

Introduction

North East ISD is committed to providing rigorous, TEKS-based instruction to all students whether they attend school in-person or select a virtual instructional setting for the 2020-2021 school year. As it has always been, the health and safety of NEISD students and staff remain our highest priority. Our traditional classrooms will look very different when we return this fall. We will implement safety guidelines and practices that help protect our students, teachers, staff, and community. While it is not possible to eliminate all risk of furthering the spread of COVID-19, this guidance document contains information on practices that minimize the likelihood of viral spread. These protocols and guidelines will be modified based on public health and governmental directives and advancing scientific knowledge on the transmissibility of COVID-19. We also believe that educating our students about proper hygiene techniques and necessary safety measures to prevent the spread will not only keep them safe, but will also keep their respective families safe. Circumstances may dictate the need to update/modify these protocols. There may also be additional guidance provided by your child's principal.

5

AREAS TO MASTER

when Transitioning to a Successful Distance Learning or Blended Learning Environment



UTILIZE YOUR CURRICULUM IN A DIGITAL SPACE



- Develop skills to transition or extend your classroom learning to the virtual environment of a Learning Management System (LMS).
- Use a variety of digital features for students to interact with curriculum.

SEL/RELATIONSHIP BUILDING



- Develop, build, and maintain a safe digital environment for learning.
- Create opportunities for students to collaborate virtually.
- Virtual student check-ins on well-being.

ORGANIZE AND DELIVER CONTENT



- Use identified power standards to organize content online so that information is scaffolded and builds in complexity.
- Deliver instruction online that engages and is effective. (Synchronous/Asynchronous)
- Learn to leverage learning targets online. (Synchronous/Asynchronous)
- Deliver digestible amounts of content appropriate for age.

PRACTICE/STUDENT DEVELOPMENT



- Provide purposeful practice for students through student creation, communication, collaboration, critical thinking.
- Process learning through gradual release of responsibility, metacognition strategies, differentiated learning, personalized learning, PBL.

ASSESSMENT



- Assess (formative and summative) in a variety of ways.
- Use success criteria to monitor student progress throughout the lesson.
- Provide immediate feedback.
- Differentiate assessments for the individual needs of the learners.

Virtual Learning

There are two important definitions in the descriptions for virtual learning below that everyone needs to know.

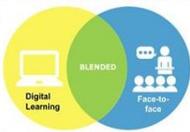


Synchronous instruction refers to live, scheduled, interactive classes with teachers and students in real-time, teacher-supported work time, and scheduled and timed, online tests.



Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. There is pre-assigned work with remote formative assessments on the Learning Management System (LMS) that ensure continued information on student progress. NEISD uses Seesaw for PK-2, Seesaw and Google Classroom for 3-5, and Google Classroom for 6-12 as their LMS. Students will also watch pre-recorded videos of instruction with guided support.

Both models listed above will include a blend of **Synchronous and Asynchronous** instruction.

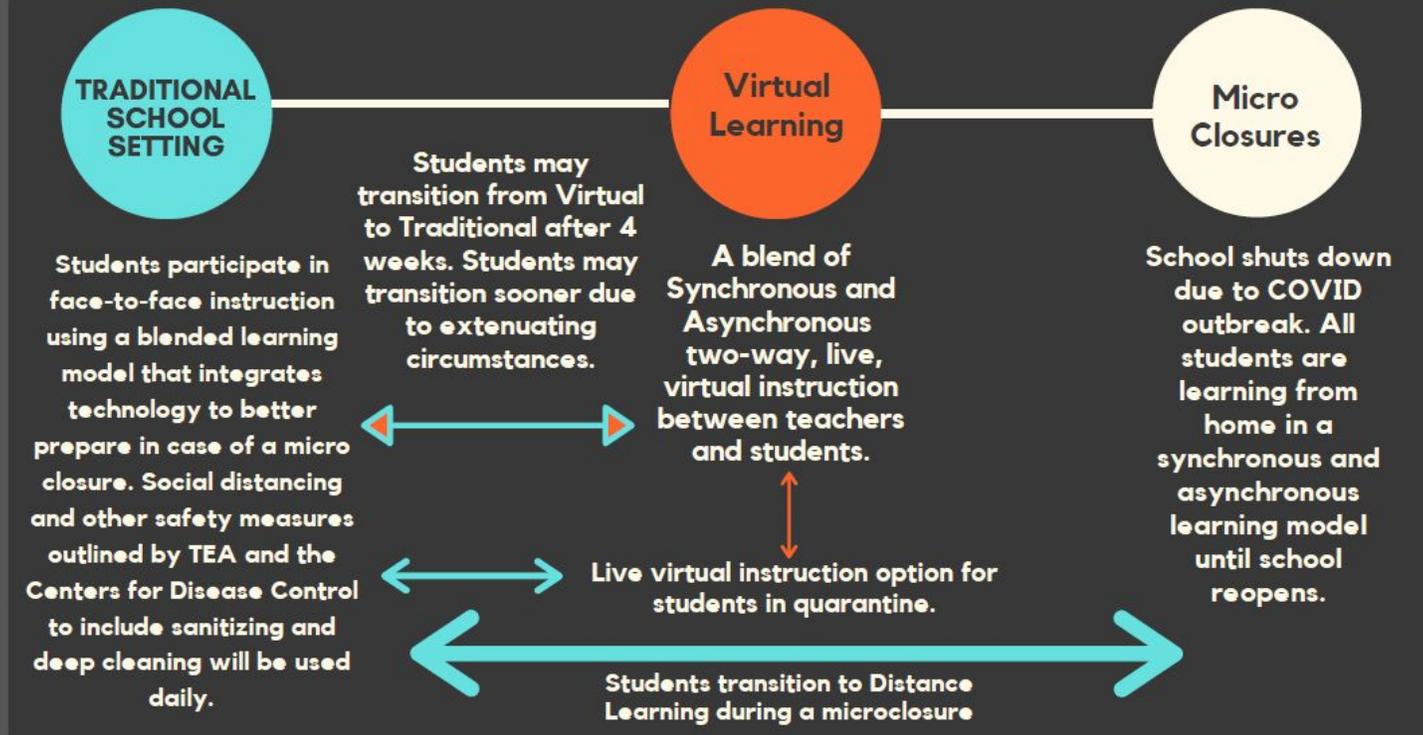


Blended learning will be used during in-person classroom learning activities to best support teachers and students transition to **Distance Learning** in the event of a micro closure (see the visual representation on page 4). A **Blended** learning environment combines online learning tools with student-centered classroom methods. Students are exposed to a range of instruction types, kinds of content, and at least one of the stations is an online learning station.

Regular **grading policies** apply to all instructional settings.



NEISD Learning Plan



IN-PERSON INSTRUCTION

The key to returning to successful, sustained in-person instruction will be our commitment to health and safety guidelines (see page 18). Students attend school daily, as with the regular school year, and follow safety, sanitation, and social distancing expectations. Our face-to-face model will be phased-in. It is essential to consider building occupancy, the Metro Health Risk Assessment, and our NEISD community needs when phasing in. Our goal is to open and remain open; therefore strategically planning for in-person instruction and a safe student return is our highest priority. Please note that each school site encompasses different circumstances based on enrollment, building capacity, and number of students requesting virtual instruction. Each phase will look different at every NEISD campus. Students will be identified by each campus for in-person instruction during the phase-in process based on specific criteria.

Priority will be given to:

1. Students whose academic needs cannot be met virtually.
2. Students whose parents have identified childcare issues interfere with their ability to go to work.

See below for more specifics on the phase-in process.



Metro Health School Risk Level

	HIGH		MODERATE		LOW
School Closure	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Severe and uncontrolled levels of COVID-19 in our community	Serious and unmanaged levels of COVID-19 in our community; local authority recommends limits to building occupancy	Significant levels of COVID-19 in our city/county but health indicators show a slight improvement; local authority recommends limits to building occupancy	Demonstrated reduction in transmission of COVID-19. Local healthcare systems are within capacity; local authority recommends limits to building occupancy	Minimal and controlled levels of COVID-19 in our community	Controlled levels of COVID-19 in our community

NEISD will monitor the Metro Health School Risk Levels in order to decide when to move up (or down) in the phase-in process. The process can be linear but it also depends on the number of positive cases in our area.

Phases	Description
Phase 1	<p>No more than 5 students allowed in a classroom</p> <ul style="list-style-type: none"> Students may need a device and headphones ES students will rotate to Specials (PE, Music, Art rotations vary by campus). These classes are held in larger spaces where students will be socially distanced. ES students will participate in recess activities on the playground. Students will remain with their pod of students during this time. Secondary students may be allowed to rotate to some electives held in larger spaces where students can socially distance.
Phase 2	<p>No more than 10 students allowed in a classroom</p> <ul style="list-style-type: none"> Students may need a device and headphones ES students will rotate to Specials (PE, Music, Art rotations vary by campus). These classes are held in larger spaces where students will be socially distanced. ES students will participate in recess activities on the playground. Students will remain with their pod of students during this time. Secondary students may be allowed to rotate to some electives held in larger spaces where students can socially distance.

Phase 3

No more than 15 students allowed in a classroom

- Students may need a device and headphones
- ES students will rotate to Specials (PE, Music, Art rotations vary by campus). These classes are held in larger spaces where students will be socially distanced.
- ES students will participate in recess activities on the playground. Students will remain with their pod of students during this time.
- Secondary students may be allowed to rotate to some electives held in larger spaces where students can socially distance.
- During this phase, most schools will be running at full capacity, both in-person and virtually.

Phase 4

No more than 20 students allowed in a classroom

- Students may need a device and headphones
- ES students will rotate to Specials (PE, Music, Art rotations vary by campus). These classes are held in larger spaces where students will be socially distanced.
- ES students will participate in recess activities on the playground. Students will remain with their pod of students during this time.
- During this phase, most schools will be running at full capacity, both in-person and virtually.

Phase 5

All students allowed in classrooms

- Instruction is in-person for students who have chosen in person.
- Students who have chosen virtual will remain virtual as long as TEA approves this instructional method.

ROLES AND COMMITMENTS FOR THE STUDENTS AND PARENTS IN VIRTUAL LEARNING

STUDENTS

- Abide by the student code of conduct and follow school rules; failure to do so may result in your removal from synchronous learning.
- Follow the designated schedule communicated by the home campus to attend class during synchronous times or face to face interaction during asynchronous learning.
- Complete daily asynchronous activities and assignments.
- Participate daily in scheduled learning activities, including small group instruction, intervention, and tutorials.
- Use proper etiquette during online learning
- Take responsibility for asking for help, asking questions, and taking advantage of tutorial sessions.
- Turn in school-work daily at the direction of the assigned teacher.
- Show up to synchronous instruction ready to learn, on time, dressed appropriately, and follow online etiquette including using video and showing your face during class.
- Attendance will be taken daily; you need to log in to your assigned classes on time.

PARENTS/ GUARDIANS

- Ensure your child abides by the student code of conduct and follows school rules; failure to do so may result in your child's removal from synchronous learning.
- It is important that virtual instruction is not interrupted by the adults at home. Be sure to take advantage of teacher office hours and email if you have questions or concerns.
- Make certain your child follows their assigned schedules and attends all classes on time daily.
- Ask questions at the appropriate times; to maintain the integrity of the instructional environment, parents and guardians should refrain from interrupting the lesson.
- Monitor and ask for evidence that your child is on track with assignments and coursework.
- Check the campus homepage for links to teacher lessons.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher and the campus.
- Create a designated learning space for your child at home to learn comfortably.
- Maintain communication with your child's teacher by phone, email messages, conference period, and/or online meetings to create a learning partnership.
- Allow your child to struggle; it is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.

ROLES AND COMMITMENTS FOR TEACHERS IN VIRTUAL LEARNING

ELEMENTARY TEACHERS

- Teachers must follow the minutes outlined in the sample schedule; but the time in which courses are taught may be adjusted to accommodate the campus schedule.
- Teacher planning time will meet the mandated 450 every two weeks. Planning times will still need to be aligned with grade level conference time for PLC, common conversations around unpacking of TEKS, development of lesson progressions, and analysis of student data as appropriate.
- Departmentalization is not to occur for distance learning due to the relationships that need to be developed in a virtual setting.
- Teachers must offer office hours to parents and students as outlined in the schedule.
- Teachers must use Zoom for synchronous daily instruction.
- Teachers will need to record their live synchronous lessons and upload them to Seesaw or Google Classroom for students to have access as needed for additional support.
- Teachers must use Seesaw and/or Google Classroom for Asynchronous daily instruction.
- Teachers must meet with small groups of students daily. The small group instruction occurs during the Small Group/Independent Practice section of each content area. Teachers provide additional support to Tier I instruction (on grade level skills) through reteach or enrichment based activities developed with the use of student data. This will allow them to meet the needs of individual students.

SECONDARY TEACHERS

- Teachers must follow the minutes outlined in the sample schedule; the minutes cannot be adjusted.
- Teacher planning time will meet the mandated 450 every two weeks. Planning times will still need to be aligned with grade level conference time for PLC, common conversations around unpacking of TEKS, development of lesson progressions, and analysis of student data as appropriate.
- Teachers must offer office hours to parents and students.
- Teachers must use Zoom for synchronous daily instruction.
- Teachers will need to record their live synchronous lessons and upload them to Google Classroom for students to have access as needed for additional support.
- Teachers must use Google Classroom for Asynchronous daily instruction.
- Teachers must meet with small groups of students daily. Teachers provide additional support to Tier I instruction (on grade level skills) through reteach or enrichment based activities developed with the use of student data. This will allow them to meet the needs of individual students.
- Teachers will support students' academic gaps based on data through the Intervention/Enrichment section of the schedule. This is the time to focus on Tier 2 and Tier 3 instruction (foundational/below grade level skills).
- Teachers must have evidence of daily feedback.
- Teachers will establish clear expectations and routines that set students up for success (establishing Zoom etiquette and expectations, immediately addressing unresponsive students, practicing SEL routines, etc.).
- Teaches digital citizenship - <https://www.neisd.net/Page/24368>
- Teachers will monitor attendance, engagement, and effort daily. If a child fails to meet expectations for Virtual Learning, the

- Teachers will support students' academic gaps based on data through the Intervention/Enrichment section of the schedule. This is the time to focus on Tier 2 and Tier 3 instruction (foundational/below grade level skills). Dyslexia lessons will take place during this block.
- Teachers must provide and have evidence of daily feedback.
- Teachers will establish clear expectations and routines that set up students for success (Zoom etiquette, immediately addressing unresponsive students, embedding SEL throughout lessons, etc.).
- Teaches digital citizenship- <https://www.neisd.net/Page/24368>
- Teachers will monitor attendance, engagement, and effort daily. If a child fails to meet expectations for Virtual Learning, the teacher will schedule a meeting with the parent and student. A plan will be created to ensure the success of the student.
- Teachers collaborate with colleagues and students to discover and share resources.
- Teachers engage in life-long learning and seek novel digital learning tools.
- Teachers believe that all students are capable of learning at high levels.
- Teachers design digital lesson structures in lieu of posting worksheets.
- Teachers leverage assistive technologies to meet the needs of all learners.
- Teachers meet virtual learning expectations by monitoring progress on a consistent basis and communicating outcomes with parents.
- Teachers follow IEPs regardless of learning environment so that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Teachers follow grading policies for virtual student work that are consistent with NEISD grading policies
- Teachers design resources and/or accommodations and modifications to

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- Teachers follow grading policies for virtual student work that are consistent with NEISD grading policies.
- Teachers design resources and/or accommodations and modifications to support students with disabilities and English Learners in a virtual learning environment.

Attendance:

- Teachers must take attendance at the time designated by NEISD.

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TEACHER SKILLS AND BELIEFS

TEACHER SKILLS	TEACHER BELIEFS
<ul style="list-style-type: none"> • Develop a coherent learning progression (which includes learning targets and success criteria) by using the district curriculum. • Leverage virtual tools to deliver the learning progression in a digital environment. • Utilize technology as a tool to provide engaging instruction to every student. • Provide formative assessments and feedback on a daily basis. • Understand how to use student errors as a way to learn. • Create opportunities for students to apply their knowledge. • Ensure students are connected and motivated daily. • Proficiency in all components of the 5 Areas to Master (page 2). • Deliver student centered instruction in a digital space. • Know how to use Zoom and breakout rooms. • Know how to embedded SEL throughout the lessons. • Guide students to engage in structured conversations • Provide choice and flexibility to all learners • Apply learning to real-world - relevant & authentic learning experiences. • Nurture a safe learning environment. • Utilize sheltered instruction. • Ability to use effective strategies that differentiate instruction in a virtual learning environment. • Promote learning using creativity, 	<ul style="list-style-type: none"> • I am an evaluator of my impact on student learning. As an educator I can describe the practices I use to evaluate the impact of my teaching on student learning. • I see assessment as informing my impact and next steps. I can describe a scenario in which formative data helped me decide my next instructional steps. • I collaborate with my peers and my students about my conceptions of progress and my impact. I can describe how I collaborate with my professional team on progress my students made on Student Learning Outcomes (SLO) and describe the conclusions I drew about my impact. • I am a change agent and believe all students can improve. I reflect on my own efficacy as a teacher to ensure my students master grade level/course standards and accountability. • I enjoy the challenge and never retreat to merely “doing my best.” I create opportunities that challenge my students because productive struggle is part of the learning process. • I give and help students understand feedback and I interpret and act on feedback given to me. I use feedback as a learning tool for both the student and myself. • I engage as much in dialogue as monologue. I utilize strategies to engage that engage students in dialogue. • I explicitly inform students what successful impact looks like from the

critical thinking, collaboration, communication, 21st century skills.

outset. I communicate to my students what success looks like at the beginning of each lesson.

- **I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.** I build and maintain positive relationships with students and between students.
- **I focus on learning and the language of learning.** I focus on student learning and use it as a reflection of my teaching.

ELEMENTARY VIRTUAL PLAN

**PRE-K
FIRST GRADE
SECOND GRADE
CORE AREAS**

Students will receive a blend of **Synchronous** and **Asynchronous Instruction**. It is the only model approved by the Texas Education Agency for this age group.

- There will be **Synchronous** daily teacher-student interactions, which includes direct instruction, group work, independent practice, and assessment. These will also be recorded for students to access at a later time if needed.
- There must be daily progress through Seesaw, teachers will provide feedback.
- The student must be able to complete and turn in assignments on a daily basis.
- The teacher will schedule one-on-one tutorials and intervention time as needed.

When possible, teachers will only be responsible for face-to-face instruction in a classroom or teaching students in a virtual setting. While every effort will be made to ensure the distance learning teacher is a teacher from the student's home campus, there may be circumstances that necessitate a need to assign teachers from different campuses.

**PRE-K
FIRST GRADE
SECOND GRADE
SPECIAL CLASSES**

Students will receive **Asynchronous Instruction** for music, art, PE, and gifted and talented classes; the district will provide lessons for these areas.

The physical education teacher will provide instructional videos for students to follow. The Texas Education Agency requires students to have 135 minutes of physical activity per week.

**THIRD GRADE
FOURTH GRADE**

Students will receive a blend of **Synchronous and Asynchronous** instruction

<p>FIFTH GRADE CORE AREAS</p>	<p>in all core content areas. Students will receive:</p> <ul style="list-style-type: none"> • Dedicated schedule • 3 hours of daily face-to-face instruction followed by independent work time • Dedicated daily attendance time • Scheduled tutorials, small group instruction, and interventions/enrichment • One teacher will be assigned per grade level and teach all subjects <p>When possible, teachers will only be responsible for face-to-face instruction in a classroom or teaching students in a virtual setting. While every effort will be made to ensure the distance learning teacher is a teacher from the student's home campus, there may be circumstances that necessitate a need to assign teachers from different campuses.</p>
<p>THIRD GRADE FOURTH GRADE FIFTH GRADE SPECIAL CLASSES</p>	<p>Students will receive Asynchronous Instruction for music, art, PE, and gifted and talented classes; the district will provide lessons for these areas. The physical education teacher will provide instructional videos for students to follow.</p> <p>The Texas Education Agency requires students to have 135 minutes of physical activity per week.</p>
<p>ACADEMIC SUPPORT</p>	<p>Academic support is embedded into our daily schedules:</p> <ul style="list-style-type: none"> • Small group instruction with teachers throughout the day to support students' individual needs. • Teacher office hours at the end of the day that will allow for students to receive support with independent assignments and tutoring.
<p>COUNSELING SERVICES</p>	<p>Elementary School Counselors will:</p> <ul style="list-style-type: none"> • Coordinate with the classroom teacher to provide face-to-face instruction from the NEISD Comprehensive Elementary Guidance Program. • Social-Emotional Learning (SEL) will be embedded throughout daily instruction. You can find family support on our NEISD SEL Support Pages • Be available to meet with students receiving virtual instruction via phone with parent consent. • Provide responsive services to students receiving virtual instruction – Counseling Support Lines. <p>The Counseling & Guidance Department will maintain current information regarding mental health and community services for students, families, and staff on the district Guidance Services Page.</p>

MIDDLE SCHOOL VIRTUAL PLAN

MIDDLE SCHOOL 6TH - 8TH CORE AREAS

Students will receive a blend of **Synchronous and Asynchronous Instruction** in all core areas. Students will receive:

- Dedicated schedule
- Approximately four hours of required face-to-face instruction followed by independent work time
- Daily attendance required
- Purposeful group work
- Guided independent work
- Scheduled tutorials and interventions
- The teachers will be housed on campus; While every effort will be made to ensure the distance learning teacher is a teacher from the student's home campus, there may be circumstances that necessitate a need to assign teachers from different campuses.

MIDDLE SCHOOL 6TH - 8TH ELECTIVES AREAS

Elective courses will be offered with a blend of asynchronous and synchronous instruction with opportunities for in-person labs and hands-on experiences. When possible, teachers will only be responsible for face-to-face instruction in a classroom or teaching students in a virtual setting. While every effort will be made to ensure the distance learning teacher is a teacher from the student's home campus, there may be circumstances that necessitate a need to assign teachers from different campuses.

COUNSELING SERVICES

Middle School Counselors will:

- Coordinate with classroom teachers, 6-8, for a time for the middle school counselor to provide face-to-face instruction as needed regarding individual planning and guidance curriculum.
- Social-Emotional Learning (SEL) will be embedded throughout daily instruction. You can find family support on our [NEISD SEL Support Pages](#)
- Provide students, 6-8, with access to Career, College, and Military Readiness opportunities to support future-ready learning and planning.
- Be available to meet with students receiving remote/virtual instruction via phone with parent consent.
- Provide responsive services to students receiving remote/virtual instruction - [Counseling Support Lines](#).

HIGH SCHOOL VIRTUAL PLAN

HIGH SCHOOL 9TH - 12TH CORE AREAS AND LOTE (Languages other than English)

Students will receive a blend of **Synchronous and Asynchronous Instruction** in all core areas. Advanced Placement courses will be handled on a case by case basis.

- Regular grading policies apply
- Dedicated schedule
- Daily attendance required
- The teachers will be housed on campus; preferably the home campus
- Students are required to complete daily assignments.
- Purposeful group work
- Guided independent work
- Scheduled tutorials and interventions will be established
- Teachers will establish mandatory, synchronous touchpoints as needed
- Courses taken through Edgenuity for course recovery will not be factored into GPA. Only courses taken for initial credit will count towards GPA

When possible, teachers will only be responsible for face-to-face instruction in a classroom or teaching students in a virtual setting. While every effort will be made to ensure the distance learning teacher is a teacher from the student's home campus, there may be circumstances that necessitate a need to assign teachers from different campuses.

HIGH SCHOOL ELECTIVE AREAS

Some courses may not be available in an online setting due to the hands-on application labs.

DUAL CREDIT

More information on Dual Credit Courses will be released soon.

COUNSELING SERVICES

High School Counselors will:

- Coordinate with classroom teachers, 9-12, for a time for the high school counselor to provide face-to-face instruction as needed regarding individual planning and guidance curriculum
- Social-Emotional Learning (SEL) will be embedded throughout daily instruction. You can find family support on our [NEISD SEL Support Pages](#)
- Provide information on graduation, post-secondary opportunities, FAFSA, etc., via text, email, and websites
- Provide students, 9-12, with access to Career, Career, and Military Readiness opportunities to support future-ready learning and planning
- Be available to meet with students receiving remote/virtual instruction via phone with parent consent - [Counseling Support Lines](#).
- Provide responsive services to students receiving remote/virtual instruction
- The Counseling & Guidance Department will maintain current information regarding mental health and community services for students, families, and staff on the district website

OTHER SERVICES/PROGRAMS

ATTENDANCE	<p>District funding and resources are linked to attendance. Attendance will be taken each day for both face-to-face and virtual learning to ensure that students are actively engaged. During virtual instruction, students are expected to participate and fully engage as communicated by the teacher to receive attendance credit. Attendance will be taken during a specific time of the day to ensure appropriate documentation and accountability.</p> <p>In addition, per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year. This requirement applies to both face-to-face and virtual instruction.</p>
FOOD SERVICES	<p>More information to be released soon about meals for students attending a virtual setting.</p>
KIN AFTER-SCHOOL PROGRAM	<p>The KIN after-school program will be available on the first day of instruction for face-to-face students only. The KIN program will be available during phase-one for students who have registered. KIN will follow the same sanitation and social distancing requirements established during the regular instructional day.</p>
PARENT TECHNOLOGY SUPPORT	<p>The district Instructional Technology Team and Family Support Services will work in partnership to develop High-Quality Family Training for all virtual learning tools including Seesaw, Google Classroom, and Zoom.</p> <p>We will provide training via:</p> <ul style="list-style-type: none"> ● Webinars ● Multiple Languages ● Posted on the district website <p>The NEISD Help Desk is available by phone (210-356-HELP) and email (helpdesk@neisd.net) from 8:00a-4:45p (Summer Hours) Hours of operation will change from 7:00a-4:45p M-F beginning August 17, 2020.</p> <p>The Help Desk will provide support with the following:</p> <ul style="list-style-type: none"> ● Student logins/passwords ● District-issued device troubleshooting ● Google Classroom, Seesaw, Peardeck, and Zoom support
SPECIAL EDUCATION	<p>North East ISD is committed to providing each child with a Free Appropriate</p>

	<p>Public Education appropriate to meet their needs in light of the current circumstances. This includes implementing the student's existing IEP to the fullest extent possible. However, should a parent choose to have their child participate in courses through virtual learning, there may be a need for slight changes to the student's IEP based on instructional methods used in the virtual environment. Campus staff will continue to collaborate with parents to develop appropriate plans to meet the needs of the student. The North East ISD Special Education department is available by phone daily 8:00am-4:45pm (210-407-0185) to provide support to parents and answer questions regarding services.</p>
<p>STATE AND LOCAL TESTING</p>	<p>All students are expected to follow state and local testing requirements, whether participating in face-to-face or virtual instruction. Students in virtual settings will have access to all assessments remotely.</p>
<p>TECHNOLOGY DEVICES FOR STUDENTS</p>	<p>Children who do not have access to a device at home will have the ability to check out a Chromebook for in-home use from the district. Wifi is available in all NEISD campus parking lots. Loaner device troubleshooting/exchange will occur at the Technology Services' office (9803 Broadway) by appointment or walk-in. Hot Spots will be available for families who may not have access to high-speed internet and limited transportation. Students who receive free and reduced lunch may receive first consideration in the distribution of hotspots due to limited supply.</p> <p>**Additional information will be released soon.</p>

SAFETY GUIDELINES FOR IN-PERSON INSTRUCTIONAL SETTINGS

The District budgeted for the necessary cleaning and sanitization supplies that will be needed to open schools. The Texas Education Agency (TEA) also provided additional supplies to school districts. All classrooms and entrances will be equipped with hand sanitizer. Bathrooms will be stocked with soap and paper towels. To meet the safety protocols of schools, cleaning products must not be brought from home. However, personal-size (2 oz. or less) hand sanitizer is permitted. During the first week of in-person school, all students will receive instruction on appropriate hygiene practices and mitigation strategies will be reinforced throughout the school year. We are certain our students will embrace doing their part to keep their home and school families safe. For those families choosing in-person instruction, students will attend school and follow safety, sanitation and social distancing expectations. It will take all of us working together to provide a safe environment for schools to open and remain open.

<p style="text-align: center;">ARRIVAL DISMISSAL PASSING PERIODS</p>	<p>ARRIVAL</p> <ul style="list-style-type: none"> ● Avoid early drop-offs in the morning. ● Students will arrive by walk-up, car drop-off, or school bus but parents/guardians will not be able to leave their cars. ● Parents/guardians/older siblings, etc. will not be permitted to walk students to classrooms. ● Alcohol-based hand sanitizer will be available at the main entrance to the campus, in classrooms, in the cafeteria and in common areas throughout the campus. Students will sanitize their hands before entering the building. <p>DISMISSAL</p> <ul style="list-style-type: none"> ● Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit. ● Parents should remain in their vehicles while waiting for their child(ren). <p>PASSING PERIODS</p> <ul style="list-style-type: none"> ● Due to varying campus floor plans, school administrators will develop specific plans to minimize student interaction during passing periods. This could include staggering class release times, creating alternate hallway traffic patterns, etc.
<p style="text-align: center;">AT HOME BEFORE-SCHOOL SCREENING</p>	<p>Parents/guardians are expected to screen their students for COVID-19 symptoms each day prior to sending their students to school. We need parents' cooperation in not sending children to school who are exhibiting COVID symptoms, especially if they are running a fever.</p>
<p style="text-align: center;">CAFETERIA: BREAKFAST AND LUNCH</p>	<p>Depending on the number of students in the school, students may have meals in designated areas other than the cafeteria so safety protocols can be maintained.</p> <ul style="list-style-type: none"> ● Cafeteria capacity will be based on current guidelines. Physical distance will

be provided around each occupiable seat.

- Signage and staff will reinforce physical distance and traffic patterns in cafeteria.
- Students will wear face coverings while waiting in line and labels will show where students should stand and sit.
- Hand sanitizer stations will be at entrances and exits of cafeteria.
- Every campus will devise lunch schedules and formats, including outside areas that allow students to eat safely apart from each other. • Students should sit in a "zig-zag" pattern.



- Meals will be rung up using a verbal identifier or scanning a barcode at the register.
- Students will not use the pin pad to enter their identification number.
- Guest visitors to the cafeteria may be limited by the campus principal so that safety protocols can be observed.
- Custodial Services will disinfect cafeteria tables between student groups or classes.
- Breakfast will be "grab and go." Students will either eat in the classroom if supervision is available, or students will be in the cafeteria with on-site supervision.
- Students will be provided hand sanitizer after they eat.

CLASSROOM PROCEDURES

Teachers will monitor students throughout the day and refer to the nurse if symptoms are present.

Classrooms will have:

- Visual reminders of distancing requirements, marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectants to sanitize working surfaces.

Teachers will:

- Require hand hygiene before entering the classroom and after group activities.
- Increase the space between desks and utilize every square inch of available space to create distance between students.
- Establish student responsibilities to clean their personal area and materials/supplies with appropriate cleaning products provided by the District.
- Incorporate outdoor teaching when appropriate.
- Keep classroom doors open when possible to improve circulation and reduce the touching of door handles.
- Have access to disinfectant to sanitize high-touch and working surfaces and shared objects regularly.
- Limit the use of shared supplies when possible; shared supplies will be sanitized each time they are used.

COMMON AREAS

- Students and staff will wear protective face coverings.

<p>AND TRANSITIONS</p>	<ul style="list-style-type: none"> ● Staggered releases from each class may be organized to limit the number of students in the hallway during transitions. ● When transitioning between classes, students will travel corridors as far to the right as possible. ● Elementary schools will minimize student travel by having teachers rotate into classrooms whenever possible. ● Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways. ● Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible. ● Where possible, one-way traffic throughout campus corridors may be established. ● Classroom doors may be propped open to reduce high-touch areas. ● Access to hand sanitizer will be provided throughout the campus.
<p>DAILY CLEANING</p>	<ul style="list-style-type: none"> ● Each classroom and restroom will be disinfected daily. ● All high touch areas will be disinfected daily. ● Disinfectant spray and towels will be provided in each classroom and common area to maximize room to room cleanliness. ● Custodians will wear masks and gloves during work hours. ● The cafeteria will be disinfected between lunch periods. ● Staff will have access to disinfectant to sanitize working surfaces and shared objects after each use and during breaks in instruction. ● Every campus will have an electrostatic disinfection device for quick clean up jobs. ● Disinfectant spray will be provided to clean student areas.
<p>DECISION POINTS ON WHEN TO CLOSE A CLASSROOM AND/OR BUILDING</p>	<p>Classroom</p> <ul style="list-style-type: none"> ● Schools will clean the classroom and other areas used by the individual who shows COVID-19 symptoms while at school (student, teacher or staff) as soon as possible. ● Schools must close off areas that are heavily used by the individual with a lab-confirmed COVID-19 case (student, teacher or staff) until the non-porous surfaces in those areas can be disinfected, unless more than three days have passed since that person was on campus. ● Micro-closures may be necessary. Campuses will be closed up to five school days on an as-needed basis with guidance from local health officials.
<p>EXTRACURRICULAR AND ATHLETICS</p>	<ul style="list-style-type: none"> ● All extracurricular and athletic events will follow participation guidelines set by the UIL (University Interscholastic League) ● Athletic practices and contests will be conducted following safety protocol and guidance provided by NEISD, UIL and TEA. This will include COVID-19 screenings, group sizes, sharing and sanitizing of equipment, locker room usage, etc. ● Hand sanitizing stations will be in gym facilities and equipment will

	<p>be sanitized on a regular basis.</p> <ul style="list-style-type: none"> • Locker room use will be determined by TEA/UII. If locker rooms can be accessed, all locker room space will be utilized to follow social distancing guidelines. • Bus travel will follow the transportation guidelines provided by NEISD and TEA. • Spectator attendance at games and contests may be limited based on TEA and UIL guidelines. Ticketing for events may be utilized to control the capacity of facilities. • Postgame sign-out procedures for athletes will be communicated to parents prior to the beginning of each season. • Event procedures will be in place to minimize face-to-face interactions. • Separate entrances and exits may be utilized and event doors may be propped open to minimize physical contact with handles. • Spectator seats may be marked and/or configured in a way to enforce social distancing. • Concessions and/or concession sales may be limited to encourage social distancing and to follow health and safety guidelines.
<p>FINE ARTS</p>	<ul style="list-style-type: none"> • Large group practice sessions, sectionals and rehearsals will adhere to social distancing guidelines provided by an authorized entity (e.g., NEISD, TEA, UIL, etc.) ● • Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., NEISD, TEA, UIL, etc.). • Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., NEISD, TEA, UIL, etc.) including but not limited to transportation procedures, number of attendees and the orientation of concerts. • Fine arts performances may be streamed online when possible. • Booster club meetings should be held virtually to minimize outside exposure to campuses.
<p>ISOLATION PROTOCOLS</p>	<p>Student or Staff Displaying COVID-19 Symptoms</p> <ul style="list-style-type: none"> • When a student has displayed symptoms of COVID-19 or their temperature is 100 degrees or higher, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home. • Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the

	<p>campus contacted the student's parent/guardian.</p> <ul style="list-style-type: none"> • Other students will be removed from the classroom and taken to an alternate location on campus (e.g. go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected. • District communication will be provided to the parents of students who came in contact with a COVID-19 positive student or staff member. • Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members. • Students and staff who have tested positive for COVID-19 will be required to submit a letter of good health from a physician's office prior to returning to school.
<p>MASKS FACE COVERINGS</p>	<p>NEISD adults/teachers will wear face masks when in the building, classroom(s), and/or office with others. Exceptions to this requirement include lunch breaks with appropriate social distancing.</p> <p>NEISD students are required to wear a face mask when riding the bus and at school. Exceptions to this requirement may include during meals, outside at recess with social distancing, and/or for medical reasons.</p>
<p>PARENT MEETINGS</p>	<ul style="list-style-type: none"> • ARD meetings, 504 meetings, discipline conferences, parent conferences, PTA Meetings, etc. will be held virtually to the extent possible.
<p>RECESS</p>	<ul style="list-style-type: none"> • We will be working on schedules and routines that teach children to maintain safe distances from each other. • Children will sanitize their hands at the end of recess. • Class groups will be assigned to specific sections of the play area to minimize interaction between students in different classes.
<p>RESPONSE TO EMPLOYEES DIAGNOSED WITH COVID-19</p>	<p>An employee who has close contact with an individual diagnosed with COVID-19 will be required to quarantine for 14 days from the date they last had contact with that individual. A negative COVID-19 test does not decrease the length of quarantine required. "Close contact" may be understood as 15 minutes or more spent within six feet of an individual who has tested positive for COVID-19 while one or both people was not wearing a face covering, or direct contact with fluids from the nose or mouth of an individual who has tested positive for COVID-19. To prevent this mandatory quarantine, the use of cloth face coverings and social distancing is required of all NEISD employees.</p> <p>An employee diagnosed with COVID-19 who has been asymptomatic (without symptoms) may return to work when:</p> <ul style="list-style-type: none"> • At least 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms. • If symptoms develop, the employee would then follow the guidelines for returning to work based on the improvement of symptoms, as described above.

	<ul style="list-style-type: none"> ● If the employee has symptoms which could be COVID-19, they must obtain a medical professional's note clearing the individual for return to work based on an alternative diagnosis OR produce a negative COVID-19 test result.
<p>STAFF EXPECTATIONS</p>	<p>All employees reporting to work will be required to self-screen prior to arriving at the workplace for any of the following new or worsening signs or symptoms which may be COVID-19, in a way that is not normal for them:</p> <ul style="list-style-type: none"> ● Cough ● Sore Throat ● Shortness of breath ● Loss of taste or smell ● Chills ● Diarrhea ● Nausea or vomiting ● Repeated shaking with chills ● Feeling feverish or temperature greater than or equal to 100.0° F ● Muscle or body aches ● Headache ● Fatigue ● Known close contact in the last 14 days with a person who is diagnosed with COVID-19 or is displaying symptoms.
<p>TRANSPORTATION</p>	<ul style="list-style-type: none"> ● Whenever possible, parents are encouraged to provide their own transportation to and from school. ● Parents will screen children daily before allowing them to board the bus. ● All students must wear face coverings while on the school bus. ● As students enter the bus, they will use hand sanitizer located inside the bus. ● Students will have assigned seating; social distancing will be applied when possible. Siblings will be seated together.
<p>VISITORS</p>	<ul style="list-style-type: none"> ● Campuses may limit the number of visitors on campus. ● Before visitors are allowed on campuses, visitors will be screened to determine if they have fever or COVID-19 symptoms. If they are lab-confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry as noted below. ● In the case of an individual who was diagnosed with COVID-19, the individual may return/enter school when all three of the following criteria are met: <ol style="list-style-type: none"> 1. At least 24 hours have passed since recovery (resolution of fever without the use of fever-reducing medications); 2. The individual has improvement in symptoms (e.g., cough, shortness of breath); and 3. At least 10 days have passed since symptoms first

	<p>appeared. If the individual never experienced symptoms, at least 10 days have passed since the date of COVID-19 testing.</p> <ul style="list-style-type: none">• Additionally, visitors must be screened to determine if they have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.• PTA members may access the building after hours, but not during instructional time.
WATER	<ul style="list-style-type: none">• Students will need to bring water bottles (reusable or disposable) and clearly write their names on the outside of them.• Students may fill their water bottles or use disposable cups during the day.• Students should refrain from drinking from the water fountains (to prevent touching the surfaces).