

E.O. LOVETT ELEMENTARY
INSTRUCTIONAL CONTINUITY PLAN
PARENT AND STUDENT GUIDE



8814 S. Rice Avenue Houston TX 77096

Dawn E. Thompson, Principal

Heather Gaines, Assistant Principal

Cara Boynton, Magnet Coordinator

Note: This guide was created in collaboration with other HISD campuses and with guidance from the HISD Continuity Plan and Reopening Plan. This document should be considered a living document that will be amended as needed to best support our students and school community. Loving it at Lovett means we always seek to improve where needed to meet the needs of ALL of our students.



to the 20-21 school year! This school year provides a great opportunity to grow in ways we did not anticipate. As a school community, we have proven time and time again that we are #LovettStrong! Learning in a virtual environment is new for us all, but we are going to learn and be successful together! The picture below was taken in 2016. It signifies how beautiful we are when we pull together. This handbook was designed for both students and parents. We hope this guide will help provide a smooth start to the virtual school year and for any times of school closure.



We love it at Lovett!

Lovett Staff 20-21		
Kinder	4 th Grade	Office Staff
Constance Buchanan	Sarah Godwin	Tanya Perez
Rachel Jeffries	Alex Ingraham	Suiki Schaffer-Boardman
Filomena Martin	Barbara McClintock	Megan Serdar
Angela Thompson	Cory Thomsen	<u>Tané Sims</u>
Megan Washington	Michael Wolfshohl	Jane Zevallos
1 st Grade	5 th Grade	Teacher Assistants
Kathryn Kraitman	Annemarie Cruz	LaShone Hartzog
Angie Lackey	Kimberly Cyr	Rachel King
Jennifer Lear	Jaime Locander	<u>LaFonda Macon</u>
Susanne Oliver	Ericka Williams	Jocelyn Starr
Jennifer Pollard		Lauren Vavasseur
	Fine Arts	Annie Adams
2 nd Grade	Stephen Cobb	Special Education
<u>Cara Armes</u>	MaryAnne Flory	Faye Casell
Betsy Benton	Ali Jackson	Alex King
Hayley Boardman	Katherine Martin	Kelly Walker
Carlos Trejo	Pamma Mock	Amber Yother
Cassandra Wilson	Abe Ruiz	
	Anne Warner Library	Interventionist
3 rd Grade		Carol Boyle
Ashley Harris	Reading Intervention	Michelle Darnell
Kami Jenkins	Lauren Adams	
Irma Santillan		Administration
Blake Spann		Dawn Thompson
Katie White	Custodial	Heather Gaines
	Brandi Davis	Cara Boynton
Kitchen	Susana Melgar	
Quwana James	Stephanie Newton	
Evelyn Oats	Roberto Vanegas	
Kimberly Williams		

Wellness Team Members

The Campus Wellness Team consists of ten members and will be responsible for campus entry screening protocols, implementing HISD re-opening procedures for face-to-face learning and communicating with staff, students, and parents. In the virtual setting the Wellness Team will seek to inform and educate parents and students on healthy practices. To prepare for face to face learning, the wellness team will meet weekly to develop campus procedures. Staff members of the committee are:

- Dawn Thompson, Principal
- Heather Gaines, Assistant Principal
- Cara Boynton, Magnet Coordinator
- Suiki Schafer-Boardman, School Nurse
- Jane Zevallos, Magnet Clerk
- Megan Serdar, Front Office Clerk
- Tanya Perez, School Secretary
- Tane Sims, Registrar
- LaFonda Macon, Teacher Assistant
- Alex King, Special Education



Keep them healthy and smiling!

Who to Contact

Attendance	Tane Sims, SSims1@houstonisd.org
Appointments with Principal	Tanya Perez, Tperez1@houstonisd.org
Bus Transportation Set up	Cara Boynton, Boynton@houstonisd.org
Cafeteria(meal/accounts)	James, Quwana QJames1@houstonisd.org
Curriculum	Dawn Thompson, Dthomp11@houstonisd.org
Cumulative Records	Jane Zevallos, Jzevallo@houstonisd.org
Donation Procedures	Tanya Perez, TPerez1@houstonisd.org
Dyslexia Services	Heather Gaines, HGaines@houstonisd.org
ESL Program	Cara Boynton, CBoynton@houstonisd.org
Extended Day	Tane Sims, TSims1@houstonisd.org
Grades	Contact classroom teacher
Grading Policy	Dawn Thompson, Dthomp11@houstonisd.org
Library	Anne Warner, AWarner@houstonisd.org
Magnet Program	Cara Boynton, CBoynton@houstonisd.org
Maintenance	Tanya Perez, TPerez1@houstonisd.org
School Website	Anne Warner, AWarner@houstonisd.org
SDMC	Dawn Thompson, Dthomp11@houstonisd.org
Special Education Program	Heather Gaines, HGaines@houstonisd.org
STAAR Testing	Cara Boynton, CBoynton@houstonisd.org
Teacher Conference	contact classroom teacher
Technology Issues	Anne Warner, AWarner@houstonisd.org
Vanguard Program	Cara Boynton, CBoynton@houstonisd.org
VIPS	Megan Serdar, MSerdar@houstonisd.org
504 Plans	Heather Gaines, HGaines@houstonisd.org

HISD 20-21 Calendar

2020-2021 Academic Calendar Houston Independent School District

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





February 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Key	Holidays	
 Holidays	September 7, 2020 Labor Day	
 Teacher Preparation Days (no students)	September 28, 2020 Fall Holiday (Students Only)	
 Teacher Service Days (no students)	November 23-27, 2020 Thanksgiving	
 Enrichment Opportunities*	December 21, 2020 - January 1, 2021 Winter Break	
<i>August 24-September 3 is offered virtually.</i>		
School Day Start and End Times	January 18, 2021 Martin Luther King, Jr. Day	
7:30-3:00 Elementary	March 15-19, 2021 Spring Break	
8:30-4:00 K-8 and Middle School	March 29, 2021 Chavez-Huerta Day	
8:30-4:10 High School	April 2, 2021 Spring Holiday	
	May, 31 2021 Memorial Day	
Significant Dates	Grading Periods	Report Card Dates
August 24, 2020 Teachers report to work	Sept 8-Oct 16 28 days	October 23, 2020
September 8, 2020 First day of school	Oct 19-Dec 4 29 days	December 11, 2020
January 29, 2021 Last day of first semester	Dec 7-Jan 28 28 days	February 5, 2021
February 1, 2021 First day of second semester	Feb 1-March 12 29 days	March 26, 2021
June 11, 2021 Last day of school for students	March 22-April 30 28 days	May 7, 2021
June 14, 2021 Last day for teachers	May 3-June 11 29 days	June 11, 2021 (ES/MS)
		June 18, 2021 (HS)
Last updated on 08/14/20		

Lovett Dates to Remember

DATE	EVENT	TIME
August 24-September 3rd	Teacher Pre-Service	7:30-3:15
September 3	Meet the Teacher K-2	4:00-5:30
September 3	Meet the Teacher 3-5	6-7:30
September 4	Student Materials Pick Up K-2	8:30-11:30
September 4	Student Materials Pick Up 3-5	8:30-11:30
September 8th	First Day of School	7:30-3:00
September 22	Open House K-2	5:30-7:00
September 24	Open House 3-5	5:30-7:00

*Technology distribution week of August 31-September 4th

Instructional Model

During the time that schools are closed, Lovett Elementary will make every effort to ensure that student education continues uninterrupted. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and instruction for all schools. Lovett's instructional model will follow the district standard of an asynchronous model with increments of whole and small group synchronous instruction. Lovett will provide instruction in whole group, small group, and one on one live virtual lessons as needed to support student learning. All live instruction will be provided on Microsoft TEAMS. Assignments will be posted and submitted to the HISD HUB.

Instructional Day

Student school hours are 7:30-3:00. All students should be logged on to TEAMS and ready for a 7:30 start. Below are a few important points about the instructional day to help parents and students plan:

- Set a schedule for your child to start the log-on process. We all know that technology does not always work the way we need it to.
- Note your grade level schedule for live lesson times and fine arts
- Small group schedules or the schedule for one-on-one assessments will come from your classroom teacher.
- If you need to schedule a parent conference, please note the time of the teacher's office hours. Contact the teacher and they will work with you to schedule during that time.

TIME	20-21 Kindergarten Virtual Schedule		
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I'm ready		
7:40 to 8	Morning Meeting (Parent invited on Mondays to preview the week)		
8 to 9:30	English Language Arts: <ul style="list-style-type: none"> live mini lesson Live small group lesson Independent work time (student is off screen) 		
9:30 to 10	Social Studies <ul style="list-style-type: none"> Live mini lesson independent work 		
10 to 10:50	*Fine Arts Teacher Planning Time		
11 to 11:30	Lunch		
11:30 to 12:15	Math: <ul style="list-style-type: none"> Live mini lesson Live small group lesson Independent work time (students are off screen) 		
12:15 to 12:30	Movement Break – off screen		
12:30 to 1:15	Science or Social Studies: <ul style="list-style-type: none"> Live mini lesson Independent work 		
1:15 to 2	Intervention Time w/Mrs. Adams for identified students.	All other students – time to work on Imagine Math, Literacy, or Independent work	Student Support Teachers: Live online and available for student questions, additional support Teachers schedule one on one assessments with students
2:00 to 2:30	Special Education support time for identified students	Student Support Cont' All other students – time to work on Imagine Math, Literacy, or Independent work Teachers schedule one on one assessments with students	
2:30 to 3:00	Special Education Support time cont'	Teacher Community outreach: emails, paperwork, student/family communication)	

TIME	20-21 First Grade Virtual Schedule		
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I'm ready		
7:40 to 8	Morning Meeting (Parent invited on Mondays to preview the week)		
8 to 9:15	English Language Arts: <ul style="list-style-type: none"> • Live mini lesson • Live small group lesson • Independent work time (students off screen) 		
9:15 to 9:30	Movement Break: Off screen		
9:30 to 11	Special education support for identified students	Intervention time w/Mrs. Adams for identified students	Student Support Time All other students – time to work on Imagine Math/Literacy and/or independent work Teachers: Live online and available for student questions, additional support Time to schedule one on one assessments with students.
11 to 11:30	Lunch		
11:30 to 12:30	Math: <ul style="list-style-type: none"> • Live mini lesson • Live small group lesson • Independent work time (students off screen) 		
12:30 to 1:20	Fine Arts Teacher Planning		
1:20 to 1:50	Science <ul style="list-style-type: none"> • Live mini lesson • Independent work 		
1:50 to 2:15	Social Studies: <ul style="list-style-type: none"> • Live mini lesson • Independent work 		
2:15 to 3:00	Special Education students social skills time on Teach Town	All other students: Imagine Literacy and/or assignments	Teacher documentation and community outreach emails, paperwork, family check-in, etc.

TIME	2 nd Grade Self-Contained Virtual Schedule			
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I am ready			
7:40 to 8	Morning Meeting (Parents invited on Mondays to preview the week)			
8 to 9	Dyslexia Time w/Mrs. Adams or Mrs. Smith for identified students	Sped students social skills time (Teach Town)	Teacher Outreach/Documentation: (emails, paperwork, student/family check-ins, one on one assessments) All other students time to work on Imagine Literacy/Math and/or assignments	
9 to 9:50	Fine Arts Teacher Planning Time			
9:50 to 10:50	English Language Arts: <ul style="list-style-type: none">• Live mini lesson• Live small group instruction• Independent work (students off screen)			
10:50 to 11:20	Lunch			
11:20 to 12:05	Science <ul style="list-style-type: none">• Live mini lesson• Independent Work			
12 to 12:30	Social Studies <ul style="list-style-type: none">• Live mini lesson• Independent Work			
12:35 to 2:00	Special Education Time for identified students	Intervention time w/Mrs. Adams for identified students	All other students – time to work on Imagine Math/Literacy and/or assignments	Student Support: Teachers Live online, available to student for questions, additional support. Teacher time to schedule one on one assessments as needed
2:00 to 2:15	Movement Break: Off screen			
2:15 to 3:00	Math: <ul style="list-style-type: none">• Live mini lesson• Live small• Independent Work (students off screen)			

TIME	2 nd grade switch Virtual ELA/SS		2 nd Grade switch Virtual Math/Science	
	Homeroom A		Homeroom B	
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I'm ready		Ready for the Day! ✓ Materials ready ✓ I'm ready	
7:40 to 8	Morning Meeting (Mondays-parents are invited and encouraged to attend with their child)		Morning Meeting (Mondays-parents are invited and encouraged to attend with their child)	
8 to 9	Dyslexia Time w/Mrs. Adams or Mrs. Smith for identified students	All other students time to work on Imagine Literacy/Math and/or assignments	Special Education students social skills time (Teach Town) Student Support: Teacher schedules one on one assessments; live online for student support	
9 to 9:50	Fine Arts Teacher Planning Time		Fine Arts Teacher Planning Time	
9:50 to 10:50	English Language Arts • Live mini lesson • Live small group • Independent Work (off screen)		Math • Live mini lesson • Live small group • Independent Work (off screen)	
10:50 to 11:20	Lunch		Lunch	
11:20 to 11:55	Sci • Live mini lesson • independent work completion		SS • Live mini lesson • independent work completion	
11:55 to 12:30	SS • Live mini lesson • independent work completion		Sci • Live mini lesson • independent work completion	
12:30 to 2:00	Special Education Time for identified students	Intervention time w/Mrs. Adams for identified students	All other students – time to work on Imagine Math/Literacy and/or assignments	Teacher: Live online, available to student for questions, additional support. Teacher time to schedule one on one assessments as needed
2:00 to 2:15	Movement Break: Off screen			
2:15 to 3:00	Math • Live mini lesson • Live small group		ELA • Live Mini Lesson • Live small group	

TIME	20-21 3 rd Grade Virtual Schedule		
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I'm ready		
7:40 to 8	Morning Meeting (Mondays-parents are invited and encouraged to attend with their child)		
8 to 9:30	ELA/SS <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent Work 	Math/Science <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent Work 	
9:30 to 11	Special Ed. support time for identified students	Intervention time w/Mrs. Boyle or Ms. Darnell for identified students	All other students – time to work on Imagine Math/Literacy and/or assignments <div> Student Support: Teachers available live for student questions. One on assessments as needed </div>
11 to 11:30	Lunch		
11:30 to 12:20	Fine Arts Teacher Planning		
12:20 to 12:30	Movement Break: Off break		
12:30 to 1:15	Dyslexia Time w/Mrs. Smith for identified students	Special Ed. students social skills time (Teach Town)	All other students time to work on Imagine Literacy/Math and/or assignments Teacher Outreach/Documentation: emails, paperwork, student/family check ins
1:15 to 1:30	Movement Break: Off break		
1:35 to 3	Math/Science <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent work 	ELA/SS: <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent Work 	

TIME	20-21 4 th Self Contained Virtual Schedule		
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I am ready		
7:40 to 8	Morning Meeting (Mondays-parents are invited and encouraged to attend with their child)		
8 to 9:30	Special Ed. support time for identified students	Intervention time w/Mrs. Boyle or Ms. Darnell for identified students	All other students – time to work on Imagine Math/Literacy and/or assignments Student Support: Teacher live online, available for student questions, additional support, completing assessments
9:30 to 11:00	ELA/SS: <ul style="list-style-type: none"> • Live mini lesson • Live small group lesson • Independent Work (off screen) 		
11 to 11:15	Movement Break Teacher/students off screen		
11:15 to 12:00	Dyslexia Time w/Mrs. Smith or Mrs. Adams for identified students	Special Ed. students social skills time (Teach Town)	All other students time to work on Imagine Literacy and/or assignments Teacher outreach/documentation: emails, paperwork, student/family check ins
12:00 to 12:30	Lunch		
12:30 to 2:00	Math/Sci: <ul style="list-style-type: none"> • Live mini lesson • Live small group instruction • Independent work (off screen) 		
2:00 to 2:10	Movement Break Teacher/students off screen		
2:10 to 3:00	Fine Arts Teacher Planning Time		

TIME	4 th Grade Switch Virtual Schedule		
7:30 to 7:40	Ready for the Day! ✓ Materials ready ✓ I'm ready		
7:40 to 8	Morning Meeting (Mondays-parents are invited and encouraged to attend with their child)		
8 to 9:30	Special Ed. Support Time for identified students	Intervention time w/Mrs. Boyle or Ms. Darnell for identified students	All other students – time to work on Imagine Math/Literacy and/or assignments Student Support: Teachers available online for student questions, additional support, completing assessments w/students
9:30 to 11:00	ELA/SS: <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent work 	Math/Sci: <ul style="list-style-type: none"> • Live mini lesson • Live small group • Independent work 	
11 to 11:15	Movement Break Teacher/students off screen		
11:15 to 12:00	Dyslexia Time w/Mrs. Smith or Mrs. Adams for identified students	Special Ed students social skills time (Teach Town)	All other students time to work on Imagine Literacy/Math and/or assignments Teacher outreach/documentation: emails, paperwork, student/family check ins)
12:00 to 12:30	Lunch		
12:30 to 2:00	Math/Sci: <ul style="list-style-type: none"> • Live mini lesson • Live small group lesson • Independent work 	ELA/SS: <ul style="list-style-type: none"> • Live mini lesson • Live small group lesson • Independent work 	
2:00 to 2:10	Movement Break Teacher/students off screen		
2:10 to 3:00	Fine Arts Teacher Planning Time		

20-21 Lovett 5 th Virtual Schedule							
5 th Science			5 th ELA		5 th ELA		5 th Math
Cruz			Cyr		Williams		Locander
7:30 to 7:40 Ready for the Day! ✓ Materials ready ✓ I am ready							
7:40 to 8 Morning Meeting							
8 to 8:50 Fine Art Teacher PLC/Planning Time							
8:50 to 9:00 Movement Break: Off Screen							
9:00 -10	Science	9:00 to 10:15	ELA Social Studies	9:00 to 10	Math	9:05 to 10:15	ELA Social Studies
10 to 11	Math - 60 minutes	10:15 to 11	Dyslexia for Identified students All other students Imagine Literacy or Math	10 to 11	Science	10:15 to 11	All other students Imagine Literacy or Math Small groups with teacher
11:00 to 12:30	Special Ed. support time for identified students	Intervention time w/Mrs. Boyle or Ms. Darnell for identified students		All other students – time to work on Imagine Math/Literacy and/or assignments		11 to 11:30 Teacher - Synchronous Small groups 11:30 to 12:30 – Office Hours	
12:30 to 1 Lunch							
1:00 to 2:15	ELA Social Studies	1:00 to 2	Math	1:00 to 2:15	ELA Social Studies	1:00 to 2	Science
2:15 to 3	All other students Imagine Literacy or Math Small groups with teacher	2 to 3	Science	2:15 to 3	Dyslexia for Identified students All other students Imagine Literacy or Math	2 to 3	Math

Grading

Academic Honesty

Being Responsible means doing the right thing even when nobody's looking. Students will never have a better opportunity to live this value. Our expectations on all assignments is original thought, personal best effort, and avoiding academic dishonesty.

Academic dishonesty includes but is not limited to the following:

Cheating by:

- Obtaining work or information from someone else.
- Communicating answers with another person during an individual assignment.
- Allowing another person to do one's work. This includes parents completing assignments or providing answers during assessments.
- Plagiarism, by representing someone else's ideas, words, statements, or other work as one's own without proper acknowledgment or citation. Examples of plagiarism include: copying word for word, using specific phrases or terms from a source or reference, whether oral, printed, or on the internet, without proper attribution.

A student who is caught cheating or plagiarizing, will be assigned a grade of zero for the assignment and will be referred to the principal. A parent conference will be scheduled to discuss the concern.

Grading Cycle:

All HISD Campuses will be on a six week grading cycle for the 20-21 school year. Grading cycle and report card dates are below:

Grading Period	Number of Days	Report Card Dates
Sept. 8-Oct. 16	28 days	October 23, 2020
Oct. 19-Dec. 4	29 days	December 11, 2020
Dec. 7-Jan 28	28 days	February 5, 2021
Feb. 1-March 12	29 days	March 26, 2021
March 22-April 30	28 days	May 7, 2021
May 3-June 11	29 days	June 11, 2021

Core Subject Grading

Two grades/week will be taken each week in each subject. During the first week of school, teachers may not take two grades due to the shortened week and start up procedures required for virtual learning. Core subject grades will be inputted into the grade book and made visible to parents on the district's parent grade resource.

Reading, Mathematics, Language Arts (Language and Spelling), Science, and Social Studies

The criteria for evaluating student achievement in foundation subjects are:

90-100	A	Excellent
80-89	B	Good
75-79	C	Fair
70-74	D	Passing
69 and below	F	Failing

Enrichment Subject Grading

Grades for Fine Arts and Enrichment classes will be provided on the progress report and report card. The teacher will communicate with parents throughout the grading period if grades are falling into the Needs Improvement or Unsatisfactory category. Art, Handwriting, Physical Education, Health and Safety, Music, Band, and Orchestra will be marked as follows:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Conduct Grades-See Appendix for student virtual expectations

Each teacher will mark conduct grades at the end of the 6 week cycle. For virtual learning, students will be provided with school and classroom expectations. Students are expected to adhere to these expectations. During times for closure for virtual learning, teachers will make contact with a parent if there is a concern with conduct that would cause the conduct grade to be lowered.

Conduct grades are determined each grading cycle and indicate the overall behavioral level of each student in grades K-5. They are marked as follows:

E	Excellent
S	Satisfactory
P	Poor
U	Unsatisfactory

Work Habit Grades

Students are evaluated in grades 1-5 in separate citizenship areas indicated on the report card. If the student's behavior is acceptable, no mark is entered on the report card. If the student's behavior is not acceptable, an "N" will be entered indicating that improvement is needed in that area.

Communicating Questions/Concerns about Grades

Parents must raise any questions or concerns about a grade as soon as a concern arises. The suggested time frame is within one week.

- All issues and concerns should be submitted prior to the end of the grading cycle.
- Questions about grades should first be presented to the teacher to resolve
- Administrators will not resolve grading issues without the direct involvement of the teacher as grading is a teacher's role. Administrators do not grade nor adjust grades but will assist in facilitating conferences with teachers about grading concerns.

Talking with Teachers about Grades

Resolving grading or other issues in a timely fashion is recommended and encouraged. All issues with grades must be resolved within the same grading cycle as the grade was given. We strongly encourage scheduling a conference with the teacher before an issue arises to establish a relationship and discuss your student's progress.

- Set an appointment at a mutually agreed upon time during the teacher planning period. Before/after school times are at the discretion of the teacher. Lovett teachers have designated days for team collaboration and are unable to meet during this time. Request the conference via email.
- Provide at least 24-hours' notice of your request.
- Email is encouraged for simple topics like requesting information or providing information. Conferences are encouraged when there are multiple topics to cover or complex issues to discuss.
- Share brief reasons for your request ahead of time to allow teachers to prepare or to invite other needed staff to participate.

- Remember we are all here to work together in the best interest of students. Remember to use a calm tone, and respectful language. Teachers have the discretion to request an administrator attend a conference to help resolve a concern.

HISD Grading Policy

- A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment.
- A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student's quality of work.
- A student shall be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a grade below 70%
- According to HISD's instructional continuity guide for virtual learning, students enrolled in remote instruction follow the same grading guidelines as those enrolled in in-person instruction.
- 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.

Lovett Campus Grading Policy:


- Two grades/week should be taken for each core content area
- Conduct will be communicated based on Lovett Student Expectations and teacher classroom expectations for Virtual Learning Behavior. The teacher will communicate with the parent if the conduct grade will be impacted.
- Students should be provided the opportunity to make up or redo a class assignment or assessment for which the student received a grade below 70%. This does not include spelling assessments and formative assessments that are used as progress monitoring. In the virtual setting, Lovett defines a reasonable opportunity as no later than one week after the assignment was graded and returned to the student.
- Based on the assignment or test, teachers have the option to have students make corrections or have the student complete a new assessment or assignment. Lovett believes that best practice is to re-teach the skills where the student is having difficulty before having students correct or redo an assignment or assessment. Teachers have discretion to decide how they do this.
- Redo grades will be entered into the grading system and noted as a redo.
- Students may earn up to 70% for assignment redo.
- Students that develop a habit of needing to redo work will be referred for additional academic assistance.
- Grades 1 through 5 will not weigh grades. Grades will be averaged across the board and multiple types of grades (classwork, test, quizzes, labs, projects, etc.) will be used to determine a student's grades. Our focus is that students have multiple opportunities to demonstrate what they have learned.

Attendance

- Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent.
- State law TEC §25.092 and Houston ISD Policy requires students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.
- Students can engage with their teacher though the following:
 - Daily participation in the HUB, completion and submission of work assignments, use of assigned digital tools, and/or group interactions as assigned by the teacher
 - Interaction with teachers via Teams as part of live or small group instruction
 - Student assignment submissions should be submitted via the HUB for each scheduled class. When unable to submit via the HUB, students can submit assignments via emails, photos, phone conferences or other forms of documentation. The teacher will however follow up to help solve submission issues as the HUB is the primary way that students should submit work.
- Teachers will take attendance twice a day, at 10:00 a.m. and 2:30 p.m. A student that has not logged on by 2:30 p.m. will be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m of the same day via the HUB. Any absences recorded but resolved by the student before 11:59 p.m on the same day will be reconciled based on login records of the HUB.
- If a student is engaged in remote learning and completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday only and counted “absent” for Tuesday-Friday.



Campus Communication Plan

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 and other district communication
Remind APP , SchoolMessenger Callsouts and Emails	Faculty, staff, parents	The Remind APP will serve as a resource for all teachers to communicate with parents. Both the callout and email function of SchoolMessenger will be used to communicate school specific information. If you are ever in a situation that you are not receiving call outs or emails, contact our registrar Mrs. Sims to check the information that we have in the system
PTO Communications	Faculty, staff, parents	Lovett PTO utilizes a weekly newsletter to communicate with parents. Additionally the PTO post school wide communication on their website. https://lovettpto.membershiptoolkit.com/
	Parents & Staff	We encourage parents to make connections with other parents in their child's class, grade, or within the school. This will increase support for your children and for you. Our parents have set up a Lovett Elementary Parents and Teachers Facebook group at https://www.facebook.com/groups/lovettparentsandteachers/ .
Microsoft Teams, The HUB,	Students	Primary tools used for instruction and submitting work
Lovett Elementary Website	All	https://www.houstonisd.org/lovett Check out the Lovett at home link for all things virtual school.
E-mail	All	We strive to answer emails within 24 hours or acknowledge receipt of your email
Parent Conferences	Parents	Contact the teacher directly to schedule a conference. Teachers have specific time within their days to schedule conferences. Same day conferences are very difficult to

		accommodate therefore please plan ahead to help our teachers accommodate the time you need.
Posting Grades	Parents Students	Grades for the previous week will be posted by 10 a.m. on Mondays. Grades should be posted in the grading system for parents to view on Parent Connect.
Weekly Team Newsletters	Parents Student	Sent home every Friday and reviewed on Monday during morning meeting
Monday Morning Meetings	Parents Students	Parents are invited to Monday morning meetings. Parents should use this time to get an overview of the week. This time should not be used to address concerns but to engage in community building with the class

Roles and Responsibilities

Each member of our staff is a valued team member. Together, we strive to make our students, parents and staff love it at Lovett! Below is a general overview of staff responsibilities.

Role	Responsibilities
Principal	<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 or regularly scheduled meetings with staff and the leadership team. Communicate on a weekly basis with the community via website, email, and social media. Principal or principal designee (or Leadership Teams) will check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis. Monitor attendance, grades, and interventions. Complete required online professional development Establish a virtual learning schedule for remote instruction. Student online discipline should be addressed according to the district's student code of conduct.
Leadership Team	<ul style="list-style-type: none"> Document any communication with parents and community. Visit their virtual classes for at least 15 minutes on a weekly basis. Check email daily and respond within 24 hours.

	<ul style="list-style-type: none"> ● Attend professional learning communities (PLCs). ● Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state, and federal guidelines. ● Complete required online professional development. Campus administrators will administer assessments as guided by the Student Assessments department. ● All other duties as assigned by the Principal and the Superintendent.
Teachers	<ul style="list-style-type: none"> ● Create a sufficient instructional support schedule in which teacher interactions are predictable so that students know how and when to interact. ● Construct and provide students with a class communication to convey goals, objectives, and class expectations. Course communication needs to also include expected student progress for remote synchronous learning that is defined by day and tied to the overall course coverage. ● Schedule teacher availability for students, in advance, that is predictable and clearly defined for student progress. ● Provide students with clear means to engage with daily instructional resources and activities. ● Develop and provide engaging lesson plans at least once a week in advance. ● Ensure the engagement of academic work is equivalent to the engagement over a normal school year. ● Provide student feedback weekly including next steps or necessary remediation to improve student performance. ● Post instructional resources and materials on the HUB. ● Ensure students can access instructional resources and materials when needed. ● Check email daily and respond within 24 hours. ● Update grades and provide student feedback weekly. ● Meet weekly for professional learning communities (PLCs) with colleagues. ● Complete required virtual and program-specific professional development (see schedule below). ● Follow student IEPs regardless of the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE). ● Communicate with the Office of Special Populations regarding services provided to students' progress, growth and concerns regarding services provided. ● It is highly recommended that lessons are recorded when delivered to students. ● Follow student's 504 plan, ensuring accommodations that can be implemented virtually are implemented.
Special Ed. Teachers	<ul style="list-style-type: none"> ● Communicate with the school leadership, teachers, and parents regarding services provided to students. ● Follow the student's IEP and work on progress towards IEP goals

	<ul style="list-style-type: none"> ● Facilitate virtual ARD meetings. ● Keep documentation of all special education services and contact with students, general education teachers, and parents. ● Complete required virtual professional development ● Follow Special Education Procedures for completing IEP and related paperwork ● Collaborate with general education teachers
Librarian	<ul style="list-style-type: none"> ● Collaborate with the Academic Instructional Technology team to support remote instruction. ● Assist students and staff with awareness and accessibility to digital resources(Databases, Ebooks/audiobooks, websites/platforms, virtual services, and online opportunities - author talks, virtual field trips, HPL resources, etc.). ● Provide copyright guidelines as conveyed by Library Services for online read-alouds. ● Circulate books and library resources prior to school closure (if possible) for use during at home learning. ● Ensure books and library resources are retrieved in accordance with pandemic disaster recovery protocol, as stated in the Library Services handbook. ● Conduct or provide access to online read-alouds that follow copyright guidelines per the publisher. ● Complete required online professional development
Nurse	<ul style="list-style-type: none"> ● Duties and responsibilities will be delegated by the office of Health and Medical Services. ● Complete required online professional development. ● Participate in Lovett's Wellness Team. ● Communicate medical information to families and staff as needed. ● Serve on Wellness Team
Teacher Assistant	<ul style="list-style-type: none"> ● Respond to emails and phone calls within 24 hours. ● Remain available during assigned work hours to support students as assigned. ● Maintain appropriate documentation of work performed with students. ● Support students as directed by classroom teachers or administration. ● Serve as student mentors for an assigned caseload of students. ● Perform duties as assigned by Principal or principal designee.
Office Staff	<ul style="list-style-type: none"> ● Respond to emails and phone calls within 24 hours. ● Ensure compliance documents within areas of responsibility are kept up to date. ● Support all management functions of the school as assigned. ● Support student and parent success with online learning, school connection, or district resources. ● Translate documents and serve as translators as needed. ● Perform duties as assigned by Principal or principal designee.

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, do your best work and your own 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
- Participate in online activities and assignments provided by your teachers
- Know how to navigate access and navigate online resources
- Complete independent reading goals as assigned
- Be respectful to your teachers and peers in the virtual setting
- Use safe practices as you utilize online resources and the internet

Parent/Guardian Roles and Responsibilities

- Learning at home can be a balancing act. However, establishing a routine will help students be more successful in their learning.
- Allow your child to complete their own work. Support as needed but don't do it for them.
- Provide an appropriate learning space for the students when possible
- Communicate any instructional needs to the campus such as a lack of device or internet connection as defined in the campus communication plan
- Consistently monitor campus and district communication for continuous updates via callouts and websites.
- Maintain communication with teachers as needed
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.

Some questions that might help spark a conversation include:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have any questions for your teacher?
- Monitor student time on task and encourage physical activity and/or exercise.

Provide support for your children while they are learning virtually, while at the same time allowing them to interact independently with the teacher and their content.

As parents it is important that we all commit to maintaining student privacy during virtual learning. Our students are depending on us to keep their learning secure and safe. To protect student privacy we need all parents to commit to the following:

- Do not take screenshots or recordings(video or sound only) of lessons or students virtual interactions on separate devices
- Do not post recorded lessons on social media, You Tube, etc. or forward to others via email
- Do not discuss specific information about student work, interactions or behavior on social media
- Do not provide others access to a student's secure learning environment.
- Do not send messages to students that would be considered negative, directive or corrective. If you have an issue with a child's interaction with your child or others, it should be addressed with the teacher or administration and not directly with the child.

*Principal will follow up with parents found in violation of maintaining student privacy

Technology Systems to Support Learning

Action Plan

During the remote operation of schools, teachers and students will use district adopted platforms to communicate and provide instruction. Microsoft Teams will be used to provide instructional support and host live class meetings with students. The district's adopted learning management system (LMS), the HUB (itslearning), will be used to host, deliver, and manage content, instructional resources, and student assignments. The HUB will also be used to monitor student engagement and progress. No other platforms (Zoom, etc.) should be implemented.

Teachers and students can use Microsoft Office 365 Suite and Google for Education Suite (G-Suite) to access a variety of productivity tools to enhance communication and support the creation of instructional content, resources, and other essential elements for the learning process. In addition, HISD's Digital Resource page provides a variety of adopted educational resources that support student learning. Parents can access student information and communicate with teachers via HISD Connect.

Lovett Technology Resource Page: To find a variety of technical resources please visit our Lovett@Home Website: <https://www.houstonisd.org/lovett>

Digital Resources Page

HISD provides a variety of educational resources for students to access. The collection of resources consists of district-approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools.

OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive	Attend live class meetings Communicate with teachers	Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule Monitor grades
Teachers	Access HISD email and communicate with campus administration Access Online Office Suite Access and Save Documents on One Drive	Create Teams Classes Conduct Live Class Meetings Communicate with Students	Share instructional resources with students Create assignments Monitor student progress	Access and save documents to Google Drive Create shared drives for department collaboration	Create and assign assignments from digital textbook Create ancillary assignments from resources	Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress	Input grades and attendance
Parents	Ability to provide students with support	Participate in Teams Meetings and Teams Live Events	Ability to provide students with support	Ability to provide students with support	Ability to provide students with support	Access data to provide students with support	Access student grades and attendance

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, Teams, Word, Excel, PowerPoint, OneNote, and OneDrive. Students can access their 365 dashboard at www.office365.houstonisd.org.

Use: Office 365 applications can be used for accessing email through Outlook and using the online versions of Microsoft products (Teams, Word, Excel, PowerPoint, OneNote & OneDrive). You can also access Microsoft Teams online for online meetings and classes.

Microsoft Teams

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

Use: Microsoft Teams will be used as the District's platform for student communication. Through Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and meet other communicative needs of students.

The HUB (itsLearning)

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

Use: The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device. Students can submit their assignments and projects, collaborate and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

G Suite

G Suite is a cloud-based Google 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 access to 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.

Use: G-Suite can be used to collaborate, create, and edit files in real time. It provides students with collaborative workspaces and access to an online storage system that can be shared and accessed across multiple devices.

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



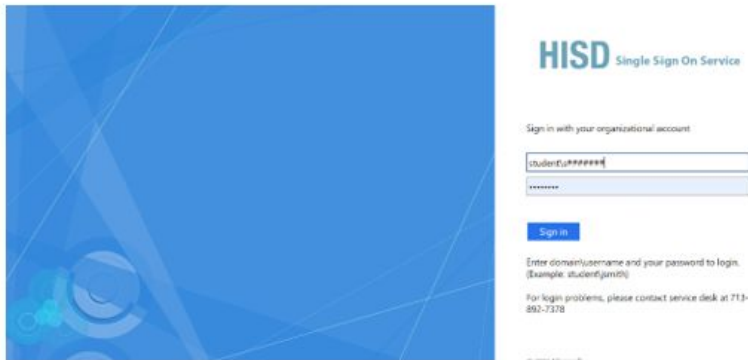
KEEP SCROLLING to see instructions on the next two pages for how to access digital resources. Also check resources on our Lovett Website!

Instructions for Students to Access Office365 Outlook, Teams, Word, PowerPoint, Excel, OneNote, OneDrive, and more!

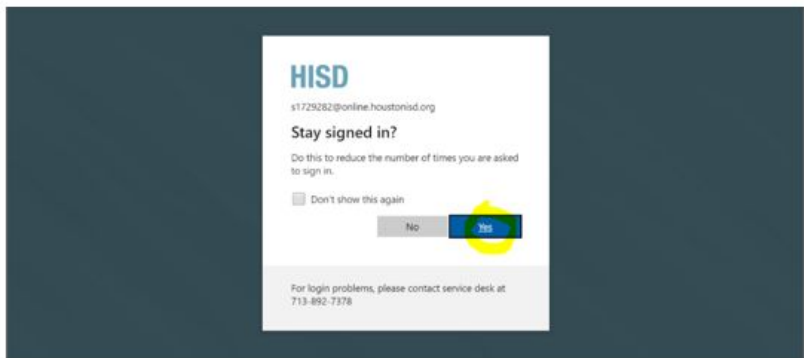
1. Go to office365.houstonisd.org.

office365.houstonisd.org ▼
Office 365 - Houston ISD
To find out if your web browser supports JavaScript or to enable JavaScript, see web browser help. **Houston ISD** SSO Service. Sign in with your organizational ...

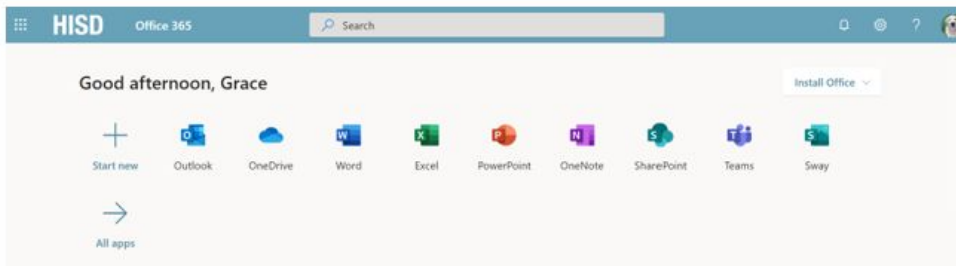
2. Enter "student\s#####" with your child's ID number. The password is their birthdate as MMDDYYYY.



3. Click YES to stay signed in if on private computer.



4. You will see a dashboard with the most frequently used apps. If the app you want is not already on your dashboard, click All Apps to search for it.



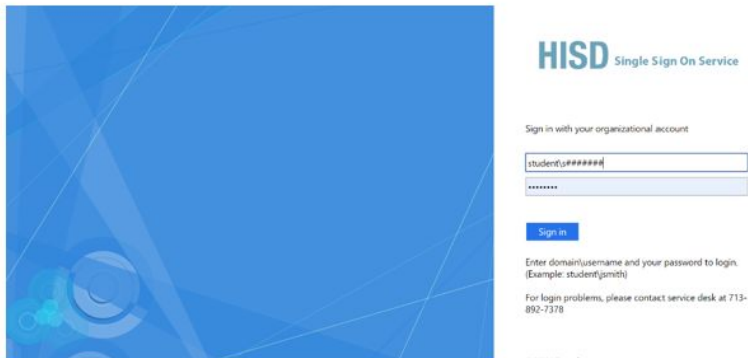
Instructions for Students to Access the HUB

1. Go to houstonisd.org/hub.

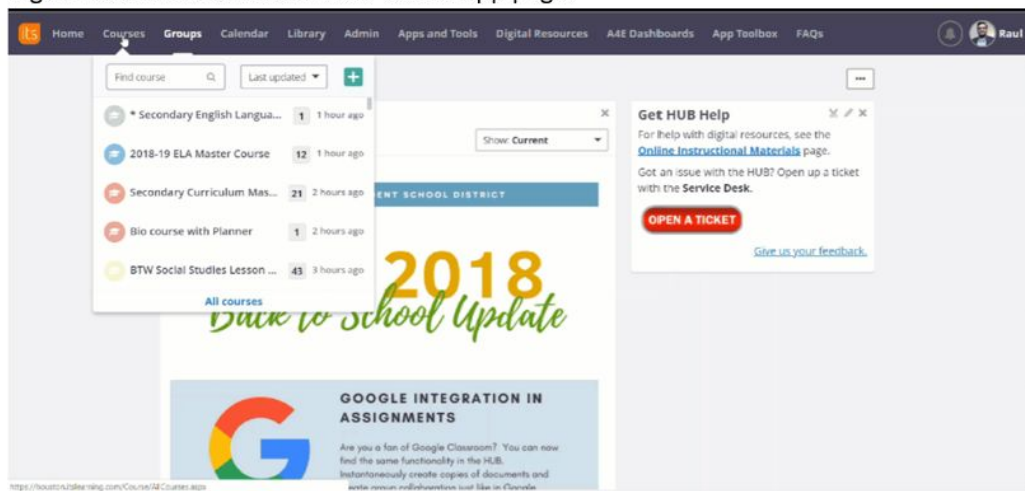
www.houstonisd.org › hub ▼

PowerUp HUB - Houston ISD

2. Enter "student\s#####" with your child's ID number. The password is their birthdate as MMDDYYYY.



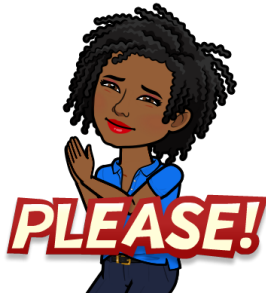
3. The HUB should open. Students can click on Courses to see the classes they are enrolled in. They can click Digital Resources to access their Clever app page.



HISD Parent Course:

ALL parents should take the HISD virtual parent course before September 8, 2020 to learn more about virtual learning.

www.houstonisd.org/parentcourse



Take the Course

www.houstonisd.org/parentcourse

PARENT INTRODUCTION TO VIRTUAL LEARNING

English CLICK HERE	Español HAGA CLIC AQUÍ
Tiếng Việt NHẤN VÀO ĐÂY	عربي انقر هنا

HISD ONLINE COURSE FOR PARENTS

Introduction
The Virtual Learning Experience
Parents Supporting Virtual Learning
Technology Supports for Instruction
Accessing Technology Supports
Support for Special Populations
Additional Support Services
Academic Policies
Contacts
Parent Training

PARENT INTRODUCTION TO VIRTUAL LEARNING

The transition to virtual learning can present various challenges for families. To ensure parents and guardians are better informed, this course is designed to provide an introduction to virtual learning and guidance to support your student's virtual learning experience.

START COURSE HERE >>>

Student Expectations

Student behavior and engagement during instructional time is critical to everyone being able to have a quality learning experience. Teachers, students, and parents all play a role in creating a positive classroom environment. Below are some general guidelines for students. Classroom teachers will review classroom expectations with students on the first day of instruction.

MICROSOFT TEAMS EXPECTATIONS

BRING ALL OF
THE MATERIALS
YOU WILL NEED



GO TO THE
BATHROOM
BEFORE CLASS
STARTS



FIND A QUIET
PLACE
TO WORK



MAKE SURE YOUR
DEVICE IS
PLUGGED IN
OR CHARGED

MUTE WHEN
LOGGING IN!
CAN'T WAIT TO
SEE YOU



SPEAK RAISE YOUR
HAND TO
SPEAK

BE AN ACTIVE
LISTENER



**TALK
DON'T YELL**



EAT BEFORE
CLASS STARTS



NO DRINKS BY
THE SCHOOL
COMPUTERS
PLEASE




**WAIT
FOR IT...**

WAIT YOUR
TURN TO
SPEAK

ALWAYS
BE KIND
TO YOUR
CLASSMATES



3R VIRTUAL BEHAVIOR MATRIX

When Lovett Owls <u>Are....</u>	joining TEAMS	participating in <u>LIVE lessons</u>	in small Group <u>Instruction</u>	working 1 on 1 <u>with a teacher</u>
	<ul style="list-style-type: none"> ✓ Choose a quiet place in your home to work ✓ Have all materials ready 	<ul style="list-style-type: none"> ✓ Raise your hand to ask or answer a question ✓ Be on time 	<ul style="list-style-type: none"> ✓ Be on time ✓ Have any materials needed 	<ul style="list-style-type: none"> ✓ Be on time for your 1 on 1 time ✓ Have any materials needed
	<ul style="list-style-type: none"> ✓ Keep yourself on mute unless speaking ✓ Use kind words and faces ✓ Follow teachers' directions 	<ul style="list-style-type: none"> ✓ Use kind words and faces ✓ Listen intently to what others <u>have to</u> share 	<ul style="list-style-type: none"> ✓ Video on ✓ Speaker on ✓ Listen attentively – to your teacher and to other students ✓ Use kind words and faces 	<ul style="list-style-type: none"> ✓ Video on ✓ Speaker on ✓ Listen attentively ✓ Use kind words and faces
	<ul style="list-style-type: none"> ✓ Be on time ✓ Be ready to learn ✓ Participate 	<ul style="list-style-type: none"> ✓ Ask questions ✓ Be engaged (not looking at TV or something else) 	<ul style="list-style-type: none"> ✓ Asks questions ✓ Try your best ✓ Encourage others by using kind words 	<ul style="list-style-type: none"> ✓ Asks questions ✓ Try your best

Positive Behavior Referrals: We are super excited to still be able to reward students for positive behavior. Teachers refer students to administrators for a variety of positive behaviors and improvement. If your child receives a positive behavior referral, expect a phone call from an administrator to celebrate your child's accomplishments.

Teacher Expectations: Each teacher will communicate their classroom expectations to parents and students. Look for this information during the first week of school.



We have amazing families at Lovett!

Social Emotional Learning

Social Emotional Learning 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.

Parents	<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 scholar in physical health, school performance, and behavior. • Remain encouraging and positive. Even when frustrated, try not to voice your frustration in front of your child. • Establish a positive relationship with your child's teachers. Even if you disagree on a topic, keep it positive and work together to problem solve
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***For social emotional support at school, contact:

- Teacher: make them aware of the need so they know how to best support your child
- Nurse Suiki: Nurse Suiki has a variety of resources to help support families and agencies she can also refer you to for additional support
- School administration: We will talk with you about the concern and need and work together to develop a plan to assist.

We are in this together Lovett Owls!



**KEEP
CALM
BECAUSE
WE CAN
DO THIS!**

