

Remote Work Guidance for AEA personnel

This is a resource document.

Certificated Staff Overview (all roles)

Telecommuting:

- Maximize work from home; may work individually in workspace
- Meet with others using multimedia collaboration tools; no group meetings in schools

Work Guidance across all roles:

- Certificated staff will be utilizing the time out of school to maintain relationships with students, provide opportunities for students to keep up on their skills through make up work, reteach, practice/rehearsal, or enrichment
- Check and respond to email throughout all workdays
- Explore and learn to use remote technologies for learning
- Attend, as appropriate, IEP and evaluation meetings through Google tools
- Attend scheduled evaluation cycle conferences
 - Remote meetings for any meetings not needing signatures (observation summaries, Student Growth Goals, etc.)
 - Guidance for final evaluations will follow in future communication
- See individual descriptors on subsequent slides by role.

Teachers

- Respond to students and families during regular work hours
- Each teacher contacts one class of students each week in an interactive format (Google Meet call, Remind call, Remind messaging).
 - Teachers must contact via district resources or call to home phone, not student cell.
 - The communication/contact plan will be coordinated by building administrators to ensure student access.
- Complete grading of all assignments/quizzes/tests assigned prior to 3/13 & enter into gradebook
- Provide feedback to students on work submitted electronically 3/16-4/24 (no grading of learning activities provided during closure)
- Employ technology to support students/families with continued learning:
 - Maintaining an online presence like Google Classroom or a Google Site; And/OR
 - Message weekly through Remind to outline recommended student activities for the week
- Collaborate in your PLC on Mondays at a team-determined time, using Google Meet, a shared Google tool or conference call
- Attend online PD and meetings as directed by district or school leaders
- Professional reading & learning

Variations/Additions - by Teacher type (in addition to slide #2 work guidance)

- **MS Teachers:** reflect in My AVID (MS only) - explore curriculum resources, etc...
- **CTE teachers:** update frameworks and five-year plans to comply with new requirements
- **Secondary Teachers:** complete online modules in Career Cruising
- **Special education teachers:** Maintain compliant IEPs; work on IEP development and participate in IEP team meetings; analyze and synthesize progress monitoring data as of 3/13--ensure documentation of progress is updated
- **BIS:** at least once per week check in with students/families of high impact students to share ideas and support social/emotional status, communicate SEL strategies; plan PD for staff based on data & trends in their building

Deans of Students

- Review student data to identify students at risk of making adequate progress; initiate and maintain contacts with these students and families, encouraging make-up work and practice/rehearsal during school closure.
- Identify 25 or so high needs kids (for attendance or grades); contact via Google Meet to validate the importance of school and problem solve roadblocks.
- Meet remotely once a week with Deans across MSs and HSs to talk through situations and share ideas or solutions for problem areas.
- Put together resources for parents around attendance or academics; distribute resources to parents and continue to make contact with them.
- Plan for year-end activities with staff, students, and families.
- Initiate plans for summer - extended learning for students, professional learning for staff, etc.
- Initiate and complete other projects at the direction of school administration

SSS ESA Staff (unless otherwise included)

- Respond to students and families during regular work hours
- Contact students and/or family at least once weekly via multimedia resources
- Employ technology to support students/families with continued therapy activities:
 - Use Google Classroom or a Google Site; And/OR
 - If applicable, ESA staff contacts students in caseload each week in an interactive format (Google Meet call, Remind call, Remind messaging)
- Collaborate in your PLC on Mondays as scheduled using Google Meet, a shared Google tool/conference call.
- Attend online PD and meetings as directed by district or school leaders
- Engage in professional reading & learning

School Nurses

Telecommuting:

- Maximize work from home; may need to assist with screening for school-based childcare
- Meet with others using multimedia collaboration tools;

Work Expectations:

- Check and respond to emails and other inquiries from staff and throughout workdays
- Attend, as appropriate, IEP and evaluation meetings through Google tools
- Collaborate in your PLC on Mondays at a team-determined time, using Google Meet, a shared Google tool or conference call
- Attend online PD and meetings as directed by district or school leaders
- Check in with medically fragile students/ families to maintain relationships
- Professional reading & learning
- Work on emergency action plan for 2020-2021 school year
- Make calls and keep working on immunization compliance
- Collaborate with LPNs for immunization compliance
- Work on updating forms and 504 process and plans

Audiologist

Telecommuting:

- Maximize work from home
- Meet with others using multimedia collaboration tools;

Work Expectations:

- Collaborate and prepare instructional materials under the direction of case managers/ teachers
- Compile student data
- Collaborate with case managers of the students you support
- Participate in online PD
- Attend, as appropriate, IEP and evaluation meetings through Google tools
- Attend online meetings as directed by district or school leaders
- Professional reading & learning

School Counselors

- Respond to students and families during regular work hours
- Identify students at risk of academic, social, or mental health progress; reach out to them weekly to encourage and monitor progress; maintain current practices for Securly
- Collaborate in your counselor PLC at least once every other Monday at a team-determined time, using Google Meet, a shared Google tool/conference call
- Complete annual 504 reviews as warranted by schedule
- Host virtual groups with students
- Assist administration with 2020-21 registration and master schedule
- Attend online PD and meetings as directed by district or school leaders
- Outreach to community agencies, strengthen knowledge of community programs and King County Housing Authority (Firwood, Burndale and Valley Park)

Computer Science/Tech Specialists (elem)

- Respond to students and families during regular work hours
- Each teacher contacts minimum of 25 students each week in an interactive format (Google Meet call, Remind call, Remind messaging).
 - Teachers must contact via district resources or call to home phone, not student cell.
 - The communication plan will be coordinated by building administrators.
- Employ technology to support students/families with continued learning; Support Code.Org use at home
- Collaborate in your PLC on Mondays at a team-determined time, using Google Meet, a shared Google tool/conference call, or in person
- Attend online or in-person PD and meetings as directed by district or school leaders
- Explore Dash and Dot robots, Code and Go Mice, and Microbits; design instructional experiences for future implementation
- Build digital citizenship and media lit lessons
- Online resource compilations (see Michael Fitzgerald)

Teacher-librarians

- Contact minimum of 25 students each week in an interactive format (Google Meet call, Remind call, Remind messaging)
- Promote to students/families Epic, KCLS, and other online resources for literacy via electronic presence and communication tools (Remind, Email to groups)
- Collaborate in your librarian PLC at least once every other Monday at a team-determined time, using Google Meet, a shared Google tool/conference call, or in person
- Attend online or in-person PD and meetings as directed by district or school leaders; contribute to collection policy and curriculum development
- Participate in [online PD](#) of choice, work on certification program requirements
- Build digital citizenship and media literacy lessons
- Host virtual book groups with students
- Inventory, research, purchase bilingual and diverse text to make more robust libraries
- Outreach via email and online tools to community libraries and King County Housing Authority (Firwood, Burndale and Valley Park)
- Option: Complete school inventory if [scheduled](#) during this period (librarian)

Instructional Specialists

- Communicate with staff you've been supporting weekly
- Contact minimum of 25 students each week in an interactive format (Google Meet call, Remind call, Remind messaging) if teaching a group/class as part of their regular assignment
 - Teachers must contact via district resources or call to home phone, not student cell.
 - The communication plan will be coordinated by building administrators.
- Collaborate with PLCs on Mondays every other week at a team-determined time, using Google Meet, a shared Google tool/conference call, support PLC discussions with data
- Run needed iReady or other data reports for PLCs
- Support other data needs of teachers
- Attend online PD and meetings as directed by district or school leaders; work on certification program requirements
- Coordinate and provide building level PD for teachers with building administrators (i.e. DDI, Unit planning)
- Professional reading & learning

TOSAs

- Respond to staff during regular work hours;
- Participate in department/team meetings remotely at least once week
- Communicate with staff served at least weekly.
- Coordinate and provide online PD offerings for staff, focusing on remote learning and collaboration
- Collaborate in your PLC(s) on Mondays at a team-determined time, using Google Meet, a shared Google tool/conference call
- Run needed data reports; contribute to annual reports
- Support instructional/technology integration needs of teachers
- Attend online PD and meetings as directed by district or school leaders
- Initiate annual projects would typically do in summer months: update/create web pages; research and customise resources for ASD staff
- Professional reading & learning

AVID Site Coordinators

- Support building level AVID Professional Development
- Study and put to use the AVID Curriculum book & Core Strategies Webpages
- Each coordinator contacts one group of AVID students each week in an interactive format (Google Meet call, Remind call, Remind messaging).
 - Coordinator must contact via district resources or call to home phone, not student cell.
 - The communication plan will be coordinated by building administrators.
- Contact AVID Teachers weekly for support, ideas, collaboration, etc.
- Professional reading/learning

Career Counselor

- Virtually support college and financial aid applications
- Promote use of [college knowledge materials](#)
- Monitor and encourage completion of HSB plans in Career Cruising
- Develop, update online resources
- Make contact with students and/or families at least once weekly via multimedia resources
- Collaborate with counseling department per administrative direction

Athletic Directors - MS & HS

- Respond to coaches, students and families during regular work hours
- Contact in-season coaches at least weekly to encourage and provide support as they support their athletes and programs during closure
 - Identify athletes at risk of academic, social, or mental health progress & share with appropriate counseling or admin staff;
- Collaborate with other AD's at least once every other Monday at a team-determined time, using Google Meet, a shared Google tool/conference call;
- Collaborate with the school trainer on progress of athlete rehabilitation progress during closure
- Attend online PD and meetings as directed by Rob Swaim and/or your building administrator

Activity Directors - MS & HS

- Respond to club and activity advisors, students and families during regular work hours
- Contact advisors at least weekly to encourage and provide support as they support their students and programs during closure
 - Identify students at risk of academic, social, or mental health progress & share with appropriate counseling or admin staff;
- Collaborate with other Activity Directors at least once every other Monday at a team-determined time, using Google Meet and/or a shared Google tool/conference call;
- Attend online PD and meetings as directed by Rob Swaim and/or your building administrator

EL Certificated Staff

- Attend to compliance related issues
- Update all yellow folders (on site)
- Update all Skyward coding
- Attend EL Trainings and PD remotely
- Contact at least 25 targeted students weekly using Remind call, Remind messaging
 - Teachers must contact via district resources or call to home phone, not student cell.
- Complete grading of all assignments/quizzes/tests assigned prior to 3/13 & enter into gradebook
- Provide feedback to students (6-12) on work submitted electronically 3/16-4/24 (no grading of learning activities provided during closure)
- Employ technology to support students/families with continued learning:
 - Maintaining an online presence like Google Classroom or a Google Site; And/OR
 - Message weekly through Remind to outline recommended student activities for the week
- Collaborate in your PLCs on Mondays at a team-determined time, using Google Meet, a shared Google tool or conference call

Title/LAP Certificated Staff

- Attend to compliance documentation and associated timelines
- Place orders for program material and supplies
- Prepare summer school proposals and parent communication
- Update all Skyward coding
- Attend TI/LAP Trainings and PD remotely
- Contact at least 25 targeted students weekly using Remind call, Remind messaging
 - Teachers must contact via district resources or call to home phone, not student cell.
 - The communication/contact plan will be coordinated by building administrators to ensure student access.
- Remotely via Google Meet or email communicate with paras on a weekly basis on work plan
- Provide PD remotely for paras assigned to the TI/LAP program
- Provide feedback to students (gr 6-12) on work submitted electronically 3/16-4/24 (no grading of learning activities provided during closure)
- Employ technology to support students/families with continued learning:
 - Maintaining an online presence like Google Classroom or a Google Site; And/OR
 - Message weekly through Remind to outline recommended student activities for the week
- Collaborate in your PLCs on Mondays at a team-determined time, using Google Meet, a shared Google tool or conference call

Stipend Positions

- Continue to complete stipend tasks, adjusting for remote format
- Prioritize tasks that need to be addressed by the system now

Examples on slides that follow

BTCs (stipend)

- Respond to communications from DOT to continue distribution of technology to families; assist with technical tasks in building if social distancing protocols can be maintained
- Serve as the first line of support for schools staff, via email
 - Direct staff to online resources
 - Enter a ticket or call to DOT HelpDesk if unable to assist
- Create and/or deliver online communication and PD to assist staff with technical issues

ITSSs (stipend)

- Respond to communications from DOT to contribute to instructional staff support; assist with remote instructional/PD tasks in buildings
- Serve as the first line of instructional support for schools staff, via email
 - Direct staff to online resources
 - Refer to DOT TOSA if unable to assist
- Create and/or deliver online communication and PD to assist staff with instructional tasks and remote communication and collaboration

Activity Advisors (Stipends)

- Contact participating students at least once weekly via multimedia resources
- Respond to students and families by email or Remind
- Provide activities/tasks for students to progress in their activity
 - Skill development, rehearsal/practice, promotion of extra opportunities...
- Encourage students to maintain academic progress & eligibility
- Collaborate with advisors of like areas to support the program and students during closure
- Identify students at risk of academic, social, or mental health progress & share with appropriate counseling or admin staff;
- Attend online or in-person PD and meetings as directed by school Activity Coordinator and/or your building administrator