

# Walnut Bend Elementary School

*An International Baccalaureate Primary Years  
Programme Candidate School*

## Virtual Reopening and COVID-19 Risk Reduction Plan 2020-2021



**Reconnect Safely and Return Strong**



## **Introduction**

The Houston Independent School District has surveyed all stakeholders and has worked extensively with large representative committees to establish instructional continuity and health and wellness guidelines. Walnut Bend will follow these established guidelines and tailor them to meet the unique needs of our school's culture and community. This plan will provide guidance for times of closure and clarify the roles and expectations of students, staff, and families. Safety and Wellness are our primary goals for our students and staff; therefore, school will be held virtually until at least October 19, 2020. HISD will decide prior to this date on the further need for closure or specifics about procedures necessary to return to in-person instruction on campus.

We will consider this document a living, breathing changeable plan as we continue to navigate the changes COVID-19 brings to our learning environment. This document represents our best plan at the beginning of the year, and will be amended as necessary to serve the needs of our students' learning paths, both virtually and in-person.

## **Instructional Continuity**

Walnut Bend will continue to provide high quality instruction of the state and district standards throughout the time of closure in a virtual format. Both synchronous (live) and asynchronous (planned independent activities) will be scheduled into the students' school day.

In the spring of 2020, we went to a virtual format very quickly and with short notice. It was late in the school year and much of the curriculum had already been covered. No one knew how long this would last or the devastating effects this pandemic would have on our city and country. Decisions were made that allowed us to keep students engaged in learning given these understandings. However, this year will be different. We must start our school year with regular routines for students and staff to the extent possible, begin teaching our regular school curriculum, and ensure that students fill academic gaps and are on track when we return to face-to-face instruction on campus.



## Walnut Bend's Instructional Staff

STAFF MEMBER	ROLE	STAFF MEMBER	ROLE
Frida Flores	Kindergarten Tm Lead (Bil)	Mel Musgrove	Fifth Math/Sci Team Lead
Aubrey Wingo	Kindergarten	Marshal DuPas	Fifth Math/Sci
Elizabeth Bracken	Kindergarten	Molly Lashway	Fifth ELA/SS
Beth Kidd	Kindergarten	Edith Hernandez	Fifth ELA/SS
Dana Anglin	First Grade Team Lead	Kevin Coleman	Music
Melanie Maldonado	First Grade	Rose Remigio	Art
Rachel Yarus	First Grade	Rob Quarantello	PE
Jane Flanagan	First Grade	Miriam Ornellas	Spanish
Wesley Gomez	First Grade (Bil)	Kim Baumgartner	Science Lab
Rina Ghosh	Second Grade Team Lead	Chris PetterPette	Library and Reading Intervention
Elba Berrached	Second Grade (Bil)	June Harrison	Reading Interventionist
Stacie Overholser	Second Grade	Karin Hansen	Reading Interventionist
Carla Thomas	Second Grade	Edgar Jimenez	Math Intervention
Elizabeth Boring	Second Grade	Shirley Corte	Math Intervention
Daniel Gamboa	First/Second Grade	Tomiko Wilkerson	Math Intervention
Julia Sarita	Third Grade Team Lead	LaTrese Stallings	Special Ed Chair/Resource
Sara Harris	Third Grade, ELA/SS	Sonal Daya	TREK Teacher
Rhian Pratt	Third Grade, ELA/SS	Jalysa Otis	BSC Teacher
Diana Alcebo	Third Grade Math/Sci	Belbin Kaur	Teaching Assistant
Andrea Jackson	Third Grade, Math/Sci	Dannette McWilliams	Teaching Assistant
Diego Lopez	Fourth Grade Team Lead	Sherri Broadous	Teaching Assistant
Alex Harrison	Fourth Grade, ELA/SS	Ann Rogers	Teaching Assistant
Haley Marx	Fourth, Math/Sci	Fatmeh Abu Saif	PK Teaching Assistant
Maria Avila	Fourth Grade		



## Walnut Bend's Leadership and Office Team

<b>Michele Dahlquist Principal</b>			
Teacher Support			
Budget			
Teacher Appraisals			
Non-Instructional Appraisals			
PEIMS			
SDMC			
PTO/Parent Engagement/FACE			
Community Relations			
Student Support Management			
School Data			
PLCs			
School Improvement Plan			
Extra-Curricular Activities			
Student Support Management			
Facilities			
Duty Schedules			
<b>Tigist Wiggins Teacher Specialist - Compliance</b>	<b>Becca Pfeifer Teacher Specialist - IB Coordinator</b>	<b>LaDonna Wynn Teacher Specialist - Technology</b>	<b>Edgar Jimenez Math Interventionist</b>
Teacher Support	Teacher Support	Teacher Support	Teacher Support
LPAC Coordinator	IB PYP Coordinator	Technology Maintenance and support	School Wide Data Tracking
Testing Coordinator	Teacher Appraisals	IAT/Rtl Coordinator	Formative Assessments
GT Coordinator	Safety Coordinator	504 Coordinator	Math Planning Support
Dyslexia Coordinator	Student Support Management	Student Support Management	Blended Learning Implementation
Sheltered Instruction Coach		Referral Chair	Campus Induction Coach
Non-Instructional Appraisals		Teacher Appraisals	Student Support Management
Student Support Management			Title 1 Coordinator
<b>LPAC Committee</b>	<b>IB Core Committee</b>	<b>District Content Contacts</b>	<b>Campus Induction</b>
Wiggins-Chair		Jimenez - Mathematics	Jimenez - Campus Induction Coach
Alcebo		Overholser - K-2 Literacy	Eaglet Mentor/Buddy
Flores		Lopez - 3-5 Literacy	Beth Kidd Frida Flores
Gomez		Baumgartner - Science	Elizabeth Bracken Aubrey Simpson
Berrached		Wynn - Technology	Rachel Yarus Dana Anglin
Gamboa		Grimes - Early Childhood	Elizabeth Boring Stacie Overholser
Sarita		Quarantello - Health/PE	Marshal Dupas Mel Musgrove
Lopez		Avila - ESL	Edith Hernandez Mel Musgrove
Carillo		Jackson - Social Studies	Molly Lashway Mel Musgrove
Avila			Miriam Ornellas Edgar Jimenez
Jimenez			Jalysa Otis LaTrese Stallings
<b>Karin Hansen Reading Interventionist</b>	<b>Career Pathways Support Team</b>	<b>Veronica Aldana Wraparound Resources Specialist</b>	<b>Ana Maria Olaya CIS</b>
Teacher Literacy Support	Andrea Jackson - Data Specialist	Attendance Support	Attendance Support
Leveled Library Maintenance	Edgar Jimenez - Data Specialist	Student Needs Data Collection/Analysis	Student SEL Support
Literacy Volunteers	Stacie Overholser - Classroom Culture Specialist	Parent Engagement	Social Services
HFWE	Dana Anglin - Classroom Culture Specialist	Student/Family Support	Parent Engagement
IAT/Rtl Tier 2, 3 Support	Alex Harrison - Literacy Specialist	Wraparound Council	Community Resources
Dyslexia Interventionist		Community Resources	Mentoring Programs (LN, BBBS)
	<b>Grade Level Team Leaders Teacher Leader Campus Collaborative</b>		
	Lisa Grimes - PK		
	Frida Flores - Kinder		
	Dana Anglin - 1st Grade		
	Rina Ghosh - 2nd Grade		
	Julia Sarita - 3rd Grade		
	Diego Lopez - 4th Grade		
	Mel Musgrove - 5th Grade		
	Kim Baumgartner - Enrichment		



Jesse Cartagena Administrative Assistant	Penny Blair Student Information Representative	Marianna Guerrero Compliance Support
Time Recorder	Registration	LEP Records and Testing
Supply Management	Enrollment	VIPS
Facilities	Student Records	Discipline Records
Activity Fund	Scheduling	Textbooks
Translation	TREX	Translation
Substitute Scheduling	Machinery	Textbook Organization and Inventory
PEIMS Data	Key Cards	Translation
Keys		Student Records Support
Field Trips		
Corinne Mardirosian Office Clerk (Right Desk)	Sareia Ibrahim Office Clerk (Left Desk)	
Receptionist	Receptionist	
Library Clerk	Inventory	
Socioeconomic Forms	Translation	
Attendance Records	Textbook Support	
Translation	Nurse Support	
Nurse Support	Back-up Nurse	
AM Substitute Support	Mail	
	Raptor	

### Walnut Bend's Approach to Virtual Learning

Our school is on the journey to transforming our instruction and curriculum to meet the best practice standards of an International Baccalaureate Primary Years Programme World School. We are in our second year as a candidate school. Our teachers and administration have undergone extensive training and we have begun the process of creating our Program of Inquiry and have started the process of writing and teaching units of inquiry. This work and this mission do not stop in our current virtual experience. School may look different, but our approach to developing students who exemplify the Learner Profile continues to guide our decision making.

The Walnut Bend Way cannot be explicitly replicated in a virtual world. However, our commitment to developing students' thinking skills, developing their sense of community and teamwork, and engaging them in the love of learning will continue to drive our planning. Our teachers will continue to interact closely with our students, develop relationships, set goals for growth, and find ways to make the learning engaging while we are physically apart. We will continue to implement the Texas Essential Knowledge and Skills standards as the foundation for our curriculum and instruction and our International Baccalaureate Primary Years Programme units of inquiry just as we would begin any school year on campus. We will be implementing the instructional continuity model established by HISD with an asynchronous model of independent work coupled with whole and small group synchronous live lessons on Microsoft Teams to maintain connection, build student social interactions with each other, and observe and respond to students' learning needs in the moment. Small group instruction and interventions will be scheduled just as they would in our brick and mortar school building, and additional staff has been hired to help with the small group instructional needs of our students as we are committed to decreasing the gap that months of time away from school may have caused in our students.



# Daily Schedule

	PK	K	1st	2nd	3rd	3rd	3rd	4th	4th	4th	5th
	Self-Contained	Self-Contained	Self-Contained	Self-Contained	Self-Contained	Team	Team	Self-Contained/Lopez	Self-Contained/Avila	Team	Team
7:30	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check	Teacher Check in Wellness Check
7:35	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up	Plan/ Daily Set Up
7:40	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements	Morning Announcements
7:50	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
7:55	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00
8:00	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting	Live Morning Meeting
8:05	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles	Restorative Circles
8:10	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30
8:15											
8:20											
8:25											
8:30	Live Inquiry-Based Literacy/VS Lesson	Live Inquiry-Based Literacy/VS Lesson	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)	Live Inquiry-Based Math/Science Lesson	Live Inquiry-Based Literacy/VS Lesson	Live Inquiry-Based Lesson	Live Inquiry-Based Lesson	Live Inquiry-Based Literacy/VS Lesson	Live Inquiry-Based Math/Science Lesson	Live Inquiry-Based Lesson	Live Inquiry-Based Lesson
8:35	(Record and Post)	(Record and Post)		(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)
8:40											
8:45											
8:50											
8:55											
9:00	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)		Live Inquiry-Based Literacy/VS Lesson	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)	Small Group w/teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Small Group w/teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Small Group w/teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Small Group w/teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)
9:05				(Record and Post)							
9:10											
9:15											
9:20											
9:25											
9:30											
9:35											
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10:55											
11:00	Live Inquiry-Based Math/Science Lesson	Live Inquiry-Based Math/Science Lesson	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Live Inquiry-Based Math/Science Lesson	Small Groups w/teacher or ind work: (Student learning plans to include RTI, Imagine Literacy/Math, ST Math, Independent Reading, and assigned work in The Hub)	Live Inquiry-Based Lesson	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Literacy Small Groups with teacher or ind work: (Student learning plans to include RTI, Imagine Literacy, Independent Reading, and assigned work in The Hub)	Live Inquiry-Based Lesson	Live Inquiry-Based Lesson
11:05	(Record and Post)	(Record and Post)			(Record and Post)					(Record and Post)	(Record and Post)
11:10											
11:15											
11:20											
11:25											
11:30											
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12:50											
12:55											
1:00	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Live Inquiry-Based Literacy/VS Lesson	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Math Small Group with teacher or ind work: (Student learning plans to include RTI, Imagine Math and ST Math, and assigned work in The Hub)	Small Groups w/teacher or ind work: (Student learning plans to include RTI, Imagine Literacy/Math, ST Math, Independent Reading, and assigned work in The Hub)	Small Groups w/teacher or ind work: (Student learning plans to include RTI, Imagine Literacy/Math, ST Math, Independent Reading, and assigned work in The Hub)	Live Inquiry-Based Math/Science Lesson	Live Inquiry-Based Literacy/VS Lesson	Small Groups w/teacher or ind work: (Student learning plans to include RTI, Imagine Literacy/Math, ST Math, Independent Reading, and assigned work in The Hub)	Small Groups w/teacher or ind work: (Student learning plans to include RTI, Imagine Literacy/Math, ST Math, Independent Reading, and assigned work in The Hub)
1:05			(Record and Post)					(Record and Post)	(Record and Post)		
1:10											
1:15											
1:20											
1:25											
1:30											
1:35											
1:40											
1:45											
1:50											
1:55											
2:00	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment	Live Enrichment
2:05	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30	1:30-2:00 or 2:00-2:30
2:10											
2:15											
2:20	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break	Recess/Break
2:25	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time	Opposite Time
2:30	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)	(Record and Post)
2:35											
2:40											
2:45	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks	Teacher Office Time, Attendance Checks
2:50	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15
2:55											
3:00	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15	Check Out - 3:15
3:05											
3:10											

## Instructional Day

The instructional day for elementary students will be 7:30-3:00. The schedule will be set and lessons will not start early or be rearranged. Staff is expected to maintain consistency and not make adjustments to shorten or lengthen the school day. Live lessons will be held daily and will not be replaced with pre-recorded lessons. Lessons will not be cancelled due to the number of students logged on. All lessons will be recorded to allow for additional access.



<b>Time</b>	<b>Pre-K and Kinder Virtual Schedule</b>
<b>7:30 to 8:00</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8:00 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9 to 11</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>11 to 11:30</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>11:30-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.



<b>Time</b>	<b>1st Grade Virtual Schedule</b>
<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 10</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>10:45 to 11:30</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>11:30-12:15</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30-3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.





<b>Time</b>	<b>1st Grade Virtual Schedule</b>
<b>7:30 to 8:00</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8:00 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 10:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:15 to 11:00</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>11:00-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time. Follow the Enrichment schedule for your class.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time. Follow the Enrichment schedule for your class.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>2nd Grade Virtual Schedule</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>9:15 to 10:00</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>10 to 11:30</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>11:30-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>3<sup>rd</sup> Grade Virtual Schedule (Self-Contained)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 11:30</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>11:30-12:15</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>3<sup>rd</sup> Grade Virtual Schedule (Alcebo/Harris)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading or math objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy, Imagine Math, ST Math and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 11:30</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>11:30-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Reading or Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>3<sup>rd</sup> Grade Virtual Schedule (Jackson/Pratt)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading or math objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy, Imagine Math, ST Math and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 11:30</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>11:30-12:15</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Reading or Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>4th Grade Virtual Schedule (Marx/Harrison)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading or math objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy, Imagine Math, ST Math and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 11:30</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>11:30-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Reading or Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>4th Grade Virtual Schedule (Self-Contained Lopez)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>4th Grade Virtual Schedule (Self-Contained Avila)</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>10:45 to 12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Live Lesson: This lesson will be based on reading objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

<b>Time</b>	<b>5th Grade Virtual Schedule</b>
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<b>7:30 to 8</b>	Students will sign on and watch the Morning Announcements. Then they will engage in DEAR time: Drop Everything and Read (their choice.) Teachers will be planning and prepping for the morning sessions.
<b>8 to 8:30</b>	Live Morning Meetings: This will include Circle discussions to support students social and emotional growth and/or a Morning Message meeting
<b>8:30 to 9:15</b>	Live Lesson: This lesson will be based on reading or math objectives and will connect to other subjects through our IB units. Teachers will do a Read Aloud and a short lesson.
<b>9:15 to 10:45</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Literacy, Imagine Math, ST Math and to do independent work on their assignments in the The Hub, and to do independent reading and writing. Students will get an individual schedule for their time.
<b>10:45 to 11:30</b>	Live Lesson: This will be based on math and science objectives and will connect to other subjects through our IB units when possible.
<b>11:30-12:15</b>	Teachers and interventionists will work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Math or ST Math, and to do independent work on their assignments in the The Hub. Students will get an individual schedule for their time, and it will have a 15-minute morning movement break built in.
<b>12:15 to 12:45</b>	Lunch
<b>12:45-1:30</b>	Teachers and interventionists will continue to work with small groups in 30-minute blocks. When the students are not with the teacher or interventionist, they will have 30-minute rotations to work in Imagine Reading or Math or ST Math, and to do independent work on their assignments in the The Hub.
<b>1:30 to 2:00</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:00-2:30</b>	Students will either have an Enrichment class or a recess break. Teacher planning time.
<b>2:30 - 3:00</b>	Student independent work time to complete work for the day, work in Imagine, or practice reading and writing. Students are dismissed at 3:00. Teachers will be checking in with families and working on daily documentation until 3:15.

## Learning Environment

Our virtual classroom environments will strive to be engaging places where our students want to be, just as we do in our brick-and-mortar school building. It is important for students to have an engaging interface to find resources, books, and information. We are required to use the Hub, then within that platform we can utilize engaging tools to make our virtual lessons come to life.

## Morning Meetings



Caring for our students social and emotional needs is part of our campus safety plan and will be our goal every day as we interact with them. Morning meetings should include:

- Restorative Circle discussions
- Focus on the IB Learner Profile
- Focus on House Traits
- Focus on Essential 55 rules
- Sanford Harmony kits may be used for SEL activities
- Focus on building connections and forming relationships among teacher and students

### **Designing Lesson Plans**

Teachers will deliver asynchronous (independent) instruction through The HUB while using Microsoft Teams to facilitate direct whole and small group instruction. The IB PYP units of inquiry will be the foundation of the synchronous and asynchronous learning experience and said unit will be broken down into weekly lesson plans containing daily student expectations. The units of inquiry and weekly lesson plans will be kept in Toddle, a tool specific to the IB PYP teaching format. This platform will be our planning tool and will house our student portfolios and will serve as our parent information and communication platform, all in one location.

### **Assessments**

Assessments provide the teacher with information about how well students are progressing on concepts across time. At Walnut Bend, we see assessment as tools for student growth, and use this information to inform our instruction and support students in whole and small group lessons. The following are guidelines for use of assessments at Walnut Bend:

-Renaissance Universal Screener: All teachers will participate in the administration of this screening at BOY, MOY, and EOY. The data will be used to document student growth over the year, and will inform the placement in grade level intervention programs and progress monitoring needs.

-Formative Assessments: These are assessments FOR learning. These provide information on student learning of lessons and to provide students with feedback on their progress. These can take the form of exit tickets, written explanations, games, individual and group activities, online polls, etc. and will be used to provide teachers and students with information on next steps in the learning process or



progress toward goals. Students are encouraged to show their learning in multiple ways and share those through student portfolios as snapshots in time of the learning process. These can be steps along the path of a project, audio or video recordings of explanations, etc. We do not encourage a one-size-fits-all method of assessment at all times, and strive to foster student agency (voice, choice, and ownership) along the path to learning. We do not encourage use of this kind of data as a grade but as tools for giving feedback and making instructional adjustments.

-Summative Assessments: These are assessments OF learning. These are planned assessments that are given after instruction and formative assessments when students have had adequate time, instruction, and opportunity to develop the skills and concepts. These can take the form of grade level common assessments, IB end of unit assessments, and TEKS-based snapshots and benchmark testing

-Benchmark Running Records: ALL Walnut Bend students will be given the DRA assessments at BOY, MOY, and EOY. Listening to students read and comprehend on an individual level is vital to improving students' reading skills.

-Online program assessments: Walnut Bend will utilize the BOY and EOY assessments in Imagine Literacy and Learning, Imagine Math, ST Math, and Mentoring Minds Think Up! online programs as measures of students' starting points, and will review progress and reports across time to inform student growth and support the teachers' planning process for whole and small group instruction.

-Philosophy of goal setting, data tracking, monitoring growth, and celebrating achievement: At Walnut Bend, we know and embrace the fact that all students come to us with unique sets of learning experiences, and at different places on the learning path. The idea of a homogeneous classroom is a myth. Students are all different and their learning plan should be developed with those ideas in mind. The aforementioned assessments and pictures of their learning progress will be used as benchmarks of progress, and students and teachers will be encouraged to strive for growth from wherever their starting point, monitor that growth, and celebrate accomplishments of goals. These are lifelong skills and habits that will lead to continued learning along the way. With that in mind, our students and teachers will set individual goals and work toward the achievement of those goals. They will monitor and track progress. An environment of encouragement will be fostered in every classroom, and students will motivate and uplift each other along the learning path. These will take the forms of tested data points and student portfolios over time that include projects, photographs, written pieces, etc. It is our goal that students have varied opportunities to demonstrate their learning and develop many different skills for presenting knowledge.



## **Grading**

Unlike the spring closure when most of the curriculum has been taught and students had little time to prepare for the virtual platform, grades will be taken during every grading cycle and will count toward overall averages for the semester and the school year. Teachers will measure progress based on the submitted work. Per HISD's instructional continuity guide, students participating in virtual learning will be help to the same grading guidelines as students receiving instruction on campus upon our return. Two grades will be taken each week in each content area and posted weekly. Parents will be able to see their student's grades in The Hub and on HISD Connect Parent Portal. Grades will be taken during every grading cycle of the school year, and all will be used in calculation of final grades.

## **Intervention Support**

Regular assessments and Small group instruction time will be our most effective ways of determining student progress and gaps in their learning. Walnut Bend staff will continue to provide intervention support for students who need additional instruction to meet grade level expectations.

Through school assessments and performance with the teacher, students will be identified for additional intervention support. Teachers will be our first responders with small group content area instruction. Walnut Bend has once again engaged the services of Literacy Now, who will work with our 1<sup>st</sup> and 2<sup>nd</sup> grade students most in need of reading interventions. Mrs. Hansen will be monitoring and supporting students identified with dyslexia and those identified for Tier 3 supports. Mr. Jimenez will be monitoring our data and providing teachers and students with math intervention support. In addition, a team of hourly lecturers and retired Walnut Bend teachers will be providing intervention support for students in 1<sup>st</sup>-5<sup>th</sup> grades.

Online program support through Imagine Language and Literacy, Imagine Math, and ST Math provides individualized lessons based on students' performance on the activities in the program. Work in these systems is considered Tier 2 and 3 intervention and must be completed with fidelity and taken seriously by students and adults.

Additional plans for before or after school tutorials, Saturday learning camps, and other methods of intervention will be planned across the year as data is gathered and the needs arise.

As needs arise for a team approach to interventions, our IAT will support teachers' work with our students by providing additional ideas for support and steps toward continuous improvement. Responses to interventions will be documented and shared with the team with the goal of providing necessary supports in the general education setting for students to grow and learn. When students are identified with stagnant growth in academics or behavior, the teacher will present the student's data to the team, and will bring hard facts as evidence of the need for support.



## **Special Populations**

Students with special needs will continue to receive virtual services, accommodations and modifications as required by their IEP or 504 Plan. ARD and 504 committees will continue to meet on schedule to determine unique needs and services for our students on schedule. Parents will continue to be involved in this process through virtual meetings and will receive digital copies of all paperwork. Gifted and Talented students will be placed in classrooms with a cohort of other GT and high achieving students and will be taught by teachers who are trained in GT services and accommodations for students. Our IB PYP curriculum is designed to provide students opportunities to build their thinking skills and knowledge in an inquiry-based manner, with lots of choice in how they express themselves and demonstrate their progress. This method gives students with all academic needs an environment designed to let them soar and grow from their unique starting points.

## **Attendance**

A regular schedule is in place to provide school-like consistency and plan out the length of time assignments and activities should take. Students will have a specific learning plan for their day that will build in all the components of the work they need to do.

School attendance is mandatory. There is flexibility built into the attendance policy, but please understand, the best way for our children to get back to the school routine and thrive in their academic growth will be to adhere to the daily schedule given by the teacher.

In order to be marked “Present” for the day, students must meet the following requirements:

- Meet with teachers and classmates on Teams for face-to face lessons in whole and/or small group sessions
- Sign into The Hub and complete work assignments
- On occasion if students are unable to submit assignments in The Hub, they can submit work to the teacher by email, photos, or even through a phone conversation.

The child will be marked “Absent” at 2:30 if they have not been able to complete these steps. However, we do understand that sometimes schedules will not permit this to happen. Therefore, the daily absence will be resolved if the students completes these steps by 11:59 PM on the SAME DAY it was assigned.

- Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m of the same day via the HUB. Any absences recorded but resolved by the student before 11:59 p.m on the same day will be reconciled based on login records of the HUB.



- State law TEC §25.092 and Houston ISD Policy requires students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.
- If a student is engaged in remote learning and completes the entire week's worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday only and counted "absent" for Tuesday-Friday.

### **Campus Communication Plan**

Communication with families is critical to ensuring a partnership for student success. This is even more critical when working in a virtual environment. Walnut Bend will engage in the following methods of parent communication:

-Toddle: We will be transitioning to the use of Toddle as we work toward our International Baccalaureate designation. Toddle is a platform specifically designed for IB PYP schools and will be our platform for communicating to parents on an individual basis, for class communication, and for school wide communication from the main office. This will function through an app parents can get on their phone. ALL parents are expected to use this tool for communication and to keep abreast of the work being shared in their student's classroom.

-Email: All emails should receive a response within 24 hours, even if that response is to ask for more time to find out the answer or determine a course of action.

-Website/Newsletter/flyers: Class or grade level websites, newsletters, and flyers will be sent by the classroom teachers to maintain communication. These will be designed to share classroom information, celebrate student accomplishment, and give information on upcoming events. A monthly school wide newsletter will be posted at the beginning of the month with similar school wide information.

-REMIND: The Remind app will be used by teachers for quick texts or reminders to keep open communication between teachers and parents. It will send texts to your phone and doesn't require you to use the app.

-Social Media: Our school maintains a social media presence on each of the major sites and regularly posts photographs and important information for parents and the community. Look for and join these sites for additional communication:



FaceBook: Walnut Bend School of Environmental Sciences

Instagram: walnutbendes

Twitter: @WalnutBendES

-Grades: Posted grades are available for parents to view on Parent Connect. Teachers will update posted grades weekly. Progress reports will be sent home in the 3<sup>rd</sup> week in the grading cycle and report cards on the six-week calendar determined by HISD. Parents are expected to review grades weekly with their students from Parent Connect and communicate any concerns to teachers. Report card grades should never be a surprise to anyone.

### **Student At-Home Learning Expectations**

Parents must complete the HISD parent course “Introduction to Virtual Learning.” This short course will give valuable information about student expectations and the technology platforms we will be using.

Create a learning space for the student(s) that will be relatively free from interruptions and will provide a consistent place to keep their school materials. Consistency is key to organization and academic progress.

Students are expected to participate in live instruction through the Microsoft Teams platform. Class meetings, whole group instruction, and small group interventions are scheduled on this system.

Students are expected to be awake and dressed and ready for school when class starts. Please make sure they have already eaten their breakfast, as no food or drinks should be allowed around the electronic equipment. Establish daily routines for engaging in learning.

Students are expected to read at least 30 minutes every day! This is the single most important way parents can help their student succeed!

Students are expected to complete assignments in The Hub EVERY DAY. Because of the attendance requirements of the Texas Education Agency, participation in The Hub on a daily basis will determine our attendance as a school and a district. Work will be posted daily and must be completed daily to qualify for attendance on that day. Make up work will be expected if a student is sick, but no attendance credit will be given for the missed day.

Students are expected to do their best work at all times. Work should be done honestly.

Parents are expected to monitor students’ participation. However, it is important that parents allow students to complete the work on their own. Our teachers must be able to see their mistakes to understand how to plan further instruction to fill gaps.



Parents are expected to monitor HISD Connect to see how their child is progressing. Report card grades should never be a surprise.

## **Technology**

Students need access to a laptop, desktop, Chromebook, or tablet and reliable internet to access the course requirements and complete their work. A cell phone is NOT adequate to engage with these platforms. Work completion becomes very frustrating when trying to complete it on a phone.

HISD is committed to ensuring that all students have adequate technology equipment to engage in virtual learning. Walnut Bend has already checked out over 200 devices to our students. We are in the process of gauging need and securing enough devices for our students by September 8, 2020, when we will begin our 2020-2021 school year. We will contact families for opportunities to pick up equipment.

Students need access to internet services. If not available in the home, HISD will provide Hot Spots to students in need.

Students are HIGHLY encouraged to have a set of headphones with a microphone to engage in their virtual learning. This is necessary for working in Imagine Language and Literacy as they will record themselves reading for assessments. In addition, they allow them to hear live lessons better and diminishes the rest of the background noise of the home for the child and all others on the call.

When students are in a live lesson, cameras should be on and the student's actual name should be displayed. They will sit attentively and give the same effort they would in the classroom. No other devices, toys, or distractions should keep them from engaging in the lesson.

Students and families are responsible for the care of the equipment they have borrowed. You are responsible for reporting lost or damaged equipment to the school office. Lost equipment will be disabled, and damaged equipment must be returned to the school so we can determine repair needs.

Students needing tech support can contact the school or HISD for help with systems and equipment.





Walnut Bend will be using the following systems to provide our virtual education to the students:

-Microsoft Teams is the district-approved platform for our live interactions with students. Teachers will hold regularly scheduled meetings with students and will establish times they can be contacted through this system. Zoom will not be used for daily instruction. Microsoft has been upgrading the Teams system to accommodate online learning, and will be rolling out more features as time goes on. It is available through HISD @ H.O.M.E. and provides a secure communication between teachers and students as well as collaboration between staff members. The HUB will be used as the district's learning management platform. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to log in to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders.

**MICROSOFT TEAMS**

<p><b>BE ON TIME</b></p> <p>Wake up early Log on a few minutes before class</p> <p>hi</p>	<p><b>BE IN A QUIET PLACE</b></p> <p>Find a quiet place Check your surroundings</p>	<p><b>BE PREPARED</b></p> <p>Computer is charged Camera is on Use headphones if you have them</p>
<p><b>PRESENTATION</b></p> <p>Wear appropriate clothing Sit up straight Be in Camera view</p> <p>SEAL OF APPROVAL</p>	<p><b>MUTE YOURSELF</b></p> <p>Mute yourself when your teacher or another student is talking</p> <p>is this thing on?</p>	<p><b>PARTICIPATION</b></p> <p>Be focused Be attentive Be an active participant</p> <p>TRUE DATA!</p>
<p><b>CHAT RESPONSIBLY</b></p> <p>Raise your hand to speak Type your question in the chat box</p> <p>ME ME ME</p>	<p><b>COMMUNICATION</b></p> <p>Speak clearly Look up when speaking Stay on topic (no side conversation)</p> <p>EXCELLENT!</p>	<p><b>BE RESPECTFUL</b></p> <p>R-E-S-P-E-C-T Be kind Be considerate</p> <p>Stay BUDDEN</p>



<p><b>STAY ORGANIZED</b></p> <p>Use the weekly agenda to check assignments.</p> <p>Stay in contact with your teacher.</p> <p>Stay on top of tasks.</p>	<p><b>HAVE A SCHEDULE</b></p> <p><i>I NEED A BREAK</i></p> <p>Have a routine</p> <p>Work on a little bit every day</p> <p>Take lunch breaks and body breaks</p>
<p><b>BE SMART ONLINE</b></p> <p>Be digitally responsible.</p> <p>Keep your personal info private.</p> <p>Only click links from your teacher.</p>	<p><b>CHECK MESSAGES</b></p> <p><i>I'M ON IT!</i></p> <p>Check the google classroom stream.</p> <p>Check your Emails.</p> <p>Check the due dates.</p>
<p><b>CHAT RESPONSIBLY</b></p> <p>Remain scholarly when chatting.</p> <p>Only reply once to questions on the stream.</p>	<p><b>ASK FOR HELP</b></p> <p>Ask for help from your teacher if you are confused.</p> <p>Ask an adult at home for help.</p> <p>Schedule a tutoring session with me.</p>

-The Hub is a learning tool like Google Classroom and Teams Classroom. Teachers will use this as the daily interface to give students assignments. Other online tools can and will be used and links will be embedded into The Hub to make access easier for students and families.



-Imagine Language and Literacy, Imagine Math, and ST Math are individualized online learning systems that assess students, place them in appropriate lessons to fill in instructional gaps, and monitor progress for additional instruction. Our teachers frequently monitor student progress on these systems through reports and adjust small group instruction appropriately to allow students to continue to move through the online lessons.



-Other technology tools will be used within these platforms. Students will be able to click on the links in The Hub to access additional tools. This will keep everything easily accessible for students in one place.



## **In-Person Work and Instruction Wellness and Safety (Subject to changes and additions per the direction of the CDC, TEA, and HISD)**

Minimal staff began working on campus on August 10, 2020 to facilitate registration and technology distribution. The nurse or trained designee will monitor temperature each morning and complete the symptoms and exposure checklist.

In-person instruction on campus is scheduled to begin on October 19, 2020, and that date and the specifics will be determined by Covid-19 conditions.

Students may have alternating schedules where they will be on campus and/or learning virtually from home in order to accommodate the required physical distancing.

HISD maintenance department will be coming into every school and reconfiguring classrooms with desks to accommodate the required physical distancing of six feet between desks. Students and staff must maintain this distancing at all times. Reminder signs and floor markers will be placed throughout the building. All students and staff will be required to wear masks and/or shields throughout the day. Special education staff, custodians, and clinical staff will be required to wear a mask, shield, gown, and gloves each day.

### **Entering and Exiting the Building**

Entry screening will be conducted by the school Wellness team.

The Campus Wellness Team will consist of ten members and will be responsible for campus entry screening protocols, implementing HISD Re-Opening procedures, and for face-to-face learning and communicating with staff, students, and parents. To prepare for face to face learning, the wellness team will meet weekly to develop campus procedures. The committee members are:

- Michele Dahlquist, Principal
- Becca Pfeifer, Teacher Specialist
- Tigist Wiggins, Teacher Specialist
- LaDonna Wynn, Teacher Specialist
- Edgar Jimenez, Math Interventionist
- Penny Blair, SIR
- Sareia Ibrahim, Front Office Clerk
- Veronica Aldana, Wraparound Resource Specialist



- Fatmeh Abu Saif, Teaching Assistant
- Karin Hansen, Reading Interventionist

Arrival and dismissal will be staggered by grade level to accommodate physical distancing. Students should not bring anything to school with them. Students must enter alone at arrival and parents must wait in their cars for students to meet them at dismissal. Everyone will be screened for temperature (under 100 degrees,) symptoms, and exposure to someone who has tested positive for Covid-19. If necessary, students will be isolated, sent home, and referred for medical care.

Once students have been screened, they will be provided a mask that must be worn throughout the day. They may wear their own masks if desired, provided they are clean and school appropriate and meet the guidelines of covering their nose and mouth. Bandanas may not be work in lieu of a mask. Teachers and students may also use a shield. Students who do not adhere to the mask policy will be encouraged to do so, will be informed of the reasons behind the rule, but continued refusal will be dealt with through parents and school consequences as this is a health and safety matter.

Visitors will be allowed on campus by appointment only on an essential basis. All visitors must wear a mask and be screened before entering the building. All meetings will take place virtually. Lunch visits are prohibited. Non-essential deliveries of food, personal items, homework, or supplies are prohibited. Please plan ahead to ensure your child has everything needed when they arrive or they will do without them until the next day.

Parents are strongly discouraged from making appointments during the day and picking up students before their dismissal time. Please avoid this if at all possible. In the event that a student must get picked up during the day, parents will ring the bell outside, and students will be delivered to them. Late arrivals and early pick-ups should be avoided.

### **Dress Code**

HISD has relaxed the uniform policy for this year based on the circumstances we are all experiencing. Students may wear clean, school-appropriate jeans or pants that are not oversized, ripped, or torn. Dresses, skirts, or shorts must be no shorter than 2" above the knee. Shirts must have sleeves and cover the chest and midriff areas. Please make sure all clothing is school-appropriate. No yoga pants or leggings, unless covered by a length-appropriate dress, skirt, or shorts. Pajamas may be worn on announced special days only. Students must wear closed-toe shoes for safety. Further dress code advice is available in the school handbook.



## **Nutrition**

Students will receive free breakfast and lunch at school, and it will be pre-packaged according to district safety guidelines. All meals will be served in the classrooms.

## **Daily Routines**

Students and staff will be encouraged to communicate using no-touch greetings. Students will remain in their classrooms during the day and teachers will rotate as needed to accommodate teaching teams and enrichment classes. Breaks will be given per a schedule, either outside or in the classrooms.

Students and staff will not be sharing materials, supplies, equipment, and other items unless absolutely necessary. It will be important for all students to have their own supplies to keep at their desks. If unavoidable, shared items will be sanitized by the recipient and the lender. If classroom items are shared, they will be covered and/or sanitized between uses. All offices and classrooms will be provided with enough soap, sanitizer, and disinfectant to accommodate frequent cleaning and stock will be replenished regularly. High touch areas such as restrooms, main offices, early childhood classrooms, common areas for employees, copy machines, door handles, etc. will be sanitized hourly.

Plexiglas shields will be used in spaces where 6 feet distance cannot be accommodated, such as the small group instruction table.

Strict restroom protocols will be in place. Restrooms will be monitored to limit occupancy and will be sanitized hourly. All students will need their own water bottle each day. It can be a disposable or refillable bottle. Water fountains will not be used.

Classrooms will be sanitized daily following the guidelines established by the Centers for Disease Control. Teachers and students will wash their hands and/or use sanitizer throughout the day.

Extracurricular activities, Eagles Nest, and extended day academic interventions will follow the same safety protocols as are required during the school day.

Student assemblies and field lessons will be postponed or held virtually until such time as it is safe to hold them in person.

Emergency drills will continue as required by law. Procedures will be amended to allow for physical distancing and staggered exits during drills, but students will be instructed how to proceed in an actual emergency.



## **Suspected Illness**

Please notify the school nurse or main office immediately if your child has been exposed to Covid-19 or has a suspected or confirmed positive result for Covid-19. Our school nurse must complete a report form for each case and submit to the HISD Health and Medical Services Nurse Manager.

Students or staff who become ill during the day will be isolated in an area on campus until the nurse can examine and students must be picked up immediately. Please have a back-up plan in place for times you may be unavailable. The isolation area will be supervised and stocked with masks and sanitizer. It will be thoroughly cleaned each day.

Areas that were exposed to Covid-19 will be closed for cleaning and disinfection per the protocols established by the Centers for Disease Control.

## **School Closures**

The teachers and administrative staff at Walnut Bend are working together to be intentional about our in-person instruction. The pandemic will create situations where a student, a teacher, or multiple members of our school community may become ill. Classroom closures, district closures, and/or isolated student and staff quarantines will require a seamless transition between school and home learning. We are planning for instruction that will allow students and teachers to carry on if the need arises for short returns to virtual instruction. Should a school need to close due to Covid-19 exposure, HISD Operations will determine the timeline for deep cleaning and sanitizing based on school size and amount of exposure.

## **Social and Emotional Needs**

Social and emotional support will be offered to students throughout the day through their connections, interactions, and building relationships with those teachers they interact with on a daily basis. This can be a scary time for our students, and we want them to feel loved and comforted when they are in our care. Additional support is available through our Communities in Schools case manager, Ms. Olaya, and our Wraparound Resource Specialist, Ms. Aldana. In addition, Literacy Now will be continuing or Lunch Bunch program for students to interact with mentors on a weekly basis. Additional needs can be communicated to Mrs. Dahlquist and the leadership team for support and guidance.

