



Bulldogs Return to LEARN



2020-2021

WYLIE INDEPENDENT SCHOOL DISTRICT
Initial School Reopening Plan

Wylie ISD Safety and Security Committee
September 22, 2020
Miguel's Mexican Restaurant
11:30-1:00

Agenda:

- 1. Covid-19 & "Bulldogs Return to Learn"**
- 2. Mental Health Issues**
- 3. Behavior Threat Assessment**
- 4. Safety and Security**
- 5. Safety and Security Survey**

Stakeholder Input and Engagement

Feedback from our stakeholders has been an essential part of our planning. We've gathered input from community members, parents, students, and staff through various methods including online surveys, special called meetings and phone interviews. The online survey was sent out to parents in mid July to help us look at what conditions, practices, and options are most important to you as we consider a safe return to our school buildings as well as see the preliminary numbers on parents' current preference for Traditional In Person Learning vs Virtual Learning at Home. There were 4,506 responses on the survey and we received over 1,300 responses on our open ended question asking for additional comments and concerns. There was great feedback from the responses that we received and we were able to use them in our planning process.

Participation Level for our Wylie ISD Back to School Parent Survey: 95%

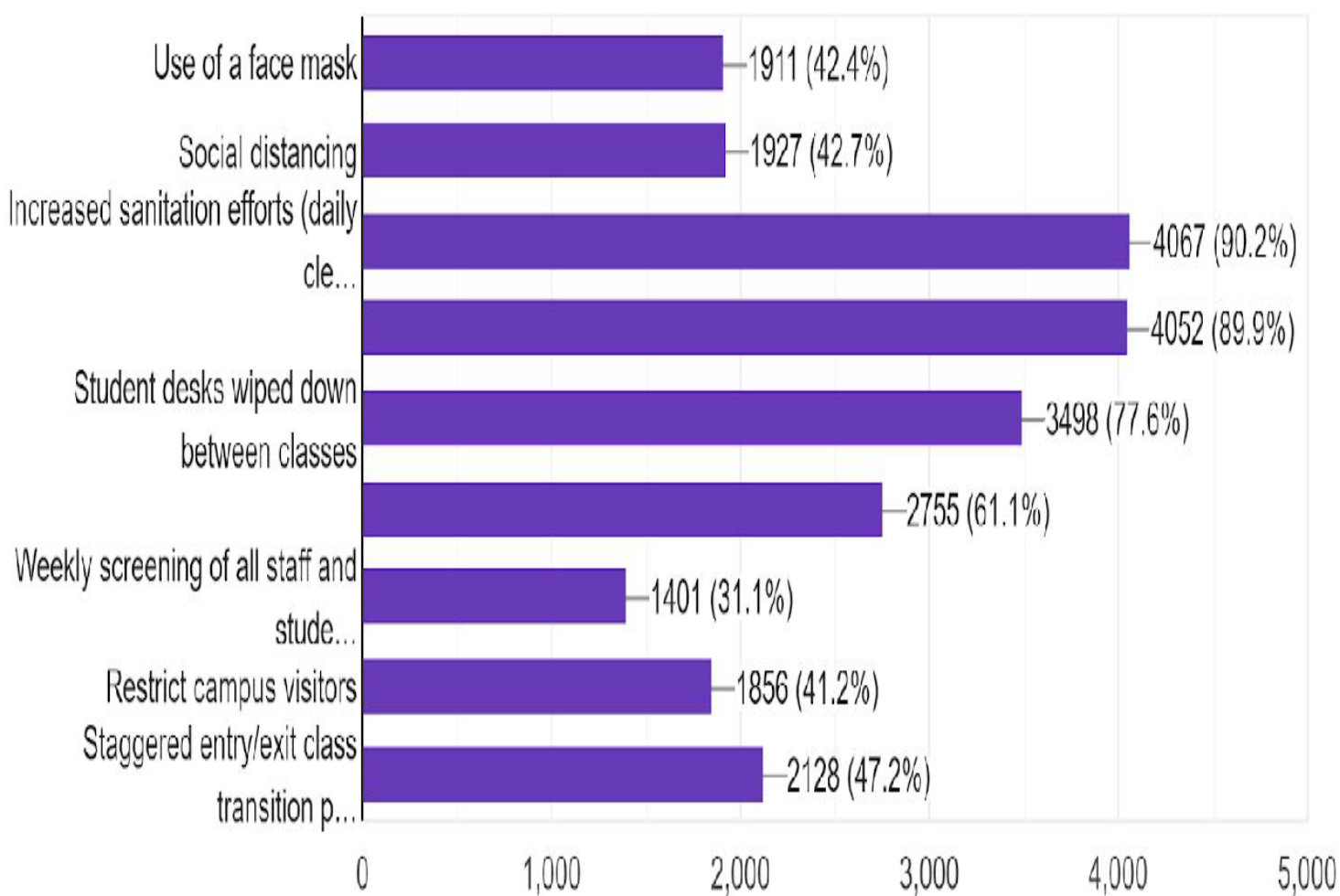
Survey Results from Back to School Parent Survey

At this time, what method of instruction provided by Wylie ISD do you plan to use in the fall for your child? (This is not a final answer. This informa... will be used for staffing and scheduling decisions)
4,506 responses



As Wylie ISD plans to reopen for on-campus learning in the fall, what safety measures would you want to see in order to feel safe sending your child back to school? (Select your top 5 priorities)

4,508 responses



Health and Safety Measures

COVID-19 can infect people of all ages, and WISD will do everything feasible to keep our students and staff safe. Using recommendations from the Centers for Disease Control, Taylor County Health District, and the Texas Education Agency, the following prevention and mitigation strategies will be implemented at Wylie ISD facilities.

Practices to Prevent COVID-19 from Entering Facilities

All employees are required to self-screen for COVID-19 symptoms before entering a district facility each day. Employees must report to their campus/department administrator if:

- a. they have come into close contact with an individual who is lab-confirmed with COVID-19; or
- b. they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19.

Parents must ensure they do not send a child to school if the child has COVID-19 symptoms or is lab-confirmed with COVID-19. Each morning, parents should screen their child for any symptoms. Only visitors essential to school operations will be permitted to enter Wylie ISD facilities. Before visitors are allowed inside campuses, they must be screened to determine if they have COVID-19 symptoms or are lab-confirmed with COVID-19. If so, they must remain off campus until they meet the criteria for re-entry as noted below. If visitors have had close contact with an individual who is test-confirmed with COVID-19, they must remain off campus until the 14-day incubation period has passed. Screening of visitors may include a temperature check.

Individuals Confirmed, Suspected or Exposed to COVID-19

1. Any individuals including employees, students, parents, or other visitors who themselves either:
 - a. are test-confirmed to have COVID-19; or
 - b. experience the symptoms of COVID-19 must stay at home throughout the infection period and cannot return to school until the district screens the individual to determine that the conditions for campus re-entry listed below 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:
 - a. at least 24 hours free of fever without the use of fever reducing medication.
 - b. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - c. 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 (PCR), antigen with Covid-19 screening (at a physician's office, approved testing site, or other site) that comes back negative for COVID-19.

Identifying Possible COVID-19 Cases on Campus (Isolation)

- Campuses will immediately isolate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Students who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.
- Campuses will clean the areas used by the individual who shows COVID-19 symptoms while at school (student or employee) as soon as feasible.

Practices to Respond to a Test-Confirmed Case in a School

Required Actions if Individuals with Test-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is test-confirmed to have COVID-19, the school must notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student or employee) until the non-porous surfaces in those areas can be disinfected unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases and consistent with legal confidentiality requirements, schools must notify all campus employees and families of all students in a school if a test-confirmed COVID-19 case is identified among students or campus employees who participate in any on-campus activities.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, the following will be considered:

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

- Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (or, for students with a chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or

- New onset of severe headache, especially with a fever.

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19.

Close contact is defined as:

1. being directly exposed to infectious secretions (e.g., being coughed on); or
2. being within 6 feet for a cumulative duration of 15 minutes

if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

This plan is current as of September 10, 2020. It is a work in progress and can change based on data, information, and feedback from our health and community organizations.

Student Mental Health

8 WAYS WYLIE ISD CAN BUILD POSITIVE SCHOOL CULTURE



BUILD STRONG RELATIONSHIPS

- * **The research is clear. When students feel liked and respected by teachers, they find more success in school, academically and behaviorally.**
- * **Conversely, when interpersonal relationships are weak and trust is lacking, fear and failure will likely start to define school culture.**

BUILD ESSENTIAL SOCIAL SKILLS

- * How to share, how to listen to others, how to disagree respectfully---these are the kind of essential social skills we expect our students to have.
- * But the truth is they may not have learned them. Whether it's 1st grade or 11th grade, we need to be prepared to teach appropriate social and emotional behaviors.

GET ON THE SAME PAGE

- * Every classroom contributes to school culture.
- * Each campus must develop consistent school rules and ways of defining and meeting student behavior.
- * Rules that are fair and consistently enforced, helps to build trust by students.

BE A ROLE MODEL

- * At school students learn by watching and doing.
- * Observing actions of others influences how they respond to their environment and cope with unfamiliar situations.
- * Research shows that when a student is rejected by peers, the rejection is more likely to “stop” if the teacher models warm and friendly behavior to the isolated student.

CLARIFY CLASSROOM AND SCHOOL RULES

- * **Classroom rules communicate your expectations to your students.**
- * **Positive rules help create a predictable, stable environment that is more conducive to healthy interactions.**
- * **Rules should be consistent through out the building.**

TEACH ALL STUDENTS PROBLEM SOLVING

- * These are skills students need to resolve problems appropriately.
- * Problem solving can also be used retrospectively to help students make better decisions in the future.

SET APPROPRIATE CONSEQUENCES

- * Accountability.
- * Effective consequences show young people the connection between what they do and what happens as a result of their choices or actions.
- * When possible, use this situation as a learning tool to emphasize desired behavior.
- * Restorative Discipline can be helpful.

PRAISE STUDENTS FOR GOOD BEHAVIOR

- * Positive feedback when possible.
- * Be specific and not a generic “Good Job”.
- * Create that positive self confidence in your students.

IT'S THE LITTLE THINGS THAT MATTER

- * **Be that Teacher.**

- * Sets the bar high, challenges all that come, and becomes a life changer and mentor.

Addressing Child Maltreatment During Covid-19

Educators play a critical role in identifying and reporting suspected child abuse cases. In 2018, education personnel were the leading professional report source (other professional report sources include, for example, childcare providers, law enforcement personnel, medical professionals), reporting 21% of an overall 4.3 million CPS agency referrals nationwide¹. With prolonged school closures, and extraordinary financial and social stressors on families, the potential for harm to children is heightened while the potential for educators to identify abuse is diminished.

To assist educators facing difficult situations during remote or in-person learning, we compiled a list of state and national resources toward preventing, identifying, and reporting suspected child abuse, neglect, and trafficking.

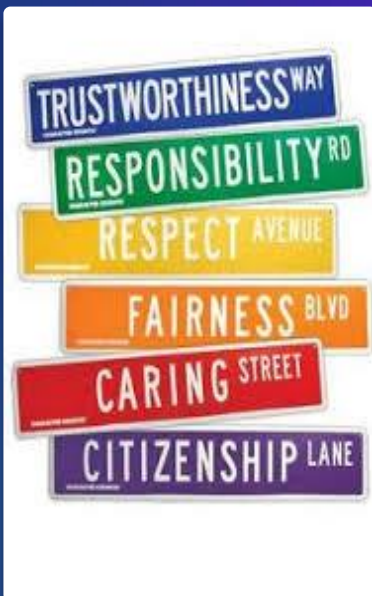
State Resources

Children at Risk	<ul style="list-style-type: none">•Children at Risk is a Texas-based research and advocacy organization that educates and provides services designed to help prevent human trafficking, economic disadvantage among children, and abuses against children. Services offered include: The Center to End the Trafficking & Exploitation of Children (CETEC) providing policy recommendations and toolkits for local governments and law enforcement to help prevent human trafficking, as well as analysis and a map of suspected human trafficking businesses and their proximity to schools•Raising awareness about K-12 issues in specific schools across Texas
DFPS	<ul style="list-style-type: none">•The Texas Department of Family Services provides Texas school and family specific information including: The Texas Abuse Hotline, 1-800-252-5400•Recognizing signs of abuse, definitions of abuse, and a Q&A about reporting abuse
OAG	<ul style="list-style-type: none">•The Texas Office of the Attorney General focuses primarily on support for children, victims of crime, and consumer protections, highlighting: Programs and services available to victims of crime•An initiative underway to reduce human trafficking, providing facts about human trafficking globally and in Texas, as well as action steps for individuals to reduce human trafficking
TEA	<ul style="list-style-type: none">•The Texas Education Agency offers numerous resources pertinent to child safety, such as: Training and awareness about child trafficking in Texas•Information about child abuse prevention and reporting•The Texas Team's Teen Dating Violence Awareness and Prevention Toolkit, a toolkit created collaboratively with other Texas agencies
TxSSC	<ul style="list-style-type: none">•The Texas School Safety Center also offers several useful resources including: A free course on Sexting and Bullying Prevention that raises awareness and offers actionable steps to prevent those activities•Videos and facts about dating violence aimed to help inform educators and families about risks involved

National Resources

Childhelp	<ul style="list-style-type: none"> • Child help is an internationally renowned non-profit organization dedicated to helping victims and children at risk of child abuse and neglect. The organization offers resources for teachers including: The Childhelp National Child Abuse Hotline, 1-800-4-A-Child or 1-800-422-4453 • Readings to share with students • An evidence-based prevention curriculum, Speak Up Be Safe
Loveisrespect	<ul style="list-style-type: none"> • Loveisrespect is a non-profit that originated from the National Domestic Violence Hotline (1-800-799-7233) and now focuses on engaging, educating, and empowering young people to prevent and end abusive relationships. They provide: Educator Toolkits tailored to middle schools and high schools • Information about consent and how to talk to young people about healthy relationships • Quizzes designed to help individuals identify safe and healthy relationships • Information about how to safely intervene for others in unsafe relationships
Break the Cycle	<ul style="list-style-type: none"> • Break the Cycle is a national non-profit dedicated to ending relationship violence among young people. They provide numerous resources, including: Technical assistance to support individuals and institutions such as schools and community organizations across the country to prevent dating abuse • Education on violence prevention and youth leadership • Information about addressing youth violence among members of faith communities and congregations
NDVH	<ul style="list-style-type: none"> • The 24-hour National Domestic Violence Hotline, 1-800-799-SAFE (7233), provides resources for individuals in unsafe domestic situations or others trying to help those in unsafe situations, such as: Conflict resolution resources as well as information about state specific, LGBTQ+, and teen abuse issues for victims, survivors, or third parties. • Resources for individuals in the deaf community
Polaris Project	<ul style="list-style-type: none"> • The Polaris Project is a non-profit focused on raising awareness, reporting, and providing resources for human trafficking including: U.S. National Human Trafficking Hotline, 1-888-373-7888 • Guidance to help recognize human trafficking • Resources to help with responding to human trafficking incidents
NHTH	<ul style="list-style-type: none"> • Concerns about human trafficking or coerced labor or sex work can be reported to the National Human Trafficking Hotline, 1-888-3737-888. Access Safety Planning Information about online safety, suspicious or controlling relationships, and tips for helping individuals in dangerous trafficking situations • All resources and information are available in English and Spanish
NCMEC	<ul style="list-style-type: none"> • As a national and comprehensive reporting center, the National Center for Missing and Exploited Children offers extensive information and resources pertaining to child exploitation, disaster preparation, and missing children such as: Potential risk factors and prevention tips for disabled children who may be at increased risk of running or wandering away • Resources relating to online enticement of children, sex extortion, and how to remove sexually explicit content on many websites and applications such as Google or Facebook • Information about Amber Alerts and support for victims and families

Prevention begins with teaching skills.



Bulldog Bridge

- 1) Speak from the heart
- 2) Listen from the heart
- 3) Trust that you will know what to say
- 4) Say just enough
- 5) Honor confidentiality

PRE-K THRU 4TH (CHARACTER COUNTS)

5-8 (BULLDOG BRIDGE)

9TH (CHARACTER COUNTS)



Social/Emotional Security

ask?

ask about suicide 
to save a life™

1. Mental Health First Aid.
2. Mental Health Student Curriculum.
3. Mental Health Parent Outreach.
4. Texas Child Mental Health Consortium.



The logo features a light purple oval with a dark grey swoosh at the bottom. On the left side of the oval, there are three overlapping circles in blue, yellow, and light blue. The text "Trauma Informed Care" is written in a bold, dark blue, sans-serif font, centered within the oval.

Trauma Informed Care

Texas RISE to the Challenge

An Introduction to Human Trafficking
for Education Professionals

Developed by the Texas Human
Trafficking Prevention Task Force





Wylie High School Student Support Program

ALYSSA BROWN L.S.S.P. DIRECTOR




Licensed Special School Psychologist (LSSP)



Wylie ISD.

BEHAVIOR THREAT ASSESSMENT



Wylie ISD.- “School Safety and Security”

MOVING FORWARD IN 2020-2021

Goals and Objectives

1. DEVELOP AND IMPROVE ALL SAFETY PROGRAMS THAT ENCOURAGE PREVENTION AND INTERVENTION OF STUDENT SAFETY AND WELL BEING.
2. IMPROVE BUILDING AND PREMISE SECURITY.
3. IMPLEMENT AND IMPROVE DISASTER AND EMERGENCY MITIGATION PROTOCOLS.
4. CONTINUE TO USE COMMUNITY INPUT TO IMPROVE OUR PROGRAM.



Parent Safety and Security Survey

Parent Safety Survey(potential example)

Select Campus:

High School O

Early Childhood Center O

West Junior High O

West Elementary O

East Junior High O

East Elementary O

West Intermediate O

Sense of general safety:	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Students feel safe at this school.				
School disturbances are infrequent.				
Gangs are not a problem in this school.				
Drugs are not a problem in this school.				
Everyone's racial and ethnic heritage is respected at this school.				
There is an effort to praise and reward those who do well.				
School rules and expectations	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
The school rules and expectations are clear and well known by students.				
The consequences for violating school rules are applied consistently.				
This school's faculty enforces school rules fairly and appropriately.				
Relationship with Law Enforcement	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Security personnel have a good working relationship with principals and teachers.				
Security personnel are respected and liked by the students they serve.				
A good working arrangement exists between the local law enforcement and the school.				

Care of facilities	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
School campuses are kept secure from unauthorized intruders				
The school buildings are free of hazards that can cause accidental injury				
This school is a well-maintained and pleasant place.				
Administrative support and leadership	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
This school has adequate resources to help students in an emergency or crisis.				
This school's goals and priorities are clear.				
Administrators provide strong leadership.				
There is clear coordination between this school and other public agencies, such as the police, county juvenile probation, and county mental health.				
Parental Involvement	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
I feel welcomed when I visit the school.				
The school has programs to involve parents in their child's education.				
Our community is involved with the school.				
Please list any improvements you would like to see that would improve the safety and security of this campus. 1. 2. 3.				



Student Safety and Security Survey

Potential Example

Student Safety Survey

At this school:	Always	Sometimes	Never	Don't Know
They take good care of the school grounds.				
They keep the building clean.				
My classrooms look nice.				
Students help make decisions.				
Students can be in many different groups and activities.				
Teachers here are nice people.				
My teachers respect me.				
At this school:	Always	Sometimes	Never	Don't Know
Teachers let me know when I'm doing a good job.				
I have good relationships with my teachers.				
Students respect the teachers.				
I'm comfortable talking to a teacher about my problems.				
I feel very safe.				
I feel safe on the way to school and on the way home.				
When students have an emergency, they can get help.				
You can trust most people.				
Adults care about students.				
Even people who are different are respected.				

Have any of these things happened to you at your school?	Yes	No
Have you been physically assaulted on campus?		
Have you seen drugs on campus?		
Have you seen a student with a gun on campus?		
Have you seen or know of students smoking or vaping on campus?		
Have you seen a student with a knife on campus?		
Have you had your property stolen?		
Have you had your property damaged?		
Has someone threatened to hurt you or others?		
Have you seen or heard of someone threatening to hurt their self?		
Has someone made fun of you?		
Have you been bullied?		
Has someone sexually harassed you?		
Has someone made unwanted sexual advances to you?		
Has someone been mean to you because of your color or race?		
Has someone been mean to you because you were different?		
In your own words, describe how safe or unsafe it is at your school:		