

HOUSTON INDEPENDENT SCHOOL DISTRICT

ATTESTATIONS

INSTRUCTIONAL SCHEDULE

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

MATERIALS DESIGN

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely

HOUSTON INDEPENDENT SCHOOL DISTRICT

- Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

STUDENT PROGRESS

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

IMPLEMENTATION

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning

HOUSTON INDEPENDENT SCHOOL DISTRICT

- ❑ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
- ❑ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ❑ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

HOUSTON INDEPENDENT SCHOOL DISTRICT

OPEN RESPONSES

INSTRUCTIONAL SCHEDULE

Campuses will follow an asynchronous schedule that covers all content areas for all grade levels. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and instruction to be implemented in an asynchronous instructional model for the grades listed below. In the links below are daily schedules for various grade levels. The content of the schedules is consistent at all campuses but may differ somewhat by when subjects are covered at various times. Students will have opportunities to complete the assigned work at their own pace within the daily learning schedules. Teacher supports might take the form one-to-one. Microsoft Teams calls, pre-recorded lessons, supplemental materials, or small group instruction via Microsoft Teams.

SAMPLE SCHEDULES ARE INCLUDED IN ATTACHMENT

COMPONENT	EXPLANATION
What are the expectations for daily student interaction with academic content?	<p>Students will engage in both synchronous and asynchronous learning experiences as outlined by their campus schedule each day. Total instructional time equals roughly 450 minutes a day. Students will have access to all activities and assignments via the district's adopted LMS, itslearning while engaging in live direct instruction via Microsoft Teams. Teachers will have the ability to track time-on-task and assignment completion via the LMS and can tailor pacing and content for students based on each student's individual needs.</p> <p>Daily schedules include the following requirements:</p> <ul style="list-style-type: none">• Elementary schools must include all core content (ELA, Math, Science, Social Studies) daily• Secondary schools must include at least half of the course periods daily if using a block schedule or all periods for traditional schedules <p>Additional synchronous small group instruction and 45 minutes of office hours are provided daily</p> <ul style="list-style-type: none">• Small group instruction time is determined on an as-needed basis based on student performance data in the LMS and student assessment platform.• Office hours attendance is optional but offered daily to all students

HOUSTON INDEPENDENT SCHOOL DISTRICT

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>To ensure alignment between on-campus and remote instruction, school virtual and face-to-face schedules remain closely aligned so that students receive roughly the same number of instructional minutes per subject or period per day. While schools will offer students ample opportunities to participate in synchronous direct instruction each day, teachers will also provide equitable asynchronous content for students to engage with if they are unable to participate in live schedules lessons. These materials include recordings of live lessons as well as instructional materials developed by the district's Elementary and Secondary Curriculum team.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers are expected to deliver short synchronous direct instruction daily. These lessons will be recorded and accessible asynchronously to students via the LMS. Teachers will also identify and contact students who need additional small group instruction or interventions based on student progress.</p> <p>Teachers will provide students with feedback on their progress on asynchronous activities daily and be accessible for a minimum of 45 min per day via office hours.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students will be identified for Tier II or Tier III interventions and receive small group instruction based on the following:</p> <p>progress and assessment records:</p> <ul style="list-style-type: none">● Progress in the LMS● Engagement in the LMS but struggling to master content● Assessment Records <p>Special education, GT, disabled, or EL students will also have access to additional accommodations in the instructional materials. All students with IEP or 504 plans will continue to receive all services outlined in their plan.</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

KEY REQUIREMENT MATERIAL DESIGN

Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

SUBJECT/ COURSE	GRADE LEVEL(S)	INSTRUCTIONAL MATERIALS	PROGRESS MONITORING AND ASSESSMENT	IS IT TEKS ALIGNED?	WHAT RESOURCES ARE INCLUDED TO SUPPORT STUDENTS WITH DISABILITIES?	WHAT RESOURCES ARE INCLUDED TO SUPPORT ELS?
Math Instructional Materials	PK	HISD Curriculum	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built-in accessibility tools such as the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <ul style="list-style-type: none"> Accommodations and/or modifications will be provided to students based on their individualized education plan. http://www.funbrainjr.com/ Accommodation central (<i>considerations for accommodations and designated supports for student with an IEP</i>) Unique Learning System Assistive Technology Digital Tools and Accessibility HISD Deaf/Hard of Hearing & Visual Impairment Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

<p>ELA Instructional Materials</p>	<p>PK</p>	<p>HISD Curriculum</p>	<p>LMS activities Digital teacher, campus, and district assessments</p>	<p>Yes</p>	<p>The district LMS provides students with built-in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • http://www.funbrainjr.com/ • https://www.storylineonline.net/ • Digital Library • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility <ul style="list-style-type: none"> ○ Kurzweil (Assistive Technology Digital Tools and Accessibility) ○ Bookshare (Assistive Technology Digital Tools and Accessibility) ○ Learning Ally (Assistive Technology Digital Tools and Accessibility) • HISD-OSES Speech & Language <ul style="list-style-type: none"> ○ Speech/Language Resources • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
------------------------------------	-----------	------------------------	---	------------	---	--

HOUSTON INDEPENDENT SCHOOL DISTRICT

Science Instructional Materials	PK	HISD Curriculum	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility • HISD Deaf/Hard of Hearing & Visual Impairment <p>Accommodation Considerations for Virtual Implementation</p>	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
Social Studies Instructional Materials	PK	HISD Curriculum	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built-in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p>	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

					<p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none">• Unique Learning System• Accommodation central• HISD Deaf/Hard of Hearing & Visual Impairment <p>Accommodation Considerations for Virtual Implementation</p>	
--	--	--	--	--	---	--

HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBJECT/ COURSE	GRADE LEVEL(S)	INSTRUCTIONAL MATERIALS	PROGRESS MONITORING AND ASSESSMENT	IS IT TEKS ALIGNED?	WHAT RESOURCES ARE INCLUDED TO SUPPORT STUDENTS WITH DISABILITIES?	WHAT RESOURCES ARE INCLUDED TO SUPPORT ELS?
Math Instructional Materials	K-5	HISD Curriculum HMH, Texas GoMath! Imagine Math	LMS activities Digital teacher, campus, and district assessments Renaissance Star Assessments	Yes	<p>The district LMS provides students with built-in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • https://numberock.com/ • Accommodation central • Unique Learning System • Assistive Technology Digital Tools and Accessibility • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
ELA Instructional Materials	K-5	HISD Curriculum HMH, Intro Reading Texas Imagine Language	LMS activities Digital teacher, campus, and district assessments Renaissance Star Assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • https://www.storylineonline.net/ 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

					<ul style="list-style-type: none"> • Digital Library • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility <ul style="list-style-type: none"> ○ Kurzweil (Assistive Technology Digital Tools and Accessibility) ○ Bookshare (Assistive Technology Digital Tools and Accessibility) ○ Learning Ally (Assistive Technology Digital Tools and Accessibility) ○ Board Maker Studio (Assistive Technology Digital Tools and Accessibility) • HISD-OSES Speech & Language <ul style="list-style-type: none"> ○ Speech/Language Resources • HISD Deaf/Hard of Hearing & Visual Impairment <p>Accommodation Considerations for Virtual Implementation</p>	
Science Instructional Materials	K-5	HISD Curriculum HMH, Science Fusion	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility • HISD Deaf/Hard of Hearing & Visual Impairment 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

					<ul style="list-style-type: none"> • Accommodation Considerations for Virtual Implementation 	
Social Studies Instructional Materials	K-5	HISD Curriculum American Legacy, Studies Weekly	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBJECT/ COURSE	GRADE LEVEL(S)	INSTRUCTIONAL MATERIALS	PROGRESS MONITORING AND ASSESSMENT	IS IT TEKS ALIGNED?	WHAT RESOURCES ARE INCLUDED TO SUPPORT STUDENTS WITH DISABILITIES?	WHAT RESOURCES ARE INCLUDED TO SUPPORT ELS?
Math Instructional Materials	6-8	HISD Curriculum HMH, Texas GoMath!	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Accommodation central • Unique Learning System • Accommodation Considerations for Virtual Implementation 	<p>HIDS Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
ELA Instructional Materials	6-8	HISD Curriculum Savaas, My Perspectives Lexia, PowerUp Literacy	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • https://www.storylineonline.net/ • Digital Library • Unique Learning System 	<p>HIDS Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

					<ul style="list-style-type: none"> • Accommodation central • Assistive Technology Digital Tools and Accessibility <ul style="list-style-type: none"> ○ Kurzweil (Assistive Technology Digital Tools and Accessibility) ○ Bookshare (Assistive Technology Digital Tools and Accessibility) ○ Learning Ally (Assistive Technology Digital Tools and Accessibility) ○ BoardMaker Studio (Assistive Technology Digital Tools and Accessibility) • HISD-OSES Speech & Language <ul style="list-style-type: none"> ○ Speech/Language Resources • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	
Science Instructional Materials	6-8	HISD Curriculum McGraw Hill, iScience Explore Learning, Gizmos	LMS activities Digital teacher, campus, and district assessments	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

<p>Social Studies Instructional Materials</p>	<p>6-8</p>	<p>HISD Curriculum Social Studies School Service, Active Classroom</p>	<p>LMS activities Digital teacher, campus, and district assessments</p>	<p>Yes</p>	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
---	------------	---	--	------------	--	--

HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBJECT/ COURSE	GRADE LEVEL(S)	INSTRUCTIONAL MATERIALS	PROGRESS MONITORING AND ASSESSMENT	IS IT TEKS ALIGNED?	WHAT RESOURCES ARE INCLUDED TO SUPPORT STUDENTS WITH DISABILITIES?	WHAT RESOURCES ARE INCLUDED TO SUPPORT ELS?
Math Instructional Materials	9-12	HISD Curriculum Pearson, Texas Algebra 1 Pearson, Texas Geometry Algebra 2 Pearson, Texas Algebra 2 Cengage, MMA Texas ed McGraw Hill, Precalculus	LMS activities Digital teacher, campus, and district assessments	Yes	The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to students based on their individualized education plan. <ul style="list-style-type: none"> • Accommodation central • Unique Learning System • Assistive Technology Digital Tools and Accessibility • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish. Accommodations and designated support for assessment will be determined by the LPAC committee. Support for English Language Learners
ELA Instructional Materials	9-12	HISD Curriculum Pearson, My Perspectives Pearson, iLit 45 Pearson, iLit ELL HMH, English 3D	LMS activities Digital teacher, campus, and district assessments	Yes	The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to students based on their individualized education plan. <ul style="list-style-type: none"> • https://www.storylineonline.net/ • Digital Library 	HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish. Accommodations and designated support for assessment will be determined by the LPAC committee. Support for English Language Learners

HOUSTON INDEPENDENT SCHOOL DISTRICT

					<ul style="list-style-type: none"> • Unique Learning System • Accommodation central • Assistive Technology Digital Tools and Accessibility <ul style="list-style-type: none"> ○ Kurzweil (Assistive Technology Digital Tools and Accessibility) ○ Bookshare (Assistive Technology Digital Tools and Accessibility) ○ Learning Ally (Assistive Technology Digital Tools and Accessibility) ○ BoardMaker Studio (Assistive Technology Digital Tools and Accessibility) • HISD-OSES Speech & Language <ul style="list-style-type: none"> ○ Speech/Language Resources • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	
Science Instructional Materials	9-12	<p>HISD Curriculum</p> <p>Pearson, Biology</p> <p>McGraw Hill, IPC</p> <p>McGraw Hill, Physics</p> <p>McGraw Hill, Physics</p> <p>HMH, Chemistry</p> <p>HMH, Environmental Science</p>	<p>LMS activities</p> <p>Digital teacher, campus, and district assessments</p>	Yes	<p>The district LMS provides students with built in accessibility tools such the Microsoft Immersive Reader</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <ul style="list-style-type: none"> • Unique Learning System • Accommodation central • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

<p>Social Studies Instructional Materials</p>	<p>9-12</p>	<p>HISD Curriculum Social Studies School Service, ActiveClassroom Discovery Ed, US History TechBook</p>	<p>LMS activities Digital teacher, campus, and district assessments</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Unique Learning System • Accommodation central • HISD Deaf/Hard of Hearing & Visual Impairment • Accommodation Considerations for Virtual Implementation 	<p>HISD Curriculum provides linguistic accommodations for instruction and is available in both English and Spanish.</p> <p>Accommodations and designated support for assessment will be determined by the LPAC committee.</p> <p>Support for English Language Learners</p>
---	-------------	---	--	------------	---	--

HOUSTON INDEPENDENT SCHOOL DISTRICT

Provide additional explanations of how your instructional materials meet the criteria if needed:

COMPONENT	EXPLANATION
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>All instructional materials will be available to students via the district's LMS, itslearning. All PK-12 instructional materials developed by the Elementary and Secondary Curriculum Department underwent a full redesign to align with the newly developed HISD Online Course Design Guidelines to provide students with a more engaging and interactive experience. These guidelines were based on the National Standards for Quality Online courses developed by iNaco</p> <p>All courses use a variety of media to deliver instruction in an engaging and impactful manner. Each daily lesson also contains a number of formative assessment opportunities that will allow teachers to track student progress and mastery in the LMS efficiently.</p>
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Access supplemental aids, accommodations, modifications, designated supports, assistive technology, as determined by the ARD Committee and LPAC Committees.

HOUSTON INDEPENDENT SCHOOL DISTRICT

STUDENT PROGRESS

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

COMPONENT	EXPLANATION
What is the expectation for daily student engagement?	Students are required to be engaged daily with work. Students who do not demonstrate engagement on a given day are marked absent. Students participate daily by completing the instructional task, submitting assignments, completing projects, submitting photos of assignments, or participating in synchronous instruction with a teacher.
What is the system for tracking daily student engagement?	<p>Tracking of student engagement will, at a minimum, follow guidance from TEA ADA funding using one of the three methods outlined.</p> <ol style="list-style-type: none"> 1. Daily progress in the LMS, itsLearning 2. Daily progress via teacher-student interactions 3. Completions or submissions of an assignment from student to the teacher via email, phone, the LMS, or another district online platform <p>Students who meet one of these three criteria will be marked "Present-Remote Asynchronous." Daily attendance will be taken at a predetermined time (3:00 p.m.). Students who do not have documentation of completing the minimum engagement threshold will be marked absent. The parents or guardians of students who have been marked absent will receive an automated phone call at 6 p.m. to remind them that their child has until 11:59 p.m. to engage via the district's LMS. Teachers will have the opportunity to update attendance for the previous day for those students with documented engagement after the last day's submissions.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	Attendance will be tracked in the district's student information system (SIS) in accordance with the same process and protocols used during on-campus instruction except for after-hours engagement. Students who fall below a 90% attendance for the time that the course is being offered, will not receive credit for the course regardless of the level of engagement in accordance with on-campus expectations.

HOUSTON INDEPENDENT SCHOOL DISTRICT

<p>What is the system for tracking student academic progress?</p>	<p>Student progress will be tracked daily in the LMS, itsLearning, through daily assignments and other activities. Teachers can easily track student engagement via the LMS's built-in 360 reports, which provide teachers an at a glance view of students' time on task, completion of activities, and performance. This reporting system allows teachers to quickly identify any trends in student's progress and provide students with the appropriate support.</p> <p>Students will also be asked to complete teacher, school, and district assessments in OnTrack, the district's assessment platform. This platform will generate data on student mastery of individual TEKS.</p> <p>Finally, students' official performance will be recorded in the PowerSchool student information system.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide students, at a minimum, daily feedback via the LMS. Additional feedback may be provided during small group instruction, office hours, or through the SIS. These daily feedback mechanisms will allow students to clearly understand their academic progress.</p> <p>Parents and students will also have access to their full grade book via the district's Parent Portal powered by the SIS. This platform will provide parents an updated view of a student's progress in each course.</p>

HOUSTON INDEPENDENT SCHOOL DISTRICT

IMPLEMENTATION

Professional development is calendared to include initial and ongoing development opportunities. In addition, professional development will be designed to support leaders, staff, students and families 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.

[Sample Schedule of PD offered at the end of documents](#)

Summarize how your professional development for educators will support asynchronous instruction:

COMPONENT	EXPLANATION
How will both initial and ongoing, job-embedded educator development opportunities occur?	Houston ISD will be providing ongoing professional development that focuses on supporting asynchronous instruction during preservice and throughout the school year. The PD will be provided to campus administrators, teachers, instructional coaches, central office departments, parents and students. Recordings of the professional development will be posted on the appropriate online platforms, if a recording is available.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	The district will onboard campuses with best practices on instructional design for asynchronous lessons and how to effectively implement them using the district's LMS. In addition, staff will be trained on using the various metrics provided by the LMS to gauge student engagement and identify students that need remediation through small group instruction. Simultaneously, the Academic Instructional Technology team will be providing professional development to campus leadership, teachers and central office staff that create student facing content.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Describe your communication and support plan for families engaging with asynchronous learning:

COMPONENT	EXPLANATION
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Communication with parents will be facilitated through platforms such as the Houston ISD website, social media, SchoolMessenger, HISD Connect and school communication. These methods are outlined below:</p> <ul style="list-style-type: none"> • HISD Connect: SIS were parent/guardians are able to access student grades, progress reports and communicate with the teachers. • Website and social media: The Houston ISD website will collect all relevant information to asynchronous instruction on the HISD @ H.O.M.E section of the site. HISD communications department will regularly post information on Twitter, Facebook, Instagram, and HISD blogs. • Parent Orientation Course: Parent will be asked to complete the course that is accessible from multiple areas on the district site. The course introduces parent to remote learning, LMS, expectations for daily student engagement, etc. • School Messenger: The school messenger platform will allow parents to receive text messages, email, and phone calls from the district with information regarding asynchronous instruction. • School communications: Schools will be required to hold regular community meetings via Microsoft Teams to keep all parents informed about campus-specific information related to asynchronous instruction. Schools are also encouraged to engage parents via multiple communication platforms such as social media, SchoolMessenger, and their website.
<p>What are the expectations for family engagement/support of students?</p>	<p>Parents will be asked to support their students by:</p> <ul style="list-style-type: none"> • Setting expectations and establishing routines • Creating a dedicated learning space • Communication with teachers regularly • Checking in with their child and reporting any issues to the teacher • Encouraging physical activity • Becoming familiar with tools and resources regularly used by their student

HOUSTON INDEPENDENT SCHOOL DISTRICT

What additional supports, training, and/or resources will be provided for families who may need additional support?

The Houston Independent School District has launched the HISD @ H.O.M.E. Hotline to provide timely answers to questions from students and parents about asynchronous learning. The hotline is available 8 a.m. to 2 p.m., students and parents can call the HISD @ H.O.M.E. Hotline at 713-556-INFO (4636).

Furthermore, parents can schedule a 1:1 appointment with a member of the instructional technology team for help with digital platforms such as the LMS, Microsoft Teams, or any of our digital textbooks. For technical issues, parents and students can call the HISD IT Service Desk at 713-892-7378.

SAMPLE OF PROFESSIONAL DEVELOPMENT SCHEDULE

DATE OF TRAINING	TITLE	DESCRIPTION	LEARNING OUTCOMES	AUDIENCE	FOLLOW UP SUPPORT
8/5/2020	Welcome Back 2020	Welcome Back 2020 central office and campus leadership teams across the district meet virtually.	Leaders celebrate last year's accomplishments, clarify goals, initiatives and challenges for the new school year.	Central Office staff, Campus Leaders (i.e. principals, AP/Deans, Instructional Leadership)	Monthly meetings for Principals and Tier II Leaders
8/24/2020	DHH/VI Reopening Safely, Returning Strong	Welcome Back meeting to review expectations and support for virtual instruction	Supporting staff with virtual instruction for the 2020-2021 school year	Teachers	MS Teams/HUB Training
8/25/2020	OnTrack @ Home (Advanced)	Teachers will be able to integrate OnTrack online assessment into both synchronous & asynchronous instruction models, proctoring options, secure LockDown Browser features, accommodations, etc.	Participants will learn to administer effective assessments in OnTrack assessment during remote learning	Teachers	Task cards, guides and resources and videos will be created by FA team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in remote OnTrack assessment administration
8/25/2020	Authentic Assessment	Teachers will be able to learn more about authoring authentic assessment (such as performance tasks and projects), learn how students can input authentic product into the system, and grade them for TEKS mastery during remote learning.	Participants will learn to administer authentic assessments during remote learning	Teachers	Task cards, guides and resources and videos will be created by FA team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in remote authentic assessment
8/25/2020	DDI- Where Do I Begin Teaching?	Teachers will be able to analyze key data that will help identify what skills students are ready to learn upon returning to school in lieu of STAAR data during remote learning.	Participants will learn how to use data to target instruction during remote learning	Teachers	DDIS provide support to teachers and leaders at assigned campuses in remote instruction.
8/25/2020	Renaissance @ Home	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 during remote learning.	Participants will learn to administer effective assessments in Renaissance during remote learning	Teachers	Task cards, guides and resources and videos will be created by FA team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in Renaissance remote administration.
8/25/2020	Lead4ward - Virtual Instructional Playlist	Teachers will be able to integrate Lead4ward Virtual	Participants will learn how to use collaborative learning structures	Teachers	Task cards, guides and resources and videos will be created by FA

		Instructional Playlist strategies to increase student engagement and rigor for remote learning.	to improve the quality of instruction for remote learning		team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in remote instruction using lead4ward.
8/25/2020	Special Pops/ELs engagement	Teachers will be able to use EL data (such as Renaissance, TELPAS, etc.) and make connections to plan for virtual sheltered instructional strategies for remote learning	Participants will learn how to use key strategies to improve EL engagement and sheltered instruction for remote learning	Parents	DDIS provide support to teachers and leaders at assigned campuses in remote instruction for ELs.
8/25/2020	Formative Assessment Coordinator Job-A-Like	FACs will be able to articulate the role of the formative assessment coordinator, understand formative assessment best practices and how to implement these in their campus during remote learning. They will be able to support the administration of Renaissance and OnTrack assessment remotely. They will be able to support data driven instruction after the assessment windows.	Participants will learn to administer an effective formative assessments process for remote learning	Campus Admin	Task cards, guides and resources and videos will be created by FA team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in remote administration of formative assessment.
8/26/2020 - 2/28/2020	Instructional Technology Boot Camp	Teachers, Administrators, and Instructional Coaches received a 2.5 hour mandatory training on asynchronous online instruction and were provided choice sessions on the various digital platforms available in the district.	Participants will learn the fundamentals of asynchronous instruction and the district supports available to them. Participants will be able to attend various choice session on the various online platforms available in the district and receive instructional strategies when using them. Platforms that were covered are the following: <ul style="list-style-type: none"> • Itslearning (LMS) • Google For Education • Microsoft • Pear Deck • Screen Casting • Digital Citizenship 	Campus Admin, Teachers, and Instructional Coaches	Follow professional development will be provided during Academic Days, through campus support and principal meetings.
8/26/2020	OnTrack @ Home (Beginner)	Teachers will be able to integrate OnTrack into the Hub, Teams, and know best practices for integration.	Participants will learn to administer effective assessments in OnTrack assessment during remote learning"	Teachers	Task cards, guides and resources and videos will be created by FA team. FA team will provide support on-demand. DDIS provide support

		This will include system and data driven instruction best practice in remote learning.			to teachers and leaders at assigned campuses in in remote OnTrack assessment administration.
8/26/2020	A180/East Area Elementary/Secondary Sheltered Instruction Coaches Training	Participants will receive a detailed explanation of their role as the campus Sheltered Instruction Coach. Participants will also receive instructional tools and coaching supports to share with campus teachers expected to plan and teach remotely.	Understand role of campus SI Coach and know how to build capacity with teachers of ELs with a focus on remote planning and teaching.	Parents	SI Coach Meetings continue throughout the school year, and all campus SI Coaches are assigned to 1 of 12 Multilingual Team Leads for continued support.
8/28/2020	South/ West Area Elementary/Secondary Sheltered Instruction Coaches	Participants will receive a detailed explanation of their role as the campus Sheltered Instruction Coach. Participants will also receive instructional tools and coaching supports to share with campus teachers expected to plan and teach remotely.	Understand role of campus SI Coach and know how to build capacity with teachers of ELs with a focus on remote planning and teaching.	Campus Admin	SI Coach Meetings continue throughout the school year, and all campus SI Coaches are assigned to 1 of 12 Multilingual Team Leads for continued support.
9/1/2020	Introduction to Amplio-Speech	Participants will learn to navigate the Amplio-Speech virtual environment to provide teletherapy to students with Speech and Language Impairments.	Learn how to log into the secure platform; Learn to use the various student activities within the platform; Understand the therapists' responsibilities when providing teletherapy; Learn new ways to encourage student participation to increase student outcome	Central Office Departments	Weekly check-ins are provided to monitor student attendance and progress, as well as follow up targeted training for staff.
9/2/2020	Job A Like: Self Contained Alternate Curriculum (Elementary and Secondary)	Understanding key features of the Structured Learning Classroom and Standards-based Instruction	Participants will learn features of the Structured Learning Classroom and how to implement standards-based instruction aligned with curriculum, assessment, and technology supports.	Teachers	Additional in-depth training's, teacher coaching and support
9/2/2020	Introduction to Amplio-Speech	Participants will learn to navigate the Amplio-Speech virtual environment to provide teletherapy to students with Speech and Language Impairments.	Learn how to log into the secure platform; Learn to use the various student activities within the platform; Understand the therapists' responsibilities when providing teletherapy; Learn new ways to encourage student participation to increase student outcome	Central Office Departments	Weekly check-ins are provided to monitor student attendance and progress, as well as follow up training for staff.

9/2/2020	Dual Language Administrator Boot Camp Elementary for new Administrators (Part 2)	Participants will review the main components of the Dual Language program and review the latest research, programming, data and essential components. Participants will also be given strategies to share with their campus administrators and teachers for planning, teaching and learning remotely.	Understand components of the Dual Language Program, review latest research and take strategies back to campus to share with team for effective remote planning and teaching.	Campus Admin	DL Administrators and Principals will have continued support through future optional course offerings, and schools have all been assigned a district program specialist providing tiered support.
9/11/2020	Reimagining Planning Instruction for leaders	PLCs in 2020 are challenged to reimagine planning instruction that includes the ability to adapt to multiple learning environments: in-person and virtual. lead4ward has developed structures for helping teachers develop skills in each area while maintaining a focus on engaged, and rigorous learning for remote learning.	Participants will learn how to: Develop systems of support for teaching across learning environments; Design and evaluate in-person and virtual resources; Examine ways to collect and evaluate evidence of learning; Use the Instructional Strategies Playlist	Coaches	Task cards, guides, resources and videos will be created by the FA team. FA team will provide support on-demand. DDIS provide support to teachers and leaders at assigned campuses in remote instruction using lead4ward.
9/15/2020	Overview of HISD Re-opening and Expectations	Families will obtain information and resources to understand reopening learning expectations, dynamic, and available support.	Families familiarizing themselves with learning platforms for their children, instruction options, grading and work submission.	Parents	Resources and contact information for any follow-up questions.
9/15/2020	Imagine Learning Parent Education--English Webinar	Welcome parents/guardians! Come learn how Imagine Learning programs will help support your kids during this virtual learning time.	Understand how to navigate Imagine Learning platform to support your child.	Parents;	Imagine Learning will continue to offer parent webinars, and offer support to families who reach out to them directly.
9/16/2020	Principals Meeting	Principals will receive training and support aligned to board goals, asynchronous instruction, and specific campus goals.	Principals will receive guidance on how to appropriate district resources address campus needs (I.e. blended learning, online curriculum implementation)	Principals	Ongoing meetings throughout the year.
9/17/2020	Tier II Meeting	Tier II administrators will receive training and support aligned to board goals, asynchronous instruction, and specific campus goals.	Principals will receive guidance on how to appropriate district resources address campus needs (I.e. blended learning, online curriculum implementation)	Tier II Leaders	Ongoing meetings throughout the year.
9/17/2020	Imagine Learning Parent Education--Spanish Webinar	Welcome parents/guardians! Come learn how Imagine Learning programs will help	Understand how to navigate Imagine Learning platform to support your child.	Parents;	Imagine Learning will continue to offer parent webinars, and offer

		support your kids during this virtual learning time.			support to families who reach out to them directly.
9/20/2020	Family Engagement: Parent Resources and Organizations	Families learn practical tips to be actively involved in their children's education	Connect Families with research-based strategies on to actively engage in their children's education and access to resources and community organization.	Parents	Resources and contact information for any follow-up questions.
10/24/2020	Multilingual Parent Leadership Conference	Parents will be invited to participate in choice sessions that address the needs of Migrant, Immigrant and English Learners (ELs). Families will have access to sessions that target navigating the remote learning environment for their children and social and emotional well-being during these unprecedented times	Participants will leave equipped with strategies to support their during remote learning and balancing learning from home.	Parents;	Outreach Workers, migrant program representatives, and program specialists provide ongoing tiered support to campuses and their families.
10/28/2020	Pathways to Greatness for ELL Newcomers: A Comprehensive Guide for Schools & Teachers	Participants will explore the five critical practices that educators can implement for newcomer success: Know Your Newcomers, Construct a Culture of Care, Create Comprehensible Lessons, Enhance ELD Instruction, and Schedule for Success. Explore the social, emotional, and academic needs of secondary immigrant students along with specific strategies and teaching techniques that make instruction relevant for newcomers learning through synchronous and asynchronous environments.	Know the five critical practices that educations should implement for newcomers with a focus on synchronous and asynchronous planning and teaching.	Campus Admin;Teachers;Coaches;Central Office Departments;Curriculum;	District program specialists are assigned to campuses to provide tiered support for campus English Learner needs.

VIRTUAL LEARNING SCHEDULE ELEMENTARY SCHOOL

TEACHER SCHEDULE		TEACHER	STUDENTS	STUDENT SCHEDULE	
7:30 - 8:00	30 minutes	Live Meeting - SEL/ ESL/ Morning Meeting	Engage in SEL Live Synchronous Meeting	30 minutes	7:30 AM - 8:00 AM
8:00 - 8:55	55 minutes	Live ELAR Synchronous Lesson	Engage in Live Synchronous ELAR Lesson	55 minutes	8:00 AM - 8:55 AM
8:55 - 9:30	35 minutes	Live ELAR Intervention	Engage in Live Synchronous ELAR Lesson Group 1	15 minutes	8:55 AM - 9:10 AM
			Engage in Asynchronous ELAR Learning Group 2	15 minutes	8:55 AM - 9:10 AM
			Engage in Live Synchronous ELAR Lesson Group 2	20 minutes	9:10 AM - 9:30 AM
			Engage in Asynchronous ELAR Learning; Group 1	20 minutes	9:10 AM - 9:30 AM
9:30 - 9:40	10 minutes	Break		10 minutes	9:30 AM - 9:40 AM
9:40 - 10:35	55 minutes	Live Math Synchronous Math Lesson	Engage in Live Synchronous Math Lesson	55 minutes	9:40 AM - 10:35 AM
10:35 - 11:10	35 minutes	Live Math Intervention	Engage in Live Synchronous Math Lesson Group 1	15 minutes	10:35 AM - 10:50 AM
			Engage in Asynchronous Math Learning Group 2	15 minutes	10:35 AM - 10:50 AM
			Engage in Live Synchronous Math Lesson Group 2	20 minutes	10:50 AM - 11:10 AM
			Engage in Asynchronous Math Learning Group 1	20 minutes	10:50 AM - 11:10 AM
11:10 - 11:45	35 minutes	Lunch		35 minutes	11:10 AM - 11:45 AM
11:45 - 12:10	25 minutes	Live Science Synchronous Instruction	Engage in Live Synchronous Science	25 minutes	11:45 AM - 12:10 PM
12:10 - 12:30	20 minutes	Monitor student HUB Work	Engage in Asynchronous Science	20 minutes	12:10 PM - 12:30 PM
12:30 - 1:30	60 minutes	Planning/ PLCs	Break	15 minutes	12:30 PM - 12:45 PM
			Engage in Live Synchronous Lesson with Ancillary Teacher	45 minutes	12:45 PM - 1:30 PM
1:30 - 1:55	25 minutes	Live Social Studies Synchronous Lesson	Engage in Live Synchronous Social Studies Lesson	25 minutes	1:30 PM - 1:55 PM
1:55 - 2:15	20 minutes	Monitor student HUB Work	Engage in Asynchronous	20 minutes	1:55 PM - 2:15 PM
2:15 - 3:00	45 minutes	Office Hours	Engage in Asynchronous Instruction	45 minutes	2:15 PM - 3:00 PM
3:00 - 3:15	15 minutes	Administrative tasks, paperwork, check email, etc.			

VIRTUAL LEARNING SCHEDULE MIDDLE SCHOOL

47 MIN CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM – 8:45 AM	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:45 AM – 9:32 AM 8:45 AM – 9:00 AM (Synchronous) 9:00 AM – 9:32 AM (Asynchronous)	1 st Period Perform. Arts Planning	1 st Period Perform. Arts PLC	1 st Period Perform. Arts Planning	1 st Period Perform. Arts Planning	1 st Period Perform. Arts Planning
9:32 AM – 10:19 AM 9:32 AM – 9:47 AM (Synchronous) 9:47 AM – 10:19 AM (Asynchronous)	2 nd Period ELA Planning	2 nd Period ELA PLC	2 nd Period ELA Planning	2 nd Period ELA Planning	2 nd Period ELA Planning
10:19 AM – 10:35 AM	15 Minute Break				
10:35 AM – 11:22 AM 10:35 AM – 10:50 AM (Synchronous) 10:50 AM – 11:32 AM (Asynchronous)	3 rd Period Art/PE Planning	3 rd Period Art/PE PLC	3 rd Period Art/PE Planning	3 rd Period Art/PE Planning	3 rd Period Art/PE Planning
11:22 AM – 11:52 AM	30 Minute Lunch				
11:52 AM – 12:39 PM 11:52 AM – 12:07 PM (Synchronous) 12:07 PM – 12:39 PM (Asynchronous)	4 th Period LOTE/CATE Planning	4 th Period LOTE/CATE PLC	4 th Period LOTE/CATE Planning	4 th Period LOTE/CATE Planning	4 th Period LOTE/CATE Planning
12:39 PM – 1:26 PM 12:39 PM – 12:54 PM (Synchronous) 12:54 PM – 1:26 PM (Asynchronous)	5 th Period Social Stud Planning	5 th Period Social Stud PLC	5 th Period Social Stud Planning	5 th Period Social Stud Planning	5 th Period Social Stud Planning
1:26 PM – 1:41 PM	15 Minute Break				
1:41 PM – 2:28 PM 1:41 PM – 1:56 PM (Synchronous) 1:56 PM – 2:28 PM (Asynchronous)	6 th Period Science Planning	6 th Period Science PLC	6 th Period Science Planning	6 th Period Science Planning	6 th Period Science Planning
2:28 PM – 3:15 PM 2:28 PM – 2:43 PM (Synchronous) 2:43 PM – 3:15 PM (Asynchronous)	7 th Period Math Planning	7 th Period Math PLC	7 th Period Math Planning	7 th Period Math Planning	7 th Period Math Planning
3:15 PM – 4:00 PM	Teacher Office Hours				

VIRTUAL LEARNING SCHEDULE - HIGH SCHOOL

PERIOD	INSTRUCTION	START	END
1	<i>Synchronous</i>	8:30 AM	8:45 AM
	<i>Asynchronous</i>	8:45 AM	9:15 AM
2	<i>Synchronous</i>	9:15 AM	9:30 AM
	<i>Asynchronous</i>	9:30 AM	10:00 AM
3	<i>Synchronous</i>	10:00 AM	10:15 AM
	<i>Asynchronous</i>	10:15 AM	10:45 AM
4	<i>Synchronous</i>	10:45 AM	11:00 AM
	<i>Asynchronous</i>	11:00 AM	11:30 AM
Lunch		11:30 AM -12:00 PM	
5	<i>Synchronous</i>	12:00 PM	12:15 PM
	<i>Asynchronous</i>	12:15 PM	12:45 PM
6	<i>Synchronous</i>	12:45 PM	1:00 PM
	<i>Asynchronous</i>	1:00 PM	1:30 PM
7	<i>Synchronous</i>	1:30 PM	1:45 PM
	<i>Asynchronous</i>	1:45 PM	2:15 PM
Break		2:15 PM - 2:25 PM	
	Intervention & Enrichment <i>Synchronous/ Asynchronous</i>	2:25 PM	3:20 PM
	Office Hour	3:20 PM	4:05 PM