

VIRTUAL BABARA BUSH ELEMENTARY
Parent Handbook: Learning Continuity Plan
2020 – 2021



“The Year of Flexibility”

**Barbara Bush Elementary
Learning Continuity Plan
2020 – 2021**

Virtual Daily Schedule Template – Asynchronous Instruction

Asynchronous instruction in HISD includes a mix of synchronous and asynchronous instruction.

7:30 – 8:00	Synchronous (live) whole group lesson starts with homeroom class
8:00 – 11:00	Synchronous (whole and small groups) and Asynchronous Learning
10:00	Attendance
11:00 – 11:45	Family Lunch
11:45 – 2:30	Synchronous (whole and small groups) and Asynchronous Learning
2:30	Attendance
2:30 – 3:00	Family Recess

- Ancillary classes for 20 minutes daily.
- Synchronous learning will include whole class and small group **live**, at a **specific time** sessions.
- Asynchronous learning is accessed via the HUB, Imagine Literacy, and Imagine Math and can **happen at any time**.
- Small group sessions provided by teachers along with additional time with teacher assistants and/or math interventionist. These are synchronous live lessons at a specific time.

Learning Continuity Plan

- TEAMS is the communication platform.
- Teachers will deliver **asynchronous** instruction via the HUB, while using Microsoft TEAMS to facilitate short **synchronous**, direct, and small group instruction via TEAMS.
- Teachers will share teacher specific daily schedules at the virtual Ice Cream Social along with virtual classroom expectations.

Parent Communication

- Weekly Paw Prints – Emailed to parents weekly with general school information
- Weekly Teacher/Grade Level Newsletter – Emailed to parents weekly with specific grade level information

Front Office and Teacher Availability Hours:

Front office hours – 7:30 a.m. – 3:30 p.m. **281 368-2150**

Teacher duty hours – 7:30 a.m. – 3:15 p.m.

ELEMENTARY SCHOOL INSTRUCTION OVERVIEWS

PK Instruction Overview (7:30 a.m – 3:00 p.m)

Subject Area	Activities
ELA	<ul style="list-style-type: none">• Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Team per week.• Students complete Master Course or other work as assigned by teachers independently• Teachers provide opportunities for small group instruction
Math	<ul style="list-style-type: none">• Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.• Students complete Master Course or other work as assigned by teachers independently• Teachers provide opportunities for small group instruction
Science	<ul style="list-style-type: none">• Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via teams per week.• Students complete Master Course or other work as assigned by teachers independently• Teachers provide opportunities for small group instruction
Special Areas (Art, music, PE, and LOTE)	<ul style="list-style-type: none">• Teachers facilitate at least one to two 15 min live class interactions with students via Teams per week.• Students complete work independently as assigned by the teacher• Teachers provide opportunities for small group instruction

ELEMENTARY K-5 INSTRUCTION (7:30 A.M – 3:00 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> • Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. • Students complete Master Course or other work as assigned by teachers independently • Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> ○ Reading options include Myon, MackinVia and HPL • Teachers provide opportunities for small group instruction
Math	<ul style="list-style-type: none"> • Teachers facilitate short, synchronous live whole class interactions (short synchronous instruction, SEL, etc.) with students via Teams per week. • Students complete Master Course or other work as assigned by teachers independently • Teachers provide opportunities for small group instruction
Science	<ul style="list-style-type: none"> • Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week. • Students complete Master Course or other work as assigned by teachers independently • Teachers provide opportunities for small group instruction
Social Studies	<ul style="list-style-type: none"> • Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week. • Students complete Master Course or other work as assigned by teachers independently • Teachers provide opportunities for small group instruction
Special Areas (Art, music, PE, and LOTE)	<ul style="list-style-type: none"> • Teachers facilitate short synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week. • Students complete other work as assigned by teachers independently • Teachers provide opportunities for small group instruction

Learning Continuity Plan (LCP) Introduction

The new Learning Continuity Plan expands upon the current HISD @ H.O.M.E. system with the objective of providing additional guidance and support for an extended period of closure. This plan clarifies the roles of teachers, students, and families relative to the implementation of remote instruction, as well as content delivery options. The plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week. In addition, information is provided on available resources for students and teachers during remote instruction.

This Learning Continuity plan includes operational and instructional systems to keep the district moving during interrupted schooling. The key goal is to keep instruction at the forefront for all students. Houston ISD will be implementing an asynchronous instructional model and provide short synchronous live support during extended periods of closure. Teachers will provide live support and intervention in accordance with the asynchronous model. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, tablets, iPads, and smartphones. Students will have the opportunity to complete the assigned work at their own pace with guidance and will also have access to an instructional support schedule from their classroom teacher that is predictable and sufficient. Special populations are addressed to meet the specific needs of students who require additional support in all academic areas.

Microsoft Teams is the district's digital platform that offers virtual communication and collaboration, which is available through HISD @ H.O.M.E., that 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 and the curriculum department. 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.

Families have opportunities to access resources to continue to meet students' non-academic needs during school closures. The HISD Department of Social and Emotional Learning will provide online lessons, activities, and videos that students and parents can engage in at home to support non-academic needs.

Teachers' Roles and Responsibilities

- Create a sufficient, instructional support schedule in which teacher interactions are predictable so that students know how and when to interact
- Schedule teacher availability for students, in advance, that is predictable and clearly defined for student progress
- Provide students with clear means to engage with daily instructional resources and activities
- Develop and provide engaging lesson plans at least once a week in advance
- Ensure the engagement of academic work is equivalent to the engagement over a normal school year
- Provide student feedback weekly including next steps or necessary remediation to improve student performance
- Post instructional resources and materials on the HUB
- Ensure students can access instructional resources and materials when needed
- Check email daily and respond within 24 hours
- Update grades & provide student feedback weekly
- Meet weekly for professional learning communities (PLCs) with colleagues
- Complete required virtual and program specific professional development
- Follow student IEPs regardless the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE)
- Communicate with the Office of Special Populations regarding services provided to students' progress, growth and concerns regarding services provided

Students' Roles and Responsibilities

- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Complete and submit assignments on time
- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by your teachers
- Know how to navigate access and navigate online resources
- Complete independent reading goals

Parents & Guardians Roles and Responsibilities

- Learning at home can be a balancing act. However, establishing a routine will help students be more successful in their learning
- Provide an appropriate learning space for the students when possible
- Communicate any instructional needs to the campus such as a lack of device or internet connection as defined in the campus communication plan
- Consistently monitor campus and district communication for continuous updates via callouts and websites.
- Maintain communication with teachers as needed
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.
 - Some questions that might help spark a conversation include:
 - Were you able to complete all the assigned activities?
 - What did you learn/practice/read today?
 - What was easy or challenging for you?
 - Do you have any questions for your teacher?
- Monitor student time on task and encourage physical activity and/or exercise.

Technology Systems to Support Continuity of Learning

During the remote operation of schools, teachers and students will use district adopted platforms to communicate and provide instruction. Microsoft Teams will be used to provide instructional support and host live class meetings with students. The district's adopted learning management system (LMS), the HUB (It's Learning), will be used to host, deliver, and manage content, instructional resources, and student assignments. The HUB will also be used to monitor student engagement and progress.

Teachers and students can use Microsoft Office 365 Suite and Google for Education Suite (G-Suite) to access a variety of productivity tools to enhance communication and support the creation of instructional content, resources, and other essential elements for the learning process. In addition, HISD's Digital Resource page provides a variety of adopted educational resources that support student learning. Parents can access student information and communicate with teachers via HISD Connect.

Asynchronous Learning

- Self-guided, independent student learning
- Can happen at any time
- Self-paced personalized activities via the HUB
- Imagine Math and Imagine Literacy



Synchronous Learning

- Teacher delivers short increments of whole group and small group instruction
- Teacher Assistant/Interventionist delivers small group instruction
- Happens at a specific time



Overview of Technology Supports

	Office 365	Microsoft Teams	HUB	GSuite	Digital Resources	OnTrack & Renaissance	HISD Connect
Students	Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive	Attend live class meetings Communicate with teachers	Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule Monitor grades
Teachers	Access HISD email and communicate with campus administration Access Online Office Suite Access and Save Documents on One Drive	Create Teams Classes Conduct Live Class Meetings Communicate with Students	Share instructional resources with students Create assignments Monitor student progress	Access and save documents to Google Drive Create shared drives for department collaboration	Create and assign assignments from digital textbook Create ancillary assignments from resources	Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress	Input grades and attendance
Parents	Ability to provide students with support	Participate in Teams Meetings and Teams Live Events	Ability to provide students with support	Ability to provide students with support	Ability to provide students with support	Access data to provide students with support	Access student grades and attendance

Office 365

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

Use: Office 365 applications can be used for accessing email through Outlook and using the online versions of Microsoft products (Word, Excel, PowerPoint, OneNote & OneDrive).

You can also access Microsoft Teams online for online meetings and classes.

Microsoft Teams

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

Use: Microsoft Teams will be used as the District's platform for student communication. By Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and other communicative needs of students.

The HUB (It's Learning)

The HUB, also known as It's Learning, is the district's learning management system. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. Teachers can use the platform to create and grade assignments and share resources with colleagues and students.

Use: The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device and demonstrates mastery of a subject. Students can submit their assignments and projects, collaborate, and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

GSuite

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

Use: G-Suite can be used to collaborate, create, and edit files in real-time. It provides students with collaborative workspaces and access to an online storage system that can be shared and accessed across multiple devices.

HISD Connect Parent Portal

HISD Connect Parent Portal is an online service that allows registered users (i.e., parents and students) to log in to access a variety of student information, see class assignments and school calendars, and even communicate electronically with teachers.

Use: Users can also choose to have an e-mail or text message sent if a child's grades drop below a selected average or is absent or tardy to class.

Information that PSC provides access to includes:

- Period and Daily Attendance
- Class Schedules and Assignments
- Progress Reports
- Report Cards
- Parent and Student Resources

Content Delivery

Asynchronous Instructional Model

During the time that schools are closed, the District will make every effort to ensure that student education continues uninterrupted. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and instruction and will be implementing an asynchronous instructional model. Although the asynchronous model is the preeminent form of instruction to be delivered to students, short time increments of synchronous instruction will happen regularly as a part of the asynchronous plan.

- Student's learning experience is exceedingly self-guided with intermittent teacher interaction in which students engage in learning instructional material on their own time
- Students complete self-paced and personalized activities via the HUB and other district-provided digital resources (Imagine Learning, digital textbooks, etc.)
- Teacher delivers regularly short increments of synchronous instruction through the use of real-time, live instruction via Teams

Special Populations

Special Education @ H.O.M.E Support

HISD is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning and may include the ability to read text to students. Additionally, specific online platforms, such as Imagine Math and Imagine Literacy, provide individualized learning pathways tailored to each student's educational need. We recommend that your student log on to these digital tools daily. Special education students who receive their instruction in a general education setting with accommodations and in-class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.

Parents of students who are served by specialized special education programs (i.e. Preschoolers Achieving Learning Skills – PALS, Skills for Learning and Living – SLL, Preparing Students for Independence – PSI, Structured Learning Class – SLC, Behavior Support Class – BSC, Regional Day School Program for the Deaf – RDSPD, Student Opportunities for Alternative Redirection – SOAR and 18+ Transition Programs) will be contacted by your student's special education case manager (classroom teacher or campus department chairperson) to provide individualized support. Support for related services and other instructional needs, such as autism and behavior, occupational therapy (OT), physical therapy (PT), assistive technology (AT), deaf and hard of hearing (AI), visually impaired (VI), adapted physical education (APE), music therapy, and counseling, will occur in a virtual setting, contingent upon need and scheduling constraints and keeping within safety guidelines.

Special Education Students

- Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB or as determined by the student's IEP
- Access to MS Teams with non-disabled peers to the extent possible as determined by the student's IEP per the ARD committee.

- Access teacher, co-teacher, and/or paraprofessional as determined by the student’s schedule of services outlined in the IEP
- Access individualized curriculum and programs such as the Unique curriculum, Imagine Language and Literacy, Imagine Math as determined by the student’s IEP
- Access supplemental aids, accommodations, modifications, designated supports, assistive technology as determined by the ARD Committee and outlined in the student’s IEP. · Access video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education)
- Access virtual related services as determined by the ARD committee.

Parents

- Access to support with HISD Parent Connect and HISD@H.O.M.E.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Access to digital copies of student’s IEP and procedural safeguards.
- Access to the [*Parent’s Guide to the Admission, Review, and Dismissal Process*](#)
- Access to student’s special education support system such as a teacher, case manager, department chair or campus administrator.
- [Access to translation services](#)
- [Access to Child Find Services](#)

Resources

[Welcome to the Sped Learning at Home](#)

[Getting Started: Tips for Supporting Student Learning at Home](#)

[Instructional Accommodations Videos for Parents](#)

[Inclusive Learning Resources for Parents](#)

[Special Education at H.O.M.E. Resources for Parents](#)

[Parent Resources for Students in Special Education](#)

[Webinars for Parents and Teachers](#)

[Instructional Technology Support in English and Spanish](#)

[Sped Family Resources](#)

Special Education	
Students	<ul style="list-style-type: none"> ● Access instructional resources, lessons, and tools via HISD HUB, HISD @HOME, the Unique platform, and other approved platforms. ● Utilize Microsoft Teams for class meetings and short synchronous instruction, and submit assignments via the HUB, the Unique platform, and other approved platforms. ● Access and use modified or accommodated instructional materials or supplemental aids, designated supports, assistive technologies, related service providers, and autism and behavior support.
Parents	<ul style="list-style-type: none"> ● Attend virtual ARD meetings ● Access digital copies of IEP and procedural safeguards ● Connect with a special education teacher or special education department chair for special education services ● Access SPED Learning at Home google website ● Access Office of Special Education Services (OSES) instructional YouTube site

504 and Dyslexia

The 504 and Dyslexia teams will ensure implementation of Section 504 accommodations and support services to the greatest extent possible in order to provide equitable access to the educational program. The 504 and Dyslexia teams supports may include delivery of instruction virtually or telephonically, extensions of time for assignments, accessible reading materials, and virtual dyslexia services and/or online intervention resources according to the individual service plans. This plan was developed to support students, parents, and teachers navigating this unfamiliar territory and engaging in distance learning work to ensure learning continues and is uninterrupted.

	Section 504	Dyslexia
Students	<ul style="list-style-type: none"> ● Communicate with classroom teachers for accommodations/ support via MS Teams ● Access and use the accommodated instructional materials/supplemental aids, strategies, assistive technologies, behavioral supports as provided by teachers ● Attend virtual classes with the teacher via MS Teams and turn in assignments in the HUB 	<ul style="list-style-type: none"> ● Access Nessy.com and/or Neuhaus Academy with support of the dyslexia teacher ● Access and use accommodated instructional materials/supplemental aids, and strategies, assistive technologies which can be found on the dyslexia home page at Houstonisd.org/dyslexia Attend virtual interventions with the dyslexia teacher via MS Teams

Parents	<ul style="list-style-type: none"> Attend virtual 504 meetings Access to digital copies of 504 plans Communicate with the campus 504 coordinator for student accommodations Access support with HISD Parent Connect and HISD@HOME 	<ul style="list-style-type: none"> Communicate with the designated campus dyslexia interventionist for services Access Nessy.com and Neuhaus Academy with support of the dyslexia teacher Access to support with HISD Parent Connect and HISD@HOME Access parent webinars, accommodated instructional materials/supplemental aids, and strategies, assistive technologies; can be found on the dyslexia home page at Houstonisd.org/dyslexia
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ESL

The Multilingual Department is committed to providing supplemental support to campuses to address English learners' instructional needs as we operate via an asynchronous instructional model. Multilingual area office teams offer additional support to students, parents, teachers, and campus leadership teams to ensure learning continues and is uninterrupted.

English Learners	
Students	<ul style="list-style-type: none"> Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB Access English Language Development (ELD) lessons through the HUB Access Imagine Language and Literacy, and Imagine Math if assigned by the teacher
Parents	<ul style="list-style-type: none"> Access to support with HISD Parent Connect and HISD@HOME Communicate with the Language Proficiency Assessment Committee (LPAC) administrator via MS Teams, email or phone conversation Access to Home Language Survey in 16 home languages Access to LPAC administrator for program placement, approval/denial of placement Participate in virtual meetings with teachers about student's progress Access Multilingual Programs Department for more information <p>Resources TEA English Learner Guidance</p>

Interventions

The Office of Interventions and Virtual School Department are continuously working to provide online learning in a way that delivers supplemental instruction using internet-based technologies to learners who are not physically present in one location. Our efforts focus on extending our reach of tiered content to students, parents, and interventionists to ensure learning continues and is uninterrupted.

Interventions	
Students	<ul style="list-style-type: none"> Log into HISD’s portal to access Imagine Learning Support Access Imagine Language and Literacy and complete at least 60 minutes per week Access Imagine Math and complete at least 60 minutes per week. Secondary students will access lessons and submit assignments for intervention classes in Read to Achieve, Corrective Reading and/or Reading Mastery as assigned by teachers
Parents	<ul style="list-style-type: none"> Attend virtual IAT meetings and access digital copies of the IAT documents Communicate with the campus liaison to request for IAT referral and/or evaluation Contact campus designated support staff for assistive technologies, service providers and digital platforms Communicate with teachers through Teams and HISD Parent Connect Access Interventions Office website for current information Attend Imagine Learning Webinars

Gifted and Talented

The Gifted and Talented Department developed this plan to continue supporting online learning opportunities for our gifted scholars, parents, and teachers. Our goal is to ensure this learning environment is one that continues to foster academic growth and positive social interaction from a distance.

Gifted and Talented	
Students	<ul style="list-style-type: none"> Access G/T modified/accommodated instruction and submit assignments via the HUB.
Parents	<ul style="list-style-type: none"> Attend virtual GT meetings. Access digital copies of GT documents provided by teachers. Communicate with Campus GT Coordinator for GT services. Access supports via HISD Parent Connect and HISD@HOME.

Social Emotional Learning

Social Emotional Learning Department promotes the process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships

- making responsible decisions, and
- managing challenging situations constructively and ethically.

Students, Parents and Guardians

At home:

- Establish routines to help the scholar be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress.
Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health Let's Stay Connected Hotline @ 713-556-1340

Grading Policy

Students enrolled in remote instruction follow the same grading guidelines as in-person instruction. Teachers will take and record in TeacherGradePro 2 grades per subject, per week. Grades will be inputted each week.

Elementary schools will now be on a 6-week grading cycle just like middle and high schools. Grades will be taken during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class.

Attendance

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. State law TEC §25.092 and Houston ISD Policy still require 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.

Students can engage with their teacher though the following:

- Daily participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- Interaction with teacher via Teams as part of live or small group instruction.
- Students assignment submission via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

Bush Elementary attendance will be taken at 10:00 a.m. daily.

Teachers will update attendance at 2:30 p.m. if students have met an engagement requirement since 10:00 a.m., then the teacher will change the student to present (RA) Remote Attended. Teachers will contact parents if there has been no contact starting at 2:35 p.m.

This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. 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. At 7:30 a.m. the next morning, teachers will see if students were on the HUB. Teachers will email the registrar to have the absence changed to present. If the student, did not log onto the HUB, then the teacher will also let the registrar know so the office staff can call the parents.

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.

Technology Classes for Students

These introductory training sessions are to provide entry into the District's learning management system, the HUB, as well as other district resources for instruction and communication. Teachers will utilize these throughout the school year in alignment with the respective courses being taught.

Platform Topic	Required/ Optional	Timeline	Description
Intro HISD @ H.O.M.E. for Elementary Students	All ES Students (Required)	August 2020 and upon entry into District	Learn to access HISD resources such as the HUB, Teams, and HISD Email. Develop a learning plan with the help of your parents.
Using the HUB	All 1-12 grades students (highly encouraged)	August 2020 and upon entry into District	Learn how to use the HISD HUB to submit assignments, navigate courses, and install the HUB app on your phone or other mobile devices.