

MILFORD INDEPENDENT SCHOOL DISTRICT

HOME OF THE BULLDOGS

First Day of Class will begin on August 16, 2021 and August 15, 2022.

Teaching and the Learning Environment

Milford ISD is proud to have offered the opportunity for in-person instruction for all students during the two school years. Thanks to the support of our faculty, staff, students, and community, we developed our return to school plan in the summer of 2020 and with full consideration of public comment and feedback. We have persevered throughout the year, despite the occasional setback, to keep students in school and to maintain open lines of communication with our entire school community. For the 2021-22 and the 2022-2023 school year, MISD will provide full in-person instruction only, after-school activities, and extracurricular programs. This declaration of commitment to providing the best environment for our students is meant to satisfy the requirements for accepting additional funds through the American Rescue Plan (ARP) and the Elementary and Secondary School Emergency Relief (ESSER) Fund.

The top priorities of Milford ISD are the safety and academic success of all students. These protocols, addressing CDC recommendations, will be revisited every 6 months to address any changes.

Stakeholder Input

Milford I.S.D is dedicated to providing every student the opportunity to be engaged in daily academic learning at or above grade level aligned to the TEKS. Teachers will plan daily lessons leveraging the Texas Educational Knowledge Standards and leveraging the Texas Resource System.

Milford I.S.D. will open the 2021-2022 and 2022-2023 school year with at school instruction and learning. Virtual, synchronous and asynchronous instruction is not being offered at this time.

Milford I.S.D. will follow the regular bell schedule as well as the Milford I.S.D. Board approved 2021-2022 and 2022-2023 calendar.

Face to face instruction – Real-time/live in classroom instruction at school.

All instruction has defined times for student interaction with academic content.

- Milford I.S.D. will follow the board approved school calendar and bell schedule.
- This schedule ensures all student groups and grade levels will have the opportunity to engage in a full day of academic content every day.
- Expectations and pre-planned times for teacher/student interactions are clear in the instructional schedule.
- Expectations and pre-planned times for teacher/student interactions are adequate for all students.

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- Expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs. Desks or tables will be socially distanced as much as instructional possible.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus. Additionally, supplemental services will be grouped by grade level when possible.
- The recommended procedures will be applied to all classroom settings, including special education services. Students' individual needs will be addressed on a case-by-case basis.

Screening Protocols

All students and staff will self-screen for COVID-19 symptoms regularly and individuals who are present with symptoms will be separated and sent home.

- Staff will be required to self-screen for COVID-19 symptoms before reporting to work each day.
- Parents/guardians are expected to screen their students for COVID-19 symptoms each day before sending their students to school.
- Teachers will monitor students and refer to the office if symptoms are present.
- The use of face coverings is optional for all students. All faculty and staff will have the option to wear face coverings.
- Desks or tables will be socially distanced as much as instructional possible.
- Hand sanitizer will be readily available and thorough hand washing will be practiced.

Face Coverings

- Students in grades PreK-12th will be given the option to wear a face covering.
- Faculty and Staff will be given the option to wear a face covering.

Protocol for Visitors

- During these visits, visitors must follow the virus prevention and mitigation requirements of the school.
- Face coverings are optional.
- It is highly recommended that any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 must stay at home throughout and not visit Milford I.S.D.

Protocols for Disinfecting and Hand Sanitizing

Frequent disinfection and hand sanitization are important to maintain the health and wellness of students and staff.

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entrance to the campus, in classrooms, in the cafeteria, and common areas throughout the campus.
- Students and Staff will be expected to regularly wash or sanitize their hands.
- The requirement for hand washing and/or use of MISD-provided hand sanitizer:

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- o Provide hand sanitizer upon entry to the classroom and periodic teacher reminders during the instructional day.
- o Thorough hand washing after recess, before eating, and after restroom breaks.

Disinfecting Expectations

- Staff will disinfectant and sanitize high-touch and working surfaces.
- Staff will disinfect rooms and buses on a regular bases.

Bus Transportation

- Students and staff will use hand sanitizer upon boarding the bus.
- Students will have the option to wear face coverings while riding the bus.
- When possible, open windows to allow outside air to circulate in the bus.
- Buses will be thoroughly cleaned after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles.
- During cleaning, open windows to allow for additional ventilation and airflow.

Arrival and Departure

Student Drop-off and Pick-up

- Parents will follow the student drop-off and pick-up route.
 - o Drop-off and pick-up are on the one-way route along 3rd Ave.
 - o Parents should travel west on West St. turn left heading east on 3rd Ave.
 - o Drop-off or pick-up your student along sidewalk area on the north side of the school on 3rd Ave.
 - o To exit, continue heading east on 3rd Ave and exit 3rd Ave either by Elm or out to Hwy 77.
- Any students dropped off before the building is open will not be allowed inside the building.
- Students will go to a designated area upon arrival and separate entrances will be utilized.
- Parents will not be allowed to walk students to classrooms.
 - o The first week of school exception will be made for Pre-K and Kindergarten parents.

Cafeteria

- Students will receive breakfast and lunch in the cafeteria.
- Lunchtimes will be staggered as needed.
- Hand sanitizer stations will be available at entrances and exits of the cafeteria.

Hallway Transition

- Classes transitioning through the hallways will be monitored.
- Water fountains are for bottle refill only and will not be used for a drinking fountain.

Sanitation

- Classrooms will be cleaned throughout the day.
- Facilities will be cleaned throughout the day.
- Door handles, desk, tables, and other “hot” spots will be cleaned throughout the day.

Protocol for Covid-19 Positive Confirmed Case

Isolation Protocols

Student or Staff Displaying COVID-19 Symptoms

- When a student has displayed symptoms of COVID-19, the office will provide a clinical assessment to determine if and when a student needs to be sent home.
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus contacted the student's parent/guardian.
- Other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected.
- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- Students and staff who have tested positive for COVID-19 will be required to follow the CDC guidelines for quarantine and isolation.
<https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html>
- Students or staff who come into close contact with a COVID-19 positive individual will be asked to self-monitor for symptoms.

ASSESSING AND ADDRESSING THE IMPACT OF LEARNING LOSS

- Use of screeners and/or benchmark assessments to help identify student strengths, learning gaps, and disabilities
- Provide learning interventions that lead toward student progress and growth.
- Incorporate differentiated learning platforms that continuously adapt for student growth.

MORE INSTRUCTIONAL TIME TO ADDRESS THE IMPACT OF LEARNING LOSS

Milford ISD will offer additional learning opportunities that may include:

- During the day intervention to recapture the learning loss
- After school tutorials to help with students not passing STAAR and EOC's
- Summer School
- Credit Recovery

RIGOROUS INSTRUCTIONAL MATERIALS AND TEACHER SUPPORTS

- Implementation of the Education Galaxy at the Elementary
- Continuation of NWEA MAP Testing to assess student growth.
- Professional Learning Community weekly/daily lesson planning and design
- A continuation of the Frog Street Curriculum for prekindergarten
- Increased use of technology in the classrooms
- Addition of a math interventionist and instructional coach

Planning and Collaboration: Educators and grade-level teams will collaborate and plan additional support for students within the context of grade-level work. High-quality lessons are focused on individual student needs and on the mastery of the standards.

High-Quality Assessments: MISD teachers will use diagnostic and formative assessments that provide timely information to help teachers know where to focus for particular students. We will focus on differentiation instruction and provide immediate and prescriptive interventions. Create and administer standards-based assessments such as quick checks, bell-ringers, exit tickets, formative assessments, and timely progress monitoring.

Power Standards/Essential Standards: Each grade level/ content area will identify the critical content on which to focus. Identifying and focusing on the most essential standards will guarantee a viable and guaranteed curriculum that builds a solid foundation within and across the grade levels.

HB4545: REQUIRED part of HB 4545 mandates that students attend accelerated instruction (tutoring) in the subject area in which they Did Not Meet passing standards for STAAR or EOC; **no less than once per week; documented.** Students cannot be removed from the foundation curriculum, enrichment curriculum, or recess/physical education.

Accelerated Learning Committees and Plans: MISD is committed to each child's growth and development. For monitoring and guiding purposes, Accelerated Learning Committees will help in the development and implementation of individual accelerated learning instruction plans for each student in 3rd, 5th, and 8th that did not meet approaches on the previous STAAR assessment in reading or math. These plans will detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student. This plan will be documented in writing with a copy provided to the student's parent or guardian. help and guidance on current and ongoing learning.

<i>Instructional Material</i>	<i>Subject</i>	<i>Grade</i>	<i>Additional Information</i>
NWEA Map	Reading, Math, Science	K-12	TEKS Based Assessments in September, November, and April

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Renaissance Learning	Reading and Math	K-12	Assessments used for progress monitoring
Istation	Reading and Math	K-8	Assessments and activities for intervention
Education Galaxy	Reading, Math, Science	K-5	Online assessment, practice, and instruction
Study Island	Math, ELA, Science, Social Studies	K-8	Online assessment, practice, and instruction
SplashLearn	Math and ELA	PK-5	Online assessment, practice, and activities for intervention
BrainPOP	SEL, Math ELA, Science, Social Studies, Arts & Music, Engineering & Tech	K-8	This tool helps students to build background knowledge and engage in deeper understanding and application of learning.
Plato	All Subjects	9-12	Credit recovery and advancement
TEKS Resource System:	Core Content	K-12	This tool helps teachers identify gaps and adjust based on student needs.
Reading A-Z	Reading, Writing, Listening Speaking	K-12	Support for Emerging Bilingual students