



2020-2021
Instructional Continuity Plan

Parker Elementary Instructional Continuity Plan

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Introduction

The staff and leadership Team of Parker Elementary collaborate with other schools both in the immediate area and throughout the district. We would like to give special thanks to Principal Greenberg at Condit Elementary as well as the central administration for their assistance in the development of this instructional continuity plan.

The Parker Elementary Instructional Continuity Plan will provide guidance and support during the time in which teaching and learning take place virtually. This plan is designed to clarify the roles of school staff, students, and families during the implementation of remote instruction, including content delivery. This plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week.

Our main goal in the development of this plan is to keep instruction at the forefront for all students. Parker Elementary will be implementing an asynchronous instructional model while providing synchronous live support. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, tablets, and Chromebooks. Students will be assigned work to complete and will have access to an instructional support schedule from their classroom teacher that is timely, appropriate, targeted, and consistent.

Microsoft Teams will be the district's digital platform that offers virtual communication and collaboration available through HISD @ H.O.M.E. It will provide 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. This platform will provide access to multiple digital resources to personalize instruction through digital lesson plans created by teachers. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to login to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders regarding these resources.

Parker's Instructional Continuity Plan will also provide information regarding daily attendance and grading procedures so that families will know what students need to do each day/week to be counted as present and to provide a clear understanding of grading expectations.

Parker's Approach to Virtual Learning

Educating & nurturing the whole child through the integration of academics, music, and innovative meaningful learning experiences, Parker's mission, will not stop simply because we are in a virtual environment. School may look a bit different, but our approach to setting high expectations and fostering a love for learning, music, and the arts will continue to guide our decision making.

The learning experiences teachers design when school is in regular session cannot simply be replicated through virtual learning. In particular, the invaluable social interactions that occur naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning.

At the core of Parker's approach to virtual learning is the belief we should think differently about our opportunities when responding to challenging circumstances, and that we should embrace new opportunities for students to learn in authentic, meaningful ways.

How will Parker communicate with parents and students?

Parker will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. They contain announcing and messaging tools that will allow Parker to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
District Callouts, District Text Messages, District Social Media Accounts	Faculty, staff, parents	Houston Independent School district will utilize all communication methods to indicate opening and closure of schools, including Parker Elementary.
Class Dojo and School Messenger	Faculty, staff, parents	Class Dojo will be used for by teachers and staff for major communications and announcements. School Messenger will be used to communicate both school and district information.
PTO Communications	Faculty, staff, parents	Parker PTO will utilize their regular communication publications (Facebook and the PTO website) to share school specific information as it pertains to parent involvement.
Microsoft Teams, The HUB, and Other Digital Tools	Students	Our teachers and students will continue to utilize online tools to provide a platform for both synchronous and asynchronous learning.
Parker Elementary HISD Website	General Public	You can find general district information at http://www.houstonisd.org and Parker information at https://www.houstonisd.org/parkerelem

Guidelines for Parker ES Parents and Students

The transition to virtual learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with virtual learning, while others may struggle. The nine guidelines provided below are intended to help parents think about what they can do to help their children find success in a virtual learning environment.

1. **Establish routines and expectations.** We encourage parents to set regular hours for your children's school work. Keep normal bedtime routines for younger children. Your children should move regularly and take periodic breaks as they work. It is important that parents set these expectations for how their children will spend their days starting as soon as virtual learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.
2. **Define the physical space for your children's studies.** Your children may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case during virtual learning. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, and, whenever possible, not in a child's bedroom. It should be a place that can be quiet at times and that will have a strong wireless internet signal, if possible. Above all, it should be a space where parents or an adult are present and monitoring their children's learning.
3. **Monitor communications from your children's teachers.** Teachers will communicate with parents through Class Dojo. When contacting children's teachers, however, we ask parents to remember that teachers will be communicating with many other families, and that communications should be essential and succinct. We also encourage parents to have their children explain the Online Learning Systems (Microsoft Teams, The HUB, Imagine Math, etc.) that teachers are using.
4. **Begin and end each day with a check-in.** Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask your children what they are learning today, how they will spend their time, what resources they require, and what supports they will need. This brief conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a virtual learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.
5. **Take an active role in helping your children process and own their learning.** Throughout the course of a regular school day at Parker your children will be engaging with other students and adults. These social interactions include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking

questions for clarification, collaborating on group projects, and countless other activities. While some of these social interactions will be re-created on virtual platforms, others will not. Children learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it is important that your children own their work. Please do not complete assignments for them, even when they are struggling.

6. **Establish times for quiet and reflection.** A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even consider using noise-cancelling headphones to block out distractions.
7. **Encourage physical activity and exercise.** Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Coach Chili will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities.
8. **Remain mindful of your children's stress or worry.** It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience from being out of school. Difficult though it may be, please do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as many normal routines as parents can provide. Our school counselor, Ms. Carlock, and the entire administrative team are available for support and guidance in terms of the stress and worry you may observe in your children.
9. **Monitor how much time your child is spending online.** The goal is not to have students staring at computer screens for 5-6 hours a day. We ask that parents remember most teachers are not experts in virtual learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Parker's administrative team and teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

Guidelines for Parker ES Teachers

The transition to virtual learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The guidelines provided below are intended to help teachers and parents reflect on challenges they will confront in shifting to virtual learning.

1. **Evaluate your students' conditions for virtual learning.** While many students will have reliable online access at home and the necessary devices to shift to virtual learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Teachers should keep an open dialogue with families and avoid assumptions that all students' circumstances are the same.
2. **Teachers should remember that while many students will thrive with virtual learning, others will struggle.** Many families will be experiencing new learning platforms (Microsoft Teams, the HUB) that provide different experiences. Please be prepared to support families' needs or direct them to the administrative team if they need further assistance.
3. **Less is more.** Teachers should take a perspective of prioritization, including the pacing of lessons and assignments.
4. **Provide space for personalized learning.** Virtual learning will provide opportunities for students to personalize what, how, and when they learn.
5. **When it comes to student engagement and learning, relationships matter as much online as they do in person.** Consider how to foster community when we are not in the same room.
6. **Monitor student engagement.** Parker's teachers, parents, and administrative team will work together to take appropriate proactive and reactive steps when student engagement is not consistent. School staff will have designated times during the day to check for engagement and to follow up with students or families who are not engaging consistently in lessons and work assignments.
7. **Think differently about assessment.** Assessment is one of the most challenging adjustments for teachers new to virtual learning. Virtual learning should be seen as an opportunity for students to learn in different ways and complete a variety of work products. Teachers are encouraged to think creatively about types of formative and summative assessments during this time as well.

Roles and Responsibilities during Virtual Learning

School Personnel Roles and Responsibilities	
Principal and Administrative Team	<ul style="list-style-type: none"> ● 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 administrative team ● Communicate on a weekly basis with the community via website, email, and social media ● Check-in with teachers and visit their virtual classes on at least a weekly basis ● Monitor attendance, grades, and interventions ● Complete required online professional development ● Establish a virtual learning schedule for remote instruction ● Address online student discipline according to the district's student code of conduct ● 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. ● Attend professional learning communities (PLCs)
Leadership Team	<ul style="list-style-type: none"> ● Establish and maintain clear channels of communication between faculty, and families ● Support faculty and families shifting to a virtual learning environment ● Support teachers in lesson implementation ● Provide models and structures for virtual lessons and units ● Recommend new methods for providing feedback to students ● Support teachers in designing methods to assess student learning ● Support teachers and teams in developing strategies to differentiate and/or extend learning ● Monitor the tech needs of teachers, students, and parents to troubleshoot challenges ● Lead professional learning communities (PLCs) ● Complete required online professional development

Grade Level Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of your team to design virtual learning experiences for your students ● Communicate frequently with your students and, as needed, with their parents ● Provide timely feedback to support your students' learning ● Collaborate with teammates to ensure manageable student workloads ● Create a sufficient, instructional support schedule in which teacher interactions are consistent and predictable so that students know how and when to interact ● Construct and provide students and parents with information regarding goals, objectives, and class expectations ● Scheduled consistent teacher availability for students, in advance, to discuss 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 that engagement of academic work is equivalent to the engagement during 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) ● Complete required virtual and program specific professional development ● Follow student IEPs regardless of the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE) ● Communicate with the Office of Special Populations regarding students' progress, growth and concerns regarding services provided ● Ensure that whole group lessons are recorded when delivered to students
Counselor	<ul style="list-style-type: none"> ● Serve as liaison for communication with students or families in crisis ● Communicate with teachers about students or families in crisis ● Proactively share resources related to wellness or crisis

	<p>management with the community.</p> <ul style="list-style-type: none"> ● Check-in with students for instructional or emotional supports, including those who are not participating on a consistent basis ● Establish a schedule for wellness checks for teachers and students ● Communicate with the Office of Special Populations regarding services provided to students ● Complete required virtual professional development
Creative Core and Magnet Teachers	<ul style="list-style-type: none"> ● See grade level teachers' roles and responsibilities ● Identify opportunities to collaborate with classroom teachers to integrate art, music, technology, literacy, and physical education into classroom experiences.
Support Staff	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers and administration to identify way to support students ● Monitor student learning and provide feedback as requested by supervising teacher

Student Roles and Responsibilities

- Establish daily routines for engaging in learning experiences (ex: start time)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Complete assignments honestly, and do your best work
- Communicate proactively with your parents and/or teachers if you need additional help
- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Complete and submit assignments on time
- Actively participate in online activities and assignments provided by your teachers
- Learn how to access and operate online resources
- Be mindful that all activity posted on Microsoft Teams and other platforms in teachers' virtual classrooms are monitored by HISD and our school staff. Please be certain that all posts and chats are appropriate to learning and instruction
- Complete independent reading goals

Parent/Guardian Roles and Responsibilities

- Establish a routine that will help students be more successful in their learning
- Provide an appropriate learning space for students when possible
Communicate any instructional needs to the campus such as a lack of device or internet connection
- 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.

Provide support to your children by adhering to the following 9 guideline for Parker ES Parents:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teacher
- Begin and end each day with a check in
- Take an active role in helping your children process their learning
- Establish times for quiet reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online

For questions about...	Contact
A specific assignment or password help	Classroom teacher
A technology problem	HISD Service Desk
A device problem	Mr. Harrison, Campus Technologist
Music and instrument questions	Magnet teacher
Magnet, GT, or transportation questions	Ms. Kehlenbrink, Magnet Coordinator
Personal or social emotional problem	Ms. Carlock, School Counselor
Other issues	Mr. Mitchell, School Principal Mr. Berry, Assistant Principal

Technology Systems

During remote operation of schools, teachers and students will use our 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 may also 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.

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.

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 an enhanced learning experience through conversations, video and audio meetings, and live events.

The HUB (it's Learning) <https://houston.itslearning.com>

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

G Suite

G Suite 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 G Suite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

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. 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.

OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	<ul style="list-style-type: none"> Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive 	<ul style="list-style-type: none"> Attend live class meetings Communicate with teachers 	<ul style="list-style-type: none"> Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources 	<ul style="list-style-type: none"> Access & Save Documents to Google Drive Collaborate with classmates for team projects 	<ul style="list-style-type: none"> Access digital textbooks and ancillary resources 	<ul style="list-style-type: none"> Access classroom and district assessment Access report and TEKS performance for instant feedback 	<ul style="list-style-type: none"> Access school calendars and class schedule Monitor grades
Teachers	<ul style="list-style-type: none"> Access HISD email and communicate with campus administration Access Online Office Suite Access and Save Documents on One Drive 	<ul style="list-style-type: none"> Create Teams Classes Conduct Live Class Meetings Communicate with Students 	<ul style="list-style-type: none"> Share instructional resources with students Create assignments Monitor student progress 	<ul style="list-style-type: none"> Access and save documents to Google Drive Create shared drives for department collaboration 	<ul style="list-style-type: none"> Create and assign assignments from digital textbook Create ancillary assignments from resources 	<ul style="list-style-type: none"> Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress 	<ul style="list-style-type: none"> Input grades and attendance
Parents	<ul style="list-style-type: none"> Ability to provide students with support 	<ul style="list-style-type: none"> Participate in Teams Meetings and Teams Live Events 	<ul style="list-style-type: none"> Ability to provide students with support 	<ul style="list-style-type: none"> Ability to provide students with support 	<ul style="list-style-type: none"> Ability to provide students with support 	<ul style="list-style-type: none"> Access data to provide students with support 	<ul style="list-style-type: none"> Access student grades and attendance

PreK Priorities

- Virtual learning for preschool children remains holistically focused on broad language, cognitive, physical, and social emotional development.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal specialized material.
- The PreK teachers will provide parents with weekly lesson plans with recommended activities and experiences to target foundational skills.

Subject Area	Activities
Emergent Literacy Activities - Reading Workshop and ELA	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams. ● Students complete work as assigned by teachers independently ● Teachers provide opportunities for small group instruction
Emergent Numeracy Activities - Math and Daily Calendar	
Science/Social Studies	
Enrichment - Physical Education/Art/Library/Technology/Music	

Elementary School K-5 Priorities

- Students will have both off and on screen learning activities designed to engage ES learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning. Given the level of adult support required by elementary-aged students, our intent is to prioritize learning. It is expected that students in grades K-2 will need higher levels of parental support than students in grades 3-5.
- Teachers will engage in collaborative planning throughout the week with both their grade level teams and with campus instructional leaders.

Subject Area	Activities
English Language Arts	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams. ● Independent Reading daily ● Students complete work as assigned by teachers independently ● Teachers provide opportunities for small group instruction
Math	
Science	
Social Studies	
Enrichment - Physical Education/Art/Library/Technology/Music	

Fall Virtual Schedule

Our goal with the virtual schedule is to provide synchronous parts of the day for families who prefer direct engagement, while also ensuring all content and instruction is available asynchronously. In the chart below you will find the different pieces of the virtual instructional day. The chart on the following page shows how all of these pieces fit together for the different grade levels. Our goal is to mirror the best practices of our instructional day when we are in-person and create a similar learning flow online. Each piece is important in creating the Parker student experience.

Morning Check-In and Daily Expectations <i>on Microsoft Teams</i>	Our campus will utilize this time to engage in morning check-ins with students, provide an instructional overview of the school day, and engage students in daily routines such as calendar math, morning message, announcements, and circles
Whole Group <i>on Microsoft Teams</i>	Whole group happens 3 times each day for PK-1 and 4 times each day for grades 2-5. It is important to spend 15-20 minutes setting the stage for the academic work that will be done that day. Live whole group lessons will be conducted on Microsoft Teams and will be recorded for asynchronous viewing.
Small Group on <i>on Microsoft Teams</i>	Small groups will be pulled during the independent work time noted on the schedule below. Groups will be flexible and the skill work will be targeted in order to provide differentiated instruction.
Graded Work <i>on The HUB</i>	During remote learning students will complete and submit two assignments per week, per subject. Graded assignments will be submitted through the HUB.
Live Teacher Office Hours <i>on Microsoft Teams</i>	School wide teacher office hours will be held on Microsoft Teams so that students and parents will have regular, live access to teachers to ask questions and get additional help.
Documentation and Outreach	A designated time in the day will be scheduled for teachers to document their academic accommodations for our special population students. Additionally, time will be built in at the end of the day for teachers to reach out to students who were marked absent or who did not turn in their assignments for that day.

Parker Elementary Virtual Master Schedule (2020-2021)

7:30-3:00 (attendance taken at 10:00 daily)

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5 (2 Way)	Grade 5 (3 Way)
7:30-8:00 Morning Check-In	7:30-8:00 Morning Check-In	7:30-8:00 Morning Check-In					
8:00-9:20 ELAR Block	8:00-9:20 ELAR Block	8:00-9:20 ELAR Block	8:00-9:00 Group 1 Content 1	8:00-9:00 Group 1 Content 1	8:00-8:50 Group 1 Content 1	8:00-9:00 Group 1 Content 1	8:00-9:30 Group 1
20 Minutes Synchronous Whole Group	20 Minutes Synchronous Whole Group	20 Minutes Synchronous Whole Group					
Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities					
9:20-9:35 Brain Break	9:20-9:40 Brain Break	9:20-9:40 Recess	9:00-9:10 Brain Break	9:00-9:10 Brain Break	8:50-9:35 CCR Rotation (Teacher Planning)	9:00-9:40 Group 1 Content 2	9:30-9:40 Brain Break
9:35-9:55 Math Block	9:40-10:00 Math Block	9:40-10:00 Math Block	9:10-10:10 Group 1 Content 2	9:10-10:10 Group 1 Content 2	9:35-9:45 Brain Break	20 Minutes Synchronous Whole Group	9:40-10:25 CCR Rotation (Teacher Planning)
20 Minutes Synchronous Whole Group	9:45-11:00 Group 1 Content 1 (continued) & Group 1 Content 2	Synchronous Small Group & Asynchronous Activities	10:25-11:45 Group 2				
9:55-10:05 Brain Break	10:00-10:05 Brain Break	10:00-10:10 Brain Break	Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	Group 1 Content 1 (continued) & Group 1 Content 2	9:40-10:25 CCR Rotation (Teacher Planning)	20 Minutes Synchronous Whole Group
10:05-11:05 Math Block (continued)	10:05-11:05 Math Block (continued)	10:10-11:10 Math Block (continued)	10:10-10:30 Recess	10:10-10:30 Recess	20 Minutes Synchronous Whole Group	10:25-10:35 Brain Break	Synchronous Small Group & Asynchronous Activities
Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	10:30-11:15 CCR Rotation (Teacher Planning)	10:30-11:30 Group 2 Content 1	Synchronous Small Group & Asynchronous Activities	10:35-10:55 Group 1 Content 2 (continued)	11:45-12:30 Lunch
11:05-11:50 Lunch	11:05-11:50 Lunch	11:10-11:55 Lunch	11:15-12:00 Lunch	20 Minutes Synchronous Whole Group	11:00-11:10 Brain Break	Synchronous Small Group & Asynchronous Activities	12:30-1:50 Group 3
11:50-12:35 CCR Rotation (Teacher Planning)	11:50-12:35 CCR Rotation (Teacher Planning)	11:55-12:40 Science/SS Block	12:00-1:00 Group 2 Content 1	Synchronous Small Group & Asynchronous Activities	11:05-12:05 Group 2 Content 1	10:55-11:55 Group 2 Content 1	20 Minutes Synchronous Whole Group
12:35-12:55 Science/SS Block	12:35-12:55 Recess	20 Minutes Synchronous Whole Group	20 Minutes Synchronous Whole Group	11:30-12:15 Lunch	20 Minutes Synchronous Whole Group	20 Minutes Synchronous Whole Group	Synchronous Small Group & Asynchronous Activities
20 Minutes Synchronous Whole Group	12:55-2:10 Science/SS Block	Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	12:15-1:15 Group 2 Content 2	Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	1:50-2:10 Recess
12:55-1:15 Recess	20 Minutes Synchronous Whole Group	12:40-1:25 CCR Rotation (Teacher Planning)	1:00-1:10 Brain Break	20 Minutes Synchronous Whole Group	12:05-12:50 Lunch	11:55-12:40 Lunch	2:10-3:00 Teacher Office Hours (IAT/Resource Support)
1:15-2:10 Science/SS Block (continued)	Synchronous Small Group & Asynchronous Activities	Brain Break	Group 2 Content 2	Synchronous Small Group & Asynchronous Activities	Group 2 Content 2	12:40-12:50 Brain Break	2:25-2:55 Magnet
Synchronous Small Group & Asynchronous Activities	2:10-3:00 Teacher Office Hours (IAT/Resource Support)	1:35-2:10 Science/SS Block (continued)	20 Minutes Synchronous Whole Group	1:15-1:30 Brain Break	Synchronous Whole Group	12:50-1:50 Group 2 Content 2	
2:10-3:00 Teacher Office Hours (IAT/Resource Support)		Synchronous Small Group & Asynchronous Activities	Synchronous Small Group & Asynchronous Activities	1:30-2:15 CCR Rotation (Teacher Planning)	Synchronous Small Group & Asynchronous Activities	20 Minutes Synchronous Whole Group	
		2:10-3:00 Teacher Office Hours (IAT/Resource Support)	2:10-3:00 Teacher Office Hours (IAT/Resource Support)	2:15-3:00 Teacher Office Hours (IAT/Resource Support)	1:50-2:10 Recess	Synchronous Small Group & Asynchronous Activities	
		2:25-2:55 Magnet	2:25-2:55 Magnet	2:25-2:55 Magnet	2:10-3:00 Teacher Office Hours (IAT/Resource Support)	1:50-2:10 Recess	
					2:25-2:55 Magnet	2:10-3:00 Teacher Office Hours (IAT/Resource Support)	
						2:25-2:55 Magnet	



Grading Policy

Students enrolled in remote/virtual instruction follow the same grading policies as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models. 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. Grades should reflect student mastery of the content being taught and should not overly-rely on student work habits.

How many assignments will my child be required to complete?	There will be 2 graded assignments per week, per subject area.
Is there a difference for PreK and Kindergarten?	PreKindergarten and Kindergarten use a standards based report card so there may be differences in the type and amount of work that is assigned.
Will grades be broken into weighted categories?	Yes, graded assignments will be divided between major and minor grades. Major grades will count for a minimum of 25% of the child's overall average per grading period (six week cycle).
What is the policy for reassessment?	Students who receive a grade below 70% on an assessment will have the opportunity to reassess, but will only be capable of receiving a maximum grade of 70%.
When are daily assignments due?	Students will have until 11:59pm each day to complete the work assigned.
What is the late work policy?	Students will lose 10 points each day that an assignment is turned in late until the maximum grade possible becomes a 70%. Late work will not be accepted after 5 school days past the assigned due date.
When will we receive progress reports and report cards?	Report cards will run on a 6 week cycle this year, progress reports will be run for students in grade 1 st –5 th 3 weeks into each grading cycle.

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.

For any questions concerning attendance or to submit any absence notes, please contact Ms. Gibson at rgibson@houstonisd.org .

Students can engage with their teacher through 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 teachers via Teams as part of live or small group instruction.
- Student assignments will be submitted via the HUB. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 pm that same day. Parents and students will receive absence notifications via School Messenger after 6:00 pm each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day via the HUB. Any absences recorded, but resolved by the student before 11:59 pm 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.

Teachers and staff have designated office hours each day to contact students and parents who may need additional assistance participating in lessons and completing work.

Social Emotional Learning

The 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.

<p>Students, Parents, Guardians at Home</p>	<ul style="list-style-type: none"> ● Establish routines to help each child 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 child in physical health, school performance, and behavior. <p>SEL supports include resources and trainings on various topics such as:</p> <ul style="list-style-type: none"> ● 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 students ● Understanding the reasons that may cause a student to display challenging behaviors or adjustment problems ● Offering various options and solutions to effectively respond to the challenging behaviors ● Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts ● Effective parenting for children experiencing trauma: <ul style="list-style-type: none"> ○ Identifying patterns of behavior and reactions that do not seem to "fit" the situation (triggers) ○ What distracts your child, makes him or her anxious, or results in negative behavior? ○ Help your child avoid situations that trigger trauma
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<p>Administration Team</p>	<ul style="list-style-type: none"> ● Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns ● Facilitate trainings including, but not limited to: <ul style="list-style-type: none"> ○ TOTs (Trauma Informed/Responsive Practices, De-escalation, Restorative Discipline, Integrating SEL into Academics) ○ 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 ● 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 students with identified instructional or behavioral/emotional supports ● Consult with behavior staff to develop tiered interventions and groups for students ● Use the SEL OneSource website to access and capture the following information: <ul style="list-style-type: none"> ○ HISD SEL Crisis Protocol ○ Sandy Hook referral process (Say Something Anonymous Reporting)
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Campus Contacts

Campus Administrators		
Principal	Chavis Mitchell	cmitch7@houstonisd.org
Assistant Principal	Bryan Berry	bberry1@houstonisd.org
Magnet Coordinator	Carol Kehlenbrink	ckehlenb@houstonisd.org
Campus Support		
Counselor	Susan Carlock	scarlock@houstonisd.org
Nurse	Sonia Garcia	mgarci42@houstonisd.org
Technology		
HISD Service Desk	(713)892-7378	servicedesk@houstonisd.org
Campus Technologist	Dale Harrison	dharri18@houstonisd.org
Campus Program Coordinators		
Special Education	Phebe Chen	pchen@houstonisd.org
LPAC	Bryan Berry	bberry1@houstonisd.org
Gifted & Talented	Carol Kehlenbrink	ckehlenb@houstonisd.org
Intervention Assistance (IAT)	Helen Brook	hbrook@houstonisd.org
504	Susan Carlock	scarlock@houstonisd.org
Dyslexia	Helen Brook	hbrook@houstonisd.org



Professional Development for Parents & Students

Students

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

Platform Topic	Required/Optional	Timeline	Description
Intro HISD @ H.O.M.E. for Elementary Students	All ES Students (Required)	August 2020 and upon entry into District	Learn to access HISD resources such as the HUB, Teams, and HISD Email. Develop a learning plan with the help of your parents. Visit the following website to access archived student trainings: https://www.houstonisd.org/Page/180262
Using the HUB	All ES Students (highly recommended)	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. Visit the following website to access archived student trainings: https://www.houstonisd.org/Page/180262

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 HISD @ H.O.M.E. for Parents	Highly Recommended	August 2020 and upon entry into District	<p>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.</p> <p>Visit the following website to access archived parent trainings: https://www.houstonisd.org/Page/180262</p> <p>Visit the following website to access upcoming parent trainings: https://www.houstonisd.org/Page/182897</p>
Using the HUB	Highly Recommended	August 2020 and upon entry into District	<p>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.</p> <p>Visit the following website to access archived parent trainings: https://www.houstonisd.org/Page/180262</p> <p>Visit the following website to access upcoming parent trainings: https://www.houstonisd.org/Page/182897</p>