



Fall 2020
School Year Guidance
Secondary
Mabank ISD

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PLEASE NOTE: The details in this document are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.

Student & Staff Safety Protocols

Protocols for Screening and Isolation

General

All students and staff will be screened for COVID-19 symptoms and individuals who present with symptoms will be separated and sent home.

Screening Protocols

- Staff will be required to self-screen for COVID-19 symptoms prior to reporting to work each day.
- Parents/guardians are expected to screen their students for COVID-19 symptoms each day prior to sending their student to school.
- Teachers will monitor students and refer to the nurse if symptoms are present.

Isolation Protocols

Student or Staff Displaying COVID-19 Symptoms

- When a student has displayed symptoms of COVID-19, 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 campus contacted the student's parent/guardian.
- 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.
- Students or staff who come into “close contact” with a COVID-19 positive individual will be asked to self-quarantine for 14 days and may not return to campus during that time. This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. The definition of close contact is evolving with our understanding of COVID-19, and individual scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:
 - a. being directly exposed to infectious secretions (e.g., being coughed on);
or
 - b. being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

Either (a) or (b) defines “close contact” if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 10 days following the confirming lab test.

Protocols for Face Coverings

Per the mandate in effect, face coverings will be required for all individuals 10 years of age and older when social distancing is not possible.

Students' individual needs will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.

Protocols for Campus Visitors

General

Campuses will utilize virtual/phone meeting options to limit campus visitors when possible. All visitors who enter the building will be required to wear a face covering.

Visitor Screening/PPE Requirements

- All individuals entering the building will be required to wear face coverings.
- Individuals proceeding beyond the reception area will be subject to the following guidelines:
 - All visitors will be subject to screening by way of a symptom screening form.
 - Virtual/phone meetings will be available when possible.
 - Visitors and staff will maintain physical distancing for ARD and other meetings in smaller conference areas.

Protocols for Disinfecting and Hand Sanitizing

General

Frequent disinfection and hand sanitization will help ensure health and wellness of students and staff.

Hand Washing/Sanitizing Expectations

- Alcohol-based hand sanitizer will be available at the entries to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Requirements for hand washing and/or use of MISD-provided hand sanitizer:

- Provide hand sanitizer upon entry to the building and periodic teacher reminders during instructional day.
- Thorough hand washing upon return from outdoors, before eating, following restroom breaks.

Disinfecting Expectations

- Staff will have access to disinfectant to sanitize high-touch and working surfaces and shared objects regularly.
- Staff will limit the use of shared supplies when possible.

Protocols for Campus Cleaning and Disinfecting

General

Frequent cleaning and disinfecting will promote a healthy learning and work environment for students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Cleaning cloths will be changed for each classroom and common area to maximize room to room cleanliness.
- Custodians will wear a face covering 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.

Additional Cleaning Measures for Covid-19 Positive Cases on Campus

- If a classroom or facility is closed due to COVID-19 spread, disinfectant, which is recommended for use on the virus that causes COVID-19, will be used to disinfect.
- Custodial staff will disinfect classrooms, restrooms, the athletic areas, and all additional areas in the entire building.

Work and Learning Environments

Classroom Configuration

- Desks or tables will be socially distanced as much as instructionally possible.
- When possible, eliminate communal supplies. Shared supplies will be sanitized between use.
- Remove blankets, pillows, and other shared non-essential items from the classroom.
- Recommended procedures will be applied to all classroom settings, including special education service locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Collaborative Work and Projects

- When possible, technology will be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- Students will be provided the opportunity to opt-out of physical face-to-face group or pair work.

General Classroom Supplies

- Signage will be posted in all classrooms regarding protocols and prevention.

- Hand sanitizer, tissues, and trash cans will be available in several locations to limit student and staff movement.
- Classroom doors will remain open for no-touch entry between classes.

Specialized Classrooms

- When appropriate, students will be provided face shields instead of facemasks for safety when there is an increased risk of burn or injury.
- Specialized equipment will be sanitized between each use. There will be adequate supplies to minimize the sharing of high touch materials or limit use of supplies of equipment to one group of students at a time.
- Procedures and protocols will be put into place to address locker rooms. Protocols will be in place for disinfecting of equipment, students changing clothes, students showering, distancing of students, etc.
- Career and Technical Education classes will follow industry-based safety guidelines as appropriate to the equipment and course content.
- Special education classrooms and service locations may have additional protective barriers in place to support a safe environment for our students.

Physical Education Classroom Protocols

- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact will be avoided.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Procedures will be implemented in the locker rooms to promote social distancing, subject to UIL guidelines.
- Equipment will be disinfected after each use.
- Activities requiring multiple students to touch or handle the same equipment will be avoided.
- Sanitizing areas and access to handwashing will be provided.

Common Areas

In order to provide the safest environment possible in our common/collaborative spaces, while promoting prevention and mitigation, the following guidelines will be implemented:

Meeting Spaces

- Meetings will be limited to video conferencing when possible.
- If meetings must be held in person, all social distancing protocols will be implemented.
 - Facial coverings
 - Social distancing
 - Limit the sharing of materials/supplies

Administrative Spaces - Reception, Offices, Conference Rooms, Mail Room

When possible, meetings will be conducted virtually. However, if the need arises to meet in person please follow campus guidelines:

- Facial coverings or masks will be utilized when social distancing is not feasible.
- Please stand behind the shield guard installed at the reception desk.
- Hand sanitizer will be provided in front office spaces.

Flexible Learning Spaces

- The number of students in these areas will be limited as driven by available space and social distancing guidelines.
- Common spaces and supplies in these spaces will be disinfected frequently.

Elevators

- Only students and staff with a physical impairment or the need to move large/heavy equipment will be able to use the elevator.
- No more than 2 people will ride in the elevator at the same time.
- Masks will be worn when on the elevator.

Restrooms

- A system will be implemented to identify the number of occupants utilizing each restroom to mitigate the chance of exceeding maximum occupants per social distancing.
- Students must wash hands before entering the classroom.
- Increased disinfecting will occur throughout the school day.
- Each campus will comply with health agency recommendations.

Library

- Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library.
- Students and staff will wash/sanitize hands upon entering and after visiting the library.
- High touch surfaces (i.e. table tops, chairs, door handles) will be disinfected regularly.
- Occupancy will be limited.

Transitions

- Students and staff will follow protocols for face coverings.
- Staggered releases from each class will be organized to the greatest extent possible to limit the number of students in the hallway during transitions.
- Classroom doors will be propped open to reduce high touch areas when possible.
- Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible.
 - When transitioning between classes, students shall travel corridors as far to the right as possible.
 - Where possible, one-way traffic throughout campus corridors will be established.
- Staff and signage will be posted to reinforce physical distance expectations.

Arrival

- Entry doors will be designated based on arrival method: bus riders, parent drop-off/walk to school, student drivers, students with unique needs. Entry points for CTE buses and other midday arrivals will be designated to facilitate social distancing.
- Designated entry doors will be propped open for no-touch entry. Any open doors will be continuously monitored by staff to stop unauthorized access and to monitor for threats.
- Entry protocols will be established to maintain physical distance.
- Sanitizer stations will be placed at each entrance and students will sanitize hands upon entry.
- Students will go directly to the first period class or designated location upon arrival.
- Parents may not accompany students into the building.

Dismissal

- Dismissal times will be staggered to limit the number of students in hallways and exit areas at any given time.
- Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit.
- Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

Breakfast/Lunch

Depending on the number of students in the school, students may have meals in both the cafeteria and in classrooms.

- 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 the cafeteria.
- Microwaves will not be provided in the cafeteria due to the opportunity for cross contamination with a high-touch device.
- No outside meals will be allowed to be delivered. If a child is bringing his or her lunch, he/she needs to bring the lunch to school when he/she arrives.
- Hand sanitizer stations will be available at entrances and exits of the cafeteria.

Outdoor & Off-Campus Student Activities

- Campuses will limit students from leaving campus after school prior to travel or start of extra-curricular or co-curricular activities when possible.
- Student participation in academic contests (Math and Science Team, Robotics, Academic Decathlon) will only be attended if specific guidance is provided by an authorized entity (e.g., host site, MISD, TEA, the UIL, etc.)
- Special Education Community Based Instruction (CBI) and Work Based Learning (WBL) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.

On-Campus Activities

- Any school wide events that are approved to be held on campus need to adhere to social distancing requirements outlined by MISD, TEA and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.)
- School wide events will be live streamed and/or occur virtually when possible.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.

Extra-Curricular Programming

Cheer/Drill Team

- Practices and performances will be conducted following safety protocol provided by guidance from MISD, UIL and TEA. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

Athletics

- Athletic practices and contests will be conducted following safety protocol provided by guidance from MISD, UIL and TEA. This will include COVID screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.
- Hand sanitizing stations will be in gym facilities and equipment will be sanitized on a regular basis.
- Locker room use will be determined by TEA/UIL. If locker rooms can be accessed, all locker room space will be utilized to follow social distancing guidelines.
- Bus travel will follow transportation guidelines provided by MISD 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 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.

Fine Arts

- Large group practice sessions, sectionals and rehearsals will adhere to social distancing guidelines provided by an authorized entity (e.g., MISD, TEA, UIL, etc.)
- Fine arts music private lesson teachers will not be allowed to teach on campus facilities until further guidance is provided by an authorized entity. Private lessons may continue to be conducted virtually if agreed upon between individual families and the lesson teacher.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., MISD, TEA, UIL, etc.)
- Concerts/performances may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., MISD, TEA, UIL, etc.) including but not limited to transportation procedures, number of attendees, and the orientation of concerts.
- All fine arts performances will be streamed online when possible.
- Booster club meetings should be held virtually at an alternate site to minimize outside exposure to campuses.

Secondary Virtual/Remote Learning

General Instructional Information

The Texas Education Agency (TEA) has given guidance to school districts to provide different instructional models so parents have learning options for their students during the COVID-19 health crisis. The TEA has given school districts maximum flexibility with these options should the need arise for a temporary closure of facilities.

Mabank ISD will provide in-classroom (face-to-face) and virtual/remote (asynchronous) learning using an online learning platform (Google Classroom). Mabank ISD acknowledges the challenges this creates for students, parents, and guardians. The district seeks to ensure educational decisions support all student populations with an emphasis on student progress, student comprehension of the Texas Essential Knowledge and Skills (TEKS), and the continuation of learning.

Whether attending in-classroom (face-to-face) or virtual/remote (asynchronous) learning, students may receive instruction in one of the following ways: coursework assignments, hands-on activities, video lessons, projects, skill tests, assessments, etc.

Instructional Models

In-Classroom (Face-to-Face Learning)

Students will attend class 5 days a week with additional safety measures in place that are aligned with state and federal guidelines and recommendations. In-classroom (face-to-face) instruction will consist of direct teacher instruction and utilization of Google Classroom. Students who attend in-classroom (face-to-face) learning at school may move into virtual/remote learning for a period of time if needed for school closure; otherwise, students who utilize in-classroom (face-to-face) instruction will continue until the end of the grading cycle. At the end of the grading cycle, students and parents will have the option to change to virtual/remote learning.

Virtual/Remote (Asynchronous) Learning

Students will receive instruction through **Virtual/Remote (Asynchronous) Learning** opportunities. Students will be able to receive assignments and direct instruction through the use of Google Classroom. Recorded lessons and live-streamed lessons will be available to virtual/remote (asynchronous) learners. Families should be prepared to support their student's active participation in all online learning activities, and teachers will be available through remote conference times and live streaming to support continuous learning in each instructional course. Students will follow an established learning schedule.

Virtual/Remote (Asynchronous) Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom. Live-streamed (synchronous) instruction will be available to students throughout the instructional day, and students and parents will communicate with the teacher when in need of additional support or tutoring.

Engagement Requirements for Virtual/Remote (Asynchronous) Learning

Virtual/Remote (Asynchronous) Learning requires parents be actively engaged in supporting their students. Parents who select virtual/remote (asynchronous) learning will complete an enrollment form with this option and commit to remote learning for the entire grading period. Engagement minutes allocated per day for virtual/remote (asynchronous) learning follow TEA's guidelines for virtual/remote (asynchronous) Learning.

Required Minutes per Day for Virtual/Remote (Asynchronous) Learning

- Full Day Pre-K/Head Start no less than 180 instructional minutes
- K through 5th Grade no less than 180 instructional minutes
- 6th through 12th Grade no less than 240 instructional minutes

Engagement minutes are measured by the equivalent time the activities, lessons, or discussions would take place in an in-classroom (face-to-face) instructional setting. Teachers may document engagement minutes by stating estimated time to complete activities in plans and/or directions for students. These guidelines recognize that in-classroom (face-to-face) instructional time is built into the day to accommodate breaks, lunch, recess, etc.

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via virtual/remote (asynchronous) learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.

Virtual/Remote (Asynchronous) students must participate in discussions or assignments each day, and teachers must respond daily as part of required documentation of daily attendance and/or engagement minutes.

Attendance

Mabank ISD will be required to take daily attendance with both in-classroom (face-to-face) and virtual/remote (asynchronous) learning models. This means students will have to be present in-person and/or engaged in learning each day to be counted as present for credit purposes. Daily Engagement Measures are required for attendance. "Engagement" is defined by TEA as daily progress or completion, submission of assignments, and/or communication with the teacher.

- For Virtual/Remote (Asynchronous) and/or Live-streamed (Synchronous) Learning, attendance requirements (as required by the TEA) will be documented by the interactions with educators and the engagement level with lessons and assignments within Google Classroom. There will be required times for log-ins to Google Classroom as well as required Live-streamed (Google Meet) sessions.
- Per Texas Education Code (TEC) 25.092, students must attend 90 percent of a course 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 2020-2021 school year.
- Given the public health situation, student attendance may be earned through the delivery of virtual/remote (asynchronous) learning instruction.

Schedule

When attending MISD virtual/remote (asynchronous) learning, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. Students who struggle with time management should contact their teachers for additional assistance.

Teachers will structure the instructional day to follow the MISD Elementary/Secondary Daily Instructional Minute Schedule. Within each instructional block, teachers will plan for students to participate in virtual/remote

(asynchronous) learning with live-streamed (synchronous) opportunities embedded in the learning model. Teachers may utilize small group time as necessary based on student needs.

For students who are IEP-entitled, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

Intervention and Enrichment

Intervention and Enrichment time will be scheduled daily for students to best meet their academic needs. During this time, students may engage in assigned group activities, projects, and small group instruction. Teachers will communicate with students their plan for the designated time.

Role of Stakeholders within Virtual/Remote (Asynchronous) School Model and Grading Guidelines

Teachers will be responsible for grading, monitoring progress, making accommodations, etc. Coursework expectations and grading for in-classroom (face-to-face) and virtual/remote (asynchronous) learning will be the same. As required by TEA, “school grading policies for remote student work must be consistent with those used before COVID for on campus assignments”. MISD Virtual/Remote (Asynchronous) Learning will follow all district grading policies as outlined in the Mabank ISD Student Handbook. Students will be responsible for completing assignments, projects, and assessments and graded on the same scale as in-classroom (face-to-face) learners.

Virtual/Remote (Asynchronous) courses that earn high school credit will count in GPA calculation and class rank.

Students will show proof of participation in daily virtual/remote (asynchronous) instruction by satisfactorily completing assignments to demonstrate evidence of student learning and/or assignment completion. Not all lessons will have assignments for completion, and teachers will have discretion on the number of assignments per MISD grading guidelines. The teacher will work with special education, ESL, and intervention staff to ensure all MISD requirements are met. Daily scheduling may require some live-streamed (synchronous) components to provide these services and interventions.

Teachers will:

- Prepare for face-to-face instruction and virtual/remote (asynchronous) learning for each nine weeks.
- Schedule live-streamed (synchronous) lessons for teacher-led instruction and peer interaction.
- Ensure daily assignments and assessments are entered in the gradebook each week.
- Introduce the virtual/remote (asynchronous) learning platform (Google Classroom) to face-to-face students during the first nine weeks of school.
- Schedule office hours to assist students/parents with virtual/remote learning.

Parents/Guardians will:

- Choose the appropriate method of instruction for their students, face-to-face or virtual/remote (asynchronous) learning.
- Ensure their students complete all daily assignments.
- Maintain communication with teachers by phone, email, and/or online meetings.
- Ensure a distraction-free learning environment for their students
- Ensure their students complete assignments.
- Ensure their students are available for the required components of instruction that will occur during the regularly scheduled school day. Times for live-streamed (synchronous) instruction will be scheduled in advance and notice will be given. Teachers will have weekly times when students must participate in live-streamed (synchronous) instruction.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged.

Students will:

- Remain in the selected instructional model until the end of each grading period.
- Follow the designated schedule communicated by their teacher to attend class during live-streamed (synchronous) times.
- Complete all assignments when they are due and as required by their teachers.
- Attend virtual tutoring sessions as needed.
- Adhere to the MISD school dress-code. Students participating in virtual/remote (asynchronous) learning will be visible to teachers and classmates during live-streamed lessons.

Bus Transportation

- Bus Drivers will be trained in COVID-19 safety protocols.
- Students will be required to wear a face covering/mask at all times when riding the bus.
- Students will be required to sanitize their hands upon entering the bus.
- Drivers and monitors will wear a face covering/mask.
- Seats, handles and high-touch areas will be disinfected between routes.
- When possible, bus windows will be opened to allow outside air to circulate in the bus.

Special Programs

Legal Requirement

Mabank ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

General Guidance

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in Mabank ISD's Virtual/Remote (Asynchronous) Learning will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face.
- Transportation for Virtual/Remote (Asynchronous) Learning students taking on-campus courses will not be provided, except as documented through an ARD/IEP if the student is eligible for special education transportation as a related service in order to access their special education services.
- In an effort to minimize potential exposure to our most vulnerable students, Mabank ISD will:
 - Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing face coverings.
 - Require face coverings when social distancing is not possible.
 - Post visual supports throughout building to remind and support understanding of expectations.
 - Keep each student's belongings separated using student designated containers or areas.
 - Minimize sharing of high-touch materials (e.g., assign each student their

- own device/materials for the day when possible).
- Sanitize all used materials daily.
- Utilize protective barriers as appropriate
- Utilize grouping and scheduling strategies to reduce exposure.

Meeting IEP Service Recommendations

- Mabank ISD will review all health plans and IEPs prior to reentry into brick and mortar settings and revise them through an ARD with appropriate safety protocols as needed.
- Mabank ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

Special Education Services Face-to-Face

- Group sizes will comply with state and local regulations.
- Multiple groups may use a shared space only when the area is large enough to allow for all students and their respective desks to be six feet apart. The groups should not combine for activities at any time.
- Special education teachers should provide services by grade level rather than content area as much as possible.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
 - Clear barriers should be used for small group instruction and individual assessments as needed.
 - Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.

- Employees should wear face coverings over the nose and mouth when appropriate, as delineated in the MISD Mitigation Guidance.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth as explained in the MISD Mitigation Guidance, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.
- Floor tape or dividers should be used to separate large areas into smaller spaces.

Related Services Face-to-Face

- Group sizes will comply with state and local regulations.
- When feasible and appropriate, it is preferable for students to receive services outside rather than inside to reduce potential spread of contagions.
- Providers will develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
 - Clear barriers should be used for small group instruction and individual assessments as needed.
- Employees should wear face coverings over the nose and mouth when appropriate.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.

Provision of Resource, Co-Teach, and Inclusion Services

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- Mabank ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose the Virtual/Remote (Asynchronous) Learning, teachers will:
 - Develop individualized lessons;
 - Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented;
 - Provide links to virtual platforms for lesson participation;
 - Upload weekly lesson materials to the district-designated virtual platforms;
 - Document student participation and attendance on the student's log;
 - Collect data and monitor progress; and
 - Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Documentation of Services in the IEP

- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or virtually.
- Students with disabilities must have available an instructional day commensurate with that of students without disabilities.

- A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during remote learning.
- Data should be collected weekly, at minimum, on IEP goals/objectives.

Lack of Progress Guidance

- Whether face-to-face or virtual, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
- Special education teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small group support, etc.).
- Special education teachers should, after other interventions have been unsuccessful, request to convene an ARD/IEP committee meetings to address lack of progress.
- When face-to-face instruction resumes fully, annual ARD committees should address student-specific needs resulting from closure. On a case-by-case basis, this might include discussions of COVID-related compensatory services or a need for extended school year (ESY) services. ARD/IEP committees should:
 - Answer any questions and address any parent concerns regarding COVID-related compensatory services;
 - Determine what services, if any, are needed;
 - Document the discussion and decision in the deliberations, including:
 - Start and end dates,
 - Frequency,
 - Duration,
 - Area of service, and
 - Goals services will address.
- Provide prior written notice to parents following any offer of COVID-related compensatory services; and

- Indicate whether or not the parents agree with the recommendation of COVID-related compensatory or ESY services.

Times of Closure

Upon notice that a campus is closed:

- Contact/service logs will be maintained by special education staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and IEP contingency plans should be followed;
- ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.

Exposure Prevention Strategies

Special education services are oftentimes delivered in a small group setting with hands-on support. Special education teachers and service providers will take care to reduce any unintentional exposure by:

- Creating supplementary aid and manipulative kits for each student
 - Update as needed per unit of instruction
 - Follow procedures for sanitizing items prior to adding to a student's bag
 - Laminate supplemental aids so they can be easily cleaned and reused
- Strategically scheduling students
 - Limit variation of student groupings
 - Minimize number of resource staff working with a particular group of students
 - Adhere to district guidelines regarding number of students and staff in a specific location at any given time
- Facilitating safe small group activities
 - Adhere to social distancing requirements
 - Ensure sanitization of space before and after each small group
 - Use dividers if students need to work in close proximity to complete activities
 - Wear appropriate face covering at all times during small group instruction

- Supervising transitions
 - Follow district guidelines
 - Enforce social distancing of students in hallways and other common areas
 - Provide visual supports or schedules that highlight social distancing when transitioning between classrooms or activities

Instructional & Related Services

Service providers should:

- Provide indirect services virtually when possible;
- Provide direct service minutes in alignment with the IEP schedules of services;
- Provide direct services virtually during school day when appropriate;
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination;
- Maintain assignments, activities and videos of lessons in the virtual platform used; and
- Maintain accurate contact/service logs, documenting minutes provided.

Emergency Closure Kits

- Supplementary aids and manipulatives should be prepared in ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.

Guidelines for Community-Based Instruction

- specific permission from parents/guardians allowing their student to participate in community-based outings during the pandemic must be provided in writing prior to the outing.
- Special Education Community Based Instruction (CBI) and Work Based Learning (WBL) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.

- Students will be pre-taught COVID-19 safety and hygiene routines prior to going out into the community (i.e., covering your mouth and nose with a cloth face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment options and minimizing cash handling; immediately washing/sanitizing hands, etc.).
- Close contact with others will be limited and distance of at least 6 feet maintained when possible.
 - Staff will use verbal reminders and visual supports with students to maintain 6 feet distance from workers and customers.
- The CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission.

Guidelines for Work-Based Learning in the Community Setting

- Students and staff will review all community business return to work and social distancing procedures prior to outings and follow them when on the job.
- Support students' access and understanding of performing preventative measures related to their job or traveling using public transportation.

Career and Technical Education

Career/Technical Education Options

Face-to-Face Instructional Model
School Closure Virtual Instructional Model
Virtual Academy Instructional Model

CTE Classroom Safety Protocols

Work-Based Learning/Internships
Culinary Arts
Kitchen
Horticulture
Ag Shop
Auto Repair & Collision Shops

Ag & Auto Arrival & Dismissal

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CTE FFA Project Center Safety Protocols

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Primary Goals
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CONTACTS

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[Charity Groom](#)

Career and Technical Education Options

At the beginning of the 2020-2021 school year, CTE course offerings will be available in all learning environments, including face-to-face and virtually.

Face-to-Face Instructional Model

Career & Technical Education (CTE) will follow all Mabank ISD school opening procedures with additional safety precautions. CTE courses taught on high school and junior high campuses will continue to be offered and will follow all district and campus safety protocols.

- District and state protocols regarding social distancing, safety procedures, and sanitizing surfaces and materials will be followed.
- If necessary, additional supplies will be purchased to prevent sharing of materials.
- Interactions with internship mentors will be guided by both MISD protocols and participating mentor institutions.
- Some course requirements may be adjusted to ensure adherence to the necessary safety protocols from Mabank ISD or other governing bodies.

School Closure Virtual Instructional Model

CTE will follow all Mabank ISD School Closure protocols. During a school closure, all CTE courses will move to an online platform.

In the event the Mabank high school campus is closed, students participating in CTE courses in a face-to-face format will access their learning temporarily through our online platforms.

- Adjustments will be made to the curriculum so that a transition to virtual instruction is streamlined.
- Interactions with mentors will be guided by both MISD protocols and participating mentor institutions.
- Teachers and students will have the tools they need to be successful in this learning environment. Some course content may be adjusted to accommodate for software and hardware issues. To the greatest extent possible, electronic access to learning materials and platforms, including a district supplied Chromebook for home use, will be made available if needed.

Virtual Academy Instructional Model

CTE courses will be available online for students who opt to take their CTE courses virtually.

- Teachers and students will have the tools they need to be successful in this learning environment. Some course content may be adjusted to accommodate for software or hardware issues. To the greatest extent possible, electronic access to learning materials and platforms, including a district supplied Chromebook for home use, will be made available if needed.
- A guaranteed and viable curriculum is outlined in the MISD curriculum documents which are aligned to the Texas Essential Knowledge Skills (TEKS).

Some CTE courses may require students to meet with their instructor periodically on campus on an individual basis for student demonstration of specific skill sets or labs that are unable to be completed virtually. Dates and times for demonstration of skills will be coordinated between the student, parent/guardian, and instructor and may be scheduled outside of the regular school day. Programs of study that

include courses that fall into this category include: Welding, Culinary, Automotive, and Health Science.

CTE Classroom Safety Protocols

It is our primary goal to ensure that students have a safe learning environment. At MISD and in CTE classrooms, specialized equipment may be used. Based on guidelines from the industry, TEA, CDC, and Mabank ISD, CTE teachers will follow updated safety procedures and students will be taught and expected to follow the procedures. As safety guidelines continue to change depending on the nature of the public health situation, we will continue to monitor and adjust as needed.

Work-Based Learning/Internships

Some CTE courses require a student internship or require students to participate in learning activities at a work site. Due to the current public health situation, some internships or student work sites may not allow students on site. If students are unable to complete internship or work hours, alternative options will be provided to complete their Mabank ISD coursework. However, it may not be possible to complete some industry certifications without the required internship or work experience hours.

If students are allowed to participate in an internship or off site work experience, students and parents/guardians will be required to complete additional documentation to allow student participation. Students will be required to follow the safety protocols utilized by the internship site.

Culinary Arts

The Culinary Arts program will follow the CDC, TEA, and Texas Restaurant Association guidelines to ensure proper food handling safety and kitchen safety.

Kitchen

In addition to the safety protocols utilized in every MISD classroom, the Culinary department will follow these additional guidelines:

- Practice safety protocols during food preparation: gloves, mask
- Additional spacing between workstations
- Use of disposable items used when available
- Mandatory stops throughout class for hand washing and sanitizing and disinfecting
- Use of stainless steel utensils and food preparation equipment when available
- Sanitize all equipment with 185 degree sanitizing setting on dishwasher

Horticulture

In addition to the safety protocols utilized in every MISD classroom, the Horticulture department will follow these additional guidelines:

- Practice safety protocols while working in greenhouse: gloves, mask
- Practice social distancing while in greenhouse (one-two students per table)
- Disinfect tools after each use

Ag Shop

In addition to the safety protocols utilized in every MISD classroom, the Ag Shop will follow these additional guidelines:

- Practice safety protocols while working in shop: gloves (required for shop work), mask
- One student at a time working at each workstation (tool)
- Disinfect surface areas between students

Auto Repair & Collision Shops

In addition to the safety protocols utilized in every MISD classroom, the Automotive Repair and Collision Shops will follow these additional guidelines:

- Practice safety protocols while working in shop: gloves (required for shop work), mask
- One student at a time working at each workstation (tool)
- Disinfect surface areas between students

Ag and Auto Arrival and Dismissal

Arrival Procedures

- Students will ride the MISD shuttle from the main campus and enter the building at designated entrances.
- Students will remain socially distanced in the hallways and common spaces.
- Students will sanitize hands upon entry.
- All students will be directed to their first period classroom.
- Additional bus drop-off points may be designated.

Dismissal Procedures

- Students will be dismissed in a manner to minimize hallway interactions and student capacity.
- Students will ride the MISD shuttle to the main campus.
- Students should avoid congregating in the parking lot.

CTE FFA Project Center Safety Protocols

Overview

Following is an overview of the Mabank ISD FFA Project Center's plan for opening of the FFA Project Center for the purpose of training and raising livestock. Throughout the development of these guidelines, the health and safety of our students have been our top priority. This plan is designed to provide appropriate protocols for social distancing to help prevent exposure to COVID-19 by student exhibitors, parents, species sponsors and staff. The protocols and rules for the FFA Project Center will be updated as additional information becomes available.

The following guidelines were compiled with assistance from the Mabank ISD Administration and Mabank ISD's Agricultural Science Teachers. The Mabank ISD FFA Project Center facility managers/species sponsors will work closely with Mabank ISD leadership and campus administrations to ensure that timely and appropriate responses will be made to help protect the safety and well-being of our student exhibitors, parents and staff. Staff and student exhibitors will be expected to conduct themselves in a manner aligned with all guidelines in order to protect themselves and others. It is the responsibility of all those involved to ensure these guidelines are followed.

Primary Goals

- Limit risk of exposure by maintaining social distancing throughout all activities conducted at the Mabank ISD FFA Project Center.
- Emphasize personal hygiene such as hand washing and use of hand sanitizer upon entry and exit of the FFA Project Center.
- Implement routine and enhanced cleaning and sanitization of equipment, Ag barns, trucks and trailers.
- Plan and communicate safe access to facilities to minimize personal interaction and facilitate social distancing.

Guidelines & Prevention Strategies Facility & Equipment Sanitization

1. The Mabank ISD FFA Project Facility will be cleaned thoroughly and disinfected prior to opening.
2. Equipment, such as scales, treadmill and stands will have disinfecting sprays placed on them for cleaning of the equipment after each use. It is the responsibility of each student to clean equipment before and after use.
3. Equipment, such as buckets and sifters, will be provided to each student and will not be shared between students and shall be cleaned before and after each use.
4. Hand sanitizing stations will be located at each entrance, exit, and common working area.
5. Adequate supplies will be on hand for staff and students to disinfect throughout the day.
6. Large items shared by the team, must be wiped down BEFORE and AFTER use. Disinfecting sprays or wipes will be provided.

Staff Requirements

1. Physical Contact - Limit contact with others.
2. Social Distancing - Social distancing guidelines will be followed as much as instructionally possible.
3. Staff will sanitize their hands before, during and after working at the Project Center.
4. Ag teachers will be responsible for disinfecting high touch areas.
5. Staff will wear face covering.

Student Exhibitor Requirements

1. Students will park or be dropped off and picked up each day at designated areas. Parents are asked to remain in their cars. One parent will be allowed to assist their child if needed. The parent will be required to wear a face covering and follow social distancing guidelines.

2. Social Distancing - Social distancing guidelines will be followed as much as instructionally possible.
3. Students will immediately report to a predetermined location while maintaining social distance.
4. Students will sanitize their hands before, during and after working at the Project Center.
5. Physical Contact - There should be no contact with others.
6. Students will be given designated areas to keep tack. Student tack should only be touched by that student and students will keep their tack in that area.
7. When applicable, students will be given individual tack instead of using a shared tack system (poop buckets, shifters, brooms, etc.)
8. Students should NOT enter or touch other students' tack, animals, feed containers and gates.
9. Students should not go to the goat/pig barns. If an item is needed, students should contact their species sponsor.
10. Students must exercise their animal inside the Project Center Gates.
11. Students will wear face covering.

Student Exhibitors

1. Exhibitor groups will be organized by species sponsors to minimize the number of individuals with whom each student will interact.
2. Species Sponsors will organize groups so it will be limited to no more than 10 students at the Ag barn.
3. FFA Project Center access is restricted to morning and afternoon feedings/walking/cleanings.
4. Facility areas for different groups will be appropriately spaced to meet social distancing requirements.
5. Indoor facilities will be limited to 25% capacity.
 - Only 2 students allowed in the wash rack at a time
 - Only 2 students allowed in the clipping area at a time
6. Face coverings are required at the FFA Project Center. Student Exhibitors should bring their own.

COVID-19 Notification Requirements (UIL/TEA/MISD Protocol)

1. If you or someone you've come in contact with test positive for COVID-19, species sponsors must be notified immediately.
2. UIL/TEA/MISD COVID-19 protocols will be followed in the event of a positive COVID-19 case by a student exhibitor, parent, species sponsors or staff.

Parent/Guardian Communication Plan

1. Information will be provided to all parents/guardians outlining the plan and safety measures that will be in place.
2. Species Sponsors will contact and educate student exhibitors on expectations and protocol prior to entering of livestock to the Project Center.
3. Parents will be updated on a regular basis on any changes in protocol.

Guidance Documents and Resources

- [Texas Restaurant Safety Guidelines](#)

CONTACTS

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