

**El Paso Education Initiative, Inc.**

**d/b/a Burnham Wood Charter School District  
and Vista del Futuro Charter School**

**SAFE RETURN TO IN-PERSON INSTRUCTION AND  
CONTINUITY OF SERVICES PLAN**



**EL PASO**  
**EDUCATION**  
**INITIATIVE**  
**INC.**



Howard  
**BURNHAM**  
Elementary



VISTA DEL  
**FUTURO**  
Charter School



**BURNHAMWOOD**  
CHARTER  
SCHOOL DISTRICT



**DAVINCI**  
SCHOOL FOR SCIENCE & THE ARTS



the LINGUISTIC  
**ACADEMY**  
of El Paso

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## **PART 1: DISTRICT & CAMPUS INFORMATION**

### **1. Contact Information**

About the Charter Holder: El Paso Education Initiative, Inc. is a 501©3 nonprofit organization. It was granted two Charters from the Texas Education Agency: *Burnham Wood Charter School District* and *Vista del Futuro Charter School District*.

*Burnham Wood* operates three campuses: Howard Burnham - grades Prekindergarten 4 through 5<sup>th</sup>; The Linguistic Academy of El Paso – grades Prekindergarten 3 through 5<sup>th</sup> and Da Vinci School for Science and the Arts - grades 6 through 12; and *Vista del Futuro Charter School* has one campus Vista del Futuro with grades Prekindergarten 3 through 7<sup>th</sup>.

**Howard Burnham School** 7310 Bishop Flores Dr., El Paso, TX 79912

**Vista del Futuro School** 1671 Bob Hope Dr., El Paso, TX 79936

**DaVinci Science & the Arts Charter School** 785 Southwestern Dr., El Paso, TX 79912

**The Linguistic Academy of El Paso** 5141 Upper Valley Rd., El Paso, TX 79932

### **2. The Vision & Mission of El Paso Education Initiative, Inc.**

VISION - Our District will teach the whole student and build character through a rigorous curriculum of Science, Technology, Engineering, Mathematics, and Fine Arts rooted in a foundation of Respect,

MISSION - Our District exists to provide each student the necessary skills needed to reach their fullest academic potential in order that they may actively contribute to the improvement of their community, their country, and the world as a whole.

### **3. District Priorities**

It is our desire to provide our students with the best possible learning experiences in the safest learning environment possible. Even though COVID-19 has been challenging, we continue to move forward responding to the pandemic and addressing student learning loss.

Burnham Wood and Vista Del Futuro's 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 protocols for safety.

Every six months, all stakeholders will have the opportunity to share input on the plan. Stakeholders include, but not limited to, staff, students, parents, community members, and

board members. Next the plan will be reviewed along with stakeholder input by the District Committee. Revisions will be made as appropriate.

## **PART 2: PUBLIC NOTICE AND POSTING INFORMATION**

### **1. Parent and Public Notice**

Burnham Wood and Vista Del Futuro’s plan for safe in-person instruction and continuity of services. Our public notice was provided with a public information meeting prior to a Board Meeting and published on the district’s website. In light of the COVID-19 public health crisis, Burnham Wood and Vista Del Futuro has worked to develop a safe, efficient, and responsible plan for the 2021-22 school year. It is important that we accommodate the social, emotional, and health needs of our students and their families while simultaneously providing the high-quality education our students deserve. The following is a summary of the plan Burnham Wood and Vista Del Futuro will follow to educate students based on the requirements and recommendations outlined by the Texas Education Agency.

At a minimum, this plan will be reviewed and, as appropriate, revised at six-month intervals by July 31, 2022-2024 and January 31, 2022-2024.

### **2. Parent and Family Communication**

Burnham Wood and Vista Del Futuro will continue to communicate with all stakeholders any and all relevant information regarding any changes or updates to the current requirements/guidelines by the following channels:

- Email/text messages
- Social media
- Website
- Campus Newsletters

## **PART 3: STUDENT INSTRUCTIONAL SUPPORT SERVICES**

### **1. Roles and Responsibilities**

#### **Prepare for Learning**

##### **Staff:**

- Weekly plan with grade-level team/department team and principals concerning instructional goals and strategies for all students
- Follow the curriculum scope and sequence

- Share classroom learning materials through programs such as Google classroom, etc.

**Students:**

- Come to school with supplies, completed assignments, and ready to learn
- Complete class/course by district/teacher deadlines

**Parents:**

- Access classroom learning materials such as Google classroom, etc.
- Daily prepare your child for learning by helping your child organizing materials/backpack
- Designate a routine and specific place in the home for academics

**Academic Expectations****Staff:**

- Instruct students on learning materials for assignments
- Assess students' assignments in a timely manner to give feedback and address next steps through tutorials or interventions
- Post grades in a timely manner
- Classroom teachers provide instruction and interventions as data determines
- Intervention teachers provide intervention aligned to classroom needs, campus and district schedules.
- Teachers must follow student IEP / 504 accommodations
- Provide services for ESL
- Monitor student progress continuously (with documentation)

**Students:**

- Be on time and ready to learn when entering the classroom
- Attend class daily
- Collaborate with teacher and peers during class discussions
- Ask for clarification if you do not understand how to use learning tools such as Google Classroom, etc.
- Practice digital citizenship

**Parents:**

- Obtain Skyward Access
- Obtain Google Classroom etc. access
- Ask your child what he/she learned at school each day

- Partner with your child’s teacher to collaborate to produce the best educational experience for your child
- Create and maintain open communication with your child’s teacher
- via email, phone calls, and/or face-to-face conferences
- Teach your child responsibility to take ownership of his/her own learning

2. **Attendance Guidelines**

Per Texas Education Code (TEC), 25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2021-22 school year.

- On-campus students will attend school and follow a regular instructional schedule. On-campus students will engage in face-to-face learning during school hours, Monday through Friday.
- Elementary students will follow a normal schedule and participate in specials such as music, PE, and recess as normal.
- Middle School and High School students will follow their class schedules as normal and transition to different classrooms for instruction.

**Students Receiving Traditional (On-Campus) Instruction**

1. Students receiving traditional, on-campus instruction will be coded absent in Ascender for periods/days missed and will be given a number of days equal to the number of days absent plus one additional day to complete make-up work. Student absence guidelines are outlined in the Burnham Wood and Vista Del Futuro Student Handbook.

Quarantined Students:

1. Quarantined students are defined as students being required to stay home for COVID-19 related reasons by district or campus administrators, campus nurse, or county health officials. Any absence accrued while a student is awaiting COVID-19 test results will be corrected in Ascender when the student is coded as Q, or quarantined. Quarantine status will be confirmed through the Burnham Wood and Vista Del Futuro front office.
2. In order to be counted present (coded R for Remote Present), quarantined students will receive make-up work and must demonstrate either daily progress, daily coursework completion, or daily progress via teacher-student interactions. If the quarantined student does not adhere to Remote Present criteria, the student is considered absent.

3. **Academic Protocol**

At this time, traditional, in-person instruction will be the only form of instruction available to Burnham Wood and Vista Del Futuro students. After careful consideration and input from

teachers, administrators, and district families, the Burnham Wood and Vista Del Futuro has determined that in-person is in the best interest of the students of Burnham Wood and Vista Del Futuro.

#### 4. **Social Emotional Wellness**

Students' social and emotional well-being is a top priority. Together, schools and families can support your child during this challenging time. With the endless COVID-19 coverage, it is natural for your child to experience some changes in behavior and mood. School staff will continue to work closely with families and students to ease the stress. Keeping routines predictable, sharing COVID-19 facts that are age-appropriate, make time to listen and share feelings, and reaching out to us for support are all important. We are here for you and your child(ren).

#### 5. **Food Services**

The Burnham Wood and Vista Del Futuro Food Services Department will provide free reimbursable meals to all students in accordance with 2021-22 Texas Department of Agriculture guidelines. The following precautionary measures will be in place for food service:

- Students will be required to wash/sanitize their hands prior to entering the cafeteria.
- Through sanitizing and hand washing practices will be followed in all areas of the kitchen and serving locations.
- All tables will be sanitized between mealtimes.
- Students will be discouraged from sharing food or drink.

#### 6. **Considerations for Students with Disabilities**

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an individualized education plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. The TEKS represent the core knowledge, skill, and competencies all students should learn in order to be effective and productive members of society. Students with disabilities shall be instructed in the TEKS in a manner appropriate for their needs. The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short-term objectives.



## **7. Students Protected Under Section 504**

Section 504 of the Rehabilitation Act of 1973 states: "no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A qualified individual is any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such impairment.

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing, or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher's responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

## **8. Students with Homebound Services**

A student may qualify for homebound services due to a medical need or condition and will be provided such services as indicated by the Section 504 Committee or the Admission, Review, Dismissal Committee. The decision to educate a student through homebound is made with the consideration of a medical doctor or medical team. Duration, frequency, and support services will be determined by the 504 Committee and the ARD committee on an individual basis. Instruction and supports will be provided as dictated by the student's individual plan.

## **9. Students with Dyslexia**

A student with dyslexia may be eligible for protection under Section 504, Special Education services, or assistance through the campus Student Support Team. Accommodations will be determined by the appropriate committee for these students.

## **10. Students who are English Learners**

All academic and performance exceptions apply equally to English Learners (ELs); however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to meet these exceptions. The exceptions apply to the second language learner at his/her level of proficiency in English.

## **11. Response to Intervention supports**

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction.

The use of validated curricula and teaching methods expected in an RTI model leads to data-based school improvement.

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used.

Included are layers of increasingly intense intervention responding to student-specific needs.

- Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RTI instructional model.
- Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Tier 2 addresses the needs of approximately 10-15% of the students and is primarily provided by the general education/classroom teacher. Approved instructional programming and/or interventionists may be used to provide Tier 2 instruction.
- Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. This intervention is generally provided by a specialist and may include alternate instructional materials/curriculum.

Students who do not achieve the desired level of progress may then be referred for a comprehensive evaluation and consideration under the Disabilities Education Improvement Act (IDEA 2004). Data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

## **12. Extracurricular Activities**

### **Athletics**

- Athletic practices and contests will be conducted following safety protocol provided by guidance from district, UIL and TEA. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

- Hand sanitizing stations will be in facilities and equipment will be sanitized on a regular basis.
- Locker room use will be determined by TEA/UIIL. If locker rooms can be accessed, all locker room space will be utilized to follow social distancing guidelines.
- Bus travel will follow transportation guidelines provided by district and TEA.
- Spectator attendance at games and contests may be limited based on TEA and UIL guidelines. Ticketing for events may be utilized to control capacity of facilities.
- Postgame sign out procedures for athletes will be communicated to parents prior to the beginning of each season.
- Event procedures will be in place to minimize face-to-face interactions.
- Separate entrances and exits may be utilized and event doors may be propped open to minimize physical contact with handles.
- Spectator seats may be marked and/or configured in a way to enforce social distancing.
- Concessions and/or concession sales may be limited to encourage social distancing and to follow health and safety guidelines.

### **STEAM activities**

- Large group practice sessions, sectionals and rehearsals will adhere to social distancing guidelines provided by an authorized entity (e.g., district, TEA, UIL, etc.)
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., district, TEA, UIL, etc.)
- Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., district, TEA, UIL, etc.) including but not limited to transportation procedures, number of attendees, and the orientation of concerts.

### **13. Social, emotional, and mental health (student and staff)**

- We will continue to utilize various programming, resources and partnerships that benefit the mental, social, and emotional needs of the students.
- We will be utilizing the following resources:
  - Our campus counselors
  - Positive Behavior Supports & Interventions
  - Continue to build strong relationships among students, families, and educators
  - Teach critical social, emotional, and academic skills
  - Provide supportive and specific feedback
  - STOP Violence Grant supports:
    - Mental Health First Aid
    - Character Counts
    - Manners Count
    - Crisis Prevention and Intervention
- Staff will receive training in providing identification and support of students social, emotional and mental health.

- Staff have access to resources internally through our counseling and administration staff should they need additional support.
- Staff have access to social, emotional and mental health support through our insurance program.
- We also provide a list of local resources which are available to meet the needs of students, staff and families that fall outside of the typical educational realm.

## **PART 4: HEALTH SERVICES**

### **1. Health and Safety Protocols**

Instruction will take place in-person and will be delivered by Burnham Wood and Vista Del Futuro educators. The following protocols for healthcare and virus mitigation will be in place.

### **2. Health Services**

Our focus will remain on practices to promote health among students and staff. All stakeholders will be encouraged to take personal responsibility for their health and making choices that support the health and welfare of our students, school and families.

### **3. Health screening**

#### **Staff:**

- Staff is encouraged to complete daily health self-screenings before coming to campus each day, including self-screening for COVID-19 symptoms.
- Staff must report to the district any symptoms and/or a lab-confirmed case of COVID - 19, and must remain off campus until they meet the Return to School criteria .
- Staff may also opt for evaluation by a doctor or testing at a facility. Staff who receive confirmation from a medical doctor that no COVID-19 infection is present or who receive a negative test may return to school following existing school illness management policies.

#### **Students:**

- 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, and instead should opt for their child to receive make-up work until Return to School criteria is met.
- Students experiencing any symptoms or who have a lab-confirmed case of COVID-19 will receive make-up work until they meet the Return to School criteria.

- Parents may also opt for their child to receive make-up work if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the incubation period has passed.
- Teachers will monitor students throughout the school day and refer to the nurse or designee if symptoms are present.
- Parents may also opt to have students evaluated by a doctor or tested at a facility. Students who receive confirmation from a medical doctor that no COVID-19 infection is present or who receive a negative test result may return to school following existing school illness management policies.

#### 4. **Contact Tracing Protocol**

- The school will immediately separate any student who exhibits COVID-19 symptoms while at school until a parent or guardian.
- Students who report feeling feverish will receive an immediate temperature check to determine if they are symptomatic for COVID-19.
- The student and parents will be contacted by the Burnham Wood and Vista Del Futuro Nurse or administrator to determine any in-school close contacts.
- In coordination with the El Paso County Health Department, potential contacts will be reported.

#### 5. **Vaccinations**

##### **Staff:**

- COVID-19 vaccines are not required for Burnham Wood and Vista Del Futuro staff

##### **Students:**

- COVID-19 vaccines are not required for Burnham Wood and Vista Del Futuro students.

STATE OF TEXAS VACCINE REQUIREMENTS REMAIN IN PLACE FOR ALL STUDENTS. VISIT [HTTPS://WWW.DSHS.TEXAS.GOV/IMMUNIZE/SCHOOL/DEFAULT.SHTM](https://www.dshs.texas.gov/immunize/school/default.shtm) FOR MORE INFORMATION AND A LIST OF VACCINE REQUIREMENTS.

## **PART 5: PREVENTION AND MITIGATION**

### 1. **Face Coverings**

Burnham Wood and Vista Del Futuro will not require the use of face coverings for students or staff. We recommend staff, students and family consider the health implications of wearing face coverings seriously before deciding how to proceed. Such decision may be changed at any time. Students or staff who wish to wear face coverings are encouraged

to do so, in accordance with the following practices for the correct wearing of face coverings:

- Wash your hands or use hand sanitizer before putting on your mask.
- Put the mask over your nose and mouth and secure it under your chin.
- Fit the mask snugly against the sides of your face, slipping the loops over your ears or tying the strings behind your head.
- If you have to continually adjust your mask, it doesn't fit properly, and you might need to find a different mask type or brand.
- Make sure you can breathe easily.

## 2. **Enhanced Sanitization**

- Hand sanitizer and/or hand washing stations will be available in each classroom, at all entrances, and throughout common spaces.
- Students, staff, and visitors will be encouraged to sanitize and/or wash hands frequently.
- Students will be encouraged to clean their own spaces before and after use, in ways that are safe and developmentally appropriate.
- Custodial staff will engage in enhanced cleaning procedures of buildings including but not limited to all classrooms, offices, restrooms, and other common areas.
- Custodial staff will engage in enhanced cleaning procedures of commonly touched surfaces between student groups, if the same room/surfaces are used by multiple student groups.
- Custodial staff will use a cleaning process with CDC recommended disinfectants that are proven to kill the COVID-19 virus as well as others and are certified safe for schools.
- Custodial staff will frequently wipe high traffic surfaces, including handrails, door handles, counter tops, restroom surfaces, and cafeteria surfaces continually throughout the day.
- Custodial staff will increase the frequency of cleaning and disinfecting of restrooms and common areas throughout the day.
- Custodial staff will continually monitor hand washing and sanitizing stations throughout each building to ensure necessary personal disinfectant products are filled and available.
- Custodial staff will ensure that cleaning products are stored safely, including storing harmful products where children cannot access them, and ensuring

that harmful cleaning products are not used near children.

### 3. **Campus Protocols**

- Multiple doors/routes will be used for student entry and dismissal to promote physical distancing between students.
- Campuses will review options to reduce large group gatherings at the start and end of the day.
- Classroom doors will be propped open during transitions to reduce the volume of contact necessary to enter/exit the room.
- When possible, school staff will work to improve air flow by allowing outside air to circulate in the building.
- Students are encouraged to bring their own water bottles from home. Water fountains and bottle-fillers will be cleaned and sanitized multiple times per day and may only be used to refill bottles.
- Students, teachers, staff, and campus visitors will 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.

### 4. **Classroom Protocols**

- Desks and tables will be arranged to maximize space between students.
- Teachers should plan for limited use of shared equipment and supplies in schools and classrooms.
- Staff will have access to disinfectant wipes to sanitize high-touch surfaces, working surfaces, and shared objects regularly.
- Students will be taught effective hand washing techniques and hygiene awareness.
- Students will be taught correct protocol for coughing and sneezing.
- Staff and students will be required to wash/sanitize their hands before eating, after recess, and after bathroom breaks.

### 5. **Transportation**

- All buses and vehicles for student transportation will have hand sanitizer dispensers placed in the stairwells for use when loading/unloading. All students will use hand sanitizer when boarding/exiting the vehicle.
- Vehicles for student transportation will be thoroughly cleaned after each trip, focusing on high-touch surfaces such as seats, steering wheels, knobs, and

door handles. During the cleaning, windows will be opened to allow for additional ventilation and air flow.

### **PART 3: REFERENCE AND DEFINITIONS**

#### **1. COVID-19 Symptoms**

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following question: Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Fatigue
- Headache
- Chills
- Sore throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Nausea or vomiting

#### **2. Close Contact**

*(CDC COVID-19 School Guidance)*

This document refers to "close contact" with an individual who is test-confirmed to have COVID-19. Per CDC guidelines, close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within two days prior to illness onset, regardless of whether the contact was wearing a mask.

#### **3. Return to School Criteria**

*(CDC COVID-19 School Guidance)*

- Any individuals who are lab-confirmed to have COVID-19 must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine the below conditions for campus re-



entry have been met:

- o 10 days out from the start of symptoms; AND
- o Fever free for 24 hours without fever reducing medication; AND
- o Symptoms have improved.

#### **4. School Clinic Protocols**

*(CDC COVID-19 School Guidance)*

- Students or staff who present with symptoms of COVID-19 will be evaluated and assessed by the district nurse or designee.
- If COVID-19 symptoms are present: staff member will be sent home, and student will be isolated from other students and asked to put on a face covering until parent/guardian arrives. Nurse or designee will notify campus administrator so disinfection protocol can be initiated.
- Student will be escorted to vehicle upon parent arrival.
- Nurse or designee will provide parent/staff with Return to School Criteria.

#### **5. District Contacts**

For Safe Return to In-Person Instruction and Continuity of Services Related Questions and Concerns

- Dr. Joe E Gonzales, Superintendent
- Taylor Glen, Special Assistant to the Superintendent
- Campus Principal