

FRANK BLACK MIDDLE SCHOOL

A Vanguard Magnet Campus

INSTRUCTIONAL CONTINUITY PLAN

2020-2021

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Superintendent of Schools

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Principal



PARENT/GUARDIAN



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INTRODUCTION

We stand committed to ensuring all stakeholders receive the most updated and accurate information regarding the 2020-2021 school year. As we continue to adhere to the changes brought forth by the ongoing COVID-19 pandemic, we will fulfill the following goals of the district and campus:

- Ensure physical & social/emotional safety of all students & staff
- Provide quality instruction with high student engagement
- Provide all stakeholders with needed resources and support to effectively implement the district & campus *Instructional Continuity Plan & Communicable Disease Plans*

The campus Instructional Continuity Plan (ICP) was developed with three contingency instructional formats in mind:

1. **Remote Learning.** Students will begin this format at the start of the school year from September 8 – October 16. During remote learning students will engage in Asynchronous learning the majority of the day with short periods of Synchronous learning in each class.
2. **Face-to-Face Learning.** Beginning October 19, 2020, face-to-face instruction is scheduled to begin. During this instructional format all students who choose to opt in for face-to-face instruction will be on campus every day, following CDC recommendations, TEA guidelines, and city/district safety procedures.
3. **Hybrid Learning.** During this instructional format, students will engage in both face-to-face instruction and remote learning. The campus will limit the overall number of students on campus to ensure CDC recommendations, TEA guidelines, and city/district safety procedures are implemented. This model allows for possibly 1/3 or 1/2 of our student population to rotate between face-to-face and remote learning.

Regardless of the format, all students will receive high quality instruction with students participating in live daily instruction, receiving support and interventions via Microsoft Teams, and completing independent assignments on the HUB.

Frank Black Middle School

VISION

To build students of excellence in Academics, Athletics, and the Arts

MISSION

We are preparing students for an everchanging global community by providing challenging experiences in a safe environment with diverse opportunities for growth and acceleration.

CORE VALUES

Integrity, **R**espect, **O**wnership, **C**ommunity, **K**indness

MOTTO

Every Kid, Every Day

INSTRUCTIONAL CONTINUITY COMMITTEE MEMBERS

Name	Title	Name	Title
Rhonda Honore'	Principal	Justin Buren	Science Dept Chairperson
Michelle Dean	Dean of Instruction	Danielle Foster	8 th Gr ELA Teacher
Jeffrey Bridgewater	8 th Gr Dean	Patricia Kramer	Social Studies Dept Chair
Brandon Pigeon	7 th Gr Dean	Hannah Brock	6 th Gr Soc Stud. Teacher
Christian Martinez	6 th Gr Dean	Richard Smith	Band Director
Michelle Moak	Vanguard Dean	Anthony Castelline	8 th Gr Math Teacher
Phyllis Prince	SPED Chairperson	Catherine Hahn	6 th Gr ELA Teacher
Brandon Rogers	7 th /8 th Gr Counselor	Brianna Williams	7 th Gr Math Teacher
Kristal Dick-Hardgrove	6 th Gr Counselor	Valerie Nesby	Dance Teacher
Sarah Morris	Math Dept Chairperson	Luz Martinez	Art Teacher
Lauren Ayres	Literacy Specialist	Julon Pinkston	Art Teacher
		Justin Roberts	7 th Gr Geometry Teacher

SDMC MEMBERS

Name	Position
Rhonda Honore'	Principal/Chairperson
Ruth Mendez	Parent – 8 th Gr
LaTrice Ferguson	Parent – 6 th Gr
Naro Mak	Community Member
Creston Inderrieden	Business Representative
Charles Ademolu	Teacher
Ida Cornish	SPED Co-Teacher
Lily Cerna	Non-Instructional Clerk
Brandon Rogers	Professional Staff

IMPORTANT DATES

Event	Date
New Student Registration Resumes	Aug 10
Teachers Report to Work Virtually for PD	Aug 24
Virtual Panther Camp	Incoming 6 th Gr = Sept 2 @9am 7 th /8 th Grade = Sept 3 @9am
Students first day of virtual school	Sept 8
First Six-Weeks Grading Cycle	Sept 8 – Oct 16
Meet the Teacher	6 th Grade = Sept 2 @2pm – 4pm 7 th /8 th Grade = Sep 3 @2pm – 4pm
Virtual Open House	6 th Grade = Sept 22 @6pm 7 th Grade = Sept 23 @6pm 8 th Grade = Sept 24 @6pm
Phase-In Face-to-Face Instruction *Parents will have the option to continue with virtual instruction: <ul style="list-style-type: none"> • 1st semester – Until Jan 29 • School year – Until June 11 • By Grading Cycle 	Oct 19

INSTRUCTIONAL EXPECTATIONS

Teachers

- Daily schedule: 8:30am – 4pm, Mon - Friday
- **TEKS & ELPS** Focused
- **Asynchronous** instruction (student led) with short **Synchronous** live instruction (15 – 20 min) every day, every class. (live instruction will be recorded).
- **HUB** (Learning Management System) used to host, deliver, manage content, instructional resources and student assignments
- **TEAMS** will be used to provide instructional support and host live class meetings with students
- **Daily Assignments for every class every day** (independent work, exit tickets, discussion questions, quizzes, assessments, etc.)
- Create a Syllabus at the beginning of year & Week-at-a-Glance each week for students
- Provide **engaging** lessons/activities
- Adhere and implement accommodations according to student IEP's/504 Plans
- Provide **interventions**/small group instruction **daily for Tier 2 and 3 students**
- Monitor **student progress** based on completed and submitted assignments, formative assessments, and provide weekly feedback (enter grades each week)
- Intentional checks for understanding throughout the lesson, including daily exit tickets via digital platforms.
- Monitor HUB activity during the class period.

Students

- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Log into the HUB every day at 8:30am
- Be visible during “live” synchronous instruction as directed by the teacher
- Complete and submit assignments on time each day
- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by teachers daily
- Know how to navigate access and navigate online resources
- Complete independent reading goals

Parents/Guardians

- Establish a routine to help students be more successful
- Provide an appropriate learning space for students when possible
- Communicate any instructional needs to the campus
- Consistently monitor campus and district communication for updates
- Maintain communication with teachers as needed
- Connect with students every day to inquire about completing assignments, learning successes and challenges.
- Encourage physical activity

OTHER ROLES AND RESPONSIBILITIES

Leadership Team

- Provide consistent and ongoing communication to staff, students, and parents about updates.
- Provide list of points of contacts for parents, students, and staff AND school schedules
- Appraisers check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Check email daily and respond within 24 hours
- Attend professional learning communities (PLCs)
- Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state and federal guidelines.
- Complete required online professional development (see schedule below)
- Campus administrators will administer assessments as guided by the Student Assessments department

Counselors

- Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis
- Establish a schedule for wellness checks for teachers and students
- Meet with identified students in groups and in one-on-ones throughout the week and on Fridays during *Additional Intervention* time.
- Create SEL lessons to be taught on Fridays during first period.

Wrap Around Specialist

- Communicate with the Office of Special Populations regarding services provided to students
Wraparound Resource Specialists will use a data-based approach to identify students in need, and to connect them to the appropriate non-academic supports that address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support and many other challenges that can have adverse effects on a student's readiness and ability to learn.
- Wraparound Resource Specialists will build partnerships between their campuses and resources available in their local communities, helping to leverage partnerships to meet the unique needs of HISD campuses.
- Wraparound Resources Specialists will work collaboratively with school leadership, counselors, nurses and teachers to ensure that students and families with the greatest needs are being properly connected to resources that will enhance their academic outcomes.
- Wraparound specialists will also assist students and families that campuses are having difficulty locating
- Wraparound specialists will collaborate with the Student Assistance department (homeless/foster care/residential) to provide additional layered support to such student groups.
- Wraparound specialists will work closely with the Strategic Partnerships department to ensure that additional community resources are made available.
- Additional information and a directory of all wraparound specialist can be found at www.houstonisd.org/wraparound

Nurse

- Duties and responsibilities will be delegated by the office of Health and Medical Services

SPED Team

- Communicate with the school leadership, teachers and parents regarding services provided to students
- Follow regularly established IEPs
- Facilitate virtual ARD meetings
- SPED Co-teachers and Teachers will manage their case-loads according to guidelines and policies, and provide daily interventions and support to SPED students.

Tech Support Team

- Coordinate distribution of devices through a standard process
- Provide technology support to teachers and students remotely or by appointment
- Provides clear direction to access support
- Provide guides and how-to documents on common processes
- Technology support for College level programs will be provided by the corresponding entity

SPECIAL POPULATIONS

- We will virtually support Special Education, 504, Dyslexia, Multilingual, GT by providing student accommodations per their instructional plans.
- Follow IEP's, 504 Plans, LPAC, GEPs/Accommodations
 - If plans need revisions due to remote learning, ARDS and 504 Meetings must take place.
 - GT: Texas Performance Standards Project (TPSP)
 - Project Based Learning
- Digital Resources: Imagine Math, Imagine Literacy, Achieve 3000
- Sheltered Instruction/ELPS
- Dyslexia Interventions provided
- Tier II & III Interventions provided daily for all academic strands (Academic, Pre-AP, Vanguard)
- HISD @H.O.M.E/Parent Webinars & Support for parents & teachers
- Monitor student progress and make adjustments to 504 plans/IEPs to support remote learning.

ASSESSMENTS

- Assessments, both formative and summative, will be used to determine student progress and make informed instructional decisions to fill in student learning gaps.
- Plan and follow campus/department assessment calendar
- Utilize Ontrack, Renaissance, and the HUB as tools to support systems to measure academic progress.
- Assessments will be used to monitor student learning and progress, and provide interventions to students in all academic strands (Academic, Pre-AP, and Vanguard) to close learning gaps.
- District Snapshots/DLA, Campus Assessments
- Provide different types of assessments to students:
 - Authentic Assessments
 - Multiple Lower-Stakes Assessments
 - Open Notes Exams
 - Proctored Exams
- **Ongoing Checks for Understanding**
 - Questions & Discussions
 - Daily Assignments
 - Digital Exit Tickets

GRADING PROCEDURES

- All cycle grades will be used to calculate final averages for each class.
- Teachers will require a minimum of 2 grades every week for every content area to monitor student progress.
- Students required to log in and participate daily.
- Students are expected to complete daily assignments on time in the HUB.
- Finals will be given (high school credit classes)
- Assessments will be given online to track student progress
- Campus late-work policies will apply:
 - 3 days to turn in late work with 10 points off each day (not absence related)
 - Students who are absent will have the number of days absent to complete work upon return from the absence. (i.e if a student is absent 2 days they will have 2 days to make up work without penalty. After the two days, 10 points will be taken off each day)
 - Unique and special circumstances will be handled on a case-by-case basis
- Homework policy
 - Virtual = Homework, or additional instructional practice, may be given as needed
 - Face-to-Face = Homework will be given

ATTENDANCE PROCEDURES

- Students required to log into the HUB at 8:30am each morning and participate daily in every class during Synchronous instruction.
- To be marked “present” in Power School students must complete the following daily:
 1. Participate in the HUB and complete independent reading or work assignments
 2. Interact with teacher virtually via TEAMS as part of live or small group instruction
 3. Complete & submit assignments via the HUB by 3:30pm (when unable to submit via HUB, students can submit via email, photos, phone conference, or forms of documentation) OR the student will be marked ABSENT.

***Absences can be resolved if the student can notify the teacher/staff member in writing or speak with the teacher/staff member during office hours, and completes and uploads assignments by 11:59pm on that same day.**

- State law and HISD policy still require students to attend 90% of their classes to receive credit and be promoted.
- Parents and students will receive district absence notifications via School Messenger after 6pm each day and will be reminded of the opportunity to resolve that day’s absence.
- Teachers will take attendance for each class in Power School
- Grade level clerks and attendance clerk will make phone calls daily to parents of students not logged into the HUB to determine if support is needed.

***Note:** If a student is engaged in remote learning and completes the entire week’s work of learning activities on Monday and does not log into the HUB Tues – Friday, the student will be marked absent Tues – Friday.

SOCIAL & EMOTIONAL SUPPORT

SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

FBMS SEL support will include, but not limited to:

- Ongoing student check-ins during remote learning
- Student access to counselors at any time during the school day
- Designated time for counselors to meet with students in groups and one-on-one on Friday’s
- SEL lesson taught each week on Friday’s
- Teachers will create a safe and welcoming virtual environment during day to day interactions with students
- Wrap Around Specialist and Communities in School Social Worker are campus based to provide student and family support as needed

DIGITAL RESOURCES

OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive	Attend live class meetings Communicate with teachers	Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule Monitor grades
Teachers	Access HISD email and communicate with campus administration Access Online Office Suite Access and Save Documents on One Drive	Create Teams Classes Conduct Live Class Meetings Communicate with Students	Share instructional resources with students Create assignments Monitor student progress	Access and save documents to Google Drive Create shared drives for department collaboration	Create and assign assignments from digital textbook Create ancillary assignments from resources	Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress	Input grades and attendance
Parents	Ability to provide students with support	Participate in Teams Meetings and Teams Live Events	Ability to provide students with support	Ability to provide students with support	Ability to provide students with support	Access data to provide students with support	Access student grades and attendance

VIRTUAL SCHEDULES

MIDDLE & K-8 SCHOOL INSTRUCTION (8:30 A.M – 4:00 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week. ● Students complete Master Course or other work as assigned by teachers independently ● Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> ○ Reading options include MackinVia ● Teachers provide small group instruction
Math	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently ● Provide writing opportunities within the content ● Teachers provide small group instruction
Science	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently ● Provide writing opportunities within the content ● Virtual science labs and demonstrations ● Teachers provide small group instruction
Social Studies	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently* ● Provide writing opportunities within the content ● Teachers provide small group instruction
Electives	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete other work as assigned by teachers independently ● Provide writing opportunities within the content ● Teachers provide small group instruction

Virtual Daily Schedule

47 MIN CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am – 9:27am (homeroom 8:30 – 8:40)	Homeroom 1 st Period	Homeroom 1 st Period	Homeroom 1 st Period	Homeroom 1 st Period	Homeroom 1 st Period
9:27am – 10:14am	2 nd Period	2 nd Period	2 nd Period	2 nd Period	2 nd Period
10:14am – 10:29am	15 Minute Break				
10:29am – 11:16am (ADA taken at 10:30am)	3 rd Period	3 rd Period	3 rd Period	3 rd Period	3 rd Period
11:16am – 11:46am	30 Minute Lunch				
11:46am – 12:33pm	4 th Period	4 th Period	4 th Period	4 th Period	4 th Period
12:33pm – 1:20pm	5 th Period	5 th Period	5 th Period	5 th Period	5 th Period
1:20pm – 1:35pm	15 Minute Break				
1:35pm – 2:22pm	6 th Period	6 th Period	6 th Period	6 th Period	6 th Period
2:22pm – 3:09pm	7 th Period	7 th Period	7 th Period	7 th Period	7 th Period
3:09pm – 4:00pm	Teacher Office Hours				

***Students will report to their first period teacher each morning (both virtually and face-to-face) for homeroom. Homeroom will take place in first period.**

***During Teacher Office Hours during virtual instruction, students can reach out to their teachers if they have questions or need clarity on assignments.**

Instructional Framework for Every Class

Time	Instructional Component	Type of Instruction	Student Behaviors	Teacher Behaviors	Checks for Understanding
5 min	Do-Now/Warm up	Asynchronous	Work on completing the do-now	Take attendance	Ongoing checks for understanding by teacher
15min	Mini-lesson of Direct Instruction	Synchronous	Taking notes & asking questions	Delivering live instruction aligned to lesson's objective	
10 min	Guided Practice	Asynchronous	Work on applying new learning	Provide practice work and be available for students as needed	*direct questioning *discussions *open-ended questions *practice problems *exit tickets
	Independent Practice	Asynchronous	Work on assignments & upload into HUB as directed by teacher	Available as support for students as needed	
12 min	Small group instruction <i>*Students not participating in small groups will be in asynchronous instruction</i>	Synchronous	5 Identified students will participate directly with teacher in a TEAMS channel for small group instruction	Teach a strategy to students aligned to mastering the lessons objective	
5 min	Exit Tickets	Asynchronous	Complete exit ticket & upload in the HUB (optional)	Available for support for students as needed	

HYBRID INSTRUCTIONAL MODELS

OPTION #1 (50%)

The following schedule is based on the following data and considerations:

- Projected 1350 student enrollment
- 64 teachers of record total (52 teachers teaching at any given time due to planning time by dept)
- Students split into **2 groups**
- Each group receives **15 days of face-to-face instruction & 15 days of remote learning**/6 weeks
- Keeping as close to the social distancing guidelines of 10:1 (**about 12-13 students per class**)
- 7 period Master Schedule days/54 min per class
- Students will rotate between classes with staggered release, flow of hallway traffic directions, and transparent barriers in high traffic areas.
- Campus setup has 4 main buildings: 6th grade Annex, Main Building (7th/8th), Fine Arts Building, Gym (students are not concentrated in one area)

Group A	Group B
675 Students	675 Students
225 – 6 th	225 – 6 th
225 – 7 th	225 – 7 th
225 – 8 th	225 – 8 th

*Student numbers are estimates

*Groups are homogenously mixed

ROTATIONS EVERY WEEK

- Each group receives 15 days of face-to-face instruction & 15 days of remote learning/6 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Face-to-Face	Group A	Group B	Group A	Group B	Group A	Group B
Virtual	Group B	Group A	Group B	Group A	Group B	Group A

OR

ROTATIONS EVERY OTHER DAY

Week #1	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group A	Group B	Group A	Group B	Group A
Virtual	Group B	Group A	Group B	Group A	Group B

Week #2	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group B	Group A	Group B	Group A	Group B
Virtual	Group A	Group B	Group A	Group B	Group A
Week #3	Monday	Tuesday	Wednesday	Thursday	Friday

Face-to-Face	Group A	Group B	Group A	Group B	Group A
Virtual	Group B	Group A	Group B	Group A	Group B

Week #4	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group B	Group A	Group B	Group A	Group B
Virtual	Group A	Group B	Group A	Group B	Group A

Week #5	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group A	Group B	Group A	Group B	Group A
Virtual	Group B	Group A	Group B	Group A	Group B

Week #6	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group B	Group A	Group B	Group A	Group B
Virtual	Group A	Group B	Group A	Group B	Group A

OPTION #2 (33%)

The following schedule is based on the following data and considerations:

- Projected 1350 student enrollment
- 64 teachers of record total (52 teachers teaching at any given time due to planning time)
- Students split into **3 groups**
- Each group receives **10 days of face-to-face instruction & 20 days of remote learning/6 weeks**
- Keeping as close to the social distancing guidelines of 10:1 (**about 8-9 students per class**)
- 7 period Master Schedule days/54 min per class
- Students will rotate between classes with staggered release, flow of hallway traffic directions, and transparent barriers in high traffic areas.
- Campus setup has 4 main buildings: 6th grade Annex, Main Building (7th/8th), Fine Arts Building, Gym (students are not concentrated in one area)

Group A	Group B	Group 3
450 Students	450 Students	450 Students
150 – 6 th	150 – 6 th	150 – 6 th
150 – 7 th	150 – 7 th	150 – 7 th
150 – 8 th	150 – 8 th	150 – 8 th

*Student numbers are estimates

*Groups are homogenously mixed

ROTATIONS EVERY WEEK

- Each group receives 10 days of face-to-face instruction & 20 days of remote learning/6 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Face-to-Face	Group A	Group B	Group C	Group A	Group B	Group C
Virtual	Group B Group C	Group A Group C	Group A Group B	Group B Group C	Group A Group C	Group A Group B

OR

ROTATIONS EVERY 2 DAYS

Week #1	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group A	Group A	Group B	Group B	Group C
Virtual	Group B Group C	Group B Group C	Group A Group C	Group A Group C	Group A Group B

Week #2	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group C	Group A	Group A	Group B	Group B
Virtual	Group A Group B	Group B Group C	Group B Group C	Group A Group C	Group A Group C

Week #3	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group C	Group C	Group A	Group A	Group B
Virtual	Group A Group B	Group A Group B	Group B Group C	Group B Group C	Group A Group C

Week #4	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group B	Group C	Group C	Group A	Group A
Virtual	Group A Group C	Group A Group B	Group A Group B	Group B Group C	Group B Group C

Week #5	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group B	Group B	Group C	Group C	Group A
Virtual	Group A Group C	Group A Group C	Group A Group B	Group A Group B	Group B Group C

Week #6	Monday	Tuesday	Wednesday	Thursday	Friday
Face-to-Face	Group A	Group B	Group B	Group C	Group C
Virtual	Group B Group C	Group A Group C	Group A Group C	Group A Group B	Group A Group B

SAFETY PROCEDURES UPON RETURN TO SCHOOL WITH FACE-TO-FACE INSTRUCTION

What will happen before entering the building?

- Daily Temperature Screening/Face masks will be required by students and staff (provided by the district every day) upon entry into the building. Students and staff can wear their personal face masks if it meets CDC requirements. **Please note: Bandana's can not be worn.**
- Isolation areas for students who exhibit Covid19 symptoms.
- Face shield provided for teachers. SPED teachers will be provided with gloves & gowns
- Identified Campus Entry Points & Sanitation Stations throughout campus

The Physical Buildings

- Classrooms reconfigured for social distancing (As close to 10 to 1 as possible)
- Signage & Tagging throughout the school including reminders to wash hands, use hand sanitizer, stay 6 feet apart, walk on certain sides of the hallways, walk in specific directions, utilize designated doors for entry and exits.
- Barriers in high traffic areas to keep social distancing (hallways, cafeteria, sidewalks, etc..)
- Clear plexiglass student desk barriers
- Plexiglass in front office and grade level offices
- Hand sanitization stations throughout the building

School Procedures

- Students: No sharing of personal equipment, school supplies, uniforms, clothing, costumes, instruments, etc..
- Fine Arts/ Extracurricular/ Athletics will resume with safety protocols in place (during school & after school)
- Athletics: Outdoor activities only; prohibit one-on-one drills
- Field trips outside of campus will not be allowed until safety conditions have improved (determined by the district)
- Virtual student assemblies
- **Students will NOT use lockers upon return to school.**
- **Lunch:** students will practice social distancing during lunch in the cafeteria. Active lunch outside will still be implemented with social distancing measures in place. Athletic equipment will not be shared.
 - **Students will receive free breakfast, lunch, dinner.** All meals will be individually wrapped.
- Safety Training for staff, students, parents
- Isolation areas for students who exhibit Covid19 symptoms.
- Implement safe campus procedures for arrival/dismissal/class transition/lunch
- Weekly submission of Covid19 Employee Health & Wellness Questionnaire

Cleaning Procedures

- Hourly restroom cleaning/ cleaning throughout the day in high-touch areas
- Hand sanitizer, hand soap, paper towels, tissue and disinfectant will be provided by the district
- Plexi-glass shields, desks, and door knobs will be wiped down with disinfectant in between classes.

What happens if someone has contracted COVID-19?

- If a student/staff member has been exposed to, suspect or has a confirmed positive COVID19 case, they must report to building principal/school nurse. (all information is confidential).
 1. Nurse will complete a Covid19 questionnaire to determine symptoms, amount of time engaged with others, who, etc.
 2. Covid19 Case Form will be completed and submitted to Health and Medical Services Nurse Manager.
 3. Principal will contact the Health and Medical Services Director or School Nurse Manager and provide employee's name, date of birth, and contact info.
 4. Areas where student or employee was present will be closed for cleaning and Disinfection in alignment with CDC and Prevention and Environment Protection Agency guidelines.
- Closure of campus is determined on a case by case basis by HMS & FMO.
- Impacted staff, students, and parents will be notified of any closures and/or possible exposures.

EMERGENCY DRILLS

- FBMS will continue to follow all outlined district and campus safety protocols during emergency actions and emergency drills, including drills and emergencies related to fires, lockdown, shelter-in-place, and emergency evacuation.
- The Safety Team will assign each physical classroom to one of two groups (Red Group/Black Group) designated by a campus-printed sign at each classroom.
- An administrator will provide instructions via intercom prior to the drill, notifying staff and students that a drill is commencing and instructing one designated group to delay exiting their classroom for a specific period of time (i.e, 90 seconds) to reduce pedestrian load in hallways and exit points. At the conclusion of the drill, the groups will stagger their re-entry to the building to maintain social distancing.
- After each drill, staff and students will be reminded that in an actual emergency, they must exit/evacuate without delay and without staggered exit/evacuation.
- In the event of an actual emergency, administration will emphasize that social distancing will not be required but should be followed when possible.

HISD BUS TRANSPORTATION

Because physical distancing drastically reduces bus capacity, **only special education and homeless students will be transported when in-person instruction resumes.** Priority may also be given to certain student populations based on the district's phased-in return plan.

- HISD bus capacity will be **limited to 26 students**, with one student per seat required to sit by the window.
- HISD Routes will be modified through the creation of additional or shorter routes to accommodate physical distancing protocols.

HISD Transportation services will enhance cleaning protocols and implement physical distancing for all HISD buses and buildings.

- HISD buses will undergo daily cleaning and sanitization at the conclusion of each run and after drop-off at each campus. Buses will also receive a weekly deep cleaning and sanitization.
- All HISD buses will be equipped with supplies, including personal protective equipment, disinfectant, towels, and first aid supplies.

PARENT/GUARDIAN HELPFUL TIPS

- Establish a routine with your child to help him/her be more successful in their learning.
- Provide an appropriate space for the students when possible.
- Communicate any instructional needs to the campus such as a lack of device or internet connection as defined in the campus communication plan.
- Consistently monitor campus and district communication for continuous updates via callouts, websites, REMIND, Twitter.
- Maintain communication with teachers as needed.
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or longer check-ins in the morning or evening.
 - Some questions that might help spark a conversation:
 - Were you able to complete all assigned activities?
 - What did you learn/practice/read today?
 - What was easy or challenging for you?
 - Do you have any questions for your teacher?
- Monitor student time on task and encourage physical activity and/or exercise.
- Parents of students in College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) should ensure their students follow specific program coursework. Policies, procedures, and requirements.

PARENT/GUARDIAN RESOURCES

DISTRICT

- Houston @H.O.M.E.
- www.houstonisd.org/Reopening
- HISD Connect Parent Portal
- Parent/Guardian Virtual Learning Professional Development
 - <https://www.houstonisd.org/Page/182808>
- Hotline 713-556-1340, 7am – 7pm
- **Instructional Technology**
InsTech@HoustonISD.org
[Book an Online Appointment](#)
- **For help with network or username/password**
IT Service Desk
ServiceDesk@HoustonISD.org
713-892-7378 (SERV)
Monday - Friday
6:30am - 5:00pm
- **Social and Emotional Learning Supports and Questions**
hisdse@HoustonISD.org
- **For help with Accessing Instructional Resources**
Academics
Academics@HoustonISD.org
- **School Office**
SchoolOffice@HoustonISD.org
If you have a concern about a school policy or employee, please follow the steps outlined below to resolve the issue in a productive and positive manner:
Contact the person you have a complaint about and discuss the issue.
If the problem persists, contact the principal.
If still unresolved, contact the Parent Community Assistance Office at (713) 556-7121 or at ParentAssistance@houstonisd.org
Allow 48-72 business hours after reporting your complaint for updates.

CAMPUS

- REMIND App
- School Messenger Call-outs
- Campus Website = <https://www.houstonisd.org/Black>
- PTO Website = <https://fbmspto.org/>
- Monthly Virtual Principal Meetings with Parents
- Communication Contact Form (located at the end of this document)
- Twitter @Panther_Proud
- Google Form (parent questions)
https://docs.google.com/spreadsheets/d/1pvZNVWd8PSyIZKUU5lh46RH0TYfx2f3ipqiMbcI90WU/edit?fbclid=IwAR380aU-XWQROGy7k-LMKy6vj-UsDGGOEg_-9BwdWUY3ty-aVfu-rftcK8#gid=0

CAMPUS CONTACTS

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7th Grade Dean	Brandon Pigeon	bpigeon@houstonisd.org
8th Grade Dean	Jeff Bridgewater	jbridgew@houstonisd.org
Vanguard Dean	Michelle Moak	mgordon3@houstonisd.org
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