

Fall 2020: Instructional Information for Families

This fall, Hardin-Jefferson ISD will be implementing instructional practices to provide consistency across learning environments and ensure the safety of students and staff.

Regardless of learning environment, Hardin-Jefferson ISD is committed to ensuring that students have an equitable experience and access to high quality instruction:

- Students will interact with instruction in two different environments (face-to-face and virtual/remote).
 - Hardin-Jefferson ISD will utilize the strategies and best practices associated with blended learning to design learning activities for all students.
 - Learning experiences are designed to meet the needs and environment of the learner where they are.
 - Students, regardless of learning environment, will engage in high quality learning experiences aligned to Hardin-Jefferson ISD curriculum and Texas Essential Knowledge and Skills.
 - Students who begin the year in face-to-face learning at school may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.
 - Both the remote and face-to-face experience will utilize Google Classroom, provide similar expectations around coursework and follow the same grading guidelines.
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Remote Learning

All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- In this setting, teachers will also provide instruction, learning resources and support through the use of Google Classroom.
- Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in remote learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the remote environment.
- Grading will be consistent with the guidelines and practices used in all face-to-face instruction.
- Students must stay in remote learning until the next 9-week grading period. They will then have the option to stay in remote learning or attend face-to-face instruction.

Remote Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the

computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.

Hardin-Jefferson ISD student expectations for *asynchronous* learning:

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily remote instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Schedule for Remote Learning

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

Attendance for Remote Learning

Students who login each day and engage in teacher-assigned learning apps (including but not limited to Google Classroom) are considered “present” and **will not** be marked absent. Students who have not completed their daily assignment every school by 11:59 p.m. each day **will** be marked absent.

If a student is engaged in asynchronous 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.

It is important that students understand that remote learning attendance is based on **daily** engagement, not solely the completion of assignments. State law [TEC §25.092](#) and Hardin-Jefferson ISD Policy FEC ([Local](#)) and ([Legal](#)) still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Remote Learning Design for Grades PK-5

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area

- Daily asynchronous assignments are to be completed independently. These may include activities such as:
 - Student self-selected reading and writing
 - Writing assignments
 - Independent practice
 - Assessments

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during the remote learning. Parents may be needed at home to assist their student with logging into Google Classroom, monitoring their

participation and progress in the learning, and ensuring completion of asynchronous activities.

Remote Learning for Grades 6-12

Classes within this environment will follow the schedule of classes at the student's home campus. Hardin-Jefferson ISD will structure the students' learning schedule to require students to participate in asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule.

Within each course/subject, teachers will plan for students to participate in asynchronous learning.

- All courses will be offered, including advanced level courses such as Honors, AP, and IB.
- Some elective courses for students who select remote learning may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., welding, floral design, band, athletics, etc.
 - The district is working to finalize which elective courses will require in-person assignments, more information will be made available to better assist families with their elective choices.
 - Students who select remote learning will be contacted regarding their schedule if the elective courses requested require an in-person component.
- Students in grades 6-12 choosing remote learning will be able to participate in extra-curricular activities (in accordance with UIL requirements).

HJISD Remote Learning Grading

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model. Remote Learning courses that earn high school credit will count in GPA calculation and class rank as specified in HJISD Board Policy.

Special Education Support

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote learning program. The nature of special education interventions will likely require a heavier concentration of supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

Instructional Roles & Learning Tools for Both Learning Environments

Although students may be learning in different environments, Hardin-Jefferson ISD is committed to providing consistency in high quality instruction and learning tools for all students.

INSTRUCTIONAL ROLES FOR BOTH ENVIRONMENTS

Preparation for Learning	
Student	<ul style="list-style-type: none">• Be prepared for learning each day and have work and assignments completed and ready.• Complete coursework by deadline set by teachers.• For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.
Parent	<ul style="list-style-type: none">• Access parent resources to learn how students will navigate Google Classroom.• For remote learning: Create a designated place in your home for your student to use as their remote classroom.
Teacher	<ul style="list-style-type: none">• Meet weekly with collaborative team to plan instruction for all students.• Utilize the district curriculum documents and follow the scope and sequence.• Upload weekly instructional materials into Google Classroom.• Be prepared to teach daily lessons. Remote learning teachers will teach from their empty classrooms or from an empty room assigned in another campus/district facility.• Take all materials and devices home each day in order to be prepared for possible school closure.
Learning & Teaching Expectations	
Student	<ul style="list-style-type: none">• Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.• Participate in face-to-face learning activities or live remote sessions as instructed by teachers.• Be organized in your work and in getting projects completed.• Ask questions and communicate with your teacher.• Be aware of what you should be learning each day.• Become familiar with the structure of Google Classroom and how your teacher organizes information.• Turn in assignments on time.

Parent	<ul style="list-style-type: none"> • Access Parent Portal to view student grades. • Check in with student(s) to monitor completion of homework and assignments. • Discuss your child’s favorite part of their day and what they learned in school. • Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach. • Provide your child with assistance on their day-to-day activities with the exception of designated independent work. • Consider creating a designated learning/study space for your child at home to learn comfortably. • Maintain communication with your child’s teacher by phone, email and/or online meetings to create a learning partnership. • Monitor and ask for evidence that your child is on track with assignments and coursework.
Teacher	<ul style="list-style-type: none"> • Teach students how to access learning materials through Google Classroom. • Depending on the lesson, teachers will provide live or recorded instruction and facilitate learning. • Manage online and offline resources to provide consistency and routines for students. • Provide clear learning goals for students. • Follow the expectations established across the district for Google Classroom. • Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension. • Post grades in a timely manner according to district grading guidelines.
Support and Intervention	
Student	<ul style="list-style-type: none"> • Attend intervention/tutorial sessions as established by your teacher or school.
Parent	<ul style="list-style-type: none"> • Allow your child to attend intervention/tutorial sessions as needed. • Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher. • Help your child own their learning. Provide support and encouragement and expect your children to do their part.

Teacher	<ul style="list-style-type: none"> • Provide intervention or tutorial sessions as needed. • Follow student IEPs / 504 accommodations in all learning environments. • Use data to pinpoint students' specific needs for enrichment and intervention. • Monitor student progress with fidelity according to recommendations. • Provide and communicate office hours or conference period for student/parent support. • Attend and participate in professional learning.
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LEARNING TOOLS FOR BOTH ENVIRONMENTS

	Information	Resources
Device	Students in 6 th -12 th grade will be offered a Chromebook to use in either learning environment.	
Instructional Platform	<ul style="list-style-type: none"> • All teachers, grades PK-12, will utilize Google Classroom as their primary learning management system and communication tool for the 2020-2021 school year. • Google Classroom will use a similar structure by grade level in order to provide consistency for all students and classes. • Assignment submissions: For both environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials. 	Google Classroom Summaries (for parents/guardians)
	Information	Resources
Online Resources	<ul style="list-style-type: none"> • All teachers in PK-12 will be enhancing instruction through the use of online resources to engage students in high quality learning experiences. • No resources, platforms or apps requiring student fees or an associated cost to the family will be required at any time. 	

Communication	<ul style="list-style-type: none">• Communicating with teachers:<ul style="list-style-type: none">• All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions.• Contact information will be provided at the beginning of each semester and posted in all Google Classrooms.• Use of student email:<ul style="list-style-type: none">• All students will be provided a district managed email account and Google Drive beginning in the fall of 2020.• These accounts should be utilized for all communication directly between teachers and students.	
Technology	<p>Hardin-Jefferson ISD is preparing for remote learning and possible school closures due to COVID-19 as follows:</p> <ul style="list-style-type: none">• Chromebooks will be distributed to students in 6th-12th grades. We are in the process of ordering more devices for the lower grade levels and will provide more information as it becomes available.• A \$30 insurance deposit is optional. That insurance deposit will cover accidental breakage to the first device issue to a student. If the insurance is not paid, a device will still be issued to the student, but a damaged device will incur a \$300 replacement fee and no replacement device will be issued until this fee has been paid.• Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained.• Relevant notifications, instructions, procedures, policies and processes are available on the Hardin-Jefferson ISD website.	