2020

# INSTRUCTIONAL CONTINUITY PLAN

**HISD**
@H.O.M.E.
HOME-BASED ONGOING
MOBILE EDUCATION

# HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOL BOARD

# COMMITTEE MEMBERS

| | | | |
|---|---|---|---|
| Theresa Rose | ...... | Principal, Bush ES | |
| Rebecca Busse | ...... | Teacher, Bush ES | |
| Angela Gonzalez | ...... | Parent, North | |
| Melissa Jones | ...... | Parent, South Area | |
| Tudon Martinez | ...... | Principal, Coop ES | |
| Kate Strempel | ...... | Teacher, Travis ES | |
| Ronni Molare | ...... | Teacher, Cook ES | |
| Rhonda Honore | ...... | Principal, Black MS | |
| Victoria Moore | ...... | Teacher, Hartman MS | |
| Orlando Reyna | ...... | Principal, Sugar Grove MS | |
| T. Bennett | ...... | Parent, Northwest Area | |
| Pablo Resendiz | ...... | Principal, Holland MS | |
| Steven Shetzer | ...... | Principal, Pershing MS | |
| Rebecca Hiatt | ...... | Teacher, BCM at Rusk | |
| Debra Campbell | ...... | Dean, Bellaire HS | |
| Alan Summers | ...... | Principal, Houston MSTC HS | |
| Michele Wagner | ...... | Principal, Wisdom HS | |
| Jennifer Simmons | ...... | Teacher, Wisdom HS | |
| Gretchen Himsl | ...... | Parent, West Area | |
| Monico Rivas | ...... | Principal Liberty HS | |
| Lori Lambropoulos | ...... | Principal Energy Institute HS | |
| Ruth Ruiz | ...... | Principal Milby HS | |
| Nalsy Perez | ...... | Director Curriculum - Math | |
| Nubia Parson | ...... | Manager, Interventions | |
| Martha Preston | ...... | Sr Mgr, Multilingual | |
| Veronica Trevino | ...... | Teacher, Park Place | |
| Andrea Moore-Bailey | ...... | Prog Spclst, Special Ed | |
| Doris Delaney | ...... | Conservator | |
| Alyssa Howell | ...... | Director, Sec, Math | |
| Stacey Court | ...... | IAT Manager, Interventions | |
| Brooks Straub | ...... | Director, Office of Chief of Staff | |

| | | |
|---|---|---|
| Jennifer Ertel | ...... | Director, Post Sec. Programing |
| Yvette Best | ...... | Sr Mgr, Special Ed |
| Jessica Chevalier | ...... | Director, Literacy |
| Geovanny Ponce | ...... | Area Superintendent, East |
| Kareene Harris | ...... | Manager, Interventions |
| Bertha Johnson | ...... | Prog Spclst, Special Ed |
| Sevasti Meloni | ...... | Manager, Post Sec. Programing |
| Lisa Reagins | ...... | Director, West Area |
| Yeromenko, Tetyana | ...... | Asst Sup, Leadership Development |
| Alicia Jolivette | ...... | Officer, Facilities |
| Tanya Pridgeot | ...... | Mgr, Information Technology |
| Betti Wiggins | ...... | Officer, Nutrition Services |
| John Wilcots | ...... | Gen Mgr, Transportation |
| Kevin Hodges | ...... | Mgr, Information Technology |
| Claude Cox | ...... | Director, A180 |
| Glenda Calloway | ...... | Asst Supt, Counseling & Compliance |
| Betty Garcia | ...... | Manger, Student Assessments |
| Gabriel Parshall | ...... | Manger, Student Assessments |
| Rodneeka Polk | ...... | Sr. Manager, Behavior Interventions |
| Keyana Williams | ...... | Sr. Manager, Behavior Interventions |
| Jocelyn McDonald | ...... | TDS, A. Instructional Technology |
| Raul Alanis | ...... | Manager, A. Instructional Technology |
| Khyati Sanjana | ...... | TDS, A. Instructional Technology |
| Rene Flores | ...... | Manager, A. Instructional Technology |
| Michele Herod | ...... | TDS, A. Instructional Technology |
| Diane Ellis | ...... | TDS, A. Instructional Technology |
| Sherita Neal | ...... | TDS, A. Instructional Technology |
| John Amenson | ...... | TDS, A. Instructional Technology |
| Jerome Hurt | ...... | TDS, A. Instructional Technology |
| Adrian Acosta | ...... | Director, A. Instructional Technology |
| Felicia Adams | ...... | Officer, A. Instructional Technology |

# HISD INSTRUCTIONAL CONTINUITY PLAN

## Table of Contents

# INTRODUCTION

The new Instructional 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 administrators, 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 Instructional 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.

Finally, we have included information about daily attendance procedures so that you will know what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure that students are clear on what is expected of them. Teachers will provide weekly student feedback on student performance and monitor students' progress toward proficiency in skills and content.

# ROLES AND RESPONSIBILITIES

## PRINCIPAL

- Establish clear expectations for campus procedures for online learning aligned with the HISD Instructional Continuity Plan
- Communicate with the central office on a weekly basis to ensure alignment of resources
- Hold weekly meetings with staff and the leadership team
- Communicate on a weekly basis with the community via website, email, and social media
- Principal or principal designee (or Leadership Teams) will check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Monitor attendance, grades, and interventions
- Complete required online professional development (see schedule below)
- Establish a virtual learning schedule for remote instruction
- Student online discipline should be addressed according to the district's student code of conduct.

## LEADERSHIP TEAM

- Use the school communication template located in **Appendix D** and include the following information:
    - List of points of contact for parents, students, and staff members
    - School schedule that covers school hours, faculty meetings, and community meetings
- Appraisers check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Check email daily and respond within 24 hours
- Attend professional learning communities (PLCs)
- Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state and federal guidelines.
- Complete required online professional development (see schedule below)
- Campus administrators will administer assessments as guided by the Student Assessments department

## TEACHERS

- Create a sufficient, instructional support schedule in which teacher interactions are predictable so that students know how and when to interact
- Construct and provide students with a course syllabus to convey goals, objectives, and class expectations Course syllabus needs to also include expected student progress for remote synchronous learning that is defined by day and tied to the overall course coverage
- 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 (see schedule below)
- 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
- Highly recommended that lessons are recorded when delivered to students

## COUNSELORS & DEANS

- Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis
- Establish a schedule for wellness checks for teachers and students
- Coordinators of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow program policies and requirements
- Communicate with the Office of Special Populations regarding services provided to students
- Complete required virtual professional development (see schedule below)

## TECH SUPPORT TEAM

- Coordinate distribution of devices through a standard process
- Provide technology support to teachers and students remotely or by appointment
- Provides clear direction to access support
- Provide guides and how-to documents on common processes
- Technology support for College level programs will be provided by the corresponding entity

## SPECIAL EDUCATION

- Communicate with the school leadership, teachers and parents regarding services provided to students
- Follow regularly established IEPs
- Facilitate virtual ARD meetings
- Complete required virtual professional development (see schedule below)

## LIBRARIAN

- Collaborate with the Academic Instructional Technology team to support remote instruction
- Assist students and staff with awareness and accessibility to digital resources
    - Databases
    - E-books and audiobooks
    - Websites and platforms
    - Virtual services and online opportunities (author talks, virtual field trips, HPL resources, etc.)
- Provide copyright guidelines as conveyed by Library Services for online read-alouds
- Circulate books and library resources prior to school closure (if possible) for use during at home learning
- Ensure books and library resources are retrieved in accordance with pandemic disaster recovery protocol, as stated in the Library Services handbook
- Conduct or provide access to online read-alouds that follow copyright guidelines per the publisher
- Complete required online professional development (see schedule below)

## NURSE

- Duties and responsibilities will be delegated by the office of Health and Medical Services
- Complete required online professional development (see schedule below)

## STUDENTS

- 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
- Students of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements
- Know how to navigate access and navigate online resources
- Complete independent reading goals

## PARENTS & GUARDIANS

- 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.
- Parents of students in College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) should ensure their students follow specific program coursework, policies, procedures, and requirements

# TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING

## ACTION PLAN

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 (itslearning), 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 (Appendix F). Parents can access student information and communicate with teachers via HISD Connect.

# OVERVIEW OF TECHNOLOGY SUPPORTS

| | OFFICE 365 | MICROSOFT TEAMS | HUB | GSUITE | DIGITAL RESOURCES | ONTRACK & RENAISSANCE | HISD CONNECT |
|---|---|---|---|---|---|---|---|
| **Students** | Access HISD email & communicate with teachers<br><br>Access online office suite<br><br>Access & save documents to OneDrive | Attend live class meetings<br><br>Communicate with teachers | Access and turn in-class assignments<br><br>Access instructional Content & Resources<br><br>Access Digital Resources | Access & Save Documents to Google Drive<br><br>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<br><br>Monitor grades |
| **Teachers** | Access HISD email and communicate with campus administration<br><br>Access Online Office Suite<br><br>Access and Save Documents on One Drive | Create Teams Classes<br><br>Conduct Live Class Meetings<br><br>Communicate with Students | Share instructional resources with students<br><br>Create assignments<br><br>Monitor student progress | Access and save documents to Google Drive<br><br>Create shared drives for department collaboration | Create and assign assignments from digital textbook<br><br>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 | MICROSOFT TEAMS | HUB | GSUITE | DIGITAL RESOURCES | ONTRACK & RENAISSANCE | HISD CONNECT |
|---|---|---|---|---|---|---|---|
| Campus Staff | Access HISD email and communicate with staff and central office<br><br>Access Online Office Suite<br><br>Access and Save Documents on One Drive | Create Staff Classes<br><br>Conduct live meetings with the leadership team, departments, and staff | Update the HUB campus page | Access and save documents to Google Drive<br><br>Create a campus shared drive to share resources | Ensure accessibility for all students and teachers<br><br>Monitor student progress | Create or assign assessments from campus or district level<br><br>Analyze reports for data driven instruction, students progress, & campus goals | Not applicable |
| Central Office | Access HISD email and communicate with campuses and central office staff<br><br>Access Online Office Suite Access and save documents on One Drive/SharePo- int | Deliver live professional development<br><br>Communicate with your department | Create asynchronous classes to offer professional development | Access and save documents to Google Drive<br><br>Create shared drives for department collaboration | Support campuses in implementation and use of Digital Resources | Deliver live professional development on authoring, reporting and acting on data to meet student needs. | Not applicable |

## 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.

**Where to get support:** Academic Instructional Technology Training
Microsoft Training for Office 365
Office 365 Tips for Students YouTube Playlist

## 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.

**Where to get support:** Academic Instructional Technology Training
Microsoft Teams Support
Microsoft Training for Office 365

## THE HUB (IT'SLEARNING)

The HUB, also known as itslearning, 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.

**Where to get support:** Academic Instructional Technology Training
itsLearning Support

## 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.

**Where to get support:** [Google for Education Teacher Center](#)

[Applied Digital Skills for Students](#)

## DIGITAL RESOURCES PAGE

HISD provides a variety of educational resources for students to access. The collection of resources is district approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools. Refer to **Appendix A** for the most up to date digital resources available.

**Use:** Students and teachers can gain access to the education material needed for their specific class. Students can also access assessment tools such as Ontrack and Renaissance as well as check out books from MackinVia and MyOn.

**Where to get support: HISD Technology Service Desk**

> **Phone:** 713-892-7378
> **Email:** servicedesk@houstonisd.org

# 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

**Where to get support:** HISD Technology Service Desk

>**Phone:** 713-892-7378
>
>**Email:** servicedesk@houstonisd.org

# 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, Achieve 3000, etc.)
- Teacher delivers regularly short increments of synchronous instruction through the use of real-time, live instruction via Teams

## DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT

Teachers will deliver asynchronous instruction via the district adopted LMS, the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction via Teams. Instructional materials will be designed and adapted for asynchronous instruction through various modalities of the LMS. To ensure instructional materials and content are coherent and logically sequenced to reinforce continuity of learning remotely, TEKS-aligned HUB courses will be organized in a logical format using the built-in Plans tool to allow students ease of navigation to support self-guidance of course materials. In addition, instructional materials will consistently reinforce concepts to ensure retention of knowledge for an asynchronous learning experience. Therefore, instructional materials and assignments will be broken up into weekly plans containing daily student expectations. Each weekly instructional plan should contain:

- **Overview Page:** The overview page will describe objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.
- **Clear and Explicit Directions:** Directions will be clear and explicit to support the asynchronous learning experience in which deadlines and rubric will be used for each task and/or assignment.

- **Assignments:** During remote learning students must complete and submit two assignments per week.
  - Provide additional opportunities to demonstrate mastery by revising or reassessing work.
- **Multiple Learning Paths:** Lessons and units that contain multiple learning paths to support the reinforcement of concepts to improve retention of knowledge that is based on student needs
- **Teacher and Student Interactions:** Opportunities for appropriate teacher-student and student-student interactions, that includes student feedback and reflection
- **Resources:** Instructions on how students can access resources that enrich the course content and assist in achieving mastery
- **Assessments:** Provide a variety of assessment opportunities that include student products. Assessments will ensure continued information on student progress remotely
- Addresses accessibility concerns through all course materials
- **Special Populations Support:** Plans should include instructional materials and resources that adhere to and support student accommodations and modifications to support students with disabilities and English Learners.
- **Adaptive Learning Activities:** Instructional materials should provide options to adapt learning activities that accommodate student needs
- **Check For Understanding:** Strategies and tools to check student understanding during small group instruction.

Students will have the opportunity to complete the assigned work at their own pace within the daily learning schedule set by their campus. Teacher supports might take the form one-to-one. Microsoft Teams calls, pre-recorded lessons, supplemental materials, or small group instruction via Microsoft Teams. Specialty programs including Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment, immersion, and dual language will follow their curriculum guidelines.

# PK INSTRUCTION (7:30 A.M – 3:00 P.M)

| SUBJECT AREA | ACTIVITIES |
|---|---|
| ELA | <ul><li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Team per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Math | <ul><li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Science | <ul><li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Special Areas (Art, music, PE, and LOTE) | <ul><li>Teachers facilitate at least one to two 15 min live class interactions with students via Teams per week.</li><li>Students complete work independently as assigned by the teacher</li><li>Teachers provide opportunities for small group instruction</li></ul> |

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

| SUBJECT AREA | ACTIVITIES |
|---|---|
| ELA | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Independent reading (15-30 minutes a day)<ul><li>Reading options include Myon, MackinVia and HPL</li></ul></li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Math | <ul><li>Teachers facilitate short, synchronous live whole class interactions (short synchronous instruction, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Science | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Social Studies | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |
| Special Areas (Art, music, PE, and LOTE) | <ul><li>Teachers facilitate short synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete other work as assigned by teachers independently</li><li>Teachers provide opportunities for small group instruction</li></ul> |

# MIDDLE & K–8 SCHOOL INSTRUCTION (8:30 A.M – 4:00 P.M)

| SUBJECT AREA | ACTIVITIES |
|---|---|
| ELA | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Independent reading (15-30 minutes a day)<ul><li>Reading options include MackinVia</li></ul></li><li>Teachers provide small group instruction</li></ul> |
| Math | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |
| Science | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Virtual science labs and demonstrations</li><li>Teachers provide small group instruction</li></ul> |
| Social Studies | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete Master Course or other work as assigned by teachers independently*</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |
| Electives | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |

# HIGH SCHOOL INSTRUCTION (8:30 A.M – 4:10 P.M)

| SUBJECT AREA | ACTIVITIES |
|---|---|
| ELA | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Independent reading (15-30 minutes a day)<ul><li>Reading options include MackinVia</li></ul></li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |
| Math | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |
| Science | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Virtual science labs and demonstrations</li><li>Teachers provide small group instruction</li></ul> |
| Social Studies | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li><li>Students complete Master Course or other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |
| Electives | <ul><li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li><li>Students complete other work as assigned by teachers independently</li><li>Provide writing opportunities within the content</li><li>Teachers provide small group instruction</li></ul> |

*College Level coursework live class instruction time will be determined by the teacher/professor/institution.

## PRINTED CONTENT DELIVERY

If students are unable to access their classwork electronically, printed copies will be made available. Teachers will need to document student engagement daily.

# STUDENT ASSESSMENTS

Ensuring academic progress for all students is essential to inform instructional practice for asynchronous instruction. The district has adopted Ontrack, Renaissance, and the HUB as tools to support systems to measure academic progress. The following forms of assessments will be used to assess and measure student academic progress:

## FORMATIVE ASSESSMENT

"Formative Assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics." (Popham, 2011). These assessments, also called assessments for learning, inform teachers' instruction and provide students feedback. Students and teachers can use formal and informal assessment methods to measure progress and gather evidence that impacts both student learning and instruction.

## TOOLS FOR FORMATIVE ASSESSMENT DATA

Formative assessment data can inform teachers' instructional decisions. When done continuously and systematically, the data acquired serves as a basis for feedback in helping to improve student learning. To maximize the power of formative assessments, students need to be clear on what the learning target is and have a clear understanding of exemplar products. Interventions and other support should be based on this data. As a result, the tools that we use are critical in ensuring we receive proper information to make the appropriate instructional decisions. Essential district tools include OnTrack, Renaissance, and the HUB. These are powerful tools that can yield much information on how to improve instructional practice when used appropriately.

## WHEN DO I USE THE RENAISSANCE UNIVERSAL SCREENER?

Renaissance is administered multiple times throughout the year to help identify students who might be at risk for learning difficulties and monitor for progress.

The universal screener is used to monitor every student's progress regardless of achievement levels. Students' grade-level scores compare their growth between assessment periods to their grade-level peers nationwide. Teachers and campus leaders use the universal screener to monitor the growth of students, both struggling and high achieving, making universal screener data meaningful for all students and their teachers. Renaissance may also be administered from home to support instructional continuity.

Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved student growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following Response to Intervention (RTI) protocols (Jenkins, Hudson, & Johnson, 2007). Beginning in 2017-18, HISD used the universal screener for math and reading for grades K-12 for three assessment administrations: Beginning of Year, Middle of Year, and End of Year.

# WHEN DO I USE FORMATIVE ASSESSMENT IN ONTRACK

## SNAPSHOTS & OTHER HISD AUTHORED ASSESSMENTS

All assessments tied to Texas learning standards or reading level (e.g., TEKS, Lexiles, and Fountas and Pinnell Guided Reading) are recorded on the district's assessment platform (OnTrack). HISD Curriculum provides a series of brief, curriculum-based Snapshot assessments and longer district level assessments (DLAs) throughout the school year. Snapshot assessments, corresponding rubrics, and other district created assessments, found in OnTrack, are to be entered on the same platform. These district-level formative assessments are intended to support effective teaching and learning and to complement teachers' regular program of ongoing formative assessment with their students. The OnTrack platform supports full paper and online test administration options. OnTrack assessments may be administered in a home setting to support instructional continuity. The platform is device agnostic and can be taken by any device that uses a Chrome browser. *OnTrack allows teachers to track TEKS over time and triangulate multiple sources of data and should be the primary tool used for formative assessment.*
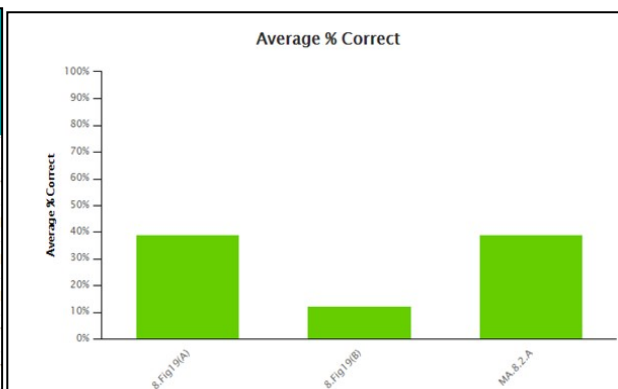
## CAMPUS–LEVEL ASSESSMENTS

Campus-level assessments such as common assessments, rigorous exit tickets, and other standards-based tests and quizzes are an integral part of curriculum and instruction. As outlined in PL-2 and PL-3 of the HISD Instructional Practice Rubric, effective teachers use evidence of learning (assessment) to inform what they teach (the curriculum) and how they teach (instruction). When teachers use backwards lesson design to select or develop assessments that accurately measure student mastery of unit objectives, they ensure that they teach what matters most.

| Item # ▲ | Student Expectation ⬍ | Process ⬍ | Type ⬍ | % Correct ⬍ | Correct Answer ⬍ | Incorrect/Partial Answers | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | MA.8.2.A | - | MC | 36.59 | Ⓑ | C - 24.39% | D - 14.63% | Omitted - 12.2% | A - 12.2% |
| 2 | MA.8.2.A | - | MC | 14.63 | Ⓓ | C - 34.15% | B - 29.27% | Omitted - 17.07% | A - 4.88% |
| 3 | MA.8.2.A | - | MC | 56.1 | Ⓐ | Omitted - 14.63% | D - 12.2% | C - 9.76% | B - 7.32% |
| 4 | MA.8.2.A | - | MC | 41.46 | Ⓓ | A - 17.07% | Omitted - 14.63% | B - 14.63% | C - 12.2% |

Effective assessments help both students and teachers gauge individual progress and build on strengths and address weaknesses. Therefore, students are given numerous opportunities to demonstrate their knowledge in many ways. Examples of campus level assessments are common assessments, rigorous exit tickets, performance products, rubrics, and other standards-based tests and quizzes given for the purposes of data analysis. When campus level assessments are done via OnTrack, teachers and campus leaders can have robust reporting capability to analyze student progress and mastery on student expectations across assessments.

| N/A | | | # of Standards Mastered / n ⬍ | % of Standards Mastered ⬍ |
|---|---|---|---|---|
| 8.Fig19(A) 📄 | 8.Fig19(B) 📄 | MA.8.2.A 📄 | | |
| # of Items: 1 | # of Items: 3 | # of Items: 6 | | |
| Performance Level ⬍ | Performance Level ⬍ | Performance Level ⬍ | | |
| 39.02 | 12.20 | 39.02 | | |
| Above Standard | Below Standard | At/Near Standard | 1/3 | 33.33 |
| Below Standard | Below Standard | Below Standard | 0/3 | 0 |
| Below Standard | Below Standard | Below Standard | 0/3 | 0 |
| Below Standard | Below Standard | At/Near Standard | 1/3 | 33.33 |
| Above Standard | Below Standard | Below Standard | 1/3 | 33.33 |
| Above Standard | Below Standard | Below Standard | 1/3 | 33.33 |



Average % Correct

## HOW DO I MANAGE ASSESSMENT IN AN ASYNCHRONOUS CLASSROOM ENVIRONMENT?

Guiding principles for remote assessment should include flexibility, generosity, and transparency during this time of change. There is no one solution for assessment that will meet all faculty and student needs. From this perspective, the primary concern should be assessing how well students have achieved the key learning objectives and determining what objectives are still unmet. It may be necessary to modify the nature of the exam to allow for the differences of the remote environment.

In thinking about online exams, and the current situation for remote teaching, we recommend the following approaches (in priority order) for adjusting exams: authentic assessment, multiple lower-stakes assessments, open-

note exams, and select online proctored exams where needed. For more information, see [Virtual Assessment Options](#).

## FORMATIVE ASSESSMENT SUPPORT

- FA @ Home Website- resources on how to implement Formative Assessment in a virtual or hybrid instructional environment

- Formative Assessment FAQ - live document addressing common FA questions
- Virtual Assessment Options - Assessment options for a virtual environment
- Bookings with the FA team - Live support options

# THE HUB

## CHECKS FOR UNDERSTANDING

**HUB assessments should be given primarily for quick checks within a lesson.** Checking-for-Understanding is what a teacher does when she continually verifies that students are learning what is being taught while it is being taught. Bill Younglove defines it as "the frequent, interactive checking of student progress and understanding in order to identify learning needs and adjust teaching appropriately." Alternative formative assessment (AFA) strategies can be as simple but important as checking the oil in your car -- hence the name "dipsticks." They're especially effective when students are given tactical feedback, immediately followed by time to practice the skill. Please note that common assessments and final exams should not be given on the HUB. Most assessment should be done in OnTrack for effective TEKS tracking and triangulation.

## ASSIGNMENT

- Open ended checks for understanding allow students to upload files of different types. Teachers can then access the file and check for understanding. Example: Teacher instructs students to search the internet and find and upload a picture to the assignment tool that accurately reflects an example of a fractal pattern in nature.
- Requires a manual check for understanding.
- Allows a grade to be assigned to individuals.

## DISCUSSION

- Allows students to engage in a dialogue usually responding to a guiding question.
- Requires a manual check for understanding.
- Provides a report for individual students on the number of threads and comments posted.
- No grade can be assigned within the tool.

## TEST

- Allows many different question formats.
- Allows for auto-graded check for understanding for non-open-ended questions.
- Data is reflected for individual students only
- Never anonymous
- Immediate feedback

## WHAT IS AUTHENTIC ASSESSMENT?

When considering how to assess student learning in a course, most instructors would agree that the ideal assessment would be one that not only assesses students' learning; it also teaches students and improves their skills and understanding of course content. One fundamental aspect of such assessments is that they are authentic. An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or "clients" as well. According to Grant Wiggins (1998), an assignment is authentic if it:

- is realistic.
- requires judgment and innovation.
- asks the student to "do" the subject.
- replicates or simulates the contexts in which adults are "tested" in the everyday life.
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- Allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performance and products

Authentic assessments can be contrasted with conventional test questions, which are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. Conventional tests have an important place in instruction but cannot take the place of authentic assessments. The table below, drawn from Wiggins, illustrates the differences between typical tests and authentic assessments.

# HOW DO I CREATE AUTHENTIC ASSESSMENT?

In How Do You Create Authentic Assessments? the development process is presented in four steps, which comprise the heart of the website:

### 1. IDENTIFYING STANDARDS

The section on Standards distinguishes standards from other student performance statements by considering breadth of coverage and feasibility of measurement and observation.

### 2. SELECTING AUTHENTIC TASKS

The section on Authentic Tasks describes characteristics of authentic tasks and distinguishes them from traditional tasks.

### 3. IDENTIFYING THE CRITERIA FOR THE TASK

An extensive section on types of authentic tasks lists and provides PDFs of examples.

### 4. CREATING THE RUBRIC

The section on Rubrics covers descriptors, levels of performance, and analytic versus holistic rubrics.
A section on Portfolios explains why they are useful, how to create a portfolio assignment, and how teachers who haven't used portfolios before can get some experience by using them on a smaller scale.
A section of Examples provides specimen documents for standards, tasks and rubrics, and portfolios for K-12 and higher.

Authentic assessments have several advantages over conventional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. Because they involve real-world tasks, they are also likely to be more interesting for students, and thus more motivating. And finally, they can provide more specific and usable information about what students have succeeded in learning as well as what they have not learned.
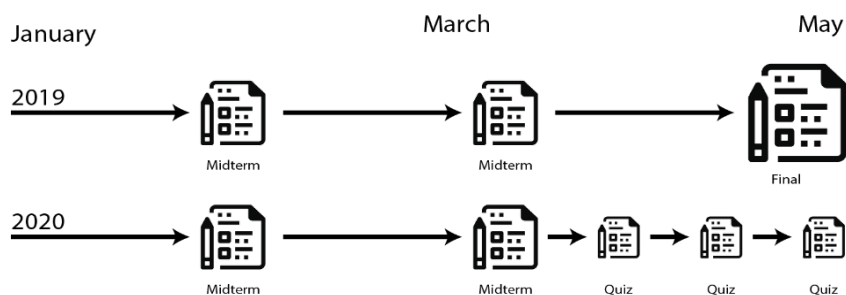
However, authentic assessments may require more time and effort on an instructor's part to develop and may be more difficult to grade. To address the difficulty of grading authentic assessments, it is often useful to create a grading rubric that specifies the traits that will be evaluated and the criteria by which they will be judged. (For more information, see the CITL resource on rubrics.)

# MULTIPLE LOWER-STAKES ASSESSMENT

## DESCRIPTION

The unique circumstances of our current environment make it necessary to carefully consider priorities when assessing students. Rather than being cumulative, a multiple assessment approach makes assessment an incremental process. Students demonstrate their understanding frequently, and accrue points over time, rather than all at once on one test. Dividing the assessment into smaller pieces can reduce anxiety and give students more practice in taking their exams online. For instance, you might have a quiz at the end of each week that students have to complete. Each subsequent quiz can (and should) build on the previous one, allowing students to build toward more complex and rigorous applications of the content. Using this approach minimizes your need to change the types of questions that you have been asking to date, which can affect student performance (e.g. if you normally ask multiple-choice questions, you can continue to do so).

For the remainder of the semester, use the OnTrack tool to build multiple smaller assessments. Spread out the totality of your typical final or unit exam. This can be as simple as dividing a 100-question final exam into eight 12-question "synthesis activities" that students complete bi-weekly. Consider the visual below:



## BENEFITS AS NOTED FROM THE LITERATURE:

- No significant differences were observed in terms of keystroke information, rapid guessing, or aggregated scores between proctoring conditions.

- More effective method for incentivizing participation and reading

- Encourages knowledge retention as each subsequent assessment builds on the last

# OPEN NOTES EXAMS

## DESCRIPTION:

Open note assessments allow students to refer to the Internet and other materials while completing their assessments. By design, this disincentivizes academic dishonesty. Often teachers put time parameters around open

note exams. These types of exams also lend themselves to collaborative work in which multiple students work together to complete the assessment. With an open note strategy, you can keep your general exam schedule and point structure, but you may need to revise questions, so they are less about factual recall and more about the application of concepts. For instance, you might give students a scenario or case study that they must apply class concepts to as opposed to asking for specific values or definitions. If you plan to make such changes, communicate your intent and rationale to you students prior to the exam.

One effective open note testing technique is to use multiple-true/false questions to measure understanding. These questions (called "multiple selection" questions in OnTrack) pose a scenario and prompt students to check all the boxes that apply. For example, students may be prompted to read a short prompt, case, or lab report, then check all statements that are true about that reading. In this way a single question stem can assess multiple levels of complexity and/or comprehension.

## BENEFITS AS NOTED FROM THE LITERATURE

- Open-book exams and collaborative exams promote development of critical thinking skills.
- Open-book exams are more engaging and require higher-order thinking skills.
- Application of open-book exams simulates the working environment.
- Students prefer open-book exams and report decreased anxiety levels.
- Collaborative exams stimulate brain cell growth and intricate cognitive complexes.

## IMPLEMENTATION FOR MULTIPLE LOWER–STAKES AND OPEN NOTE ASSESSMENT STRATEGIES

- **Timed vs. untimed:** overall, performance on timed and untimed assessments yields similar scores. Students express greater anxiety over timed assessments, while they view untimed assessments as more amenable to dishonest behavior.
    - o NOTE: If you typically have a time limit on your face-to-face assessments, increase it by 20% to allow for the added demands the remote environment places on students.
    - o If the exam is meant to be taken synchronously, remember to stay within your class period. Adjust the length of the exam accordingly.
- **Reduced scope:** Decreasing content covered in the exam may be necessary to create an exam of appropriate length and complexity, given the unique circumstances this semester.
- **Randomize answer order**: In questions in which it makes sense, have Ontrack randomize the order in which the answer options appear.
- **Individual question per page:** This can reduce instances of students taking the assessment together.

- **Honor code attestation:** Give students an opportunity to affirm their intent to be honest by making question one of every assessment a 0-point question asking students to agree to an honor code.
- **Live "Teams" availability**: In OnTrack, set a time window during which the assessment will be available to students.
    - **Hold a live open office hours session in Teams** at some point during that window, so that students who want to can take the assessment while they have direct access to you - this way they can ask questions if any arise. (Note: Currently, Lock down browser will not work with Teams running in the background)

Ultimately, our guiding principles for remote teaching are flexibility, generosity, and transparency. Try to give students as much of an opportunity to demonstrate their knowledge as possible.
- Consider allowing multiple attempts on an assessment.
- When conditions allow, consider allowing multiple means of expression.
    - Can students choose to demonstrate their knowledge from a menu of options?
        - M/C test
        - Written response
        - Performance Task/ Video or Audio presentation
        - Oral Exam (via Teams)
- Consider giving students choices. Perhaps they can opt out of answering a question or two. Perhaps they can choose which of a series of prompts to respond to.

# PROCTORED EXAM

## DESCRIPTION

Respondus Lockdown Browser and remote proctoring is possible with OnTrack. Please consider whether your assessments can be designed without the need for Respondus. While Respondus may be helpful in limited circumstances (e.g., when assessments must be proctored for accreditation purposes), introducing a new technology may cause additional stress for both students and instructors, and academic integrity is still not assured. Additionally, the device disparity and minimized proximity for troubleshooting may make the process difficult to implement.

High-stakes exams that use new technologies and approaches can decrease student performance and may not reflect students' understanding of the material. Student Assessment discourages online proctored approach unless your assessment needs require its use.

## BENEFITS

- Increases the barrier to academic dishonesty.

## IMPLEMENTATION

- Any online **proctored** exam must be created and administered using OnTrack where Respondus is an option. When properly installed, the Lockdown Browser opens, and prevents users from accessing anything else on their computer.
- Prior to offering a graded proctored exam, we strongly recommend that you administer an ungraded (or very low stakes) practice test using the proctoring tool for ease of use.
    - o Clear communication with students about system and hardware requirements and timing considerations is required.
- Respondus Lockdown Browser requires that students download a web browser. Not all devices are supported by Respondus including iPads.

# SPECIAL POPULATIONS

The primary responsibility of the Office of Special Populations is to provide quality programs and services to diverse groups of students that promote equity, success, and contribute to preparing students who are members of special populations for college and career readiness. We ensure district and campus leaders are provided with the appropriate resources, services, and programs available for students in need of the following services: Special Education, Section 504, Dyslexia, Multilingual, Interventions, Virtual Schools and Gifted and Talented.

The Office of Special Education Services (OSES) must make reasonable efforts to provide the student with the services required by the student's IEP. If there are services, accommodations, and modifications required by the student's IEP that cannot be provided during remote learning, the student's ARD committee must determine which services it can provide to meet the student's needs (34 CFR 300.324(a)(4). The intent for guidance and support is to provide all stakeholders with planning, communication, and instructional resources to meet the individual needs of students with disabilities.

## 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.
- Access paper-based curriculum such as elementary, middle, or high school instructional packets

Resources

 Tips and Tools for Students

HISD@H.O.M.E. Support for Students

HISD@H.O.M.E. TV

Elementary School Printable Packets

Middle School Printable Packets

High School Printable Packets

Cool Online Resources


## 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**

## TEACHERS

- Deliver short synchronous instruction via MS Teams in student to teacher ratio as determined by the student's IEP.
- Provide access to MS Teams with non-disabled peers to the extent possible as determined by the student's IEP per the ARD committee.
- Provide access to teacher, co-teacher, and/or paraprofessional as determined by the student's schedule of services outlined in the IEP
- Provide access to individualized curriculum and programs such as the Unique curriculum, Imagine Language and Literacy, Imagine Math as determined by the student's IEP
- Provide access to supplemental aids, accommodations, modifications, designated supports, and/or assistive technology as determined by the ARD Committee and outlined in the student's IEP.
- Provide access to video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education)
- Follow the student's Schedule of Services as determined by the ARD committee.
- Provide paper-based curriculum such as elementary, middle, or high school instructional packets
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor and document student progress as related to the student's IEP goals and objectives and report progress to parents.
- Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.
- Provide Social Emotional Learning behavior strategies within lessons as determined by the student's IEP.

Resources

[Webinars for Parents and Teachers](#)

# CAMPUS STAFF

### Case Managers

- Contact families to provide individualized support and maintain rapport throughout remote learning.
- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance including weekly check-ins with parents.
- Schedule and conduct meetings via MS Teams with all stakeholders.
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Provide parent translation support though [HISD's translation services](#)
- Attend OSES ongoing professional development via MS Teams.
- Maintain digital documentation of required forms including parent contact logs and adhere to all ARD timelines.
- Monitor student progress in general, special education and intervention classes and update information.
- Advocate for the needs of students on their caseloads along the continuum of services.
- Provide master schedule input and ensure students are placed appropriately according to the student's schedule of services outlined in the IEP.
- Provide access to video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education).
- Monitor the student's Schedule of Services as determined by the ARD committee.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor and document student progress as related to the student's IEP goals and objectives and report progress to parents.
- Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.
- Provide Social Emotional Learning behavior strategies to teachers as determined by the student's IEP.

Resources

[Special Education At Home Support](#)

[HISD's Office of Special Education Services](#)

[Operating Guidelines](#)

[Guidance from TEA](#)

## Department Chairs

- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance.
- Schedule and conduct meetings via MS Teams with all stakeholders.
- Attend department chair meetings and trainings offered by Office of Special Education Services (OSES).
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Provide parent translation support though [HISD's translation services](#)
- Attend OSES ongoing professional development via MS Teams.
- Maintain compliance in EASY IEP and adhere to all ARD timelines.
- Provide master schedule input and ensure students are placed appropriately according to the student's schedule of services outlined in the IEP.
- Monitor the student's Schedule of Services as determined by the ARD committee.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor documentation of student progress as related to the student's IEP goals and objectives and report progress to parents.
- Provide Social Emotional Learning behavior strategies to teachers as determined by the student's IEP.
- Monitor the implementation of special education programs such as inclusion, co teach, resource, and self-contained, and provide guidance and support as needed.
- Provide support to general and special education teachers of students to comply with the student's IEP.
- Obtain electronic signatures, distribute ARD documents to parents and update PEIMS data immediately after completion of the ARD.

Resources

[Special Education At Home Support](#)

[HISD's Office of Special Education Services](#)

[Operating Guidelines](#)

[Guidance from TEA](#)

- Establish clear expectations for campus procedures for meeting the needs of students in Special Education.
- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance.
- Contact families to provide initial and ongoing individualized support, establish rapport, and determine accessibility to technology, curriculum, social and emotional needs and district and campus communications such as emails, newsletters, websites, callouts, text messages, etc.
- Hold weekly meetings via MS Teams with campus special education staff to ensure alignment of resources.
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Monitor and provide support to general and special education teachers and staff to comply with the student's IEP.
- Monitor the Master Schedule and ensure students are placed appropriately according to the student's Schedule of Services outlined in the IEP.
- Provide behavioral and social emotional learning support according to the student's Behavioral Support Plan, the HISD Student Code of Conduct and the Manifestation of the Disability as determined by the ARD committee.
- Collaborate with the OSES and legal services for support when ARD meetings involve family advocates and legal representation.
- Provide support to all stakeholders including teachers, case managers, department chairpersons, families, and students.
- Coach and develop special education teachers around effective instructional strategies as outlined in the Teacher Appraisal System.

Resources

Special Education At Home Support

HISD's Office of Special Education Services

Operating Guidelines

Guidance from TEA

| | SPECIAL EDUCATION |
|---|---|
| Students | • Access instructional resources, lessons, and tools via HISD HUB, HISD @HOME, the Unique platform, and other approved platforms.<br>• Utilize Microsoft Teams for class meetings and short synchronous instruction, and submit assignments via the HUB, the Unique platform, and other approved platforms.<br>• Access and use modified or accommodated instructional materials or supplemental aids, designated supports, assistive technologies, related service providers, and autism and behavior support. |
| Parents | • Attend virtual ARD meetings<br>• Access digital copies of IEP and procedural safeguards<br>• Connect with a special education teacher or special education department chair for special education services<br>• Access SPED Learning at Home google website<br>• Access Office of Special Education Services (OSES) instructional YouTube site |
| Teachers | • Deliver differentiated instruction in small groups<br>• Attend, share data, and participate in the studentsí ARD meeting<br>• Participate in virtual campus/department PLCs and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum department<br>• Monitor student growth and progress using the appropriate data sources.<br>• Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.<br>• Implement Social Emotional learning behavior strategies within the lessons |

| | SPECIAL EDUCATION |
|---|---|
| Campus Staff | **CASE MANAGERS**<br>● Conduct meetings with the leadership team, departments, and staff<br>● Monitor student progress in general, special education and intervention classes<br>● Advocate for the needs of students on their caseloads along the continuum of services<br>● Maintain documentation and parent contact log<br><br>**DEPARTMENT CHAIRS**<br>● Communicate and collaborate with the campus and district special education department to maintain federal and district compliance<br>● Monitor implementation of sped programsóinclusion, co-teach, resource, and self-contained<br>● Ensure teachers of special education students are supported to differentiate based on the needs of the students using Specially Designed Instruction<br>● Attend special education department chair meetings/trainings offered by Office of Special Education Services (OSES)<br>● Update necessary PEIMS data immediately after completion of the ARD<br>● Monitor student growth and progress using the appropriate data sources<br><br>**CAMPUS ADMINISTRATION**<br>● Ensure all special education students have technology.<br>● Monitor attendance of special education students.<br>● Monitor suspension rates of special education students.<br>● Collaborate with the OSES Department for support with ARD/IEP meetings with advocates of families of special education students.<br>● Monitor and support SPED department hair and teachers.<br>● Coach and develop special education and general teachers around effective instructional strategies that differentiated instruction. |
| Service Providers | ● Use student IEPs and evaluation data to determine student present levels of performance, goals and objectives, schedule of services and accommodations.<br>● Deliver the related services therapy with fidelity.<br>● Collect and update student progress data and provide recommendations to the ARD committee regarding related services and accommodations.<br>● Participate in IAT, 504, and ARD committee meetings regarding related services.<br>● Evaluate students to determine eligibility and educational need for related services within federal and state timelines.<br>● Maintain documentation or log of parent contact. |
| Central Office | **INSTRUCTIONAL SERVICES**<br>● Update HISD@HOME special population pages<br>● Provide virtual transitional supports<br>● Provide virtual professional development and asynchronous classes for teachers to support effective instruction<br>● The Special Education Autism/Behavior team will develop and deliver virtual professional development to support behavior and social emotional challenges for students<br>● Provide individualized support for teachers<br><br>**ARD/IEP**<br>● Provide documents that allow for electronic signatures<br>● Ensure federal, state and district compliance with meeting timelines of ARD/IEPs.<br><br>**EVALUATION AND RELATED SERVICES**<br>● Monitor SPED federal, state and district compliance, annuals, re-evaluations, delivery of services, child find etc., through mutual communication/collaboration and monthly audits.<br>● Provide online process for identifying, assessing, re-evaluating and exiting students in SPED services |

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><li>Communicate with classroom teachers for accommodations/ support via MS Teams</li><li>Access and use the accommodated instructional materials/supplemental aids, strategies, assistive technologies, behavioral supports as provided by teachers</li><li>Attend virtual classes with the teacher via MS Teams and turn in assignments in the HUB</li></ul> | <ul><li>Access Nessy.com and/or Neuhaus Academy with support of the dyslexia teacher</li><li>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</li><li>Attend virtual interventions with the dyslexia teacher via MS Teams</li></ul> |
| Parents | <ul><li>Attend virtual 504 meetings</li><li>Access to digital copies of 504 plans</li><li>Communicate with the campus 504 coordinator for student accommodations</li><li>Access support with HISD Parent Connect and HISD@HOME</li></ul> | <ul><li>Communicate with the designated campus dyslexia interventionist for services</li><li>Access Nessy.com and Neuhaus Academy with support of the dyslexia teacher</li><li>Access to support with HISD Parent Connect and HISD@HOME</li><li>Access parent webinars, accommodated instructional materials/supplemental aids, and strategies, assistive technologies; can be found on the dyslexia home page at Houstonisd.org/dyslexia</li></ul> |
| Teachers | <ul><li>Identify or recommend students for 504 evaluation, assessment or dismissal</li><li>Access current, 504 plan, assessment and cumulative data</li><li>Attend, share data, and actively participate in the studentsí 504 meeting</li><li>Document accommodations provided as described in the 504-service plan.</li><li>Communicate with parents, students, campus 504 coordinator, and service providers via MS Teams, phone and email.</li></ul> | <ul><li>Identify or recommend students for characteristics of dyslexia evaluation or assessment</li><li>Attend professional development for dyslexia</li><li>Administer dyslexia screening in grades K and 1 as required by TEC 38.003</li><li>Attend, share data, and actively participate in the studentsí 504 of IEP meeting.</li><li>Deliver differentiated instruction, accordingly to student levels and needs</li><li>Provide small group or individualized instruction</li><li>Maintain documentation of student support and student progress as described in the student service plan.</li></ul> |

| | SECTION 504 | DYSLEXIA |
|---|---|---|
| Campus Staff | CAMPUS 504 COORDINATOR<br>● Collaborate with leadership team to conduct live meetings with departments, and staff<br>● Attend annual 504 coordinator training and easy IEP training<br>● Maintain timelines for 504 evaluations and annual reviews<br>● Maintain documentation and parent contact log<br>● Monitor student progress to adjust student service plans as needed | CAMPUS DYSLEXIA CONTACT<br>● Communicate with campus staff and central office for compliance and district procedures<br>● Conduct live meetings with the leadership team, departments, and staff<br>● Ensure campus compliance with dyslexia PEIMS reporting<br>● Ensure the delivery of dyslexia services for students as defined in student 504 and IEP plans. |
| Service Providers | ● Not applicable | ● Use student service plans and data to determine student placement in interventions<br>● Deliver the standard protocol dyslexia intervention with fidelity<br>● Collect student progress data and provide recommendations to the 504 or ARD committee regarding dyslexia services and accommodations<br>● Participate in IAT, 504, and ARD committee meetings regarding dyslexia services |
| Central Office | ● Assure HISD@HOME 504 website is updated.<br>● Monitor 504 compliance to District, State and Federal Compliance<br>● Work with the campus 504 coordinators for campus support | ● Provide online process for providing dyslexia services and progress monitoring<br>● Provide online professional development for parents, teachers, and dyslexia service providers |

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 | MIGRANT |
|---|---|---|
| **Students** | <ul><li>Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB</li><li>Access English Language Development (ELD) lessons through the HUB</li><li>Access Imagine Language and Literacy, Imagine Espanol and/or Imagine Math if assigned by the teacher</li></ul> | <ul><li>Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB</li><li>Access HISD@HOME for instructional resources</li><li>Access to Study Island online program for extra math and reading practice.</li><li>Meet with assigned tutor on regularly scheduled days through Microsoft Teams</li></ul> |
| **Parents** | <ul><li>Access to support with HISD Parent Connect and HISD@HOME</li><li>Communicate with the Language Proficiency Assessment Committee (LPAC) administrator via MS Teams, email or phone conversation</li><li>Access to Home Language Survey in 16 home languages</li><li>Access to LPAC administrator for program placement, approval/denial of placement</li><li>Participate in virtual meetings with teachers about studentís progress</li><li>Access Multilingual Programs Department for more information</li></ul>**Resources**<br>TEA English Learner Guidance | <ul><li>Meet with Migrant Program Representatives virtually to complete the Certificate of Eligibility (COE)</li><li>Communicate with Migrant Program Representative and tutors about the academic progress of Priority First Students (PFS)</li><li>Attend virtual parent meetings</li></ul>**Resources**<br>A Migrant Resources |

| | ENGLISH LEARNERS | MIGRANT |
|---|---|---|
| Teachers | <ul><li>Communicate with parents, students, campus LPAC administrators, and service providers.</li><li>Deliver online instruction utilizing Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)</li><li>Adhere to the time and content allocations for transitional and dual language programs</li><li>Create opportunities to collaborate during asynchronous lessons addressing linguistic domains: Reading, Listening, Speaking and Writing.</li><li>Deliver English Language Development (ELD) class to students participating in transitional bilingual programs</li><li>Provide differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), TEKS and ELPS</li><li>Document studentsí linguistic accommodations utilizing Linguistic Accommodations Checklist</li><li>Participate in virtual LPAC meetings, provide updates on studentsí progress, and make recommendations for testing accommodations</li><li>Participate in meetings or professional development to support English Learners</li></ul><br>Resources<br>TEA English Learner Guidance | <ul><li>Provide virtual classes via MS Teams for short synchronous instruction and assign lessons in the HUB</li><li>Communicate with Migrant Program Representatives and tutors for support and alignment with individualized learning plan (ILP)</li></ul> |

| ENGLISH LEARNERS | MIGRANT |
|---|---|
| **Campus Staff**<br><br>LPAC ADMINISTRATOR<br>• Communicate and collaborate with the Multilingual Programs Department Compliance team to maintain federal, state, and district compliance<br>• Attend LPAC trainings<br>• Obtain parent approval of recommended program placement<br>• Maintain digital documentation of required forms<br>• Update student information in LPAC panel in SIS portal<br>• Identification of potential English Learners through a parent/student interview<br>• Build appropriate schedules for potential English Learner<br>• Provide alternative meeting methods for LPAC meetings - phone or MS Teams<br>• Optional to include LPAC parent representative<br>• Provides parent translation support through translation department or approved vendor<br>• Monitor implementation of language programsótransitional bilingual, dual language, and ESL<br>• Monitor English Language Development (ELD) block of the bilingual programs<br>• Monitor and support teachers on ESL waivers or bilingual exceptions<br>• Participate in meetings or professional development to support English Learners<br><br>SHELTERED INSTRUCTION (SI) COACHES<br>• Monitor implementation of language programsótransitional bilingual, dual language, and ESL<br>• Monitor English Language Development (ELD) block of the bilingual programs<br>• Monitor and support teachers on ESL waivers or bilingual exceptions<br>• Attend SI Coach meetings/trainings offered by Multilingual Programs Department<br>• Participate in meetings or professional development to support English Learners<br><br>ADMINISTRATOR ROLE<br>• Ensure all ELs have technology<br>• Monitor attendance for English Learners<br>• Monitor and support LPAC Administrator and SI Coach as needed<br><br>RESOURCES<br>A English Learner Guidance | • Collaborate with Migrant Tutor to create a schedule and individualized learning plan (ILP) |

| ENGLISH LEARNERS | MIGRANT |
|---|---|
| **Curriculum and Development Department** will provide equitable access to curriculum resources for English Learners that target TEKS and ELPS for both bilingual and ESL programs<br><br>**Translation Department** will provide support to campuses with translation services to families of Speakers of Other Language (SOL) for all district and campus communication.<br><br>**Multilingual Programs Compliance Team** will provide support to LPAC Administrator and committee members during remote learning with the<br>● Identification of potential English Learners through a parent /student survey<br>● Scheduling of potential English Learners into bilingual/ESL programs<br>● Provision of digital documents<br>● Alternative meeting methods for LPAC meetings -phone or MS Teams<br>● LPAC procedures through weekly communication and LPAC trainings<br><br>**Multilingual Programs Professional Development Team** will support campus Sheltered Instruction Coaches virtually by<br>● Coaching and modeling how to integrate English Language Proficiency Standards (ELPS) into content lessons<br>● Providing professional development to SI Coach and teachers<br>● on ESL waivers, teachers not certified to teach ELs, and campus leadership teams<br>● Sending weekly communication to SI Coaches<br><br>**Multilingual Programs Area Teams** will provide supplemental support to campus leadership teams and teachers by<br>● Sharing sheltered instruction activities<br>● Analyzing data and planning instruction aligned to language proficiency levels<br>● Support for Immigrant and Refugee families with outreach worker<br>● Support to immigrant students with additional tutors<br><br>**Resources**<br>TEA English Learner Guidance | **Migrant Team will**<br>● Manage active Certificates of Eligibility (COE) and maintain accurate records for New Generation System (NGS) for documentation<br>● Communicate with parents to complete the COE, family surveys, verify migrant history<br>● Monitor withdrawals and re-enrollments of migrant students<br>● Assign tutors to Priority First Students (PFS) students<br>● Identify recently enrolled students, dropouts<br>● Keep Parent Contact Log (PCL) updated.<br>● Collaborate with the teacher to maintain individualized learning plan (ILP).<br>● Provide A Bright Beginning program via TEAMS for three and four-year-old migrant students<br>● Monitor student academic progress and attendance<br><br>Resources<br>TEA Migrant Resources |

Central Office

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 | VIRTUAL LEARNING OPTIONS |
|---|---|---|
| Students | <ul><li>Log into HISDís portal to access Imagine Learning Support</li><li>Access Imagine Language and Literacy and complete at least 60 minutes per week</li><li>Access Imagine Math and complete at least 60 minutes per week.</li><li>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</li><li>Middle school students will access Edgenuity for lessons and assignments</li><li>Access Strategic Reading and Writing lessons and submit assignments via HUB</li></ul> | **HS GRADUATION LABS**<ul><li>Access Apex Learning via digital resources in the HUB</li><li>Complete course work by due dates assigned</li><li>Complete all lessons and computer scored quizzes, test and exams</li><li>Meet on Teams with Grad coach during assigned days and times for support</li><li>Collaborate with teacher of record and graduation coach for academic support</li><li>Contact graduation coach for quiz resets</li><li>Earn at least 70% to be eligible for credit</li></ul> |
| Parents | <ul><li>Attend virtual IAT meetings and access digital copies of the IAT documents</li><li>Communicate with the campus liaison to request for IAT referral and/or evaluation</li><li>Contact campus designated support staff for assistive technologies, service providers and digital platforms</li><li>Communicate with teachers through Teams and HISD Parent Connect</li><li>Access Interventions Office website for current information</li><li>Attend Imagine Learning Webinars</li></ul> | <ul><li>Contact campus counselor for enrollment and eligibility in Grad Lab</li><li>Collaborate with the campus grad lab coach for weekly progress reports</li><li>Support and monitor student progress</li></ul> |
| Teachers | <ul><li>Create assignments and monitor student growth and progress in the HUB</li><li>Provide lessons and assignments for intervention classes in either Read to Achieve, Corrective Reading, Reading Mastery and/or Edgenuity which students may submit via HUB</li><li>Participate in campus department PLCs</li><li>Participate in virtual professional development via Teams conducted by IAT Managers and ITDS</li><li>Monitor student online interventions usage on the digital platforms</li><li>Attend, share data, and participate in IAT meeting</li><li>Provide small group tiered instruction</li></ul> | <ul><li>Grad Lab Teacher of Record (TOR) to be available via MS Teams or email to support student learning</li><li>Monitor student progress in the course and collaborate with Grad Lab Coach about concerns</li><li>Adhere to program adjustments for Grad Lab @ H.O.M.E</li><li>Reviews course completions and provides final grade to grad coach</li></ul>**ONLINE SUPPLEMENTAL RESOURCE**<ul><li>Collaborate with Grad Lab Coach for supplemental online resources such as Edgenuity (MS) and APEX (HS)</li></ul> |

| | INTERVENTIONS | VIRTUAL LEARNING OPTIONS |
|---|---|---|
| Campus Staff | • Collaborate with the campus administration and conduct meetings with the leadership team, departments, and staff.<br><br>CAMPUS LIAISON<br>• Maintain documentation in Power Schools campus IAT meetings and parent contact log<br><br>CAMPUS DESIGNATED STAFF<br>• Identify and provide for assistive technologies, service providers and digital platforms | • **Counselor** determines eligibility for student enrollment<br>• **Campus Scheduler** enrolls students in distance learning courses using an active teacher, appropriate distance learning code and meeting pattern 99<br>• **Campus Graduation coaches** to monitor daily activity for all students enrolled in grad lab courses<br>  ○ support teachers of record<br>  ○ conduct live meetings with students for program and system support<br>  ○ Post final grades in Apex gradebook<br>• **School Registrar** reviews completions accurately post to SIS historical file |
| Central Office | AREA IAT MANAGER/IAT MANAGER BEHAVIOR<br>• Collaborate with Area Offices for campus support<br>• Provide online support for students, parents, teachers and IAT Liaisons<br>• Support teachers in the area of progress monitoring and usage reports<br>• Create and offer virtual professional development trainings<br>• Monitor IAT Meetings and documentation in Power Schools.<br>• Conduct weekly check-ins with ITDS for campus support<br><br>AREA ITDS<br>• Provide online support for students, and teachers<br>• Create and offer virtual professional development trainings<br>• Monitor documentation in Power Schools.<br>• Support teachers in the area of progress monitoring and usage reports<br>• Coach and model effective strategies for asynchronous instruction utilizing small group and differentiating instruction | • Daily response to emails to support and communicate with students, parents, and campus staff<br>• Conduct live meetings with the leadership team, departments, campuses and teaching staff<br>• Create and offer virtual professional development trainings<br>• Process transfers in APEX for staff roles<br>• Secure SIS Integration accuracy for completions<br>• Apex system monitoring to ensure program compliance<br>• Collaborate with other departments for campus support |

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 | • Access G/T modified/accommodated instruction and submit assignments via the HUB. |
| Parents | • Attend virtual GT meetings.<br>• Access digital copies of GT documents provided by teachers.<br>• Communicate with Campus GT Coordinator for GT services.<br>• Access supports via HISD Parent Connect and HISD@HOME. |
| Teachers | • Differentiate instructional materials and offer direct support as needed.<br>• Collaborate to create and implement the studentsí GEPs to individualize and differentiate instruction.<br>• Maintain documentation of servicing GT students on this link.<br>• Provide differentiated lessons to students<br>• Identify or recommend students for G/T evaluation and potential program placement.<br>• Access district adopted platforms to communicate with parents, students, campus G/T personnel, and service providers.<br>• Maintain documentation or log of parent contact.<br>• Deliver well-planned and rehearsed short synchronous instruction, differentiating accordingly to studentsí levels and needs.<br>• Utilize HISD GT Instructional Strategies Resources Guide and the Texas Performance Standards Project (TPSP) to differentiate learning.<br>• Create opportunities to collaborate, share and participate in Project Based Learning (PBL) online. |
| Campus Staff | **GT COORDINATOR**<br>• Conduct live meetings with the leadership team, departments, and staff to ensure clarity on GT expectations, the State Plan, compliance, and instructional strategies.<br>• Monitor and support GT teachers, students, and parents via MS Teams.<br>• Collaborate with the PEIMS clerks to maintain GT Student documentation through PowerSchool.<br>• Monitor student progress through assessment, performance data, grade distribution and teachersí recommendations/observations.<br>• Facilitate Power School Implementation Training for GT Special Programs platform.<br>**CAMPUS ADMINISTRATOR**<br>• Ensure appropriate student course assignment in the master schedule.<br>• Ensure completion of state and district required GT professional learning.<br>• Ensure appropriate allocation of PIC 21 funds.<br>• Ensure the monitoring of instructional differentiation for gifted learners<br>• Ensure the monitoring and completion of the GEP for the gifted learners<br>• Reference the GT Resources for planning, implementation, and support. |
| Central Office | • Provide processes for identifying and assessing GT students.<br>• Monitor GT compliance with state guidelines.<br>• Provide virtual support for students, parents, teachers, and GT Coordinators.<br>• Provide live professional pre-recorded professional learning opportunities. |

# 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
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669 http://www.saysomething.net/
- Utilize resources and tools via https://www.houstonisd.org/sel#

SEL supports include resources and trainings on various topics such as:
- Weekly Webinars based on current SEL and Mental Health topics
- How to effectively utilize SEL resources at home to provide hands on tools to support scholars
- Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems, and offer various options and solutions to effectively respond to the behavior
- Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts

- Effective parenting for scholars experiencing trauma:
    - Identifying patterns of behavior and reactions that do not seem to "fit" the situation (triggers)
    - What distracts your scholar, makes him or her anxious, or results in negative behavior?
    - Help your scholar avoid situations that trigger trauma
  - COVID19 may be a shared (collective) trauma for scholars and parents
  - Visit https://www.houstonisd.org/sel# for SEL parent resources

## TEACHER

SEL Support:

- Trainings and supports for Integrating SEL into Academics
- Access to district wide virtual platform SEL curriculum (RethinkED)
- Self-guided training library via the HUB
- Deliver workshops on Cultural Sensitivity, De-escalation, Self-Regulation, Social Awareness, Problem Solving, Conflict Resolution, Cyberbullying, Relationship Building, and Trauma
- SEL Coordinator support with implementing SEL programming and effective classroom management across all platforms

- Troubleshoot specific Tiers II & III behavioral concerns
- Offer Professional Learning Community (PLC) on targeted needs
- Assess alignment of SEL competencies and effectiveness of interventions
- Incorporate Self Care and Mindfulness for teachers
- Monitor and reinforce Trauma Informed Practices to build capacity and measure behavior outcomes by focusing on needs of each student

Inquiries HISDSEL@houstonisd.org

## LEADERSHIP TEAM

- Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns
- Facilitate trainings:
  - TOTs (Trauma Informed/Responsive Practices, De-escalation, Restorative Discipline, Integrating SEL into Academics)
  - CHAMPS
  - Mental Health First Aid to identify, understand, and respond to mental health and substance issues

- Student Discipline Management (TEC Chapter 37 and HISD *Code of Student Conduct*)
- Cultural Sensitivity
- Campus Behavior Coordinator modules

- Collaborate with campuses for Bridge Out transitional meetings for students leaving DAEP or other non-traditional educational settings with the goal of creating an individual plan that enables the student to be successful behaviorally and academically in their new setting

- Assist with development of schoolwide behavior management systems to include implementation of progressive discipline management techniques and positive behavioral interventions and supports

- Check-in with scholars with identified instructional or behavioral/emotional supports

- Consult with behavior staff to develop tiered interventions and groups for scholars

- Use the SEL OneSource website to access and capture the following information:
  - HISD SEL Crisis Protocol
  - Sandy Hook referral process (Say Something Anonymous Reporting)
  - Parent consent and communication
  - Code of Student Conduct
  - TEC Chapter 37

# WRAPAROUND SERVICES

- The Wraparound Services Department connects students and their families with community-resources that address the non-academic challenges that students face which ultimately impact their ability to learn.

- For the 2020-2021 school year, the Wraparound Resource Specialist role will be added to 70 additional campuses; meaning that this position will exist full-time at 210 of the district's 280 campuses. By the 2021-2022 school year, every HISD campus should have a full-time Wraparound Specialist.

- Wraparound Resource Specialists will use a data-based approach to identify students in need, and to connect them to the appropriate non-academic supports that address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support and many other challenges that can have adverse effects on a student's readiness and ability to learn.

- Wraparound Resource Specialists will build partnerships between their campuses and resources available in their local communities, helping to leverage partnerships to meet the unique needs of HISD campuses.

- Wraparound Resources Specialists will work collaboratively with school leadership, counselors, nurses and teachers to ensure that students and families with the greatest needs are being properly connected to resources that will enhance their academic outcomes.

- Wraparound specialists will also assist students and families that campuses are having difficulty locating
- Wraparound specialists will collaborate with the Student Assistance department (homeless/foster care/residential) to provide additional layered support to such student groups.
- Wraparound specialists will work closely with the Strategic Partnerships department to ensure that additional community resources are made available.
- Additional information and a directory of all wraparound specialist can be found at www.houstonisd.org/wraparound

# FAMILY ENGAGEMENT

- Parent University provides parents with training and supports to help support the education of their children, providing an introduction to district programs, community resources, and parent engagement strategies.
- For the 2020-2021 school year, Parent University will be a virtual experience, ensuring that students and families have access to up-to-date information as HISD navigates the COVID-19 epidemic. Session dates are to be announced shortly at www.houstonisd.org/parentuniversity.
- Parent University sessions have covered topics such as: Social and Emotional Learning Supports, Special Education, Applying to College and Financial Aid, Navigating HISD School Choice and more. This year, we will focus on these topics and additional issues that become relevant in the era of COVID-19 and supporting your child in school during this new normal
- The FACE department will continue to support PTOs and PTAs through virtual format. In addition, the superintendent shall conduct virtual meetings with parent leaders across the district.
- The FACE department will provide training to families and campus based staff on effective digital parent engagement strategies.
- For questions or additional support please contact face@houstonisd.org

# ACADEMIC & COLLEGE/CAREER COUNSELING

- Virtual webinars on various topics related to academic and college/career counseling will be offered throughout the year. Dates and information will be accessible at www.houstonisd.org/collegereadiness
- College & Career counselors will continue to reach out directly to students and families to assist them through postsecondary plans, including financial aid and postsecondary transition.

- Monthly training will be provided to campus-based staff on various elements related to academic and college/career counseling.
- Virtual college tours will take place to provide students with exposure to postsecondary options.
- For questions or additional support please contact [djohnsto@houstonisd.org](mailto:djohnsto@houstonisd.org)

# ATHLETICS

## REMOTE LEARNING GUIDELINES FOR ATHLETES:

Houston Independent School District (HISD) Athletes will be allowed to participate in University Interscholastic League (UIL) Athletics and Activities if they decide to participate in remote learning for the Fall 2020 semester.

## STUDENTS EXPECTATIONS

- Must have a 2020 physical examination
- Payment of HISD Insurance or completed Insurance Waiver Form
- Parent Approval and Medical Authorization Form
- UIL Acknowledgement of Rules Form
- Concussion Acknowledgement Parent Signature Form
- Sudden Cardiac Arrest Awareness Form
- Media Release Form
- Must have a Previous Athletic Participation Form (PAPF) – for incoming 9th graders or students new to an athletic program only

- Meet all TEA/UIL Eligibility Requirements
- Must attend practices set by the coach of their sport or activity

## PARENT EXPECTATIONS

- To ensure all required paperwork is completed and turned in for their student athlete(s)
- Ensure student athletes are eligible to compete in UIL athletics and/or activities
- Parents will be required to transport student athlete(s) to and from practices

# GRADING POLICY

Students enrolled in remote instruction follow the same grading guidelines as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models.

Courses taken as Dual Credit or Dual Enrollment will be subject to the grading policies of the Institution of Higher Education (IHE) issuing the college credit.

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. Final exams will be administered for all high school credit courses.

# 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.

Students who have not logged in by the following times will be marked absent:
- Elementary schools - 2:30 p.m
- Middle & K-8 schools – 3:30 p.m
- High schools – 3:30 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.

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.

# PROFESSIONAL DEVELOPMENT PLAN

Professional development is calendared to include initial and ongoing development opportunities. In addition, professional development will be designed to support staff in internalizing the asynchronous instructional model. To further staff's implementation of asynchronous learning, professional development opportunities will also include support for analyzing and responding to data with the use of instructional materials.

## 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 to HISD @ H.O.M.E. for Middle and High School Student | All HS and MS Students (Required) | August 2020 and upon entry into District | Learn how to set yourself up for success during HISD @ H.O.M.E. by accessing the HUB, Teams, HISD email, and more. Develop a learning schedule and learn how to stay in touch with your teachers and keep track of your assignments. |
| 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. |

## PARENTS

The following professional development will encompass introductory training to support synchronous and asynchronous learning. Parents will receive training to support their students as they navigate and utilize the HUB, Houston ISD's Learning Management System (LMS), and other district resources while at home. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC | REQUIRED/ OPTIONAL | TIMELINE | DESCRIPTION |
| --- | --- | --- | --- |
| Intro to HISD @ H.O.M.E. for Parents | Highly Recommended | August 2020 and upon entry into District | Learn how to best support your learner during HISD @ H.O.M.E. by helping develop a learning schedule, communication plan, how to access district instructional resources and where to locate additional support. |
| Imagine Learning for Parents | Optional | August 2020 and upon entry into District | Learn about the Imagine Learning Suite that the district uses to supplement learning. Understand how to support students in using the resource and how to read and use the progress reports. |

# TEACHERS

The following professional development will encompass introductory training to support asynchronous instruction. Teachers will receive training to navigate and utilize the HUB, Houston ISD's Learning Management System (LMS), and other district resources. This will allow job-embedded training to occur with the Elementary and Secondary Curriculum departments for instructional needs. The timeline indicates the initial date(s) of training and is structured to support teachers in internalizing asynchronous curriculum. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC | REQUIRED/ OPTIONAL | TIMELINE | DESCRIPTION |
|---|---|---|---|
| Asynchronous Teaching during HISD @ H.O.M.E. | Required | August 12-14, 2020 | Participants will understand and apply district guidelines for attendance and tracking students. In addition, they will learn how to navigate remote classroom best practices by exploring best practices and suggested templates for distance learning including use of the LMS (the HUB), Microsoft Teams, and district Digital Resources. Student login and access support will also be covered. |
| Authentic Assessment | Optional | August 12-14, 2020 | Teachers will be able to learn more about authoring authentic assessment (such as performance tasks and projects), learn how students can input authentic products into the system, and grade them for TEKS mastery. |
| Collaboration in Google Drive | Optional | August 12-14, 2020 | Discover how to use Google Drive and its tools to create and support collaborative work in the classroom. Understand how to provide feedback and gather data from student products in this platform. |
| Creating Digital Manipulatives | Optional | August 12-14, 2020 | Learn how to design and create interactive models that can be used by students. |
| Creating Engaging Screencasts | Optional | August 12-14, 2020 | Discover how to use PowerPoint and other screen recording tools to create engaging student content. |
| Creating HUB Content | Optional | August 12-14, 2020 | Learn how to create interactive learning experiences for students using the HUBís features such as plans, discussion boards, permissions and more. |
| Digital Checks for Understanding | Optional | August 12-14, 2020 | Engage students and gain more formative assessment feedback within a lesson using digital tools such as Kahoot!, Quizziz and more. |
| HUB - Student Feedback | Optional | August 12-14, 2020 | Dive deeper into the HUBís features to increase effective student feedback such as rubrics, peer review and audio/visual feedback. |
| Imagine Learning Suite | Optional | September 2020 | Explore how the Imagine Learning programs can help students develop their content area skills while providing teachers with essential data. |

| | | | |
|---|---|---|---|
| Lead4ward Virtual Instructional Playlist | Optional | August 12-14, 2020 | Teachers will be able to integrate Lead4ward virtual instructional playlist strategies to increase student engagement and rigor. |
| Office 365 | Optional | August 12-14, 2020 | Become familiar with Office 365 and initial components as Word Online and Forms to support classroom instruction. |
| Office 365 | Optional | August 12-14, 2020 | Explore more Office 365 applications to integrate into lessons. Learn how to further integrate assignments into Teams and the HUB. |
| OnTrack@ H.O.M.E. Beginner | Optional | August 12-14, 2020 | Teachers will be able to integrate OnTrack into the Hub, Teams, and know best practices for integration. This will include system and data driven instruction best practice. |
| OnTrack@ H.O.M.E. Advanced | Optional | August 12-14, 2020 | Teachers will be able to integrate OnTrack online assessment into both synchronous & asynchronous instruction models, proctoring options, secure LockDown Browser features, accommodations, etc. |
| Pear Deck - Introduction | Optional | August 12-14, 2020 | Enhance your instruction by providing students multiple interactive checks for understanding within a lesson using Pear Deck with Google Slides or PowerPoint. |
| Pear Deck - Intermediate | Optional | August 12-14, 2020 | Dive deeper into how Pear Deck can facilitate instruction in a remote asynchronous learning environment. |
| Renaissance @ H.O.M.E. | Optional | August 12-14, 2020 | Teachers will be able to learn the new features on the new Renaissance platform, how to assess from home, access key reports to focus on prerequisite skills, and build scaffolds where needed. |
| Special Populations & ELLs Digital Engagement | Optional | August 12-14, 2020 | Teachers will be able to use ELL data (such as Renaissance, TELPAS, etc.) and make connections to plan for virtual sheltered instructional strategies. |
| Advanced Microsoft Teams for Teachers | Optional | September 2020 | Discover how to use some of the more advanced features in Microsoft Teams such as Class Notebooks and how to incorporate third party tools to enhance classroom instruction. |

# ADMINISTRATORS & NON-TEACHING CAMPUS STAFF

The following professional development will encompass introductory training to support synchronous and asynchronous learning. Administrators and non-instructional staff will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC | REQUIRED/ OPTIONAL | TIMELINE | DESCRIPTION |
|---|---|---|---|
| Intro to HISD @ H.O.M.E. for Campus Staff | Required | August 12-14, 2020 | Learn how to support learning at your campus and use a variety of district resources such as Microsoft Teams and Office 365 to communicate effectively in a virtual environment. |
| Microsoft Teams for Administrators | Required | August 12-14, 2020 | Understand how to create campus team spaces and channels for supporting the work. Locate and integrate appropriate applications for effective communication, data, and feedback. Understand and apply best practices for conducting meetings and live events in Teams. |
| HUB for Administrators | Required | August 12-14, 2020 | Understand and learn how to utilize the admin role in the LMS to support classroom instruction. Locate and understand the various assessment tools available as well as integrated district resources. |

# CENTRAL OFFICE

The following professional development will encompass introductory training to support synchronous and asynchronous meeting and learning. Central Office staff will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC | REQUIRED/ OPTIONAL | TIMELINE | DESCRIPTION |
|---|---|---|---|
| Intro HISD @ H.O.M.E. for Central Office | Required | | Learn how instruction will be implemented at the campus level during distance learning. Learn how to use and support a variety of district resources such as Microsoft Teams and Office 365 and communicate effectively in a virtual environment. |
| Delivering Effective PD via Teams | Optional | | Learn how to design and facilitate effective online professional development via Microsoft Teams. |

# CENTRAL OFFICE LEADERSHIP

The following professional development will encompass introductory training to support synchronous and asynchronous meeting and learning. Central Office Leadership will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC | REQUIRED/ OPTIONAL | TIMELINE | DESCRIPTION |
|---|---|---|---|
| Intro HISD @ H.O.M.E. for Central Office Leadership | Required | | Learn how to use Microsoft Teams and the HUB to operate effectively when working remotely. |

# DEVICE & HOTSPOT DISTRIBUTION

The district will attempt to provide each family with a computer device and hotspot based on results from the @ Home Technology Access survey. Each campus should distribute all available devices to students with guidance from the HISD School Office. Once campus supplies have been depleted the district will centrally distribute additional devices. Detailed district plan for device distribution with locations and times. Priority distribution will be given to at-risk students.

## STUDENT DEVICE DEPLOYMENT PROCESS FOR NEWLY ENROLLED STUDENTS

<u>Students new to HISD</u> – All students must have a network account to receive a device. Students new to HISD high schools will be issued a PowerUp laptop within 3-5 days of enrollment. Students new to grades K-8 will contact their campus for device availability after 3-5 days of enrollment. The student must log into the laptop while the device is connected to the HISD network.

<u>Students transferring from another HISD school</u> – can be issued a computer device at the time of enrollment, once the previous campus confirms the return of their device. The student must log into the laptop while the device is connected to the HISD network.

## PROCESS FOR STUDENTS WITHDRAWING FROM THE DISTRICT

Any student withdrawing from an HISD school, whether leaving the district, or transferring to another HISD school, must turn in their laptop to the original school. Each campus should develop a student withdrawal process which includes confirming the PowerUp laptop or other computer device has been turned in.

## PROCESS FOR DEVICE SUPPORT

<u>Repairs</u> - If campuses are open and accessible, the campus tech will develop a weekly schedule to support device repairs. Students with damaged laptops will be able to swap their device for a working one during the scheduled repair times. The damaged device will be repaired, cleaned, and returned to campus to be reissued.

<u>Password resets</u> - Student password resets can be accomplished by:
- Calling the HISD Service Desk (713.892.7378)
- Using the password tool on the Parent Portal
- Going to the campus during the weekly support hours

# HOTSPOTS / INTERNET ACCESS

The IT department, in conjunction with the School's Office and Finance Department will coordinate the purchase and monthly service charges payments for Hotspots or internet access

# FACILITIES

Facilities will operate in the following manner:

**Facilities Administration**
- Work with Procurement to ensure practices are followed
- Communicate with renters and modify rental agreements

**Maintenance and Repairs**
- Address all emergency repairs and work orders
- Check grounds for damages (landscaping, fencing, etc.)
- Provide support as needed

**Custodial**
- Open and close campuses and facilities, as needed
- Monitor campuses and facilities
- Provide custodial support by cleaning and wiping down high touched surfaces

**Fleet Maintenance**
Support district needs by maintaining fleet, as needed

# NUTRITION

Under Texas Department of Agriculture (TDA) guidance and instruction and in accordance with superintendent and board approval if needed, nutrition service may provide meals in the following ways
- Meals will be served from inside building, based upon availability
- Curbside meals will be available for student or parent pickup at designated locations on indicated days

All necessary forms of acceptable documentation will be provided to the public prior to the first operating day.

# TRANSPORTATION

Transportation will provide services to the district in the following manner
- Monitor and track conditions of events occurring
- Serve as relief transportation service for students, parents, and all stakeholders
- Serve as delivery of meals in partnership with nutrition services
- Serve as delivery service to IT as relating to needs of students
- Provide transportation to special needs as directed

# APPENDIX A: ADOPTED DIGITAL MATERIALS

An overview of the District's adopted can be [Accessing Online Instructional Materials page](#).

# APPENDIX B: TECHNOLOGY CHECK OUT FORM

District technology equipment will be loaned to the student named below under the following conditions:

- The equipment may only be used for educational purposes. Any other use may result in the loss of loan privileges.
- The equipment may not be used for any inappropriate, unethical, or illegal purposes, to include activities on the Internet, use of email and messaging, and access to digital media and programs. Violations of this policy may result in the loss of loan privileges and/or disciplinary action.
- The equipment and any district-installed software may not be modified in any way. No software can be copied, nor can any unapproved software be installed. Occasionally teachers may direct students to install authorized software packages from the HISD Software Center.
- The student's parent/guardian accepts financial responsibility for any intentional damage to the equipment or damage due to gross negligence. The district may take legal action to recover any unpaid costs of such damage.
- The equipment is the property of Houston ISD. All equipment must be returned to the school or department that issued the equipment or if the student withdraws from school. Equipment not returned as required may be reported to the police as stolen.
- The student will promptly report to the HISD Service Desk (713-892-7378, servicedesk@houstonisd.org) if any equipment is lost, stolen, or damaged.

Student Name (print)_____Phone _____

Address/City/State/Zip_____

Student Signature_____Date_____

Student ID_____Grade Level _____

School Name _____

Equipment Model/Description _____

Serial Number _____

HISD Asset Tag (if available) _____

Accessories issued with equipment (power adapter, carry case, Keyboard, Mouse, etc.)

_____

# APPENDIX C: AT HOME TECHNOLOGY ACCESS SURVEY

Houston ISD At Home Technology Access Survey

# APPENDIX D: SCHOOL COMMUNICATION TEMPLATE

## Elementary School Name

Sample Communication Template

**School Hours:**

**School Phone:**

| Principal | John Smith | SampleEmail@houstonisd.org |
|---|---|---|
|  |  |  |
| COUNSELOR | | |
| **Counselor** |  |  |
|  |  |  |
| STAFF | | |
| **Magnet Coordinator** |  |  |
| **Instructional Specialist** |  |  |
|  |  |  |
|  |  |  |
| TECHNOLOGY | | |
| **Technology Customer Service Rep (CSR)** |  |  |
| **Campus Instructional Tech (CIT)** |  |  |

TECHNOLOGY RESOURCES

**HISD @ H.O.M.E Website**

The district's website, https://www.houstonisd.org/HOME is a comprehensive source of information for home based ongoing mobile education.

**The HUB (Its Learning): Learning Management System**

https://houston.itslearning.com provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

**Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger Download App here

# PLC MEETINGS
(This schedule is for campus staff only)

| PLC TEAM | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Pre-K | | 3pm<br>Join Code | | | |
| Kinder | | | 3pm<br>Join Code | | |
| 1st Grade | | | | 3pm<br>Join Code | |
| 2nd Grade | 3pm<br>Join Code | | | | |
| 3rd Grade | | 3pm<br>Join Code | | | |
| 4th Grade | | | 3pm<br>Join Code | | |
| 5th Grade | | | | 3pm<br>Join Code | |

Faculty Meeting - 3rd Monday of Month - Provide Meeting Link

# Middle School Name

## Sample Communication Plan

**School Hours:**

**School Phone:**

| Principal | John Smith | Smith.Example@houstonisd.org |
|---|---|---|
| **Dean of Instruction** | | |
| GRADE LEVEL PRINCIPALS | | |
| 6th Grade Principal | | |
| 7th Grade Principal | | |
| 8th Grade Principal | | |
| COUNSELORS | | |
| 6th Grade Counselor | | |
| 7th Grade Counselor | | |
| 8th Grade Counselor | | |
| STAFF | | |
| Magnet Coordinator | | |
| TECHNOLOGY | | |
| Technology Customer Service Rep (CSR) | | |
| Campus Instructional Tech (CIT) | | |
| Librarian | | |

TECHNOLOGY RESOURCES

**HISD @ H.O.M.E Website**

The district's website, https://www.houstonisd.org/HOME is a comprehensive source of information for home based ongoing mobile education.

**The HUB (Its Learning): Learning Management System**

https://houston.itslearning.com provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

**Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger Download App here

# PLC MEETINGS

(This schedule is for campus staff only)

| PLC TEAM | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Math | | 3pm Join Code | | | |
| Science | | | 3pm Join Code | | |
| English | | | | 3pm Join Code | |
| Social Studies | 3pm Join Code | | | | |
| Fine Arts | | 3pm Join Code | | | |
| LOTE | | | 3pm Join Code | | |
| CTE | | | | 3pm Join Code | |

Faculty Meeting - 3rd Monday of Month - Provide Meeting Link

# High School Name

## Sample Communication Plan

**School Hours:**

**School Phone:**

| Principal | John Smith | Smith.Example@houstonisd.org |
|---|---|---|
| **Dean of Instruction** | | |
| GRADE LEVEL DEANS | | |
| **Freshman Dean** | | |
| **Sophomore Dean** | | |
| **Junior Dean** | | |
| **Senior Dean** | | |
| COUNSELORS | | |
| **Freshman Counselor** | | |
| **Sophomore Counselor** | | |
| **Junior Counselor** | | |
| **Senior Counselor** | | |
| STAFF | | |
| **Magnet Coordinator** | | |
| TECHNOLOGY | | |
| **Technology Customer Service Rep** | | |
| **Campus Instructional Tech (CIT)** | | |
| **Librarian** | | |

TECHNOLOGY RESOURCES

**HISD @ H.O.M.E Website**

The district's website, https://www.houstonisd.org/HOME is a comprehensive source of information for home based ongoing mobile education.

**The HUB (Its Learning): Learning Management System**

https://houston.itslearning.com provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

**Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger Download App here

# PLC MEETINGS

(This schedule is for campus staff only)

| PLC TEAM | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Math | | 3pm Join Code | | | |
| Science | | | 3pm Join Code | | |
| English | | | | 3pm Join Code | |
| Social Studies | 3pm Join Code | | | | |
| Fine Arts | | 3pm Join Code | | | |
| LOTE | | | 3pm Join Code | | |
| CTE | | | | 3pm Join Code | |

Faculty Meeting - 3rd Monday of Month - Provide Meeting Link

# APPENDIX E: SAMPLE STUDENT PARENT CONTRACT

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

Remote Learning Contract

Fall 2020

The Houston Independent School District (HISD) is offering students an opportunity to participate in remote learning for the Fall 2020 semester. Remote learning represents an online, non-traditional learning experience in which specific expectations for this option are required. This contract is intended to present to students, parents, and guardians standards expected for participation when opting for remote, online instruction.

**Student Expectations**

As a student participating exclusively in remote learning, I am aware that, in addition to the policies and requirements of my school/district, I am expected to comply with the following standards:

- Participate in remote learning for the **remainder of the grading cycle.**
- Adhere to the Houston ISD Student Code of Conduct and Acceptable Use Policy for Electronic Services for Students.
- Participate in each online course daily to maintain the pace including any required interventions.
- Attend mandatory meetings at school as required. Such as orientation, device pickup/drop-off, and testing.
- Complete classwork on time.
- Communicate with teachers and other classmates in a professional manner.
- Ask for help from the teacher as needed.

**Parent and Guardian Expectations**

As the parent and/or guardian of a student participating in only remote learning, I am aware that I am expected to support my student's remote learning experience by adhering and complying to the following standards:

- Support my student in participating in remote learning for the remainder **of the grading cycle**.
- Ensure my student has access to necessary resources, equipment, and internet connectivity to participate in all remote learning activities.
- Provide an adequate workspace for my student to work remotely.
- Complete required training.
- Become familiar with student resources and progress for course work.
- Encourage my student to seek assistance and support as needed.

- Communicate with course instructors as needed.
- Ensure student work is completed within the timeframes required by the course instructor.

**School/District Expectations**

The school and/or district will provide the following support for student and parents/guardians during the remote learning semester:

- Provide assigned academic coursework.
- Access to individualized meetings with a school counselor/administrator to discuss the alignment of the online coursework with student 's graduation requirements.
- Provide opportunities for training and technical support for parents and students.
- Provide access to essential digital platforms to support remote instruction, such as the district's learning management system (the HUB), email, Microsoft Teams, and other productivity suites.
- Evaluate student's 504 Plans or IEPs, to determine if the accommodations and support can be delivered virtually or would have to be modified.

**Acknowledgment and Understanding**

Students and parents fully understand that academic success is dependent on the student's internal motivation and effort put forth in the class. Students who are not successful will be required to make up credits.

I have read the policies and expectations and agree to this contract. **I also understand that once students enroll in the remote instructional option, they will not be able to return to a face-to-face classroom for the remainder of the semester.**

_____

Student Signature                                              Date

_____

Parent Signature                                               Date

# APPENDIX F: DIGITAL TOOLS

| CATEGORY | APP | DESCRIPTION | COMPATIBILITY | PRIMARY USER | RECOMMENDED GRADE LEVEL |
|---|---|---|---|---|---|
| INTERACTIVE ASSESSMENTS (CFUS) | PeardDeck | You can make Pear Deck Slides within PowerPoint Online or Google Slides. But instead of simply presenting informational slides, Pear Deck makes your slides interactive so every student can respond to your questions or prompts right on their own screens. **HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Nearpod.** | All devices | Teachers | All |
| | Kahoot | Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are teacher created multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. | All devices | Teachers | All |
| | Quizziz | Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages. | All devices | Teachers | All |
| | Quizlet | Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. | All devices | Teachers | All |
| | FlipGrid | Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. | All devices | Students | All |

| | | | | | |
|---|---|---|---|---|---|
| COLLABORATION | Google Docs/Drive | G Suite is a suite of cloud productivity and collaboration tools, software and products developed by Google. **HISD provides teachers and students access to Google Drive, Docs, Sheets, Slides, and Drawings** | All devices | Teachers & Students | All |
| | Padlet | Create and collaborate via interactive multimedia virtual bulletin boards to create | All devices | Teachers & Students | All |
| | Office 365 | Office 365 provides teachers and students with access to Microsoftís full online productivity suite including OneDrive, Word, Excel, PowerPoint, OneNote, and more | All devices | Teachers & Students | All |
| | Jamboard | A collaborative, digital whiteboard makes it easy to create without boundaries and share ideas in real time as part of Gsuite. **This tool is the district's supported alternative to Ziteboard.** | Chromebooks, iOS | Teachers & Students | All |
| | Microsoft Whiteboard | Microsoft Whiteboard is a digital whiteboard app that allows students and teachers to stay organized, collaborate, and brainstorm together. **HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Ziteboard.** | Windows, iOS | Teachers & Students | All |
| INFOGRAPHICS | Google Drawings | Google Drawings allows teachers and students to collaborate and work together in real time to create flowcharts, organizational charts, website wireframes, mind maps, concept maps, and other types of diagrams. | All devices | Teachers & Students | All |
| | Adobe Spark | Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. **HISD provides students and teachers access to premium features** | All devices | Teachers & Students | All |

| | | | | | |
|---|---|---|---|---|---|
| | Canva | Canva is a graphic design platform that allows teachers and students to create social media graphics, presentations, posters and other visual content. | All devices | Teachers & Students | All |
| PRESENTATION | PowerPoint | PowerPoint is a computer program that allows you to create and show slides to support a presentation. | All devices | Teachers & Students | All |
| | Google Slides | Google Slides is a presentation program included as part of GSuite | All devices | Teachers & Students | All |
| | Microsoft Sway | Create and share interactive reports, presentations, personal stories, and more directory from Office 365 | All devices | Teachers & Students | All |
| SCREEN CASTING | Screencastify | This screen recording tool allows teachers to record video lessons for students. | Windows, Chromebook | Teachers | All |
| VIDEO CONFERENCING | Microsoft Teams | Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications. | All devices | Teachers & Students | All |
| VIDEO CREATION | Adobe Spark | Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. **HISD provides students and teachers access to premium features** | All devices | Teachers & Students | All |
| | FlipGrid | Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. | All devices | Teachers & Students | All |

| | | | | | |
|---|---|---|---|---|---|
| BUILD WEBSITES | Google Sites | Google Sites allows teacher and students create and publish dynamic webpages | All devices | Teachers & Students | All |
| | Adobe Spark | Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features | All devices | Teachers & Students | All |
| DIGITAL BINDERS/NOTEBOOK | OneNote | OneNote allows teachers to create digital notebooks that allow for collaboration between students and teachers. | All devices | Teachers & Students | All |
| DIGITAL BOOKS CREATOR | Book Creator | Book Creator is a simple tool for creating awesome digital story books. Create your own teaching resources or have your students take the reins. | All devices | Students | ES, MS |

THIS IS A LIST OF NON−TEXTBOOK DIGITAL RESOURCES

| CATEGORY | DIGITAL RESOURCES | GRADE LEVELS | SSO | DEPARTMENT SUPPORT |
|---|---|---|---|---|
| Assessments | OnTrack | All | Yes | Student Assessments |
| Assessments | Renaissance | All | Yes | Student Assessments |
| Assessments | MAP Growth | | | |
| Courseware | Edgenuity | MS | Yes | Virtual Learning |
| Courseware | Apex | HS | Yes | Virtual Learning |
| Courseware | Khan Academy | All | Yes* | College Readiness |
| Courseware | CK-12 | | Yes | |
| Computer Science | Code.org | All | No | Academic Instructional Technology |
| Digital Literacy | Learning.com | ES, MS | Yes | Academic Instructional Technology |
| College Readiness | Naviance | HS | Yes | College Readiness |
| Literacy | Achieve 3000 | MS, HS | Yes | Secondary Curriculum |
| Literacy | SmartyAnts | ES | Yes | Elementary Curriculum |
| Literacy | NewsELA | ES, MS | Yes | Secondary Curriculum |
| Literacy | MackinVia | MS, HS | Yes | Secondary Curriculum |
| Literacy | MyOn | ES | Yes | Elementary Curriculum |
| Literacy | Imagine Language & Literacy | ES, MS, HS | Yes | Curriculum |
| Content Library | Discovery Education | All | Yes | Library Services |
| Content Library | BrainPop | ES, MS | Yes | Special Education |

| Content Library | BrainPop Jr. | ECC | Yes | Special Education |
|---|---|---|---|---|
| Content Library | Learn 360 | All | Yes | Library Services |
| Content Library | Flocabulary | | | |
| Newspapers | New York Times | All | No | Library Services |
| Library Reference | Destiny | All | Yes | Library Services |
| Library Reference | Britannica School | | | Library Services |
| Library Reference | Britannica Spanish | | | Library Services |
| Library Reference | EBSCO HOST | | | Library Services |
| Library Reference | eSebco | | | Library Services |
| Library Reference | GALE | | | Library Services |
| Library Reference | SIRS Discovery | | | Library Services |
| Library Reference | World Book Online | | | Library Services |
| Library Reference | ABC Clio | | | Library Services |
| Science | Gizmos | MS, HS | Yes | Secondary Curriculum |
| STEM | Jason Learning | ES, MS, HS | Yes | Academic Instructional Technology |
| Social Studies | DBQ Online | HS | Yes | Secondary Curriculum |
| Social Studies | | | | |
| Math | Imagine Math | ES, MS, HS | Yes | Curriculum |
| GT | Renzulli Learning | ES, MS, HS | Yes | Gifted and Talented |