuing devices to those in need if we go 100% virtual the first two weeks of school. The sooner we know the better.



Teachers/Staff

Teachers need to know what type of lessons to prepare (virtual/in-school/both).



The road will be unfamiliar.

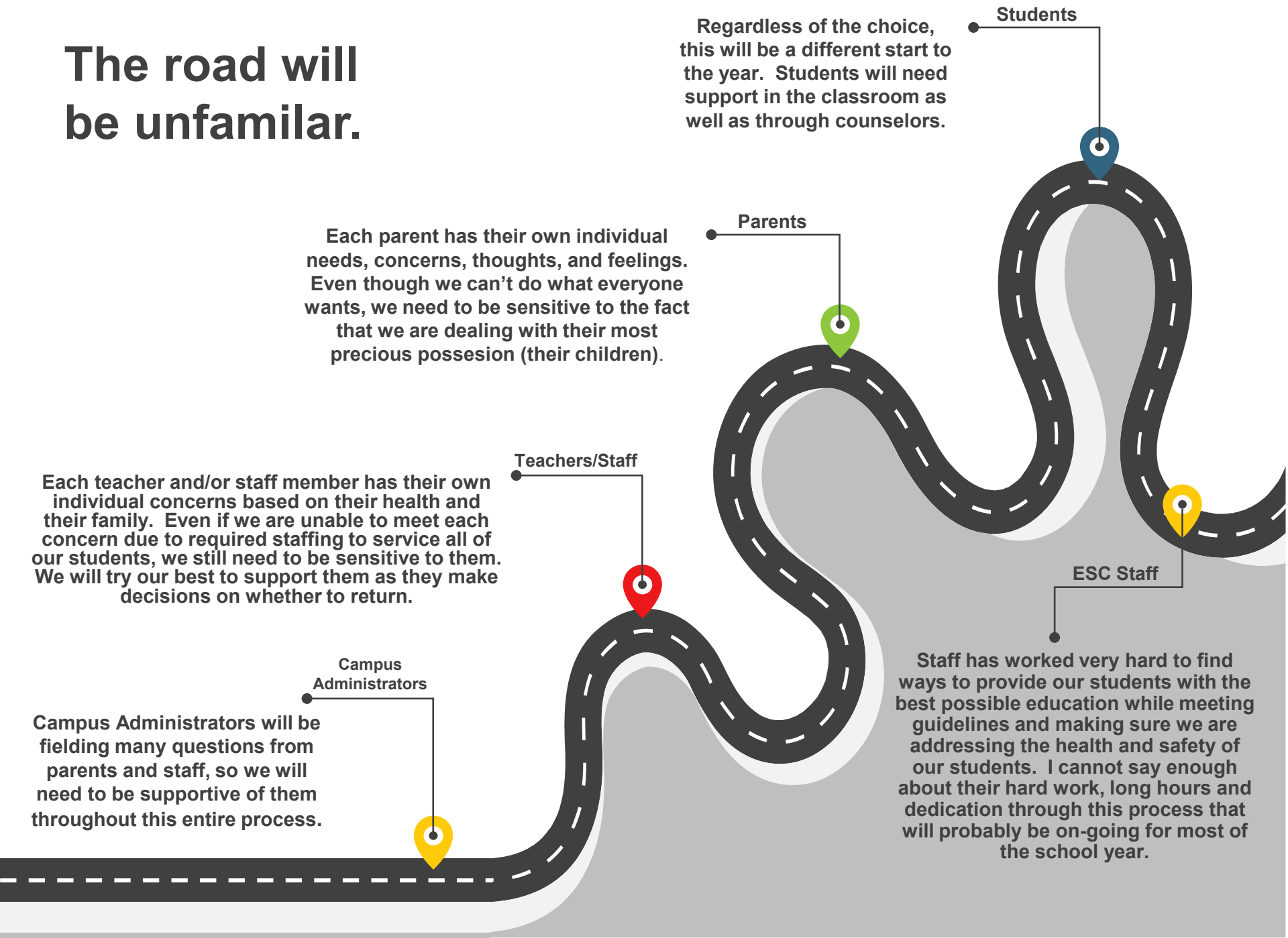
Each parent has their own individual needs, concerns, thoughts, and feelings. Even though we can't do what everyone wants, we need to be sensitive to the fact that we are dealing with their most precious possession (their children).

Each teacher and/or staff member has their own individual concerns based on their health and their family. Even if we are unable to meet each concern due to required staffing to service all of our students, we still need to be sensitive to them. We will try our best to support them as they make decisions on whether to return.

Campus Administrators will be fielding many questions from parents and staff, so we will need to be supportive of them throughout this entire process.

Regardless of the choice, this will be a different start to the year. Students will need support in the classroom as well as through counselors.

Staff has worked very hard to find ways to provide our students with the best possible education while meeting guidelines and making sure we are addressing the health and safety of our students. I cannot say enough about their hard work, long hours and dedication through this process that will probably be on-going for most of the school year.



MOST CURRENT CDC RETURN TO SCHOOL GUIDELINES



Most Current CDC Guidelines

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

As decisions are made about children returning to school, it is important to consider the full spectrum of benefits and risks of both in-person and virtual learning options.

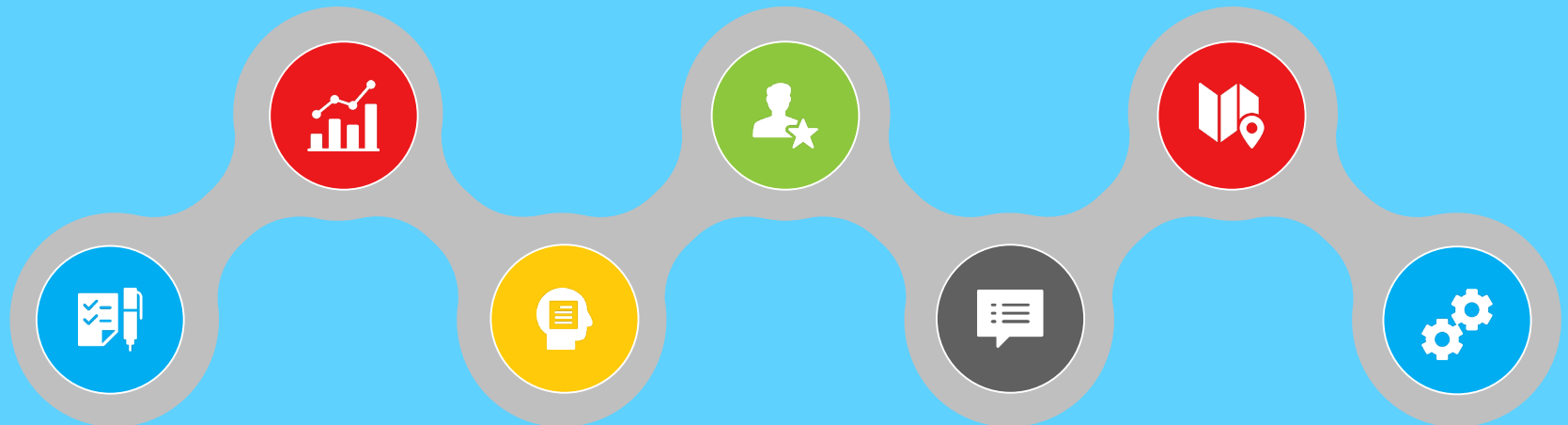
- Parents are **understandably concerned** about the **safety of their children at school** in the wake of COVID-19.
- The best available evidence indicates if children become infected, they are far less likely to suffer severe symptoms.
- At the same time, the harms attributed to closed schools on the social, emotional, and behavioral health, economic well-being, and academic achievement of children, in both the short- and long-term, are well-known and significant.
- Further, the lack of in-person educational options disproportionately harms low-income and minority children and those living with disabilities. These students are far less likely to have access to private instruction and care and far more likely to rely on key school-supported resources like food programs, special education services, counseling, and after-school programs to meet basic developmental needs.¹

Most Current CDC Guidelines (cont.)

Aside from a child's home, no other setting has more influence on a child's health and well-being than their school.

The in-person school environment does the following:

- provides educational instruction;
- supports the development of social and emotional skills;
- creates a safe environment for learning;
- addresses nutritional needs; and
- facilitates physical activity.



Most Current CDC Guidelines (cont.)

COVID-19 and Children

- The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children.
- Children appear to be at lower risk for contracting COVID-19 compared to adults.



Most Current CDC Guidelines (cont.)

COVID-19 and Children (continued)

- Scientific studies suggest that COVID-19 transmission among children in schools may be low.
- International studies that have assessed COVID-19 spread in schools reveal low rates of transmission when community transmission is low.
- Based on current data, the rate of infection among younger school children, and from students to teachers, has been low, **especially if proper precautions are followed.**
- There have also been few reports of children being the primary source of COVID-19 transmission among family members.

Most Current CDC Guidelines (cont.)

Educational Instruction

- Extended school closure is harmful to children.
- It can lead to severe learning loss, and the need for in-person instruction is particularly important for students with heightened behavioral needs.
- Following the wave of school closures in March 2020 due to COVID-19, academic learning slowed for most children and stopped for some.
- We also know that, for many students, long breaks from in-person education are harmful to student learning.
- The prospect of losing several months of schooling, compared to the few weeks of summer vacation, due to school closure likely only makes the learning loss even more severe.



Most Current CDC Guidelines (cont.)

Educational Instruction (continued)

- Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities. Many low-income families do not have the capacity to facilitate distance learning (e.g. limited or no computer access, limited or no internet access), and may have to rely on school-based services that support their child's academic success.
- Persistent achievement gaps that already existed before COVID-19, such as disparities across income levels and races, can worsen and cause serious, hard-to-repair damage to children's education outcomes.
- Finally, remote learning makes absorbing information more difficult for students with disabilities, developmental delays, or other cognitive disabilities.



Most Current CDC Guidelines (cont.)

Social and Emotional Skill Development

- Schools play a critical role in supporting the whole child.
- Schools provide a stable and secure environment for developing social skills and peer relationships.
- Social interaction at school among children in grades PK-12 is particularly important for the development of language, communication, social, emotional, and interpersonal skills.
- Extended school closures are harmful to children's development of social and emotional skills.
- In an in-person school environment, children more easily learn how to develop and maintain friendships, how to behave in groups, and how to interact and form relationships with people outside of their family.
- In school, students are also able to access support systems needed to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, and make responsible decisions.



Most Current CDC Guidelines (cont.)

Social and Emotional Skill Development (continued)

- Extended closures can be harmful to children's mental health and can increase the likelihood that children engage in unhealthy behaviors. An environment where students feel safe and connected, such as a school, is associated with lower levels of depression, thoughts about suicide, social anxiety, and sexual activity, as well as higher levels of self-esteem and more adaptive use of free time
- Another review published this year found that post-traumatic stress scores of children and parents in quarantine were four times higher than those not quarantined.
- In-person schooling provides children with access to a variety of mental health and social services, including speech language therapy, and physical or occupational therapy to help the physical, psychological, and academic well-being of the child.
- Further, school counselors are trained in the mental health needs of children and youth and can recognize signs of trauma that primary caregivers are less able to see because they themselves are experiencing the same family stresses. School counselors can then coordinate with teachers to implement interventions to offer children a reassuring environment for regaining the sense of order, security, and normalcy.

Most Current CDC Guidelines (cont.)

Safety

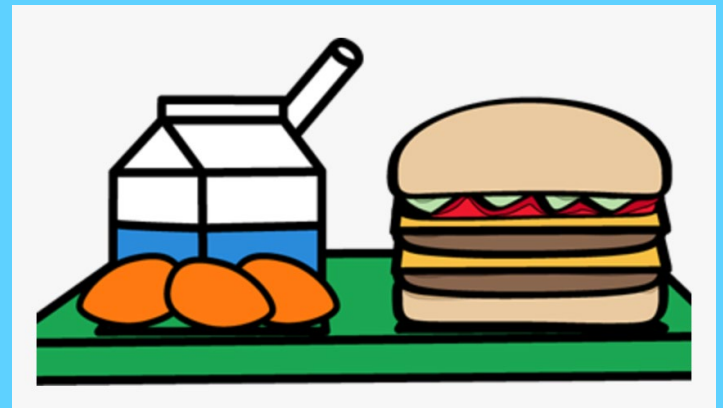
- Extended school closures deprive children who live in unsafe homes and neighborhoods of an important layer of protection from neglect as well as physical, sexual, and emotional maltreatment and abuse.
- Children who live in a home or neighborhood where neglect, violence, or abuse occur, but who are not physically in school, are deprived of access to trained school professionals who can readily identify the signs of trauma and provide needed support and guidance



Most Current CDC Guidelines (cont.)

Nutrition

- Extended school closures can be harmful to the nutritional health of children. Schools are essential to meeting the nutritional needs of children with many consuming up to half their daily calories at school.
- For children from low-income families, school meals are an especially critical source of affordable, healthy foods. While schools have implemented strategies to continue meal services throughout periods of school closures, it is difficult to maintain this type of school nutrition program over the long-term.

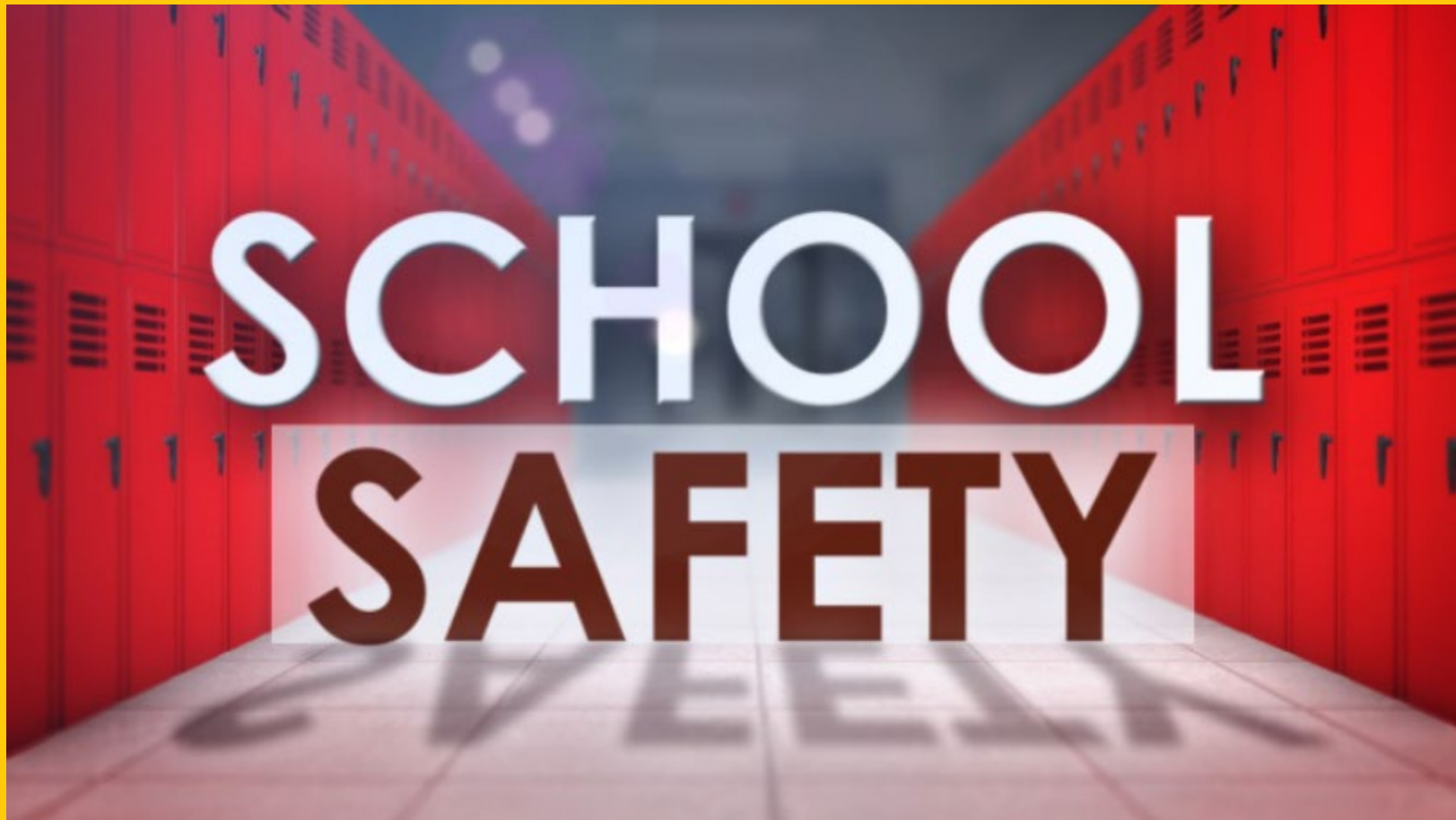


Most Current CDC Guidelines (cont.)

Physical Activity

- When schools are closed, children lose access to important opportunities for physical activity. Beyond PE, with schools closed, children may not have sufficient opportunities to participate in organized and safe physical activity. They also lose access to other school-based physical activities, including recess, classroom engagements, and after school programs.
- The loss of opportunities for physical activity from school closures, especially when coupled with potentially diminished nutrition, can be particularly harmful to children.





SCHOOL

SAFETY

PUBLIC HEALTH CONSIDERATIONS

Public Health Considerations

PROVIDE NOTICE: Parental and Public Notices

- School systems must post a summary of the plan they will follow to mitigate COVID-19 spread in their schools for parents and the general public, one week prior to the start of on-campus activities and instruction.
- School systems are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

PREVENT: Practices to Prevent the Virus from Entering the School

- School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day.
- Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19.

PARENTAL AND PUBLIC NOTICES

PROVIDE NOTICE: Parental and Public Notices

Developing a Plan for On-Campus Activities and Instruction

School systems must post for parents and the general public, one week prior to the start of on-campus activities and instruction, a summary of the plan they will follow to mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined here. This summary document can follow any format the school system deems appropriate to communicate the information, should broadly address the major points in this guidance, and must be posted on the school system homepage or another easily found area on the system website. The document should be developed in consultation with teachers, staff, and parents to ensure the plan provides for the safety of teachers, staff, and students. Neither this summary document nor any local school systems' reopening plans are subject to approval by any government entity.

PREVENTION

PREVENT: Practices to Prevent the Virus from Entering the School Screening Questions for COVID-19 Before Campus Access

1. School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus until the 14-day incubation period has passed.
2. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.
3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, school systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

PREVENTION (cont.)

(updated 7/30/2020)

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who **themselves** either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

Identifying Possible COVID-19 Cases on Campus

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

RESPOND

RESPOND: Practices to Respond to a Lab-Confirmed Case in the School

- School systems must notify their local health department if an individual who has been in a school is lab-confirmed to have COVID-19.
- School systems must close off areas that are heavily used by the individual with the lab-confirmed case of COVID-19 (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have passed since that person was on campus.
- School systems must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers, or staff who participate in any on-campus activities.

RESPOND (cont.)

RESPOND: Practices to Respond to a Lab-Confirmed Case in the School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School 5

1. If an individual who has been in a school is lab-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. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

MITIGATE

MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread inside the School

- School systems must rely on health and hygiene practices, including the use of hand sanitizer and/or hand washing stations with soap and water.
- Schools must comply with the governor's executive order regarding the wearing of masks.
- School systems may require the use of masks by adults and students for whom it is developmentally appropriate in instances where masks are not mandated by the governor's executive order.
- School systems should encourage students to practice social distancing where feasible without disrupting the educational experience.

MITIGATE (cont.)

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

Operational Considerations:

Health and Hygiene Practices: General

1. Schools should attempt to have hand sanitizer and/or hand washing stations with soap and water at each entrance. They should also attempt to provide hand sanitizer and/or hand washing stations with soap and water in every classroom.
2. Students, teachers, staff, and campus visitors should be encouraged to sanitize and/or wash hands frequently.
 - a. School systems are encouraged to have students engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - b. School systems are encouraged to teach students good handwashing techniques.
 - c. Students, teachers, staff, and campus visitors should be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - a. Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
 - b. Schools should arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
 - c. The CDC has provided guidance on cleaning community buildings to prevent COVID-19 spread.
 - d. Schools should ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.

MITIGATE (cont.)

4. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.
5. If a building has remained dormant for an extended period, we recommend you review CDC guidance on maintaining water system safety when buildings are unused for extended periods of time, and apply this guidance as appropriate.
6. The CDC provides a range of printed resources such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.
7. On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system.

MITIGATE (cont.)

Health and Hygiene Practices: Masks

1. For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
2. Schools are required to comply with the governor's executive order regarding the wearing of masks.
3. In addition to the executive order, school systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.
4. It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, schools must require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields. However, schools must require students, teachers, and staff to wear masks or face shields as they arrange themselves in positions that will allow them to maintain safe distancing.

Student-Teacher Groupings

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

1. In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

MITIGATE (cont.)

Use of Non-Classroom Spaces

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors. 7
2. Schools may continue to offer extracurricular activities, at their discretion and consistent with the guidance in this document, for non-UIL extracurricular activities and with the guidance found on the UIL website for all UIL activities.
3. As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with the governor's executive orders for similar activities.
4. Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
5. Depending upon local conditions, school systems should consider eliminating assemblies and other activities that bring large groupings of students and/or teachers and staff together.
6. Consider adding dividers between bathroom sinks, especially when students cannot be at least six feet apart while using the sinks.
7. School systems should consider practices that reduce the likelihood that students meet the close contact definition (defined below) at lunch. This could include having students eat lunch at their desks. It could include the use of seats that are spaced at least 6 feet apart. It could include the use of dividers on cafeteria tables if they can serve the purpose of shielding the students from respiratory droplets with which they might otherwise come into contact. For meal service itself, consider individually plated meals with disposable food service items for students who do not bring their own lunch.

MITIGATE (cont.)

Staffing

1. Employees of school systems, like employees of any organization, must continue to meet the work expectations set by their employers, subject to any applicable employment contract terms or legal requirements. However, school systems should work with teachers and other staff to ensure the safety of students, teachers, and staff. This could include allowing those 8 staff, including teachers, who may fulfill their work duties remotely to do so. It could include modification of schedules to ensure, where feasible, that staff members, including teachers, interact with smaller and/or more consistent cohorts of individuals to further mitigate risk. In addition, teachers and staff who are in high risk categories may be entitled to paid leave under the federal Families First Coronavirus Response Act (FFCRA) in addition to leave already accrued.
2. School teachers and staff should be trained specifically on the protocols outlined in this document and the practices adopted by their school system. Additionally, while not developed with this exact guidance in mind, Texas Agri-Life Extension offers a free online course on Special Considerations for Infection Control During COVID-19 (2hrs). This course is intended for frontline childcare workers, but the principles of the course apply equally to those working in school settings.
3. School systems should attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary and cannot be done via electronic means, everyone must follow the mask protocols in this guidance, remain at least 6 feet apart where feasible, consider the use of dividers, and consider whether increased airflow from the outdoors is possible in those settings.

SCREENING

COVID-19 SYMPTOMS (SCREENING)

updated 7/30/2020

COVID-19 Symptoms

Any of the following symptoms indicate a possible COVID-19 infection:

- Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (or, for students with a chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

COVID-19 SYMPTOMS (SCREENING)

update 7/30/2020

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. Close contact is determined by an appropriate public health agency. For clarity, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on); or
- b. being within 6 feet for a cumulative duration of 15 minutes;

if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

Screening Questionnaire Information

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.

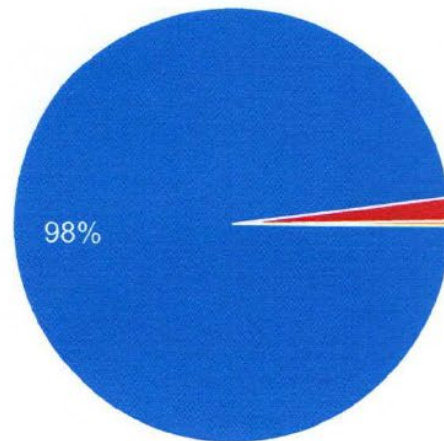
2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses

TEACHER/STAFF SURVEY

Teacher Survey Results

Please choose one of the following:

542 responses

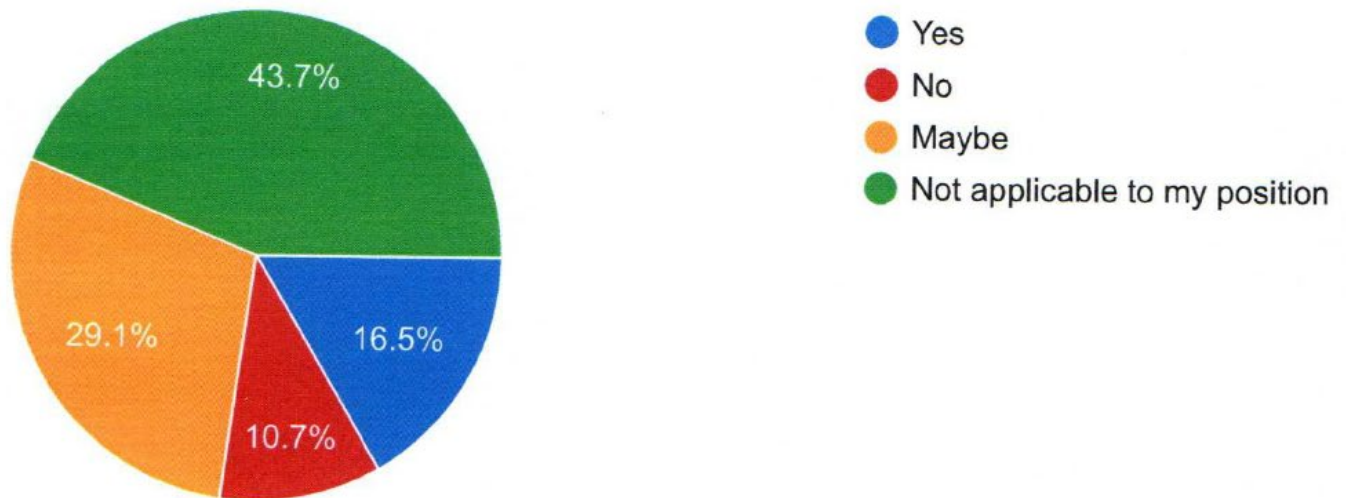


- I will be returning to work as scheduled.
- I will need to apply for Family Medical Leave (FMLA).
- I will be resigning my position.

Teacher Survey Results

If there is an application process for on-campus teachers who teach at-home learners (virtual instruction), would you be interested in applying?

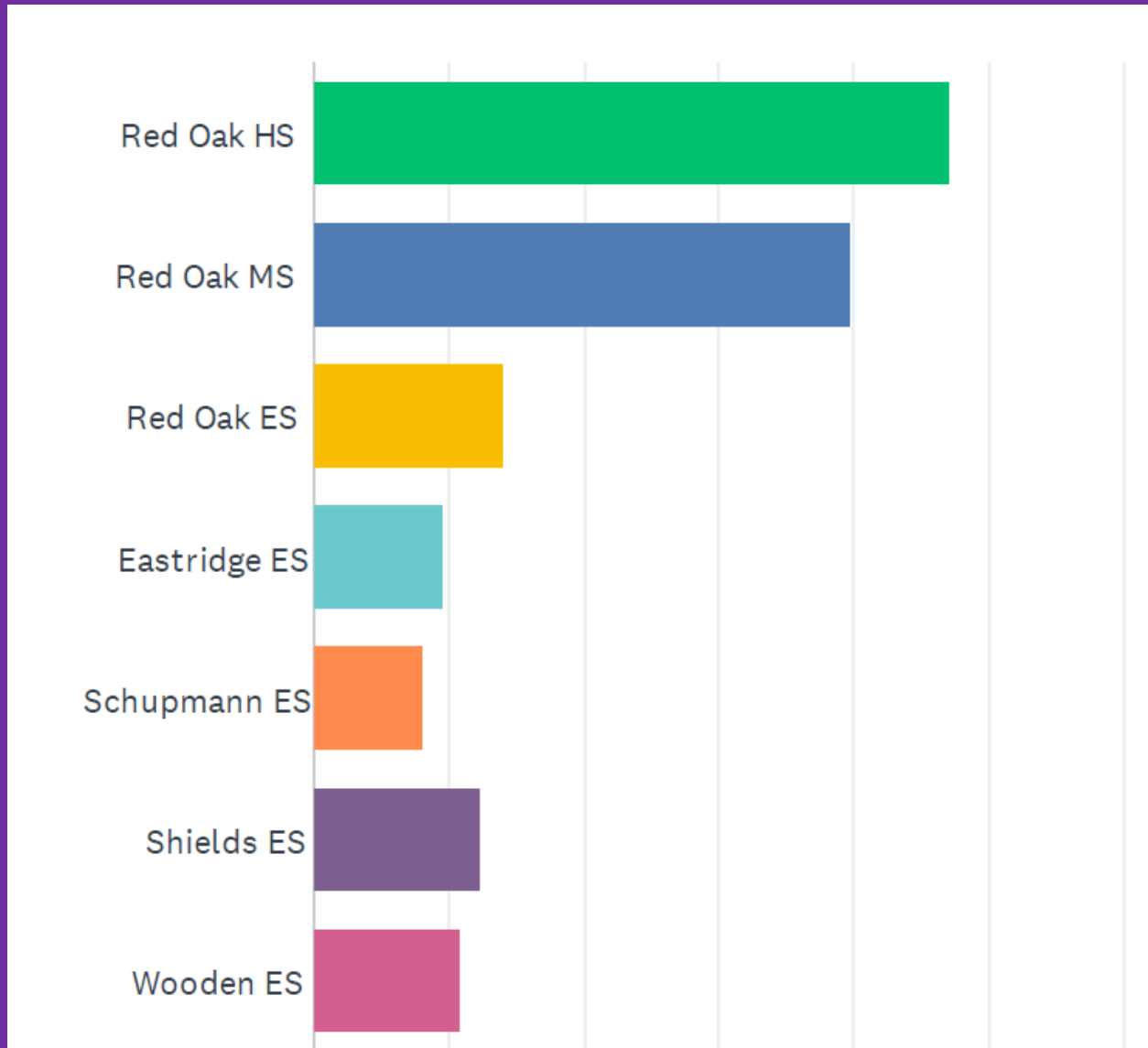
540 responses



PARENT SURVEY



Parent Survey Results



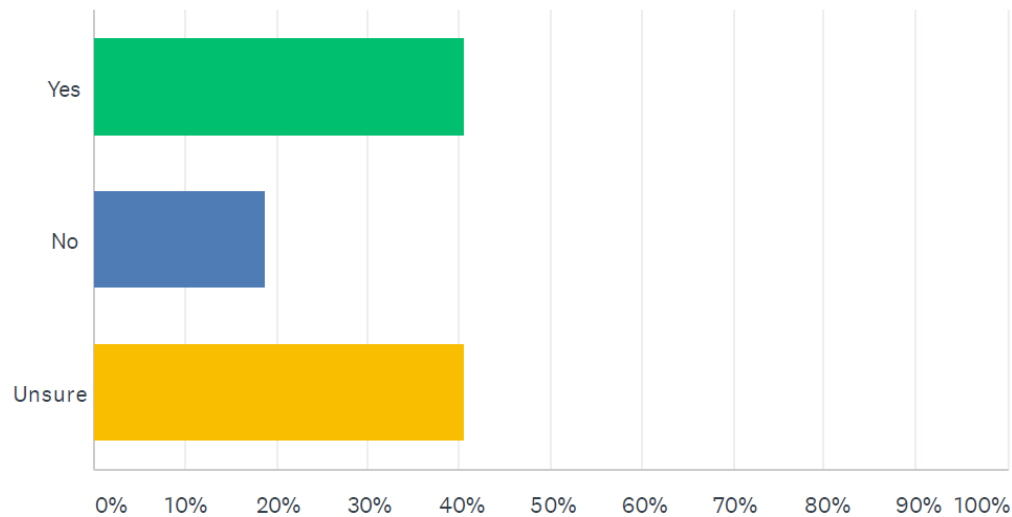
Parent Survey Results

The district is receiving bulk personal protective equipment (PPE) from the state, including masks, gloves, thermometers, and hand sanitizer. Hand sanitizer will be used throughout the district and gloves will be available for those classrooms with hands-on needs including special education settings, health class, etc. Social distancing guides will be in place for students and staff. As we evaluate how to use the remaining items beginning in the fall, please select the option that you feel is best for Red Oak ISD.

ANSWER CHOICES	RESPONSES
All students and staff REQUIRED to wear masks and have thermometer scans daily.	55.64% 927
All staff REQUIRED to wear masks and students RECOMMENDED to wear masks; both groups have thermometer scans daily.	11.16% 186
All students and staff RECOMMENDED to wear masks; both groups have thermometer scans daily.	18.07% 301
All students and staff RECOMMENDED to wear masks; thermometer scans available if needed.	3.96% 66
All students and staff can choose to wear or not wear masks; thermometer scans available if needed.	11.16% 186
TOTAL	1,666

Parent Survey Results

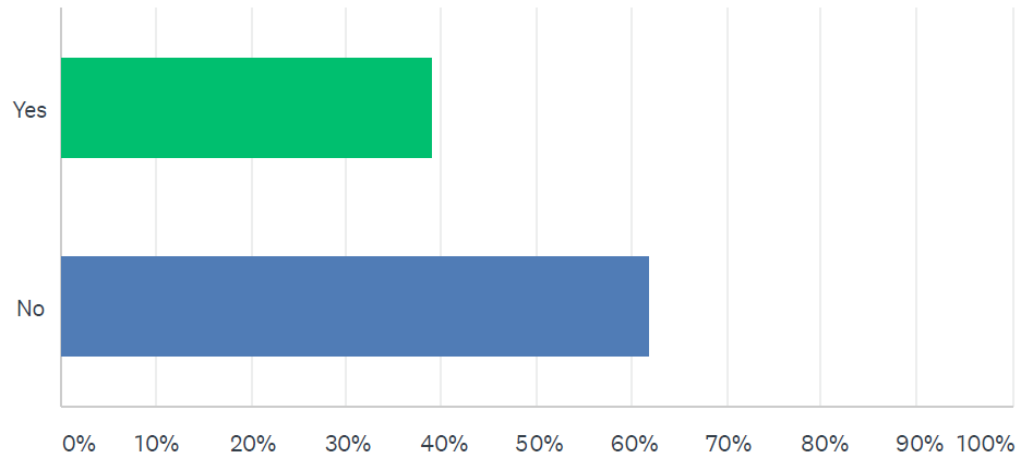
If students are allowed to attend school in fall in-person, would you send your child to school?



ANSWER CHOICES	RESPONSES	
Yes	40.52%	675
No	18.85%	314
Unsure	40.64%	677
TOTAL		1,666

Parent Survey Results

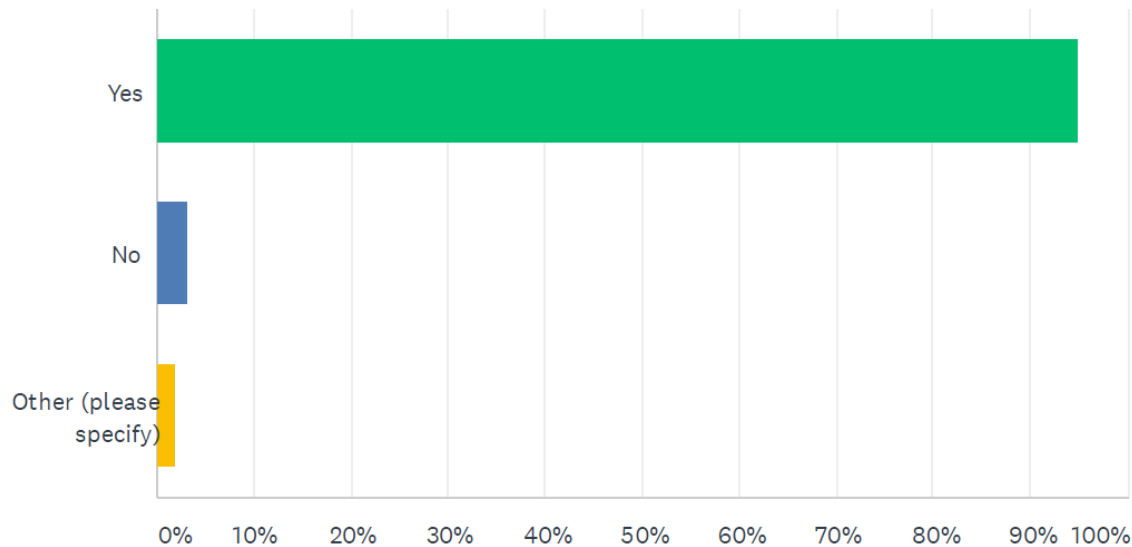
If you would send your child to school, are they eligible and would your child/children need transportation (bus)?



ANSWER CHOICES	RESPONSES	
Yes	39.03%	649
No	62.00%	1,031
Total Respondents: 1,663		

Parent Survey Results

If virtual school is allowed and/or required, would your child have internet service at home in order to be able to participate daily?



ANSWER CHOICES	RESPONSES
Yes	95.02% 1,582
No	3.06% 51
Other (please specify)	1.92% 32
TOTAL	1,665

Extra-Curricular Activities

Recommendation: All students, whether Virtual or In-Person will be allowed to participate in UIL activities and CTE classes that require In-Person attendance at school.

If there is a period dedicated to that particular activity, then students will be required to attend that period and provide their own transportation to and from. Virtual students will need to **sign-in** prior to the period and **sign-out** at the conclusion of the period.

Students cannot remain on campus except during the class period. This is a safety measure in order to know which students are on our campus at any given time.



20-21 Football Calendar 5A-6A

2020 UIL Football Calendar (5A & 6A)



All 5A & 6A Schools:

August 08

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 09

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 10

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 11

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 12

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

YELLOW – Scrimmages

GREEN – Regular Season Begin/End

BLUE – State Championships

Regular Season

Schools who have offered strength and conditioning since August 24:

- **September 7:** Begin Acclimatization Period
- **September 17-19:** 1st Scrimmage
- **September 24-26:** Week One
- **December 5:** District Certification



**Schools will have 11 weeks to play 10 games*

***The above is only for schools who were not shut-down through September 7*

Post Season

4 Qualifiers from each District

- **December 10-12:** Bi-District
- **December 17-19:** Area
- **December 24 or December 26:** Regional (No games may be played on December 25)
- **December 31 - January 2:** Quarter-Final
- **January 7-9:** State Semi-Final
- **January 11:** State Championship Games TBD



2020 UIL Volleyball Calendar (5A & 6A)



All 5A & 6A Schools:

August 08

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 09

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 10

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
				1	2	3

November 11

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 12

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

GRAY – Practice begins

YELLOW – Scrimmages

GREEN – Matches Begin / Certification

BLUE – State Championships

Regular Season

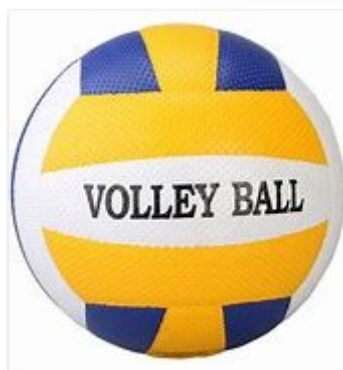
Schools who have offered strength and conditioning since August 24:

- **September 7:** Practice begins
- **September 11:** Scrimmages allowed
- **September 14:** Matches allowed - 3 matches (or dual matches) allowed in calendar week; only 1 match (or dual match) during school week, 2nd and 3rd match (or dual match) must be played outside the school week. if school is in session

Post Season

4 Qualifiers from each District

- **November 19-21:** Bi-District
- **November 23-24:** Area
- **November 26-28:** Quarterfinals
- **Nov. 30 - Dec. 1:** Regional Semi-finals
- **December 3-5:** Regional Finals
- **December 11-12:** State Tournament



2020 Team Tennis Calendar

All Schools:

August 17: 1A Through 4A Schools May start Interschool Competition

September 7: 5A & 6A Schools May start Interschool Competition

October 24: District Certification Deadline

October 26-27: Bi-District

October 29-31: Area

November 2-3: Regional Quarterfinal

November 6-7: Regional Tournament

November 11-12: State Tennis Tournament



Tournaments will be allowed during regular season with no more than 8 teams participating

5A& 6A only: Matches allowed - 3 matches (or dual matches) allowed in calendar week; only 1 match during school week, 2nd and 3rd played outside the school week, Friday and Saturday

Tournaments for determining district representatives will be allowed with the limitation of two schools at one site

Additional information will be released at a later time concerning Regional and State Meets

2020 Cross Country Calendar

All Schools:

August 17: 1A Through 4A Schools May start Interschool Competition

September 7: 5A & 6A Schools May start Interschool Competition

November 14: District Certification Deadline

November 23: Regional Meets

December 5: State Meet



Deadlines for filing entry forms to appropriate director:

District: 5 days prior to district meet

Regionals: Immediately following district meet. Please review regional director's specified deadline.

State: Regional results will be sent to the state office by the regional director. The school does not send an entry form or fees to the UIL office.

Invitational Meets may have no more than 8 total schools and only one level of competitors (Var/JV/9th). A school could bring a girls and boys team, but they would need to be the same level.

District Meets may only have one level of competitors participating on-site at a given time. Example: if Varsity Boys/Girls are running, JV would not be allowed on-site until the varsity athletes have left.

Additional information will be released at a later time concerning Regional and State Meets

2020-21 UIL Basketball Calendar



All Schools 1A through 6A:

October 10

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 11

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 12

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 01

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 02

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 03

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

YELLOW – GBB Scrimmages
 PINK – GBB games begin/certification
 GRAY – BBB Scrimmages
 GREEN – BBB games begin/certification
 BLUE – State Championships

Regular Season

- **October 21:** Girls practice start
- **October 31:** Girls scrimmages allowed (max 2)
- **November 6:** Girls interschool games
- **February 9:** GIRLS DISTRICT CERTIFICATION – 17 weeks
- **October 28:** Boys practice start
- **November 7:** Boys scrimmages allowed (max 2)
- **November 13:** Boys interschool games
- **February 16:** BOYS DISTRICT CERTIFICATION – 17 weeks



2020-2021 Basketball Calendar

- The District Certification Date is the only date change on the 2020-21 Basketball Calendar
- Allowable game limit – 27 games
- Scrimmages - **no more than 4 teams** may meet for scrimmage purposes at one site. For sites that are used to having multiple groups of 4 at a scrimmage fest, that is **not allowed** for the 2020-2021 basketball season.
- Teams may play 3 games during a calendar week. When school is in session, the 2nd and 3rd game must be played outside of the school week.
- **No** tournaments or showcases, including regional tournament

Post Season

1A: 3 Qualifiers from each district

2A-6A: 4 Qualifiers from each district


Girls Basketball

- **February 11-13:** Bi-District
- **February 15-16:** Area
- **February 18-20:** Quarterfinals
- **February 22-23:** Regional Semi-finals
- **February 26-27:** Regional Finals
- **March 4-6:** GIRLS STATE TOURNAMENT

Boys Basketball

- **February 18-20:** Bi-District
- **February 22-23:** Area
- **February 25-27:** Quarterfinals
- **March 1-2:** Regional Semi-finals
- **March 4-6:** Regional Finals
- **March 11-13:** BOYS STATE TOURNAMENT

Practice and Rehearsal Regulations

- Summer Marching Band
 - The 20-hour limit on supervised marching/visual fundamentals expires on July 31, 2020.
 - On August 1, 2020 schools may allow students to continue supervised marching/visual fundamentals through September 6, 2020, whether or not the instructional school year has started, while following all limits on practice and performance as outline in the rules for [summer marching band practice](#) .
- Activities During the School Year
 - Practice or rehearsal on the extracurricular portion of the music activity during a school period may not exceed 60 minutes per day, or 300 minutes per week. Local school policy will determine the students who may attend.
 - Schools utilizing an instructional model other than a traditional in-person model may hold the extracurricular practice/rehearsal period any time during the day. This period is not required to be held during normal school hours.
 - Practice or rehearsal on the extracurricular portion of the music activity that occurs as part of the 60 minutes per day, or 300 minutes per week permitted during a school period does not count towards any practice or rehearsal time limits outside of the school day.
- COVID-19 General Considerations
 - When planning music practices and rehearsals, schools may consider the most current data from the [aerosol study](#) sponsored in part by the National Federation of State High School Associations.

Marching Band Updated Calendar

- **September 7:** First Day to Begin Contest Show Visual/Marching Curriculum
- **December 3:** Region Contest Deadline for 2A/4A/6A
- **December 10:** Area Contest Deadline for 2A/4A/6A and Region Contest Deadline for 1A/3A/5A
- **December 12:** 3A/5A Area Contest Deadline
- **December TBD:** 1A/2A/4A State Military Championships
- **December TBD:** 2A/4A/6A State Championships



Questions

