



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

### **Introduction**

From the very start of the COVID-19 pandemic, Trinity Charter Schools exhibited our collective strength in mobilizing the support and resources necessary to begin our school year safely and responsibly. We know the last academic year has been very challenging for our TCS students, parents, community and staff members. There has been a constant wave of ever-changing information from many different levels. We appreciate your patience and support during this time.

All students began the 2020-2021 school year virtually. Virtual instruction continued for six weeks, this date changed at various campuses based on the conditions set within geographic boundaries of each campus and guidance from local, state and federal health officials.

Meeting the needs of each student has been a strength of Trinity Charter Schools, and this year was no different. TCS ensured continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs.

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### **ESSER III Overview and Planning**

Trinity Charter Schools is allocated \$2M in funding to use through September 2024. At least 20% of those funds must be used to address learning loss.

Requirements:

In order to receive ESSER allotments, TCS must have two written plans along with evidence of meaningful community engagement.

- 1. Written Plans:**

Use of Funds Plan

Safe Return to In-Person Instruction and Continuity of Services Plan  
(Both Plans posted at [TrinityCharterSchools.org](http://TrinityCharterSchools.org))

- 2. Community Consultation**

Meaningful input from a wide variety of stakeholders

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### **Communication**

At Trinity Charter Schools, our students have diverse educational backgrounds and needs. Due to the unique student population on our campuses, we value strong community support. Trinity Charter Schools has a continuous surrogate parent recruitment process. We have also increased our efforts to encourage support from the community that includes the Residential Treatment Center Community, along with Juvenile Probation Officers, Court Appointed Special Advocates (CASA) and CPS workers. TCS is committed to ensuring parents, families and community members are full partners in their child's education.



In preparation for effective planning in each key area of work, it was critical to receive feedback from our families and teaching staff regarding their experiences during school closures. Feedback regarding concerns and needs was essential as we planned for the school year with a lens of continuous improvement. Strategies for implementing effective parent and family engagement included virtual and in-person meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders.

Students, and Staff were surveyed May 21 through May 28, 2021.

Parents, family and community were surveyed June 2 -22, 2021

Family Survey - focused on seeking feedback on their overall learning experience, connectivity/technology, student engagement, social emotional well being, and feedback on what improvements could be made for the fall, and what are the greatest concerns with returning to school for 100% face-to-face instruction, for the 21-22 school year.

Teacher Survey - focused on seeking feedback on instructional barriers and obstacles faced during the closure, student engagement, student instructional support, communication with students, staff and leadership, and overall well being.

### **Use of Funds**

Trinity Charter Schools plans to use ESSER funds in 4 categories that align with TEA’s spending buckets. We will also adapt our plan as we learn what is most impactful.

1. Supported Teachers	Professional Development, Staff Recruitment/Retention
2. Rigorous Instructional Materials	Digital Tools/Software, High-Quality Curriculum
3. Personalized Student Learning	Personalized Learning Model (ILP), High Dose Tutoring
4. Social Emotional Well-being	SEL Support for Students, Teachers, and Parents

### **Personalized Student Learning**

The impact of the pandemic left significant unfinished learning on students at Trinity Charter Schools. TCS is committed to doing everything possible to ensure our students receive rigorous instruction that meets the student’s individual needs, no matter whether students are learning in person or remotely.

Personalized learning models better utilize instructional time and leverage student strengths. These models provide teachers with additional opportunities for intensive interventions for students that are struggling with concepts or those that were most heavily impacted by unfinished learning. Personalized learning will enable TCS to target and respond to the specific learning needs of each of our students. Funds will cover costs for additional digital tools, assessment resources and professional learning.

### **TCS Expectations**

- Provide students/parents with training on the programs used by the campus/district.
- Deliver regular, predictable instruction to students using the Google Classroom platform, supplemented by other programs.
- Arrange individualized learning and interventions for students as needed using IEPs and campus developed Individualized Learning Plans.
- Plan and implement engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.

### **High-Dosage Tutoring**

High-dosage tutoring is one of the most effective ways to increase achievement for students that identify as economically-disadvantaged. This very targeted, personalized tutoring method accelerates student learning and closes learning gaps.

In addition to tutoring that occurs during the school day, TCS students will be invited to after-school tutoring activities based on their classroom academic performance and performance on target tests/benchmark assessments. Teachers will conduct four “rounds” of tutoring throughout the school year and will notify parents of their child’s nomination for each of the tutoring opportunities. Data from student’s Personalized Individual Learning Plans will inform tutoring personnel on student’s gaps and prioritize areas of student learning and instructional practices.

### **Strategic Staffing Design**

Trinity Charter Schools will continue to focus on high-quality rigorous instruction.

### **Investing in Talent**

TCS will leverage the most effective resource we have to improve student achievement - our teachers. We will incorporate a variety of strategic staffing designs. In addition, we will expand our teacher coaching model to ensure every teacher has access to a high-quality instructional coach. Personalized professional learning will foster the growth and development of each teacher in the areas of acceleration and blended learning.

## **Implementation**

To effectively meet the needs of students, Trinity Charter Schools will continue to support a professional development program that provides instructional staff and leadership with the tools and knowledge required to teach the written curriculum; thereby, building capacity within schools so there is a commitment to teaching, learning and continuous improvement.

All staff are required to participate in continuous growth as an integral part of their job assignment. Trinity Charter Schools' professional development program provides capacity building opportunities based upon individual needs and professional goals as they relate to campus and program goals.

The TCS professional development plan is designed to provide information, training, and coaching in a layered and on-going format while focusing on content area knowledge, curriculum documents and planning, technology program, data driven instruction and remote asynchronous best instructional practices. District-wide, online professional development dates start in August before school and are scheduled throughout the school year. This will provide educators opportunities to immerse themselves in the necessary information to be successful in their job performance. They are then provided focused coaching and further training opportunities through individual learning pathways.

### **Areas of Focus**

- Content area knowledge, curriculum documents and planning, technology programs, and data driven instruction.
- Fall PD Week of professional learning opportunities.
- Professional development focus topics identified each month with learning opportunities provided.
- Professional development dates included in the school year- data and teacher/ administrator feedback will drive decisions for focus topics.
- Job-embedded coaching and regular PLCs with Master-Mentor Team as needed, throughout the year.

## **Social and Emotional Well-Being**

All Trinity Charter School staff will be trained on approaches for building individual resilience through self-care and active coping. Staff will also be guided through developing a personal action plan to start building positive supports for themselves. Campus staff will learn basic information about stress and how COVID-19 has resulted in a "perfect storm" stress condition.

## **Trauma-Informed Care and Strategies**

All TCS Campus staff will learn how to create systems of support on campuses and in classrooms. Staff will participate in developing an action plan and incorporating learned concrete strategies to support the social-emotional needs of our students in the learning environment. Additionally, all staff will be trained on the basics of traumatic experiences and the impact on a child's development, behavior, and overall school functioning.

## Health and Safety Guidelines

As always, our top priority is the safety of our students, families, and staff. All TCS health and safety protocols are subject to change as updated guidance is provided by the Texas Education Agency (TEA), governing authorities, and county health officials.

Trinity Charter Schools will focus on ensuring all students, staff and parents are educated on health and safety protocols and good hygiene practices, including frequent and thorough handwashing, covering coughs and sneezes, and social distancing to the extent feasible, using the district and campus websites, social media, email, building signs and classroom lessons with videos.

All classrooms will be provided with an alcohol-based sanitizer spray and paper towels for sanitizing desks and technology.

TCS will ensure face mask are available to all teachers and staff, if needed. Visitors will be encouraged to make an appointment to meet with campus staff. If at all possible, the meeting will be held virtually. If a virtual meeting is not possible, only the person who makes the appointment may attend the in-person meeting to limit the number of visitors to the school at one time.

## Health and Safety Guidelines Re-Entry Criteria 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:
  - o i. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
  - o ii. the individual has improvement in symptoms (e.g., cough, shortness of breath);  
and
  - o 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 or from their primary care physician, that comes back negative for COVID-19.

***COVID-19 Symptoms-updated by TEA August 4<sup>th</sup>, 2020***

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

- 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

For more information please Trinity Charter School Health and Safety Policy found at [Trinitycharterschools.org](http://Trinitycharterschools.org).