MIDLOTHIAN ISD REMOTE LEARNING

Employee guidelines for remote learning

Updated April 16, 2020

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OUR VISION AND CULTURE

MIDLOTHIAN ISD'S VISION REMAINS THE SAME, INSPIRING EXCELLENCE TODAY TO CHANGE THE WORLD TOMORROW. DURING THE COVID-19 PANDEMIC, WE STILL BELIEVE:

• We are family.

• We celebrate the power of diversity.

• We value and honor all relationships.

• We believe in the unlimited potential of everyone.

• We believe in excellence through purpose.

• We are Midlothian Strong.

These beliefs will continue to be our driving force as we transition to remote learning.

WORKLOAD AND WORK SCHEDULES

OFFICE HOURS

District administration shall determine the distribution of work among MISD staff members. The Superintendent and campus principals shall require teachers to fulfill professional responsibilities for remote learning, including planning, supervision, guidance, instruction, and other responsibilities as assigned.

To ensure accessibility, teachers will work Monday-Friday, 8:00am - 4:00pm. Email should be checked three times a day (at minimum) during these established hours.

If teachers are unable to work, please notify your principal and student's parents.

Employees may be assigned duties as needed. Each full-time employee must be available from 8:00 a.m. to 4:00 p.m. either in person or remotely, based on duties assigned. Part-time employees must be available during their regularly scheduled day for in-person or remote work assigned by their supervisor.

STAFF EXPECTATIONS

ADMINISTRATORS

• Be available to work in-person or remotely Monday-Friday, 8:00 a.m. - 5:00 p.m.

• Maintain communication with parents and staff to ensure a positive focus on student learning.

• Address any teacher or parent concerns as they arise.

• Monitor implementation of the district's remote learning plan.

TEACHERS

• Maintain office hours daily via Google Hangouts for students. (See video conference section for details)

• Be available to work in-person or remotely Monday-Friday, 8:00 a.m. to 4:00 p.m.

• Monitor the progress and attendance of students.

• Provide timely feedback (at minimum feedback should be provided weekly) to parents and students.

• Consult parents of students who are not making progress on assigned tasks.

• Attend virtual ARD and/or 504 meetings as assigned.

• Respond to parent concerns within 24 hours.

• Complete and maintain all required documentation for special populations (ARD, LPAC, etc)

SUPPORT STAFF
(COUNSELORS, ICOACHES, LIBRARIANS, SPECIALIST, PEIMS, SPED STAFF)

• Campus principal/district departments will determine if staff need report to work at an assigned location or work remotely.

• Complete all required tasks as determined by the principal/supervisor.

• Provide weekly check-ins with at-risk students.

• Attend virtual 504 meetings.

• Provide instructional support as needed.

• Monitor and respond to district correspondence throughout the day.

STAFF EXPECTATIONS (CONTINUED)

NON-INSTRUCTIONAL EXEMPT STAFF

• Department supervisor will determine if staff need to work in-person or work remotely.

• The employee shall be available for remote or virtual staff and planning meetings during regular working hours, Monday-Friday, 8:00 a.m. to 4:00 p.m.

• Develop and implement distance learning materials as needed.

• Monitor and respond to district correspondence throughout the day.

HOURLY EMPLOYEES

• Campus principal/district departments will determine if staff need to report to work at an assigned location or work remotely.

• Check district email three times a day, Monday-Friday.

• Participate remotely in virtual staff meetings as required by your campus/department.

• Be available to assist in work in-person or remotely as assigned by the principal or department.

PROFESSIONALISM

PROFESSIONALISM

Employees are expected to conduct virtual meetings with the same standards as in-person meetings. Professional, school appropriate attire should be worn during all virtual meetings. The employee should consider what is in view during online meetings. While working virtually, the employee must find a quiet space free from distractions.

BUILDING SIGN-IN SHEET

LINK

BEGINNING, MONDAY, MARCH 23, YOU MUST SIGN-IN USING THE QR CODE BELOW.

- Due to COVID-19 Shelter-in-Place guidelines, the district will require all essential staff members to check-in using the QR code provided when they enter a building.

- Each principal is responsible for posting the information along with the QR code at each door by end of the day on Thursday, March 19, 2020.

- Principals and supervisors must approve all staff entry to buildings prior to access. After employees have been in the building, inform custodial services so a deep clean and complete sanitzation can be completed.

CENTRAL RECEIVING PROTOCOL
DURING **COVID019**

LINK

Shorr Heathcote, Director of Human Resources, has coordinated the Central Receiving Crew. Changes will be made based on frequency of shipments and availability of crew members.

Natalie Dennington and Daniella Walton receive all email updates and copies of emails sent to Central Receiving Crew Members. Daniella is overseeing the work and acclimating crews as they start each shift. Principals have also been notified if they have a staff member who is working as a Central Receiving Crew Member.

In an effort to maintain social distancing only two crew members are assigned to a shift. They are working in the Jenkins gym and must maintain a six foot distance.

Heathcote will contact all crew members by phone and will communicate the work schedule and duties. Additionally, crew members will receive an email.

CENTRAL RECEIVING PROTOCOL
DURING **COVID019** (CONTINUED)

LINK

The following is the current schedule and subject to change as needed:

EMPLOYEE	SCHOOL/ASSIGNMENT	CENTRAL RECEIVING CREW ASSIGNMENT
Laurie Osborne	FSMS/Nurse Aide	Monday, 8:00 a.m. - 3:30 p.m.
Jennifer Foley	TEB/Paraprofessional	Monday, 8:00 a.m. - 3:30 p.m.
Elizabeth Richardson	JRI/ECSE Aide	Tuesday, 8:00 a.m. - 3:30 p.m.
Shelbi Nugent	JRI/ISS-Tech Aide	Tuesday, 8:00 a.m. - 3:30 p.m.
April Downing	WGMS/ISS Aide	Wednesday, 8:00 a.m. - 3:30 p.m.
Kimberley Norman	DME/PE Aide	Wednesday, 8:00 a.m. - 3:30 p.m.
Renee McGowen	MHS/Receptionist	Thursday, 8:00 a.m. - 3:30 p.m.
Risa Ashley	MHS/Library Aide	Thursday, 8:00 a.m. - 3:30 p.m.

CENTRAL RECEIVING PROTOCOL
DURING **COVID019** (CONTINUED)

LINK

PROTOCOLS AND PROCEDURES

• All shipments will be received at the Jenkins gym.

• All crew members must wear gloves when working in central receiving.

• Central Receiving Crew Members will open all boxes and check the invoice against the items in the box. Each item on the invoice is checked as the item is located in the box.

• The Central Receiving Crew Member signs their first and last name on the invoice.

• A copy of the checked and signed invoice is placed in the box and the box is moved to a designated location in the gym. (Areas are arranged by school for shipping purposes.)

• The original invoice that has been checked and signed is given to Daniella Walton. Daniella will either email the invoice to Sandy Bundrick or put in an envelope for weekly delivery to Sandy.

• Sandy will close out all POs as invoices are received.

SHIPPING/DELIVERIES TO SCHOOLS

*This process is currently on hold until we know how many items we are receiving and when schools will be able to take delivery.

• 4 coaches will be used to help Bernardo load and make deliveries.

• Deliveries will be made on Mondays and Wednesdays. Two coaches will be assigned to Monday and the other two will be assigned to Wednesday.

REMOTE HIRING PROCEDURES

LINK

REMOTE HIRING PROCEDURES

- Google Hangouts is the recommended platform for interviewing potential candidates. Be sure to set up procedures with your committee, including muting the microphone when they are not asking a question. You may record the interview, but it is not required.
- Check the "flag" in TJN. Flag 1 is a preferred candidate.
- A minimum of 3 people should be interviewed for each position.
- Compete at least 3 reference checks using **this form**.
- Make a Recommendation to Hire using the **Personnel Action Form (PAF)**

PRIOR TO MAKING A RECOMMENDATION FOR HIRE USING THE PAF BE SURE YOU HAVE THE FOLLOWING INFORMATION AVAILABLE:

- First and last names of the other people interviewed for the position (must interview a minimum of 3 people for each position).
- Certification to be uploaded on the PAF.
- Three recommendations using this form (you will upload each on the PAF).
- **Posting # from TJN**
  (you will add this to the notes section on the PAF prior to "signing" your name)

PLEASE USE THE FOLLOWING LINK FOR ALL NEW HIRES, TRANSFERS, AND RESIGNATIONS.

If you have questions, contact Shorr Heathcote.

https://midlothianisd.docs.region10.org/Forms/PAF

GOOGLE HANGOUT PROTOCOLS
FOR **TEACHERS**

AT HOME LEARNING GOOGLE HANGOUT PROTOCOLS FOR TEACHERS

- One link for all Google Hangouts that is shared throughout the At Home Learning time frame. •

- Do not create new links for each hangout time.

- **Elementary** - Teachers need to conduct and be a part of hangouts for their students twice a day. (If you are departmentalized, make sure all teachers are a part of that grade level's hangout.)

- **Secondary** - Each teacher holds a hangout and is part of the hangout for their students.

- Teacher stays in the Hangout until all students are gone

- Teacher leaves Hangout open in the background, mic and video off, computer sound up so that teacher can hear any students who pop in. Continue to work as normal in other tabs.

- Teacher checks hangout periodically for unauthorized student usage

- Hangouts are **OPTIONAL** (for students and parents, not for teachers) and are for answering questions, clearing up misconceptions, building virtual relationships with students/parents, not for direct instruction unless requested by the students.

- Teachers should report all unauthorized usage or inappropriate behavior to campus administration.

- Teachers may schedule google hangouts for specific students with specific needs outside of their virtual office hours using the same Google Hangout link for set office hours.

TIPS FOR MONITORING ONLINE CLASS

DO's	DONT'S
1. Asynchronous learning • Teachers create learning experiences for students to work at their own pace and take time to absorb content.	**1. Synchronous learning** • Teachers and students meet online in real time through videoconferencing or live chatting.
2. Less is more • Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic.	**2. Being unrealistic** • Assign "class work" and "homework" every day and request students to complete according to short timelines.
3. Give explicit instructions • Outline deliberate instructions and specify the length of time to complete the session of learning.	**3. Being unclear and vague** • Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague.
4. Specify expectations • Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist).	**4. Being too open-ended** • Assign tasks that are too open-ended (e.g. make a video about the moon; write an essay about pollution).
5. Be empathetic • Assign a reasonable workload; encourage students to balance online with offline and connect with one another.	**5. Be overly task-oriented** • Assign online classwork followed by extra homework without a clear focus on student wellbeing.
6. Communicate consistently • All instructions and assignments **must** be communicated via SeeSawor Canvas.	**6. Mixed communication** • Use multiple platforms inconsistently (e.g. email followed by Google Hangout).
7. Be online for virtual office hours • Be online during 8:00 a.m. to 4:00 p.m. to provide support, answer questions, or clarify confusion via email and/or SeeSaw/Canvas.	**7. Stand by at all times** • Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours).

TIPS FOR MONITORING ONLINE CLASS

DO's	DONT'S
8. Seek student feedback • Seek student feedback about their workload, emotional state, learning preferences, and learning pace.	**8. Use the same approach** • Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed.
9. Boost learning retention • Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons.	**9. Try new & unused tools** • Trying new tools that you've never used may lead to technological difficulties and increase challenge.
10. Identify lesson objectives • Be intentional and identify clear learning objectives and assment outcomes (formative and summative).	**10. Give random activities** • Keep students busy doing online activities and do not think about the lesson objectives and assessments.

TIPS FOR MONITORING ONLINE CLASS

SHOW UP TO CLASS

• Post weekly announcements to tell what is coming up for the week. And to give overall feedback on the week before.

• Respond quickly to all questions.

• Keep up providing virtual office hours and do by schedule as needed.

• Post a quick video for any misconceptions on assignments.

• Grade and return work in a timely fashion...more discussed below.

• Motivate students through online discussions with them.

• Ask your students what is working and what is not working for them on a regular basis. Adjust to meet their needs.

BE YOURSELF!

• Talk like you speak for this format.

• Let your personality show through your words and videos.

• Remind students often that you are there to help.

TIPS FOR MONITORING ONLINE CLASS

PUT YOURSELF IN THEIR SHOES

• A little is more like a lot in this new format.

• Make sure your assignments make sense to a student who is always confused.

• Give great details...the more the better, being explicitly clear and concise.

• Explain expectations so that all students can understand exactly what and how to do something. Rubrics can help set expectations (TRS performance assessments for core, many online to assist).

• Show examples of exemplar work and non-examples so students have a clear picture of expectations.

• Collaborate with colleagues to assist you in making sure your course is clear.

• Using choice boards motivates students to complete assignments.

SCAFFOLD LEARNING ACTIVITIES

• Provide adequate practice of a format before an official assignment.

• Provide examples and non-examples of expectations.

• Set the expectation for students to ask questions, ask one question each day.

• Connect assignments to what students already know or have done before.

• Provide videos that take students step-by-step through the assignment if needed.

• Chunk difficult or long information/assignments, allowing for feedback along the way.

ORGANIZE YOUR COURSE SEQUENTIALLY SO IT FOLLOWS A FLOW YOU WANT YOUR STUDENTS TO WORK IN

ADD VISUAL APPEAL AS POSSIBLE

TIPS FOR **MONITORING ONLINE CLASS**

MAKE YOUR ONLINE CLASS A FUN, INVITING PLACE TO BE

- What can you do to attract your students?
- Use lots of interactive tools.
- Share your personal successes and challenges through this process.
- Demonstrate compassion and caring for all your students each day.

FOLLOW CONSISTENT GUIDELINES FOR MANAGING YOUR ONLINE COURSE

- The key to effectively managing an online course is to be consistently "present" in your online classroom.
- Regular contact with your students helps assure them that they are well-supported.
- Through regular communications with your students, observations of their discussions with one another in discussion forums, reading notes they share publicly with one another, and so on, you will likely be surprised at how you are able to connect with your students and learn about them as individuals in ways you had not envisioned!

MONITOR ASSIGNMENT SUBMISSIONS AND COMMUNICATION WITH STUDENTS TO REMIND THEM OF MISSED AND/OR UPCOMING DEADLINES

TIPS FOR MONITORING ONLINE CLASS

PROVIDE FEEDBACK TO STUDENT INQUIRIES WITHIN ONE BUSINESS DAY

• In other words, be accessible! Because online learners must manage their time carefully, timely instructor feedback is especially important to them. Without it, they may not be able to make progress on their course work.

• f you cannot provide a detailed response within one business day, it is good practice to respond to the student within one business day to let them know when you will provide them a more detailed response.

PROVIDE MEANINGFUL FEEDBACK ON STUDENT WORK USING CLEAR AND CONCISE LANGUAGE

• You have ideal "teachable moments" when providing feedback on student work.

• Simply telling a student "good job" or "needs work" does not give them the information they need to succeed. They need (and want!) more specifics.

• What was it that made the work good? (So they can do it again!) What needs more work and how can they improve the quality of their work? (Specifically!)

TIPS FOR MONITORING ONLINE CLASS

COMMUNICATE TO YOUR STUDENTS IN ADVANCE WHEN YOU WILL GRADE AND RETURN ALL ASSIGNMENTS AND EXAMS

• Online students need to self-regulate their time and learning and will need to adapt as needed. If you do not tell them this information, students will likely ask you to provide it.

• How long it will take to grade assignments and send meaningful feedback to students depends, of course, on the nature of the assignment. However, students may not be able to proceed in your course until they get your feedback on how they are doing.

• Please strive to get graded assignments, complete with meaningful feedback, to your students as promptly as possible.

• As a general rule of thumb, it seems reasonable to expect that student will receive their grades, including feedback, within one week of submitting an assignment.

• If one anticipates that it will take longer than that to return students' work, it is best to inform them in advance when their grades and feedback will be available.

• It also is best to grade assignments in sequence (i.e., assignment 1, then assignment 2, and so on) so students can apply the feedback from one assignment to the subsequent assignment.

ITEMS YOU COULD GRADE:

• Timed exams

• Discussion boards

• Projects

• Essays

• Research papers

• Presentations/videos

• Pictures of their work

• Ask questions that can't be Googled to find the answer, more high-level questions

TEACHER EXPECTATIONS

THE PLAN

- **Goal is instruction, not remediation**
- Focus on CRITICAL, ESSENTIAL TEKS
- Teachers' hours will be from 8:00 a.m. to 4:00 p.m. Monday through Friday
- Collaborate by iPlan groups through Google Hangouts to determine critical, essential TEKS to make any decisions.
- Virtual office hours through Google Hangouts for parents and students from 8:00 a.m. to 4:00 p.m.
- Co-Teachers in Canvas and Seesaw to collaborate, along with Google Hangouts to plan together as needed
- Have a PDF version for students, as requested by parents

TEACHER EXPECTATIONS

THE STUDENTS' EXPECTATIONS

Kindergarten through Fifth Grade:

- Required Assignments Per Week:
    - 2 assignments in Reading, integrated with Social Studies
    - 1 assignment in Writing
    - 2 assignments in Math
    - 1 assignment in Science

- "Required" assignments will count towards the guidelines below, and teachers will notify through a weekly system of which days each "required" assignment will be posted. Due dates will not factor into the pass/fail grading.

- "Optional" assignments will be posted on other days for additional credit and understanding.

- Students will continue to daily participate in Istation, Imagine Math, and/or Education Galaxy for 60-90 minutes per week for reading and 60-90 minutes for math per week. Teachers will let parents and students know which program for reading and for math.

- Art, Music, and P,E, will be optional assignments, although MISD does encourage students to do these activities weekly.

- Special Education - Teachers will be expected to continue to meet students' IEP needs.

Secondary:

- ELAR, Math, Science, and Social Studies - 40 minutes a day of instruction/assignments
- All Electives (Fine Arts, LOTE, CTE, etc.) - 30 minutes a day of instruction/assignments
- LEAP students - 4 hours per day
- Special Education - Teachers will be expected to continue to meet students' IEP needs.

TEACHER EXPECTATIONS

PLANNING LESSONS

• Create daily lessons for hands-on and online learning.

• Create videos of explicit instruction on one new skill at a time with student accountability included.

• Weekly Minimum per content:

> • Elementary- one 3 minute video

> • Secondary - may need two or three 3 minute videos

> • All videos shouldn't be more than 3 minutes

• As a district iPlan group through Google Hangouts, determine critical, essential TEKS for current and upcoming units, most important for your grade level or course using the TRS VAD (which TEKS are not taught or change in the next grade level above).

• Determine how students will submit evidence of learning for each critical, essential TEKS.

• PDFs need to focus on the same TEKS as online lessons, although activities may be different based on the learning format.

• Research states that it takes a person double the time to complete a lesson through an online format than in a face-to-face environment. Less is more through this process.

• Teachers should continue to provide scaffolds/accommodations as documented in students' IEPS or 504 as applicable.

• Teachers will continue to scaffold instruction for students working in Tier 2 instruction, and Interventionists will continue to support students working in Tier 3 instruction.

• District Resources

> • [Elementary Resources](#) allowed, as well as [district-adopted instructional resources](#)

> • [Secondary Resources](#)

> • [District how-to's to assist with planning and instruction](#)

> • [Special Education and Dyslexia Instructional Process for at-home learning](#)

TEACHER EXPECTATIONS

Honoring relationships is a part of the MISD culture. Communication is essential with students and can be achieved in the following ways:

• School email

• Leverage district communication/digital platforms such as SeeSaw and Canvas

• Class Google Hangouts

Strict adherence to policy outlined in the Employee Handbook and online must be followed during distance learning. It is your responsibility to maintain the Teacher Code of Ethics when communicating with students. To ensure the safety and security of both students and staff, Employee Handbook policies will be enforced along with Teacher Code of Ethics.

Addtionally, supervisors should be included in the invite to all Google Hangouts. Parents should also be included when possible. Students should not contact you directly on your personal phone.

COMMUNICATION WITH PARENTS AND STUDENTS

• Communicate only through district devices.

• **Approved communication tools:**

> • Canvas 4th-12th grade

> • SeeSaw PK-3rd Grade (3rd Gr. may use Canvas or SeeSaw)

> • School Gmail

> • School communication tools: Remind, Class Dojo, etc.

• Teachers should not use personal cell phones to text students or parents.

• Teachers should only use personal phones to call parents when necessary.

• Teachers will be available daily from 8:00 a.m. to 4:00 p.m. for contact with administrators, parents, and students.

• Document all communication with parents and students.

• Teachers should have two one-hour virtual office hours each day for parents and students through Google Hangouts. This is time for parents and students to ask questions. Not for direct instruction, unless it is on-the-spot from a student question. It is also time to continue to reconnect with your students in a virtual format.

TEACHER EXPECTATIONS

TAKING DAILY ATTENDANCE

• Taking daily attendance has no time requirement for counting a student present.

• Elementary - Google form placed in Seesaw and Canvas

• Secondary - Canvas quiz

• Do not put attendance into PowerSchool

• If students are not submitting attendance, but are working online, then count the student present for that day. Remind the student to complete the online attendance form/quiz daily.

• If students are not submitting attendance and are not working online, then notify parent or student to check in on.

COMMUNICATION WITH PARENTS AND STUDENTS

• Communicate only through district devices.

• **Approved communication tools:**
  • Canvas 4th-12th grade
  • SeeSaw PK-3rd Grade (3rd Gr. may use Canvas or SeeSaw)
  • School Gmail
  • School communication tools: Remind, Class Dojo, etc.

• Teachers should not use personal cell phones to text students or parents.

• Teachers should only use personal phones to call parents when necessary.

• Teachers will be available daily from 8:00 a.m. to 4:00 p.m. for contact with administrators, parents, and students.

• Document all communication with parents and students.

• Secondary teachers should have two one-hour virtual office hours and elementary teachers should have two thirty minute virtual office hours each day for parents and students through Google Hangouts. This is time for parents and students to ask questions. Not for direct instruction, unless it is on-the-spot from a student question. It is also time to continue to reconnect with your students in a virtual format.

TEACHER EXPECTATIONS

VIRTUAL OFFICE HOURS FOR ELEMENTARY

Grade Level	Time Period Available for Virtual Office Hours for Teachers							
Grade Level	**8:30-9**	**9-9:30**	**10-10:30**	**11-11:30**	**12-12:30**	**1-1:30**	**2-2:30**	**3-3:30**
PreK	PreK				PreK			
Kinder		K				K		
1st			1st				1st	
2nd				2nd				2nd
3rd	3rd				3rd			
4th		4th				4th		
5th			5th				5th	
Special Education	ELAR Resource	Math Resource	Science Inclusion	Social Studies Inclusion	ELAR Resource	Math Resource	Science Inclusion	Social Studies Inclusion
Special Education Self-Contained	Plans In Progress	Plans In Progress	Plans In Progress	Plans In Progress	Plans In Progress	Plans In Progress	Plans In Progress	Plans In Progress

TEACHER EXPECTATIONS

VIRTUAL OFFICE HOURS FOR SECONDARY

Content Area								
	Time Period Available for Virtual Office Hours for Teachers							
Content Area	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4
ELAR	ELAR				ELAR			
Math		Math				Math		
Science			Sci				Sci	
Social Studies				SS				SS
LOTE	LOTE				LOTE			
Fine Arts		FA				FA		
CTE			CTE				CTE	
Electives				Elect				Elect
LEAP	LEAP					LEAP		
Special Education	ELAR Resource	Math Resource	Science Inclusion	Social Studies Inclusion	ELAR Resource	Math Resource	Science Inclusion	Social Studies Inclusion
Special Education Self-Contained	Plan in Progress	Plan in Progress	Plan in Progress	Plan in Progress	Plan in Progress	Plan in Progress	Plan in Progress	Plan in Progress

TEACHER EXPECTATIONS

TIPS TO WORKING VIRTUALLY

• Set a schedule and stick to it, allowing yourself breaks throughout the day.

• Designate a quiet, work zone area to make your "office area".

• Set ground rules for people in your space to designate "quiet" times.

• Remember to remind your family that you are working from 8:00 am. to 4:00 p.m. daily.

ADDITIONAL RESOURCES FOR INSTRUCTING ONLINE

• [Tips and Best Practices for Working Remotely](#)

• [Making the Transition to Virtual Classrooms](#)

• [Distance Learning Tips From One Teacher to Another](#)

• [With Weeks of E-learning Ahead, Be Flexible and Forget Perfection](#)

PARENT AND TEACHER GRADING GUIDLINES

MONITORING STUDENT WORK

• Parent and Teacher Grading Guidelines

• Monitor students' work daily, providing feedback to students

• Create a system to track student progress and activities

    • Elementary spreadsheet

    • Track Istation, Imagine Math, and Education Galaxy usage weekly

    • Track Seesaw and Canvas work daily

GUIDANCE AND COUNSELING

MISD's counselors will continue to support students through virtual counseling while students are in an at-home learning environment. Counselors are available by appointment and can be reached via email. Counselors will set up virtual counseling sessions in a google hangout setting and will also be communicating to parents through google meet. MISD counselors will follow ASCA's model for virtual counseling and adhere to those ethical guidelines.

SOCIAL AND EMOTIONAL LEARNING

While academics is a priority at MISD, the social and emotional well-being of our students also takes precedence. During this time of remote learning, our district's counseling and guidance team will provide SEL lessons for students to do at home. These lessons are accessible through the student's learning management system, Canvas and Seesaw, and will be available each day. Lessons will be developmentally appropriate and are intended to provide the students with supportive tools and skills to help manage emotions and maintain positive relationships.

CRISIS COUNSELING

MISD counselors will provide crisis counseling as appropriate during at-home learning. Students and parents can use the crisis link to report crisis situations as well as contact an MISD staff member directly. In all cases of crisis counseling, parents of the student will be contacted and resources will be coordinated by the counselor or administrative team. If a student is known to be in imminent danger, MISD staff will take the necessary measures to contact the local police department to conduct a welfare check on the student.

Crisis reporting help link

Procedures for Emergency/Non-Emergency situations

COVID19 counseling resource page

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR
AT-HOME LEARNING

RESOURCE/INCLUSION/CM TEACHER:
-Refer to all communication and guidelines provided by general education curriculum directors as your main point of reference.

EXPECTATIONS

• SpEd Teachers need to follow the general education guidance plan.

• SpEd and GenEd teachers need to collaborate on lessons, accommodations and modifications.

• SpEd elementary teachers will access At Home Learning largely through SeeSaw.

• SpEd secondary teachers will access At Home Learning platforms through Canvas.

> • SpEd teachers must modify lessons/activities and support the provision of accommodations per individual student IEP.

> • General education teachers must also ensure accommodations are provided.

• Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.

• The goal is learner growth and the focus is on critical TEKS.

• IEP implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment.

• General and Special Educators need to collaborate regarding the needs of a student served through Special Education in the event the student is struggling with a particular concept.

• Special Educators may need to contact the family to set up 1:1 support sessions that will enable the student to continue to progress in the general education curriculum as well as in his/her IEP goals/objectives.

• IEP Amendments are required for students whose At Home Learning services are different than what is in the current ARD. The IEP Amendment will include a distance learning plan that describes the special education and related services that will be provided through At Home Learning during school closure.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

- Special Education Teachers may need to contact their campus diagnostician to determine whether a virtual ARD meeting should be requested for an individual student who is struggling in accessing and completing work on IEP goals/objectives or when accessing the general education curriculum.

- ARD meetings are still required by law and may be held anytime between 8:00 a.m. to 4:00

  p.m. Teacher will receive invites to attend ARD meetings virtually through Google Hangout. The Federal Government has not relaxed any timelines regarding ARDs nor FIEs so all timelines must be met.

Elementary Attendance form

Secondary follow secondary attendance guidelines

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR
AT-HOME LEARNING

SELF CONTAINED TEACHERS ECSE/CBI/TRANSITIONS/ELEVATE:

EXPECTATIONS

• SpEd Teachers need to follow the general education guidance plan.

• The goal is learner growth and the focus is on critical prerequisite skill TEKS.

• IEP implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment.

• Consider gathering/creating materials that can be sent home to aid in instruction. Refer to the

• MISD plan for material distribution.

• Consider what materials/activities may be readily available at home to aid in lesson planning.

• Lessons may be sent home as choice boards or activities to complete at home, etc.

• Record all applicable data received as evidence of completion of tasks/activities so progress can continue to be monitored.

• Ensure modifications and accommodations are made available as lessons/activities are developed.

• As the home environment is so different from a school classroom environment, IEP Amendments are required for students served in a Self-Contained classroom. Similarly, in light of the vulnerability of our students who may be homebound, IEP Amendments are required for these students as well. An IEP Amendment should focus on including an At Home Learning plan that describes the special education and related services that will be provided during school closure. Teachers and Related Services/Itinerant Instructional Staff need to virtually collaborate on services prior to making a recommendation to the parent.

• Special Education Teachers may need to contact their campus diagnostician to determine whether a virtual ARD meeting should be requested for an individual student who is struggling in accessing and completing work on IEP goals/objectives or when accessing the general education curriculum.

• ARD meetings are still required by law and may be held anytime between 8:00 a.m. to 4:00 pm. Teachers will receive invites to attend ARD meetings virtually through Google Hangouts. The Federal Government has not relaxed any timelines regarding ARDs nor FIEs so all timelines must be met.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

SELF CONTAINED TEACHERS ECSE/CBI/TRANSITIONS/ELEVATE:

Self-Contained Resources

Elementary Attendance Form

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR
AT-HOME LEARNING

SELF CONTAINED TEACHERS/BAC:

EXPECTATIONS

- SpEd Teachers need to follow the general education guidance plan.
- SpEd and GenEd teachers need to collaborate on lessons, accommodations and modifications.
- SpEd elementary teachers will access At Home Learning largely through SeeSaw.
- SpEd secondary teachers will access At Home Learning platforms through Canvas.
- SpEd teachers must modify lessons/activities and support the provision of accommodations per individual student IEP.
- General education teachers must also ensure that accommodations are provided.
- Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.
- The goal is learner growth and the focus is on critical TEKS.
- IEP implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment.
- General and Special Educators need to collaborate regarding the needs of a student served through Special Education in the event the student is struggling with a particular concept. Special Educators may need to contact the family to set up 1:1 support sessions that will enable the student to continue to progress in the general education curriculum as well as in his/her IEP goals/objectives.
- IEP Amendments are required for students whose At Home Learning services are different than what is in the current ARD. The IEP Amendment will include a distance learning plan that describes the special education and related services that will be provided through At Home Learning during school closure.
- Special Education Teachers may need to contact their campus diagnostician to determine whether a virtual ARD meeting should be requested for an individual student who is struggling in accessing and completing work on IEP goals/objectives or when accessing the general education curriculum.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

SELF CONTAINED TEACHERS/BAC:

EXPECTATIONS

• ARD meetings are still required by law and may be held anytime between 8:00 a.m. to 4:00 p.m. Teachers will receive invites to attend ARD meetings virtually through Google Hangout. The Federal Government has not relaxed any timelines regarding ARDs nor FIEs so all timelines must be met.

• BAC teachers will provide social skills lessons via the At Home Learning platform.

• Ensure that the assigned content area teachers include BAC students on all communication regarding daily assignments. Accommodations and modification according to the student's IEP will apply.

• BAC teachers should utilize the general education or resource lesson plans (same as when school is in session) to provide instruction for any student self-contained (via ARD) in BAC.

Elementary Attendance Form

https://sites.google.com/view/distance-learning-specialed/home

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

SPEECH:

EXPECTATIONS

- Speech Pathologists will access At Home Learning largely through Google Hangout
- Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.
- The goal is learner growth.
- IEP implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment.
- The campus Speech Pathologist will collaborate with General and Special Educators regarding the needs of a student served through speech therapy in the event the student is struggling with a particular concept. Speech Pathologists may need to contact the family to determine if an ARD is needed to support sessions that will enable the student to continue to progress.
- Reevaluations - complete by REED if able.
- IEP Amendments are required for students whose At Home Learning services are different than what is in the current ARD. The IEP Amendment will include a distance learning plan that describes the speech therapy services that will be provided through At Home Learning during school closure.
- The campus Speech Pathologist may need to determine whether a virtual ARD meeting should be requested for an individual student who is struggling on IEP goals/objectives.
- ARD meetings are still required by law and may be held anytime between 8:00 a.m. to 4:00 p.m. Teachers will receive invites to attend ARD meetings virtually through Google Hangout.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

Speech links:

COVID 19 SLP Advice and Guidance

COVID 19 ARD deliberations

COVID 19 ARD agenda

Speech Resources - Shared File

Speech and Language Websites/Apps/At Home Activities

TEA website for REEDs

Guidance for FIEs and Evals during COVID 19

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

RELATED SERVICES/INSTRUCTIONAL SERVICES:
-OT/PT/APE/AI/VI/O&M/COUNSELING/IN-HOME

EXPECTATIONS

- SpEd Teachers need to follow the general education guidance plan.
- SpEd Related Services Teachers need to Collaborate with Sped teachers and GenEd teachers on lessons, accommodations and modifications.
- Related or Instructional service personnel will need to communicate and update the diagnostician spreadsheet on changes of services.
- Services will be accessed for At Home Learning largely through Google Hangout Meetings
- Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.
- The goal is learner growth
- IEP implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment.
- ARD meetings are still required by law and may be held anytime between 8:00 a.m. to 4:00 p.m. Teachers will receive invites to attend ARD meetings virtually through Google Hangout. The Federal Government has not relaxed any timelines regarding ARDs nor FIEs so all timelines must be met.

Counseling Contact Form

Special Education Counseling site

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

DIAGNOSTICIANS:

EXPECTATIONS

• IEP Amendments are required for students whose At Home Learning services are different than what is in the current ARD. The IEP Amendment will include a distance learning plan that describes special education services that will be provided through At Home Learning during school closure.

• Communicate with Sped teachers and related services staff to complete Student services spreadsheet.

• Complete all ARDs through Google Hangout in timeline between 8:00 a.m. to 4:00 a.m. The Federal Government has not relaxed any timelines regarding ARDs nor FIEs.

• Talk with teachers before contacting parents to avoid communicating or giving any conflicting information.

• Continue to communicate with staff regarding initial evaluations and reevaluations.

• Reevaluations-complete by REED if able.

• Initial evaluations-complete within our 45 day timeline if there is any way, using informal data and any additional data the diagnostician can gather to make an eligibility decision. If the data is supporting a suspected disability, then support the decision for eligibility. If the diagnostician can not make a professional decision on eligibility based on what he/she currently has, contact the Lead diagnostician for discussion prior to consideration of PWN and proposing additional timelines. This will be done on a case by case basis and not without the direction from the Lead Diagnostician.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

DIAG LINKS:

COVID 19 INFORMAL ACADEMIC WRITE UP

COVID 19 PWN FOR INITIAL EVALUATIONS

COVID 19 PWN FOR INITIAL EVALUATIONS-SPANISH

COVID 19 ARD DELIBERATIONS

COVID 19 ARD AGENDA

COVID 19 IEP AMENDMENT GUIDANCE

COVID 19 EVALUATION GUIDANCE

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

DYSLEXIA:

EXPECTATIONS

• Dyslexia Teachers need to follow the general education guidance plan.

• Dyslexia and GenEd teachers need to collaborate on lessons, accommodations and modifications.

• Dyslexia elementary teachers will access At Home Learning largely through SeeSaw and Google Hangouts.

• Dyslexia secondary teachers will access At Home Learning largely through Canvas.

• Care should be taken to preserve confidentiality of students when using platforms that list all students by name/email.

• The goal is learner growth and the focus is on critical dyslexia components found in the 2018 Texas Dyslexia Handbook.

• Dyslexia implementation will continue to be expected; however, the services/supports will look different as determined in the proposed IEP Amendment or 504 Plan.

Dyslexia links:

Florida Center for Reading Research
https://fcrr.org/resources/resources_sca.html

Yale Dyslexia Center
http://dyslexia.yale.edu/resources/tools-technology/tech-tips/educational-apps/

LearningAlly
www.learningally.org

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

PARAPROFESSIONALS:

EXPECTATIONS

- Teachers will collaborate and communicate with Paraprofessionals regarding any proposed changes in services/supports for each student.
- Teachers will work with Paraprofessionals to develop a schedule to work with students to provide accommodations and make sure students are receiving the support agreed upon in the IEP Amendment or current IEP.
- Easy Sped Tracker guidance coming….
- X logs - create new sessions based on the new schedule agreed upon if services changed and there is now an IEP Amendment .
- If new sessions are being created, the Paraprofessional will need to change the "location" to "virtual". Please see the SHARS/MSB of these guidelines for further explanation and a video tutorial if needed.
- Paraprofessionals will not need to log time during the day. Pay will be automatic based off of the current pay scale during in-school days.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

SHARS/MSB AND X LOGS:

GUIDANCE PENDING HHSC DETERMINATIONS

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

If a school district, "continues to provide educational opportunities to the general student population during a school closure" it must ensure, "to the greatest extent possible," that "each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504.
* See 34 CFR §§ 300.101 and 300.201- IDEA; 34 CFR

CAMPUS 504 COORDINATOR:

Roles and Responsibilities-
Questions regarding procedures should be directed to the Director of Special and Federal Programs, Lisa Knight lisa_knight@misd.gs

• Campus 504 Coordinators will ensure <u>consistent documentation for every student receiving 504 services.</u> If Amendments or Interim Accommodation Plans must be made to accommodate the student's needs during the district closure, 504 Coordinators must explain the reasons for the decision. Frontline notes must also identify any alternatives considered and why they were rejected; and inform parents/guardians of their procedural rights. IAPs are not a screen in Frontline and should be added to the student's archived record..

EXPECTATIONS

• Campus 504 coordinators should ensure that all teachers have access to their students' 504 plans while working remotely.

• Campus 504 coordinators should review the 504 plans and identify any accommodations that cannot effectively be implemented remotely.

• If plans need to be changed to ensure the student has equal access, an amendment or Interim Accommodation Plan can be made if a suitable replacement accommodation will be offered (see amendments below).

• If the accommodation or a suitable replacement cannot be implemented remotely, it may be necessary to have a 504 meeting to consider the options.

• Keep an ongoing log of contact with parents, staff, students, and other individuals.

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

EXPECTATIONS FOR REFERRALS

- All new referrals and evaluations in process should be completed based on the available information.
- If a student does not qualify for 504 services with the currently available data, document in the committee minutes using the following language:

  "Due to the COVID-19 pandemic Midlothian ISD is temporarily closed, but providing instruction. The committee made the determination that the student is not eligible for 504 services based on the information available at this time. The committee will reconsider the evaluation data when the district reopens."

Expectations for Meetings

- If a meeting is needed, the committee meetings should include at least three people who are knowledgeable about the student, the meaning of the evaluation data, and the placement options. Committee meetings should be conducted virtually or by telephone. If the parent is unable to attend by virtual meeting or telephone, ask if the meeting can be conducted without the parent and mail the 504 plan to them after the meeting. Document in the meeting minutes that the parent was invited to the meeting. **Always provide parents a copy of the Notice of Parent and Student rights by email or US Mail.**

  - If specific accommodations are needed for the student to have equal access remotely, during the closure, put those accommodations in the Notes section of the Instructional Accommodations page (screen 15).
  - Include this documentation:
    - "Due to the temporary closure of Midlothian ISD amidst the COVID-19 pandemic, the student needs accommodations for remote learning that will no longer be necessary when the student returns to receiving instruction at school. The following accommodations will be implemented while the district is closed and the student is receiving instruction remotely. When the district reopens and the student returns to receiving instruction at school, these accommodations will no longer be needed and will not be offered."

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

- List the specific temporary accommodations. Make sure to notify teachers as you share plans with them to check the notes section on the Instructional Accommodations page.

Expectations for Amendments or Interim Accommodation Plans

- An amendment or Interim Accommodation Plan should only be used to replace an accommodation that cannot be implemented remotely with an accommodation that can be implemented remotely, or to add accommodations the student may need temporarily for remote learning.
- The IAP allows us to resume the current 504 plan upon reopening of the schools without the need to convene a 504 meeting.
- If an amendment has already been completed for a student, there is no need to complete an IAP.
- Notify the parent of the necessity of the amendment or IAP, provide assurances that the student will receive all approved accommodations when we return to school and provide a copy of the Notice of Parent and Student rights.
- MISD COVID-19 Interim Accommodation Plan

Special Circumstances - Graduation

- If the need arises for a 504 meeting for high school students, the committee may discuss the unmet requirements for graduation. Due to the COVID-19 pandemic, the TEA announced the cancellation of STARR testing for Spring 2020. Students may graduate via an individual graduation committee (IGC) determination, regardless of the number of EOC exams they still need to pass.   If a currently enrolled senior has a 504 committee meeting, the EOC requirement may be documented in the student's 504 plan in this way:

    "Due to the COVID-19 pandemic, the Texas Education Agency has waived the requirement for end-of-course (EOC) exams for Spring 2020. To graduate in 2020, the student must successfully complete the TEA curriculum requirements for high school graduation and the requirements of the Individual Graduation Committee plan by the established due date."

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

504 TEACHER OF RECORD:

ROLES & RESPONSIBILITIES

EXPECTATIONS

• General education teachers will follow the general education MISD At Home Learning Plan Section 504 plan implementation will continue to be expected; however, the services/supports may look different .

• Students should not have to request their accommodations..

• Teachers should ask the campus counselor if they have questions regarding implementation of the 504 plan .

• Maintain documentation of how the 504 accommodations were provided for students.

• Attend scheduled 504 meetings as requested.

• If a 504 student is struggling with remote learning, teachers should contact the family to set up additional support for the student.

• Keep an ongoing log of contact with parents, staff, students, and other individuals related to 504 services. This may be requested at any time.

504 Accommodations for At Home Learning

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR AT-HOME LEARNING

ADDITIONAL RESOURCES:

DYSLEXIA:
Florida Center for Reading Research
https://fcrr.org/resources/resources_sca.html

Yale Dyslexia Center
http://dyslexia.yale.edu/resources/tools-technology/tech-tips/educational-apps/

LearningAlly
www.learningally.org

SPEECH AND LANGUAGE:
Super Duper Publications Calendar of Speech and Language Activities
https://www.superduperinc.com/freestuff/calendars/SuperDuperSpeechCalendar.pdf

Articulation Word List
https://www.home-speech-home.com/speech-therapy-word-lists.html

Speech and Language Word List
http://www.carlscorner.us.com/

Fluency
https://www.stutteringhelp.org/

AT (Assisted Technology)
Using Snap and Read for Reading Assistance

Sensory
Sensory Activities for Home

Motor
Fine Motor activities

SPECIAL EDUCATION AND DYSLEXIA INSTRUCTIONAL PROCESS FOR
AT-HOME LEARNING

SOCIAL/EMOTIONAL

Ages 4-11

https://www.emotionalabcs.com/?utm_source=facebook&utm_medium=social&utm_campaign=lal3_teachers_all&utm_content=zen_moody_static

Ages 12-18

https://www.thepathway2success.com/free-social-emotional-learning-resources/

FREE VISUAL SUPPORT

https://www.abaresources.com/social-stories/And nextcomes.com/p/printable-social-stories

EARLY CHILDHOOD:

Celebrities reading stories online:

https://www.storylineonline.net/

EC Additional Resources:

https://www.familyeducation.com/

MISD SAFETY

SAFETY

Employees are expected to maintain their homework space in a safe manner, free from safety hazards. A home office should offer the same level of safety and security as the employee would encounter in a regular onsite setting.

FEDERAL RIGHT TO PRIVACY ACT (FERPA) DURING REMOTE LEARNING

Due to FERPA, these policies continue to be followed during remote learning opportunities. We are family and want to highlight that we are #MISDProud! As you take photos and video of your students, continue to be mindful of students who are not allowed to be photographed.

MISD SAFETY

PROTOCOL FOR ESSENTIAL SERVICES EMPLOYEES "DIRECT/INDIRECT CONTACT" WITH STUDENTS, FAMILIES, AND/OR RESOURCES GOING TO STUDENTS

The following **Essential Services Employees** are defined as those in direct or indirect contact with students, families, and/or resources going to a student and family.

- Employees making food (M-F)
- Employees distributing take-home backpacks (Fridays only)
- Bus drivers delivering meals (4/6, 7 and 8) then (M & W beginning 4/13)
- Technology staff repairing/replacing devices (M-Th)
- Nurses doing daily screening of essential employees (M-F)

Beginning the week of 3/23/20, any Essential Services Employee defined above began having temperature checked by an MISD nurse prior to entering the designated facility.

Beginning Friday, 4/3, any Essential Services Employee defined above must:

- Wear a blue District-provided mask or a homemade mask that covers nose and mouth sufficiently, and
- Wear gloves.

Protocols for Face Mask

1. One blue mask per front-line Essential Services Employee will be given at this time to re-use.

2. Blue side faces outward with bendable nose section on top.

3. Employee should line the inside of the mask with a paper towel or tissue to keep as a barrier between mask and face to extend the life of the mask.

4. When employees leave their assignment, remove the mask and place it in a paper bag for 24 hours and leave in your car until the next shift and any homemade masks should be washed as needed.

5. Please take special care of these masks, as our supply is very limited.

MISD SAFETY

PROTOCOLS FOR ESSENTIAL SERVICES EMPLOYEES IN FOOD SERVICE & TRANSPORTATION:

• Wear mask and gloves when inside the building while preparing food

• Wear mask and gloves when delivering food whether on site or by bus

• All bus drivers must wear mask and gloves while delivering meals

• Store mask in a paper bag in car when not using or if washable, wash as needed

• Wash hands often

PROTOCOLS FOR ESSENTIAL SERVICES EMPLOYEES IN BACKPACK PREPARATION & DISTRIBUTION:

• Wear mask and gloves when inside the building and while handing out the packets.

PROTOCOLO PARA EMPLEADOS DE SERVICIOS ESENCIALES "CONTACTO DIRECTO / INDIRECTO" CON ESTUDIANTES, FAMILIAS Y / O RECURSOS QUE VAN A LOS ESTUDIANTES

Los siguientes **empleados de servicios esenciales** se definen como aquellos en contacto directo o indirecto con estudiantes, familias y / o recursos que van a un estudiante y familia.

> • Empleados que preparan alimentos (MF)
>
> • Empleados que hacen paquetes (solo lunes)
>
> • Empleados que reciben y escanean paquetes (solo jueves)
>
> • Empleados que distribuyen paquetes (martes y miércoles solamente)
>
> • Empleados que distribuyen mochilas para llevar a casa (viernes solamente)
>
> • Conductores de autobuses que entregan comidas (MF)
>
> • Personal de tecnología reparación / reemplazo de dispositivos (M-Th)

A partir de la semana del 3/23/20, cualquier empleado de Servicios Esenciales definido anteriormente comenzó a revisar la temperatura por una enfermera de MISD antes de ingresar a la instalación designada.

MISD SAFETY

A partir del viernes 4/3, cualquier Empleado de Servicios Esenciales definido anteriormente debe:

- usar una máscara azul provista por el distrito o una máscara casera que cubra la nariz y
- la boca lo suficiente, y
- usar guantes.

Si los paquetes que se manejan pueden permanecer por **más de 24** horas, el empleado que los hace no necesita usar una máscara o guantes.

Protocolos para la máscara facial

1. Una máscara azul por empleado de servicios esenciales de primera línea se le dará en este momento para su reutilización.
2. El lado azul mira hacia afuera con una sección de nariz flexible en la parte superior.
3. El empleado debe cubrir el interior de la máscara con una toalla de papel o papel de seda para mantenerla como una barrera entre la máscara y la cara para extender la vida útil de la máscara.
4. Cuando los empleados terminen su trabajo asignado, quítese la máscara y colóquela en una bolsa de papel durante 24 horas y déjela en su automóvil hasta el próximo turno y las máscaras caseras deben lavarse según sea necesario.
5. Tenga especial cuidado con estas máscaras, ya que nuestro suministro es muy limitado.

Protocolos para Empleados de Servicios Esenciales en Servicio de Alimentos y Transporte:

- Use máscara y guantes cuando dentro del edificio mientras prepara la comida
- El uso de máscara y guantes cuando entregue alimentos, ya sea en el sitio o en autobús
- Todos los conductores de autobuses deben usar máscara y guantes mientras entregan las comidas
- Guarde la máscara en un bolsa de papel en el automóvil cuando no la use o si es lavable, lávela según sea necesario
- Lávese las manos con frecuencia

MISD SAFETY

Protocolos para empleados de servicios esenciales Preparación y distribución de paquetes / mochilas:

- Use una máscara y guantes cuando esté dentro del edificio y entregue los paquetes.
- Use máscara y guantes cuando esté dentro del edificio preparándose para llevar paquetes a casa si los paquetes serán entregados a las familias <24 horas después de su fabricación.

CYBERSECURITY

- Protect sensitive school district data by:
    - Using a complex password.
    - Do not display your password on paper around your computer.
    - Logout of systems and web applications when no longer needed.
- Avoid suspicious links in email and text messages. Check the domain of the sender. If you're unsure, report to Technology Services.
- Avoid using your school district email address to sign up for access to non-educational resources. Be cautious when signing up for educational resources that are not well-known.
- Technology, Finance, and Human Resources will never ask for your password over email or text message.
- When working from home consider the devices connected to your home network. Are they fully patched and updated? Disconnect and turn off outdated devices to avoid the spread of computer virus or encryption of files.

RESOURCES

- **TASK FORCE GROUPS**
- **FAQ**
- **DAILY PRINCIPAL MEETINGS**
- **COMMUNICATION**
- **FERPA**