

# Shelbyville ISD



## **Return to In-Person Instruction and Continuity of Services Plan (RIPICS)**

2021-2023

Stakeholder Input Gathered: May, June, July 2021  
School Board Approval: August 2021

*SISD's RIPICS Plan is contingent upon CDC guidance and state updates as environmental conditions change.*

## District Priorities and Purpose

It is our desire to start the 2021-2022 school year with student and staff motivation and confidence! We will ensure, to the best of our ability, the safety and educational tools needed for a successful year!

Even though COVID-19 has been challenging, SISD continues to move forward responding to the pandemic and addressing student learning loss.

SISD's RIPICS Plan (Return to In-Person Instruction and Continuity of Services Plan) has been created to be flexible as governing authorities and/or health officials update us on present situations of the environmental conditions effecting our protocols for safety.

SISD's RIPICS Plan will be reviewed every six months at school board meetings. All stakeholders have the opportunity to share input the month prior to board meetings concerning the SISD RIPICS Plan. Stakeholders include, but not limited to, staff, students, parents, community members, and board members. Stakeholders' input includes, but not limited to, information and ideas addressing concerns of our special populations, mental health services, lost instructional time, improving air quality, purchasing educational technology, and repairing/improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards. Stakeholder input has been gathered by stakeholder surveys posted on the school website, [www.shelbyville.k12.tx.us](http://www.shelbyville.k12.tx.us), Shelby County Today, [scttx.com](http://scttx.com), the school Remind account, and stakeholder meetings (school board meetings, focus group meetings).

Shelbyville ISD has and will continue to engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds to be utilized for safely opening and operating for in-person learning according to CDC guidance. The funds will address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning and extended day. Shelbyville ISD ensures that the interventions to be implemented will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, Englishlearners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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# RIPICS Plan

## Roles, Responsibilities, and Resources

<b>Preparing for Learning</b>	
<b>Student</b>	<ul style="list-style-type: none"> <li>○ Come to school with supplies, completed assignments, and ready to learn</li> <li>○ Complete class/course by district/teacher deadlines</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>○ Access Teacher Expectations/Syllabus for Students</li> <li>○ Daily prepare your child for learning by helping your child organizing materials/backpack</li> <li>○ Designate a routine and specific place in the home for academics</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>○ Weekly plan with grade-level team/department team and principals concerning instructional goals and strategies for all students</li> <li>○ Follow the curriculum scope and sequence</li> <li>○ Upload instructional materials and resources into Google Classroom and SeeSaw for online learning options</li> </ul>

<b>Academic Expectations</b>	
<b>Student</b>	<ul style="list-style-type: none"> <li>○ Be on time and ready to learn when entering the classroom</li> <li>○ Attend class daily</li> <li>○ Collaborate with teacher and peers during class discussions</li> <li>○ Ask for clarification if you do not understand how to use learning tools such as Google Classroom</li> <li>○ Follow Technology Acceptable Use policy</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>○ Obtain Parent Portal Access (High School)</li> <li>○ Ask your child what he/she learned at school each day</li> <li>○ Partner with your child's teacher to collaborate in order to produce the best educational experience for your child</li> <li>○ Create and maintain open communication with your child's teacher via Remind, email, phone calls, and/or face-to-face conferences</li> <li>○ Teach your child responsibility to take ownership of his/her own learning</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>○ In addition to traditional instruction, instruct students on Google Classroom and SeeSaw accessibility and maneuvering as they utilize learning materials for assignments</li> <li>○ Assess student assignments in a timely manner to give feedback and address next steps if tutorials or interventions are necessary.</li> <li>○ Post grades in a timely manner; at least weekly</li> <li>○ Classroom teachers provide instruction and interventions as data determines</li> <li>○ Intervention teachers provide intervention aligned to classroom needs, campus and district schedules.</li> <li>○ Teachers must follow student IEP / 504 accommodations</li> <li>○ Provide services for ESL and G/T</li> <li>○ Monitor student progress continuously (with documentation)</li> </ul>

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<b>Mental Health, Social Emotional Learning</b>	
<b>Student</b>	<ul style="list-style-type: none"> <li>○ Seek guidance from a trusted school employee or adult when feeling anxious or struggling with feelings of depression, anger, etc.</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>○ Be a good listener for your child, and learn what to listen for if and when your child cries out for help</li> <li>○ Reach out to the school counselor if you need/want to visit about any concerns you have about your child.</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>○ Provide a mental, social, and emotional safe place within the classroom</li> <li>○ Watch for warning signs for mental health struggles</li> <li>○ Report all concerns to campus counselor or administration</li> <li>○ Complete all required professional learning for mental health</li> <li>○ Self-check yourself mentally, socially, and emotionally</li> <li>○ Reach out to a school counselor, administrator or trusted adult if you need/want to visit about any concerns you have about yourself</li> </ul>

<b>Staff and Student Support</b>	
<b>SEL</b>  <b>Mental Health</b>	<ul style="list-style-type: none"> <li>○ Safe learning environment</li> <li>○ SEL provided by the district: bullying prevention, suicide prevention, child abuse prevention, dating violence prevention, sexual harassment prevention</li> <li>○ Certified Counselor</li> <li>○ Licensed Professional Counselor</li> <li>○ Multi-Tiered System of Support(RtI)</li> <li>○ Substance Abuse-Red Ribbon Week</li> <li>○ All students' breakfast/lunches are free</li> </ul>
<b>Academic</b>	<ul style="list-style-type: none"> <li>○ Multi-Tiered System of Support(RtI)</li> <li>○ Intervention Classes – K-12</li> <li>○ Accelerated Instruction Classes – K-12</li> <li>○ Extended Day – K-12</li> <li>○ Summer School – K-12</li> </ul>

<b>Special Populations Support</b>	
<b>Special Education</b>	<ul style="list-style-type: none"> <li>○ ARD committees will determine the unique needs of students who receive special education services and will make service recommendations for students. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives</li> </ul>
<b>English Learner</b>	<ul style="list-style-type: none"> <li>○ LPAC Committees will determine the unique needs of students who receive English Learner services and will make service recommendations for students</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Progress is monitored via TELPAS results, STAAR results, local assessments, and intervention progress monitoring</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>○ 504 Committees will determine the unique needs of students who receive services and will make service recommendations for students.</li> <li>○ Progress is monitored via STAAR results, local assessments, universal screeners, and intervention progress monitoring</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>○ Students will receive support as outlined in the Texas Dyslexia Handbook</li> <li>○ Progress is monitored via STAAR results, local assessments, universal screeners, and intervention progress monitoring</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>○ Students will receive support as outlined in the SISD Gifted and Talented Handbook</li> </ul>

# Shelbyville ISD's Protocols for Health and Safety

## Mitigation of Communicable Disease

<b>Screening for Communicable Diseases, including COVID-19</b>	
<b>Prevention and Precaution</b>	<ul style="list-style-type: none"> <li>○ Self-screening is a daily protocol that should be practiced by all stakeholders before coming on campus</li> <li>○ Stakeholders should not come on campus if they have symptoms of a communicable disease, including COVID-19</li> <li>○ Stakeholders who are lab-confirmed with COVID-19 should not be on campus until a physician's release date is obtained</li> <li>○ Staff will monitor students, and will send a student to the nurse if symptoms are present</li> <li>○ <b>Corrective wearing of masks (as of now, according to Texas Gov. Greg Abbott, Shelbyville ISD will not mandate the wearing of masks, but allow masks wearing for any person desiring to wear one).</b></li> </ul>

<b>Vaccinations</b>	
<b>Location</b>	<ul style="list-style-type: none"> <li>○ Search vaccines gov, text your zip code to 438829, or call 1-800-232-0233 to find COVID-19 vaccine locations near you</li> </ul>

<b>Disinfecting and Hand Sanitizing</b>	
<b>Hand Washing / Sanitizing Expectations</b>	<ul style="list-style-type: none"> <li>○ Hand sanitizer will be available at the main entry to each campus, in classrooms, and the cafeteria</li> <li>○ Staff and students are expected to frequently wash or sanitize their hands</li> </ul>
<b>Disinfecting Expectations</b>	<ul style="list-style-type: none"> <li>○ Staff will have access to disinfectant solutions to sanitize high-touch and working surfaces and shared object between uses</li> <li>○ Classrooms will be cleaned and disinfected daily</li> </ul>

<b>Protocols for Campus Cleaning and Disinfecting</b>	
<b>Daily Campus Cleaning</b>	<ul style="list-style-type: none"> <li>○ Each classroom will be cleaned and disinfected daily</li> <li>○ All high-touch areas will be disinfected throughout the day</li> <li>○ Cafeteria will be disinfected before each grade level/lunch period</li> <li>○ Staff and students have the opportunity to disinfect high-touch items, and shared items</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>○ Disinfecting will occur throughout the day</li> </ul>

	<ul style="list-style-type: none"> <li>○ Staff and students must wash hands with soap and water before exiting the restroom</li> <li>○ Handwashing techniques will be taught to students and reinforced</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>○ Students should not share food, drinks, or personal devices</li> <li>○ Bus seating areas will be disinfected after each bus route</li> <li>○ Bus windows will be opened to allow outside air to circulate as necessary</li> </ul>

<b>Physical Distancing</b>	
<b>General Expectations</b>	<ul style="list-style-type: none"> <li>○ Social distancing, inside and outside, will be utilized as needed.</li> <li>○ Utilize outdoor spaces as needed for learning</li> <li>○ Wash or sanitize hands frequently</li> </ul>
<b>Campus Visitors</b>	<ul style="list-style-type: none"> <li>○ No visitor is allowed on campus with lab confirmed COVID-19 or symptoms of COVID-19</li> <li>○ Visitors should utilize hand sanitizer upon entering a campus building</li> <li>○ Virtual meetings may be utilized to conduct meetings such as PTO meetings, ARDs, LPAC, etc.</li> </ul>

## Response to COVID-19

<b>Symptomatic Individuals</b>	
<b>Prevention and Precaution</b>	<ul style="list-style-type: none"> <li>○ Stay home and seek medical advice from a physician</li> <li>○ Students with symptoms will be sent to the nurse. The nurse will determine if the child should be sent home. The student will stay in isolation until picked up ASAP</li> <li>○ Submit a medical professional's note for return clearance</li> <li>○ Contact tracing (isolation/quarantine) as instructed by CDC guidance</li> <li>○ District will report confirmed cases to the local health department.</li> </ul>
<b>Positive Lab-Confirmed</b>	<ul style="list-style-type: none"> <li>○ SISD will follow CDC guidance and other governing authorities for length of isolation</li> <li>○ 24 hour period free of fever without medication</li> <li>○ Symptoms have significantly improved (coughing/breathing)</li> </ul>
<b>Household Member Positive</b>	<ul style="list-style-type: none"> <li>○ Well individuals should not be in contact with someone in isolation</li> <li>○ Household members may return according to governing authorities</li> </ul>

<b>Notification For Positive COVID-19 Cases on Campus</b>	<ul style="list-style-type: none"><li>○ Close contacts will receive a letter and/or call from a school nurse or campus administrator if exposed to someone positive for COVID-19</li></ul>
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## **Respiratory Hygiene**

<b>Cough Etiquette</b>	<ul style="list-style-type: none"><li>○ Cover your nose and mouth while coughing or sneezing</li><li>○ Use tissues and throw them away after use</li><li>○ Wash hands or use hand sanitizer each time you touch your nose or mouth</li></ul>
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