

HAWWLEY

INDEPENDENT SCHOOL DISTRICT



ASYNCHRONOUS PLAN

2020 - 2021

HAWLEY ISD ASYNCHRONOUS PLAN

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. We will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access these materials
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.



Asynchronous instruction refers to self-paced instruction where students engage in the teacher created lessons and learning materials on their own time. Students will interact with the teacher through the LMS (Learning Management System), or through other electronic means, or the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the LMS made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using data from parent's decision forms in regards to the method of instruction they are choosing for their family, Hawley ISD has made concessions to appropriately serve the students that have chosen "at-home" learning for their method of instructional delivery. All teaching staff has received training in the use of online instruction, and this training will be ongoing. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom through all instruction. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

Hawley ISD – Asynchronous Plan



Section 1 Instructional Schedule

I. Instructional Schedule

Instructional Schedule Attestation

- **Teacher interaction** with students is predictable, sufficient to support schedules.
- **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 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

Instructional Schedule Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

In the event that circumstances change in our community, all Hawley ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners, and intermittent learners. There is a likely to be student movement across models, and we at HISD are prepared to make this as seamless as possible.

Introduction for all schedules: Learning requirements for the grades are listed below. To assist families in scheduling these learning expectations and to provide additional resources to keep healthy routines in place during social distancing, schedules for the different campuses and grade levels are listed below. Individual teachers will also provide specific feedback in regards to students schedules, and changes to those schedules.

It is important for students to have consistency and routine in their day-to-day learning at home. A sample daily schedule is included below for elementary, as well as schedules for a typical middle school and high school day. Creating your own written schedule for your student at home that addresses these guidelines with breaks, will help both you and your students meet their learning goals, and provide appropriate time to complete assignments from their teachers.

PREKINDERGARTEN

Hawley ISD will not offer asynchronous instruction to prekindergarten students. This decision was made with the recommendations of best practice learning for this age group in conjunction with community and parent input. Hawley ISD feels that this age group would learn best through hands-on experiences, and social learning with same-age peers. Social distancing, and increased sanitation practices will be implemented in order to offer the safest learning environment for this age group.

Example Daily Schedule**Grade Level(s): K - 5****Notes**

| Suggested Time Frame | Task | # of minutes | Notes |
|-----------------------------|--|---------------------|---|
| On or before 9:00am | Student Classroom Connection Study Skills Class | | Check in prior to 9:00am through Google Classroom to set goals for the day, order lunch if needed, and begin daily engagement |
| 9:00 - 12:00 | Reading | 60 | Asynchronous lessons through Google Classroom |
| | Math | 60 | Asynchronous lessons through Google Classroom |
| | Science | 45 | Asynchronous lessons through Google Classroom |
| 12:00 - 12:30 | Lunch | 30 | N/A |
| 12:45 - 1:30 | Social Studies | 45 | Asynchronous lessons through Google Classroom |
| 1:30 - 3:45 | Intervention, Independent Reading, enrichment, electives, and PE | 135 | Include 30 minutes for “recess”, and appropriate breaks as needed. Asynchronous lessons through Google Classroom |
| Total Instructional Time: | | 315 mins | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of 255 minutes of asynchronous instruction each day.

Campus counselors will set up one-on-one or small group classes to support social and emotional learning.

Attendance will be taken daily through TxEIS as determined through engagement.

Grading will be the same as on-campus learning as outlined in our Hawley ISD Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Content for core subject areas will be provided through the Google Classroom and supplemented by our campus instructional resources.

Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Designated Teacher/Student Support - (Interventions, Enrichment, GT, Special Ed., etc.) will occur during Teacher Conference Period

Designated Teacher-Student Support Times (KG - 5th Grades)

| Hawley Elementary School Grades K - 2 | | |
|--|----------------|----------------------------|
| Kindergarten | Subject | Conference Time M-F |
| Johnson | All | 12:40-1:40 |
| B.Jones | All | 12:40-1:40 |
| Nieves | All | 12:40-1:40 |
| Willeford | All | 12:40-1:40 |
| 1st Grade | Subject | Conference Time M-F |
| Miller | All | 11:40-12:40 |
| Poor | All | 11:40-12:40 |
| Reading | All | 11:40-12:40 |
| Sullivan | All | 11:40-12:40 |
| 2nd Grade | Subject | Conference Time M-F |
| Allen | All | 8:10-9:10 |
| Hilliard | All | 8:10-9:10 |
| Mauldin | All | 8:10-9:10 |
| Muscatell | All | 8:10-9:10 |

| Hawley Elementary School Grades 3-5 | | |
|--|----------------|----------------------------|
| 3rd Grade | Subject | Conference Time M-F |
| Doughty | Reading | 9:10-10:10 |
| Farmer | Sci/SS | 9:10-10:10 |
| K. Jones | Math | 9:10-10:10 |
| McWilliams | ELA | 9:10-10:10 |
| 4th Grade | Subject | Conference Time M-F |
| Chapman | Math/Sci/SS | 10:10-11:10 |
| Elliott | ELA/Sci/SS | 10:10-11:10 |
| Olney | Reading/Sci/SS | 10:10-11:10 |
| 5th Grade | Subject | Conference Time M-F |
| Akers | Math | 2:30-3:30 |
| Earnst | Reading | 2:30-3:30 |
| Hooper | Science | 2:30-3:30 |
| Smith | Social Studies | 2:30-3:30 |

Example Daily Schedule**Grade Level(s): 6 -12****Notes**

| Suggested Time Frame | Task | # of minutes | Notes |
|-----------------------------|---|---------------------|---|
| On or before 9:00am | Student Classroom Connection Study Skills Class | | Check in prior to 9:00am through Google Classroom to set goals for the day, order lunch if needed, and begin daily engagement |
| 9:00 - 12:30 | English | 45 | Asynchronous lessons through Google Classroom |
| | Math | 45 | Asynchronous lessons through Google Classroom |
| | Science | 45 | Asynchronous lessons through Google Classroom |
| | Social Studies | 45 | Asynchronous lessons through Google Classroom |
| 12:30 - 1:00 | Lunch | 30 | N/A |
| 1:00 - 3:45 | Intervention, enrichment, electives, and PE | 165 | Asynchronous lessons through Google Classroom |
| Total Instructional Time: | | 345 mins | |

Notes & Expectations:

Daily schedules will be provided to parents and students.

Students will receive a minimum of 270 minutes of asynchronous instruction each day.

Campus counselors will set up one-on-one or small group classes to support social and emotional learning.

Attendance will be taken daily through TxEIS as determined through engagement.

Grading will be the same as on-campus learning as outlined in our Hawley ISD Handbook and policy.

The Learning Management System (LMS) for this grade level is Google Classroom.

Content for core subject areas will be provided through the Google Classroom and supplemented by our campus instructional resources.

Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

Designated Teacher/Student Support - (Interventions, Enrichment, GT, Special Ed., etc.) will occur during Teacher Conference Period

Designated Teacher-Student Support Times (6th - 8th Grades)

| Hawley Middle School | | |
|-----------------------------|-------------------|----------------------------------|
| Grades 6 - 8 | | |
| 6th Grade Teachers | Subject | Conference Time Mon - Fri |
| Ables | PE | 1:13 - 2:00 |
| Brenem | Resource | 2:53 - 3:45 |
| Cruse | ELA | 10:13 - 11:00 |
| Diaz | Technology | 2:53 - 3:45 |
| Stoker | Social Studies | 2:03 - 2:50 |
| Stokes | Math | 1:13 - 2:00 |
| Thompson | Science | 9:23 - 10:10 |
| Verastegui | Band | 9:23 - 10:10 |
| | | |
| 7th Grade Teachers | Subject | Conference Time Mon - Fri |
| Ables | PE/Athletics | 1:13 - 2:00 |
| Brenem | Resource | 2:53 - 3:45 |
| Connelly | ELA/Living Skills | 10:13 - 11:00 |
| Diaz | Tech Apps | 2:53 - 3:45 |
| Nevins | Science | 9:23 - 10:10 |
| O'Shields | Tx History | 2:03 - 2:50 |
| Allen Reynolds | Math | 1:13 - 2:00 |
| Riddle | Teen Leadership | 7:55 - 8:47 |
| Verastegui | Band | 9:23 - 10:10 |
| Verette | Art | 11:03 - 11:50 |
| | | |
| 8th Grade Teachers | Subject | Conference Time Mon - Fri |
| Ables | PE/Athletics | 1:13 - 2:00 |
| Brann | US History | 2:03 - 2:50 |
| Brenem | Resource | 2:53 - 3:45 |
| Fleener | ELA | 10:13 - 11:00 |
| Lara | Math | 1:13 - 2:00 |
| Anna Reynolds | Science | 1:13 - 2:00 |
| Riddle | Business IM | 7:55 - 8:47 |
| Verastegui | Band | 9:23 - 10:10 |
| Verette | Art | 11:03 - 11:50 |

Designated Teacher-Student Support Times (9th - 12th Grades)

| Name | RM | 7:55-8:46 | 8:46-9:15 Acad Period | 9:23-10:09 | 10:13-10:59 | 11:03-11:49 | 11:53-12:39 | 12:39-1:09 | 1:13-1:59 | 2:03-2:49 | 2:53-3:45 |
|--------------|---------|-----------------------|-----------------------------|--------------|---------------|------------------|----------------|---|------------------|---------------|----------------------------|
| | | 1st | | 2nd | 3rd | 4th | 5th | lunch | 6th | 7th | 8th |
| A Ables | gym | JH Girls Ath | | 6th Grade PE | HS PE | HS Boys Ath | HS G Ath. | | | | MS B Ath. |
| C Arthur | 402 | Graph Design | | Princ IT | Princ IT | HS Boys Ath | Lunch | lunch duty - in parking lot | Conf. | DI Media | MS B Ath. |
| K Barbee | 401 | | | | | | | | Conf. | | |
| P Braddy | 401 | | | | | | | | | | |
| L Bristow | Ag | | | | | | | | | | |
| E Caffey | 30 | AP Drawing | | Photo 1 | Art I | Photo 2 | Art II/III | | Art I | Art II/III/IV | Conf. |
| M Clayton | 205 | JH Girls Ath | | Anat & Phys | AP Bio | Conf. | HS G Ath. | | Aquatic Sci | Aquatic Sci | Anat & Phys |
| M Collier | 206 | ENG 1 & 2 EOC Prep | | Bus Law | Conf. | Human Gr and Dev | Lunch | lunch duty - in caf | Princ Ed | Theatre | RTI |
| L Comer | lib | | | | | | | lunch duty - when needed during teacher absence | Lunch if needed | | |
| S Crow | 106 | Conf. | | English III | AP Eng III | English III | Lunch | lunch duty - in caf | English III | Psychology | English III |
| R Davidson | 103 | Conf. | | Spanish II | Spanish I | Spanish I | Spanish II | | Spanish III | Spanish I | Spanish II |
| A Eckhoff | 108 | JH Girls ath | | Conf. | Alg II | Alg II | HS G Ath. | | Alg II | Alg II | Pre Cal |
| K Florence | Ag | Prac in Ag | | Career Prep | Conf. | Career Prep II | Prac in Ag | lunch | Ag SDF | Vet Med | AG SDF |
| N Grisham | admin | Office Aid | | Office Aid | Office Aid | Office Aid | Office Aid | | Office Aid | Office Aid | Office Aid |
| M Guidera | 208 | Biology | | Biology | Floral Design | Biology | Chemistry | | Conf. | Biology | Chemistry |
| A Hines | 104 | Eng I | | Eng I | Conf. | Eng I | Lunch | lunch duty - parking lot | Eng I | Honors Eng II | Honors Eng I |
| C Kerns | ld adm | | | | | | | | | | |
| A Knight | ld adm | | | | | | | | | | |
| M Muscatell | 105 | JH Girls ath | | Conf. | W Hist | W Hist | HS G Ath. | | W Hist | W Hist | W Hist |
| T Nixon | 401 | | | | | | | | | Conf. | |
| K Peggram | 206 | W Geog | | W Geog | W Geog | HS Boys Ath | W Geog | | W Geog | Conf. | MS B Ath. |
| K Porter | Ag | Live Prod | | Conf. | Prin of AG | Prin of AG | Ag Mech | | Ag Mech | Prin of AG | Prin of AG |
| M Preston | 401 | | | Princ Bus | Conf. | HS Boys Ath | | | | | MS B Ath. |
| A Rice | old adm | Eng | | Math | Conf. | Art | Prep | | Science | | Speech/Stud Skills/Hist |
| L Roberts | 31 | Fam Co Srv | | Child Dev | Conf. | Fam Co Srv | Princ Husr | | Nutr & Well | Princ Husr | Princ Husr |
| J Seago | 204 | Conf. | | Health | Prof Comm | HS Boys Ath | Health | | MS health/speech | Prof Comm | MS B Ath. |
| C Sims | 101 | US Hist | | Govt | Govt | Econ | US Hist | | Conf. | US Hist | Yearbook |
| K Stoker | 402 | | | | | Web Tech | Graph Des | | Comp Sci I/II | | Graph Des |
| S Thompson | 202 | Geometry | | Math Mod | Math Mod | Math Mod | Conf. | | Geometry | Geometry | Geometry |
| M Turbeville | old adm | Chemistry | | IPC | Physics | Conf. | IPC | | Chemistry | IPC | IPC |
| F Verastegui | Band | HS | | Conf. | MS | Conf. | MS | | Jazz band | MS | MS |
| C Womack | 107 | Financial Math | | Alg I | Conf. | Alg I | Financial Math | | Alg I | Alg I | Alg I EOC Prep |
| B Young | 102 | Eng II | | Eng II | Lit Gen | Eng II | Eng IV | | Eng IV | Conf. | Eng II |
| | | Gen Aide | | Spec Ed | | | | | | | |

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction through asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in work daily to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend any teacher-classroom connection. Students and parents can schedule appointments with their teachers for additional support, and help with instructions and assignments. You may email your teacher, send them a remind, or call the office to leave a voice message for the teacher. See the appropriate schedule for your teacher's conference time.

Additional Support for Students with Learning Needs

For students with disabilities, language barriers, or the need for accelerated or remedial instruction, HISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

In an instance where a student was determined eligible for and in need of Homebound instruction as defined in the Student Attendance Accounting Manual, the district may elect to provide the homebound instruction using virtual provision of services. The individual student's ARD committee, 504 committee, or pregnancy related service providers would make this determination.

Hawley ISD - Instructional Schedule Summary

| Component | Explanation |
|--|--|
| <p>What are the expectations for daily student interaction with academic content?</p> | <p>Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum instructional minutes across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>In the event that circumstances change in our community, all Hawley ISD teachers will quickly move to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Google Classroom for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.</p> |
| <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>Student online schedules are designed to match their face-to-face learning schedule as closely as possible to permit students to move between learning models as necessary. Each grade level has scheduled support times for virtual learners to receive direct instruction and intervention as needed. The required hours are met through a combination of asynchronous instruction and direct scheduled teacher supports as noted in the schedules below.</p> <p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.</p> |
| <p>What are the expectations for teacher/student interactions?</p> | <p>In addition to the interactions built into the LMS, students will have daily scheduled virtual support times available to interact with teachers for the purposes of direct instruction or asking questions. Student attendance during the scheduled virtual support times is not mandatory.</p> <p>Appointments can be made by a teacher and/or student/parent during teacher conference times to answer questions, remediate instruction, or to reteach difficult material.</p> |
| <p>How will teacher/student interactions be differentiated for students with additional learning needs?</p> | <p>For students with disabilities, Hawley ISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Virtual support times have been designated for students with additional learning needs in the campus schedule.</p> <p>The district has developed instructional expectations for Gifted and Talented, Resource and Inclusion, Dyslexia, Bilingual and English as a Second Language (ESL), among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing contingency plans for any students receiving Special Education Services.</p> <p>The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs.</p> |

Hawley ISD – Asynchronous Plan



Section 2 Materials Design

II. Materials Design

Materials Design Attestation

- Hawley ISD has adopted a full, TEKS-aligned curriculum that 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
 - 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.

Materials Design Description: Hawley ISD staff will continue to implement TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district including Texas Home Learning (THL) 3.0 as it becomes available. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, Hawley ISD will leverage each resource in the following way:

| Resource | Primary Use in Material Design |
|----------------------|--|
| TEKS Resource System | Hawley ISD will use the Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teacher content knowledge of the TEKS specificity of each course and grade-level. Hawley ISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the Learning Management System as needed and as appropriate for the order of the content. In addition, we will use the TRS Year at a Glance and Instructional Focus documents for content areas. |

| | |
|--|--|
| Other TEKS-based, state- adopted instructional materials | <p>Hawley ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas.</p> <p>In addition, Hawley ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning and as personalized digital learning tools.</p> |
| Texas Home Learning 3.0 | <p>For adopted grade levels and content areas, THL 3.0 will serve as an extra resource for instructional materials for both in-person and remote learning. HISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.</p> |

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided through Skyward and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, the HISD Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- Option 1: Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons using the Promethean board. Students would access content through the LMS and designated district-provided devices.
- Option 2: Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers. Hawkins ISD Asynchronous Plan 6 Additional Consideration

- Option 3: Students in remote learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades K-12) LMS. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the oncampus grading system and entered into Gradebook promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

STUDENTS WITH DISABILITIES

For students with disabilities, HISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

| Grade Level(s) | Instructional Materials/ Assessment | TEKS aligned | What resources are included to support students with disabilities? | What resources are included to support ELs? | Print or Online Instructional or Data Tool |
|-------------------------------------|--|---------------------|---|--|---|
| MATH INSTRUCTIONAL MATERIALS | | | | | |
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| PK-12 | NWEA Map Growth | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| PK - KG | CLI/TX-KEA | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| KG - 2nd | Amplify MClass | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| 4-12 | ALEKS | Yes | Individualized learning path for each student based on skill level. | This tool helps teachers identify gaps and adjust based on student needs | Diagnostics, Online Analytic Tool |
| 2 - 8 | IXL | Yes | Skill plans for mastery of goals and standards. | Both English and Spanish. | Diagnostic, Analytics Online, Data Tool |
| PK-12 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |

| | | | | | |
|--------|--|-----|---|--|--------------------------------------|
| KG - 8 | GoMath! (HMH) | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| 9 - 12 | Glencoe Math (Algebra I, Geometry, Algebra II, Pre-Calculus) | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| 9 - 12 | Financial Math (HMH) | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| 2 - 8 | MSTAR & ESTAR | Yes | This assessment can be read to students. | The teacher would accommodate for ELs taking this assessment based on their needs | online or print assessment |
| 6-12 | APEX | Yes | This product includes the built in support of reading, as well as an instructor to help accommodate | This product includes the built in support of reading, as well as an instructor to help accommodate | online only |

| | | | | | |
|-------|--|-----|---|---|---|
| | READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS | | | | |
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| PK-12 | Renaissance STAR & Early Literacy | Yes | Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia. | Vocabulary, Growth measure Both English and Spanish | Online, Data Tool |
| PK-5 | Istation | Yes | Skill plans for mastery of goals and standards. | Both English and Spanish. | Diagnostic, Analytics Online, Data Tool |
| K-8 | NWEA Map Growth | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish. | Online Assessment, Data and Diagnostic Tool |

| | | | | | |
|-----------|-------------------------|-----|--|--|--|
| PK - KG | CLI/TX-KEA | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| KG - 2nd | Amplify MClass | Yes | Measures growth and proficiency; Program adapts and can be read to students. Can be used as a dyslexia screener | Can test in Spanish | Online Assessment Data and Diagnostic Tool |
| PK-12 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| KG - 2nd | Saxon Phonics | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| KG - 5th | HMH Into Reading | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. | Print and Online, Instructional Tool |
| 6th - 8th | HMH Into Literature | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. | Print and Online, Instructional Tool |
| 6-12 | APEX | Yes | This product includes the built in support of reading, as well as an instructor to help accommodate | This product includes the built in support of reading, as well as an instructor to help accommodate | online only |

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

| | | | | | |
|--------|--|-----|---|--|--------------------------------------|
| K-12 | TEKS Resource System | Yes | This tool helps teachers identify gaps and adjust based on student needs. | This tool helps teachers identify gaps and adjust based on student needs. | N/A (teacher planning tool only) |
| PK-5 | Studies Weekly | Yes | Vocabulary Learning strategies. Online curriculum can read to the student. | Integrates into Google Classroom. Includes built in supports for ELs to build vocabulary and will read to student. | Online and print |
| PK-5 | Texas Home Learning 3.0 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. | Print and Online, Instructional Tool |
| 5 - 12 | Glencoe Curriculum for all courses at each grade level | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. | Print and Online |
| 6-12 | APEX | Yes | This product includes the built in support of reading, as well as an instructor to help accommodate | This product includes the built in support of reading, as well as an instructor to help accommodate | online only |

SCIENCE INSTRUCTIONAL MATERIALS

| | | | | | |
|-------|----------------------|-----|---|--|---|
| K-12 | TEKS Resource System | Yes | Adopted instructional materials include teacher guidance for differentiation. | Adopted instructional materials include teacher guidance for differentiated linguistic supports. | N/A (teacher planning tool only) |
| 5 & 8 | NWEA Map Growth | Yes | Measures growth and proficiency; Program adapts and can be read to students. | Can test in Spanish. | Online Assessment, Data and Diagnostic Tool |

| | | | | | |
|--------|-------------------------|-----|---|---|---|
| K-5 | Texas Home Learning 3.0 | Yes | The product includes built in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For the elementary, the product is in both English and Spanish | Print and Online Instructional Tool |
| 3 - 5 | STEMscopes | Yes | Intervention and acceleration resources | Intervention and acceleration resources | Comprehensive Digital Resources; 5E model |
| KG - 8 | HMH Science Fusion | Yes | The product includes built in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. | Print and Online |
| 9 - 12 | Holt McDougal Science | Yes | The product includes built in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. | Print and Online |
| 6-12 | APEX | Yes | This product includes the built in support of reading, as well as an instructor to help accommodate | This product includes the built in support of reading, as well as an instructor to help accommodate | online only |

Hawley ISD - Materials Design Summary

| Component | Explanation |
|--|---|
| <p>How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p> | <p>COHERENCE OF INSTRUCTION</p> <p>Depending on the number of students currently participating in remote learning, Hawley ISD will have two options for delivering instruction. As the situation of COVID-19 changes in our community, we will adjust our staff according to student needs .</p> <p>Option1: This option allows the classroom teacher to use the classroom resources and capture lessons using an online platform such as Zoom, Google Meets, etc. Students would access content through the LMS and designated district-provided devices.</p> <p>Option 2: This option restructures our staff into two classifications of virtual teachers and on-campus teachers.</p> <p>Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p> |

LESSON PREPARATIONS

While students are online, teachers will assist students in a sequence of lessons. This allows for increased personalized learning for students enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful while participating in online learning, completing activities independently, or engaging in classroom projects.

Teachers will adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom. To support our students who are served in their special programs, special program teachers are included as co-teachers in the LMS. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00am-4:00pm and depending on office hours of each teacher. Live face-to-face assistance will also be provided on Tuesdays and Thursdays from 5:00-7:00 in the cafeteria. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into TxEIS.

LESSON DESIGN

Hawley ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

Hawley ISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, teachers will have access to Texas Home Learning (THL) 3.0 PK-12 as a supplemental resource. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This allows for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students.

Students will leverage a number of instructional software resources for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Students with Disabilities - For students with disabilities, our special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Coordination with the Special Education teacher (SSA) will be set up to provide specialized services (possibly through Telehealth services) for speech, physical therapy, occupational therapy, and counseling as needed. Hawley ISD will communicate with and involve parents in all educational decisions as is necessary.

Bilingual and ESL - Teachers will design instructional opportunities to support English Learners through virtual office hours. Additionally, ESL teachers will plan and collaborate with the general education teacher to schedule pullout services.

Hawley ISD – Asynchronous Plan



Section 3 Student Progress

III. Student Progress

Student Progress Attestation

- 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 the 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.

Description: Hawley ISD is expecting skill deficiencies related to the pandemic crisis. Although remote learning was conducted in the spring of 2020, the depth of concepts learned and expectations may not have been met by all students. In order to meet the needs of all students during the 2020-21 school year, Hawley ISD will collect data, design lessons, interventions, enrichment activities, and provide support to fill the gaps in skill knowledge caused by the school closure.

| Explanation | |
|--|---|
| Component | |
| What is the expectation for daily student engagement? | ACTIVE ENGAGEMENT Tracking daily student engagement will be based upon the student meeting a minimum of one of the following: <ol style="list-style-type: none">1. Progress in the Learning Management System that day2. Progress from teacher/student interactions made that day3. Completion and turn-in of assignment(s) planned for that day |

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| | <p>Students will:</p> <ul style="list-style-type: none"> • Engage daily with work through the completion of set assignments listed in the Learning Management System (LMS); students who do not demonstrate engagement on a given day are marked absent. • Submit their own original work • Monitor their own progress with the support and facilitation of teachers and proactively seek assistance from teachers or other staff when encountering difficulties. • Use and maintain technology equipment responsibly. • Follow the expectations in the Hawley ISD Student Code of Conduct in all activities, assignments, and interactions. • Communicate with their teacher any technology issues or concerns. <p>Student Access:</p> <ul style="list-style-type: none"> • Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the LMS for grades K-12. • For synchronous teaching, the district will use Google Meets. • Students are expected to complete assignments on a daily basis to receive attendance for the day. • Students will NOT be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses. |
| <p>What is the system for tracking daily student engagement?</p> | <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Hawley ISD intends to set a high bar for students as it relates to daily engagement.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Assign asynchronous assignments daily, and completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions. • Grade assignments based on student mastery of state standards as defined by the district grading policy. • Monitor and check for student engagement each day. • Record attendance into TxEIS, based on the student's engagement. <p>Hawley ISD believes that students should demonstrate more than just logging in to the LMS or only partially completing assignments.</p> |
| <p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p> | <p>To promote alignment of student progress and continuity between asynchronous online learning and face-to-face learning the following approaches have been implemented:</p> <ul style="list-style-type: none"> • Scope and sequence, assignments, and activities for asynchronous learning will mirror the on-campus instruction. • The adopted curriculum will be made available for online student access through the LMS • The expected minimum hours of student engagement for Asynchronous online learning was scaled to match the hours a student would spend in a face-to-face learning environment (excluding times for: lunch, passing periods, and some electives). |

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| | <ul style="list-style-type: none"> • Methods of student-teacher interaction and student supports were designed to mimic the ways these interactions would occur in a face-to-face setting (scheduled support times with virtual interaction and the use of email or phone calls). • Common assessments will be used in both environments to monitor student progress towards grade-level mastery. |
| <p>What is the system for tracking student academic progress?</p> | <p>Academic progress will be tracked via the following methods:</p> <ol style="list-style-type: none"> 1. Student progress in the LMS as evidenced by tracking the time the students have engaged with the platform 2. Student grades for assignments and assessments submitted through the LMS 3. Teachers will keep a log for all contact outside of the LMS (i.e. zoom meetings, email, phone contacts) to assist with engaging all students and promote academic progress. <p>Parents will continue to have access to student grades through Ascender (Parent Portal), progress reports, report cards, and etc.. Furthermore, the parent portal and district email provide parents and teachers with a two-way communication channel.</p> <p>In addition, the district will continue to implement the following official grade reports:</p> <ol style="list-style-type: none"> 1. Report Cards (6 week)- The purpose of the report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. 2. Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period. 3. Progress Updates - Progress updates on goals and objectives for students receiving special education, 504, ESL, etc. will be distributed to parents every 6 weeks corresponding with the district’s grading period. |
| <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p> | <p>Teachers are expected to provide regular weekly feedback through the Learning Management System (LMS).</p> <p>Daily feedback may be conducted through a variety of methods (ie LMS activities, activities, small group instruction, teacher tutorial time, etc.). The feedback system will provide students the opportunity to correct or redirect their learning processes as needed and teachers the opportunity to address potential misconceptions or reinforce learning as it occurs prior to a grade being assigned.</p> <p>Interventions will be provided by the classroom teacher for students who do not make sufficient academic progress or mastery.</p> |

Hawley ISD – Asynchronous Plan



Section 4 Implementation

IV. Implementation

Implementation Attestation

- 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.
 - 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.

| Component | Explanation |
|---|--|
| <p data-bbox="92 943 296 1170">How will both initial and ongoing, job-embedded educator development opportunities occur?</p> <p data-bbox="92 1260 327 1520">How will professional development experience develop educator content knowledge to support internalizing the</p> | <p data-bbox="359 943 1906 1000">Professional learning is vital to the success of Hawley ISD. Leaders, teachers, and instructional support staff across Hawley ISD must have ongoing, job embedded learning to support the fidelity of implementation of the asynchronous plan.</p> <p data-bbox="359 1036 968 1060">INITIAL PROFESSIONAL DEVELOPMENT FOR:</p> <p data-bbox="359 1096 1052 1120">TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS</p> <p data-bbox="359 1127 1969 1211">During August, staff participated in synchronous and asynchronous professional learning technology-related sessions. Additional staff development days will be scheduled through the fall semester to address teacher specific needs. A survey of needs was sent to each teacher to gather input and the first follow-up session with staff from the ESC Region 14 was conducted September 8th.</p> <p data-bbox="359 1240 1902 1299">Educators will use LMS progress markers and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work.</p> <p data-bbox="359 1328 1625 1352">Professional Development included: Google Classroom for Beginners, Google Classroom Advanced</p> <p data-bbox="359 1382 1959 1406">In addition, teachers will participate in ongoing professional learning that is specific to their content area and instructional materials.</p> <p data-bbox="359 1451 953 1476">PRINCIPALS AND OTHER ADMINISTRATORS</p> <p data-bbox="359 1482 1938 1541">Principals are the instructional leaders of their campus. Principals will work to provide planning, support, guidance, and leadership by ensuring the following accountability processes are in place: Adherence to the schedule, Attendance is monitored,</p> |

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| <p>asynchronous curriculum analyzing and responding to data?</p> | <p>Implementation of the curriculum, Monitor instruction effectiveness by evaluating student, classroom, and campus performance data, Grades submitted in a timely manner, Communication with families - attendance, family engagement, and progress monitoring data.</p> <p>ONGOING LEARNING Per our professional development plan, teachers will continue to refine their skill set in applying the strategies of remote instruction.</p> <p>The district will also engage in training provided by TEA for administrators and virtual instructors. In addition, we will work closely with our Educational Service Center - Region 14 and other partners to plan support for remote learning throughout the school year and provide feedback on practices consistently.</p> |
| <p>How will you communicate the expectations for asynchronous instruction to families?</p> | <p>All student learning expectations (Asynchronous online and face-to-face) were communicated via:</p> <ul style="list-style-type: none"> ● Beginning of year parent communications ● Remind 101 ● Posted on the website ● Parent emails ● Social media |
| <p>What are the expectations for family engagement/ support of students?</p> | <ul style="list-style-type: none"> ● <u>Parent Responsibilities:</u> <ul style="list-style-type: none"> ○ Make sure your child logs on by 9:00 and completes the daily check-in. ○ Ensure that meals are picked up during the designated time if you order meals. ○ Set up a schedule for at-home learners ○ Designate an area in the home, as needed, and ensure a proper learning environment ○ Ensure at home learners engage DAILY in learning activities, interactions with teachers, and complete work on time ○ Understand that Board policies, Student Code of Conduct, Student Handbook and Technology Acceptable Use Policy remain in effect for both face-to-face and at-home learners. ● <u>Student Responsibilities:</u> <ul style="list-style-type: none"> ○ Log on and complete check in every day by 9:00AM ○ Complete all assignments by the due date ○ Ensure that all work is your original work ○ Log-in at designated times if your teacher asks you to join Google Meets or group chats ○ Use school technology in a manner that meets acceptable use guidelines ○ Contact your teacher if you have any questions or need help with your assignments |

| | |
|---|---|
| | <p>Constant communication will flow between our staff and parents through Google classroom, TxEIS, Remind, personal contact from teachers via email, virtual platforms (ZOOM) or voice calls. It is paramount that our students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.</p> |
| <p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p> | <p>As stated above, information will be posted on the District website to keep parents informed and continue to build relationships that engage parents to be active partners at the campus level.</p> <p>All HISD staff are receiving training through TEA in Trauma Informed Response to student needs.</p> <p>Additional resources to support families with school supplies, health services, student mentoring and support, and internet connectivity.</p> <ul style="list-style-type: none"> ● Services for homeless students ● Services for school lunch ● Technology support - provision of hotspots and/or internet providers, and devices ● Virtual counseling support (Social & Emotional Learning) from HISD Counselors ● Partnership with Texas Tech Health Science Center for the Campus Alliance for Telehealth Resources to provide face-to face or secure video counseling to any student. ● Out-reach and support to Non-Engaged Students ● Google Help sessions face-to-face on campus in the evenings |

Deployment of Student Devices

Students who are choosing online learning to begin the 20-21 academic school year may pick up their Chromebook, if needed, on Friday, August 14th from 8:00-12:00 at the campus offices. Students who choose to transition to online learning after the beginning of the school year will need to visit with the campus principal to set up a time to get a Chromebook.

Back to School Parent Meeting

Meet the teacher was conducted through virtual videos. The district utilized the district webpage, direct email, Remind 101, postal mail, and social media to communicate the online learning plan.

Student Roles and Responsibilities

- Log on and complete check in every day by 9:00AM
- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete all assignments by the due date, and on a daily basis. Assignments cannot be completed all in one day. They must be turned in each day for attendance and credit for the day.
- Complete assignments with integrity and academic honesty.
- Log-in at designated times if your teacher asks you to join Google Meets or group chats. (Appropriate dress codes should be followed)
- Use school technology in a manner that meets acceptable use guidelines
- Communicate with your teacher if you have any questions or need help with your assignments

Parent/Guardian Roles and Responsibilities

- Establish partnerships with classroom teachers to ensure a smooth transition with on-campus and remote learning
- Establish routines and expectations - create a schedule for your at-home learner
- Make sure your child logs on by 9:00 and completes the daily check-in.
- Ensure that meals are picked up during the designated time if you order meals.
- Designate an area in the home, as needed, and ensure a proper learning environment
- Ensure at home learners engage DAILY in learning activities, interactions with teachers, and complete work on time
- Understand that Board policies, Student Code of Conduct, Student Handbook and Technology Acceptable Use Policy remain in effect for both face-to-face and at-home learners.
- Attend district/campus training for implementation support.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Who to Contact for Help

For assistance regarding a course, assignment, or resource: Your student's classroom teacher

For assistance regarding a technology-related problem or issue (including logins):

Laurie Florence, lflorence@hawley.esc14.net, 325-537-2214 ex. 4140

For a personal, academic or social emotional concern: Your School Counselor

- Elementary - Ginger Vinson, gvinson@hawley.esc14.net, 325-537-2721 ex. 3104
- Middle School - Misty Heathington, mheathington@hawley.esc14.net, 325-537-2720 ex. 2136
- High School - Regina Siller, rsiller@hawley.esc14.net, 325-537-2722 ex. 1114

For other issues related to distance learning: Laurie Florence, lflorence@hawley.esc14.net, 325-537-2214 ex. 4140