

J.F. Parnell Elementary

Home Learning Plan



2020-2021



Parnell Elementary

Mission Statement & Guiding Principles

The Mission of Parnell Elementary is to provide an excellent education for all students.

The vision of Parnell Elementary, in partnership with families and the community, is to inspire, nurture, and empower students to achieve their full potential.

2020-2021 Home Learning will not mirror Spring 2020 Home Learning.

Parents will be able to choose face to face learning or asynchronous learning (home learning) for their student(s) for the 2020-21 school year.

Asynchronous instruction refers to instruction in which students receive instruction and complete assignments remotely. Instruction is designed to meet the needs of the students based on grade level and content area. Engagement is addressed in the section entitled “Campus Norms and Expectations.” JISD will conduct most Home Learning (HL) asynchronously.

*Please note that, while in the asynchronous plan, instruction is delivered remotely, dependent upon the course, students may be required to take assessments and/or complete tasks in a designated location within the district

Learning Management System(S)*

4th & 5th: Google Classroom

*Learning Management Systems subject to change

Methods of Implementation

Parnell leadership will collect data via online registration and deploy staff based on the number of students participating in F2F and HL. Google Classroom will be utilized with all students, both F2F and HL, in order to ensure a smooth transition for staff and students in the event of a districtwide shutdown.

JISD has ordered devices for each student; however the devices will not be available until after the beginning of the school year. Until the devices are received, students participating in HL will have to use devices that are available in the home. (In the event this is not possible, paper packets will be provided as a last resort; however, paper packets do not provide the richness and depth of online instruction. Paper packets will have to be picked up at child's campus and returned to the campus. No packets will be mailed.)

Parnell Elementary Plans for Learning

| | <i>Learning Plan A Face-To-Face Learning</i> | <i>Learning Plan B Asynchronous Online Instruction</i> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers will: | Receive required safety training Wear masks Observe student health Maintain safety protocols Keep doors open Record lessons | Monitor student progress through: Google classroom, email, phone calls, etc. Plan ahead, but offer flexible arrangements Be available during conference times for Google Hangouts Meets, provide assignments that are a reasonable amount with reasonable rigor and clear instructions |
| Support Staff will: | Sanitize often Wear masks Know student boundaries Limit movement | Work with teachers to assure students are being served, including helping with attendance and verification. Modify assignments as needed |
| Students will: | Wear masks Respect boundaries | Plan ahead and adhere to learning schedule Communicate needs and questions Maintain a work log/schedule Engage in any training to utilize the Chromebook/Google classroom Complete assignments on time and Adhere to due dates |
| Parents will: | Limit school visits and wear masks when present Provide current contact information Proactively communicate with staff about student health | Monitor student engagement Join students in training activities Maintain a schedule and space for productive student work Ensure that attendance check-ins occur in a timely fashion |
| Daily Time Requirement: | Procedures for traditional school will be adhered to with modifications, including lunch in classrooms. Formal restroom schedule to limit hallway exposure | Maintain a daily schedule Check – in to verify attendance Log into Google classroom and complete the day’s assignment |
| Attendance: | Regular attendance procedures will be in place | Will be required to log in at specific times to verify attendance (by 1: 00 pm.) |
| Training Support: | Eduhero Chromebooks training (once devices are available) Google classroom training | Google classroom training provide by teachers via recorded videos and scripted lessons |
| Technology: | SD cards for staff Chromebooks for students (once devices are available) Individual headphones for students | Chromebooks (once devices are available) Google classroom |
| Communication: | Virtual open house Recorded sessions available on social media Call line for questions: technology | Communication with teacher via Skyward, Google Hangout Meets, phone calls, email, etc. |
| Additional Procedures: | Morning and afternoon 4 th grade in gym with social distancing seating in place 5 th grade in the cafeteria with social distancing in place Restrooms will be scheduled, one class at a time | |

Material Design

Parnell staff will implement TEKS Resource System, Texas Home Learning 3.0 and other TEKS-based materials to support student instruction. The sources ensure alignment is maintained and teachers are adhering to standards for each content area and grade level. Student understanding of the content and mastery of the standards will be monitored in accordance with the district assessment calendar. To ensure coherence and continuity, Parnell will utilize each resource in the following way:

| Resource | Primary Use in Material Design |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Texas Home Learning 3.0 | For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in-person and remote learning. JISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence. |
| TEKS Resource System | <p>JISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>JISD 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 THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>JISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p> |
| Other TEKS-based instructional materials | JISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0. In addition, JISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools. |

Progress Monitoring & Feedback

Feedback will be provided via Skyward, Google Classroom, and other learning platforms designated by each subject area, such as Achieve3000. Those with no internet access will receive feedback via phone conferences and return of paper packets. At minimum, feedback will be provided weekly to HL students. Both HL and F2F students will receive three-week progress reports and report cards at the end of each grading period via Family Access. If you would like a hard copy, it may be requested by contacting Mrs. Vargas at 384-2212 ext.115.

Office Hours

Each teacher will have Office Hours in which to provide feedback and support to students and parents. Please contact the school's front office to schedule a conference in person or virtually with your student(s) teacher.

Instructional Materials

| Science | | | | | |
|------------------------------------------------|-------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Instructional Materials/ Assessment | Grade Level(s) | 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 |
| Texas Home Learning 3.0 | Elementary Secondary | 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 |
| TEKS Resource System: Gap Implementation Tool | Elementary Secondary | 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) |
| Science Fusion | Elementary | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print |
| STAAR interim | Elementary | Yes | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, calculator, etc. | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, calculator, etc. | Online |
| BrainPOP | Elementary | No | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. The videos make excellent supplements. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Online |
| NWEA MAPs | Elementary | Yes | Used to measure level. Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Online |
| Achieve 3000 | Elementary | Yes | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners. | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners based on IEPs, 504 Plans, etc. There are pictures with captions available for most stories. | Online |

Social Studies

| Instructional Materials/ Assessment | Grade Level(s) | 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 |
|------------------------------------------------|-------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Texas Home Learning 3.0 | Elementary Secondary | 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 |
| TEKS Resource System: Gap Implementation Tool | Elementary Secondary | 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) |
| My World textbook | Elementary | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print |
| Achieve 3000 | Elementary | Yes | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners based on IEPs, 504 Plans, etc. | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners based on IEPs, 504 Plans, etc. There are pictures with captions available for most stories. | Online |
| Texas Daily | 4 th Grade | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print |
| BrainPOP | Elementary | No | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. The videos make excellent supplements. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Online |
| STAAR interim | Elementary | Yes | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, etc. | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, etc. | Online |
| NWEA MAPs | Elementary | Yes | Used to measure level. Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Online |

Math

| Instructional Materials/ Assessment | Grade Level(s) | 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 |
|------------------------------------------------|-------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Texas Home Learning 3.0 | Elementary Secondary | 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 |
| TEKS Resource System: Gap Implementation Tool | Elementary Secondary | 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) |
| Go Math! | Elementary | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print |
| Wowzers! | Elementary | Yes | Students are assigned tasks based on their MAPs RIT score and progress through the program. | Students are assigned tasks based on their MAPs RIT score and progress through the program. | Online |
| BrainPOP | Elementary | No | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. The videos make excellent supplements. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Online |
| Discovery Education | Elementary Secondary | No | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Online |
| STAAR interim | Elementary | Yes | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, calculator, etc. | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, calculator, etc. | Online |
| NWEA MAPs | Elementary | Yes | Used to measure level. Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Online |

ELAR

| Instructional Materials/ Assessment | Grade Level(s) | 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 |
|------------------------------------------------|-------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Texas Home Learning 3.0 | Elementary Secondary | 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 |
| TEKS Resource System: Gap Implementation Tool | Elementary Secondary | 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) |
| Texas Wonders | Elementary | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print and Online |
| Achieve 3000 | Elementary | Yes | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners. | Achieve Level Set automatically assigns students stories based on Lexile level. Can add supports for reading questions and highlighting for individual learners based on IEPs, 504 Plans, etc. There are pictures with captions available for most stories. | Online |
| Gretchen Bernabei | Elementary | Yes | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Print |
| Brain Pop | Elementary | No | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. The videos make excellent supplements. | Teacher's discretion to support students and modify the resource on a student by student basis according to IEPs, 504 Plans, etc. | Online |
| STAAR interim | Elementary | Yes | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, etc. | Supports available, based on IEPs, 504 Plans, etc., to read questions and answers, highlight text, mark-up the text, etc. | Online |
| NWEA MAPs | Elementary | Yes | Used to measure level. Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Can assign supports to read questions and answers, highlight text, mark up the text, etc. | Online |

Schedule for At-Home Learning

*JISD recognizes that the needs and availability of time is unique to each family. *The following schedules are suggestions only.* Each family participating in Home Learning will determine how and when best to access the instructional activities within the **Engagement Guidelines** of each campus.

| 4 th Grade | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|--------------------------------------------------------------|
| | 7:40-8:00 | 8:00-11:00 | 11:00-11:30 | 11:30-2:30 | 2:30-3:30 |
| Monday | Daily Review | Math Block | Lunch | Writing Block | Google Hangout w/Teacher |
| Tuesday | Daily Review | Reading Block | Lunch | Social Studies/Science Block | Google Hangout w/Teacher |
| Wednesday | Daily Review | Math Block | Lunch | Writing Block | Google Hangout w/Teacher |
| Thursday | Daily Review | Reading Block | Lunch | Social Studies/Science Block | Teachers respond to questions submitted via email and phone. |
| Friday | Daily Review | Catch-up on week's assignments.... all assignments due by 11:59 pm each Friday...Teachers provide needed supports for 504, Special Education, ESL, RtI, etc. | | | |
| 5 th Grade | | | | | |
| | 7:40-8:00 | 8:00-11:00 | 11:00-11:30 | 11:30-2:30 | 2:30-3:30 |
| Monday | Daily Review | ELAR Block | Lunch | Science Block | Google Hangout w/Teacher |
| Tuesday | Daily Review | Math Block | Lunch | Social Studies Block | Google Hangout w/Teacher |
| Wednesday | Daily Review | ELAR Block | Lunch | Science Block | Google Hangout w/Teacher |
| Thursday | Daily Review | Math Block | Lunch | Social Studies Block | Teachers respond to questions submitted via email and phone. |
| Friday | Daily Review | Catch-up on week's assignments.... all assignments due by 11:59 pm each Friday...Teachers provide needed supports for 504, Special Education, ESL, RtI, etc. | | | |
| Google Hangout times will vary by pod and grade level. The schedule will be communicated weekly with parents and students via email and Google Classroom by Friday at 4:00pm for the upcoming week. Teacher on the student's schedule may not be the teacher presenting the lesson as staff are collaborating on the design and delivery of Home Learning Materials. | | | | | |

Rotation Classes

Physical Education: Coach Bronson and Coach Diggles will provide videos that will engage students in physical activity at home. Links to videos will be shared with students through Parnell's P.E. Google classroom.

Music: Mrs. Dillahunty will provide videos with engaging Music instruction for students. Links to videos will be shared with students through her Google classroom.

Library: Mrs. Hoyle will provide a Google classroom with an E-book library for all students to access.

Attendance

Parnell student's attendance will be checked daily. Students will be expected to log into Google Classroom by 1:00 p.m. to notify school that they are in attendance for the day. If a student fails to log in by 1:00, a representative from the school will attempt to contact the parent/student. Truancy guidelines apply for both F2F and HL.

Student Access and Daily Engagement

Students will access assignments (including assessments), projects and communication through Google Classroom. Students are expected to engage with the instructional materials each day. **All assignments are due by 11:59 pm each Friday.**

Student Progress and Engagement

Parnell teachers will administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed.

Teachers will use the following resources: NWEA MAP BOY assessments, Texas Education Agency Beginning of the Year Assessments, Achieve 3000 level set assessments

Student Interventions

Students demonstrating lack of progress:

- Parent contact
- Increased instructional support in Google Meets (as needed)
- Face-to-face instruction during teacher conference time (scheduled ahead of time)

Enrichment Resources: Extended activities through Achieve 3000, Wowzers, Stemsopes, and other teacher resources will be made available to students that are ready for more challenging instruction.

- Ensuring on-campus and virtual support to students, families, and teachers in both academic and social-emotional areas.

Lesson Design

Parnell Elementary 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 and instruction that are focused on individual student needs and on the state standards.

Response to Intervention

The RTI committee will meet on the 1st and 4th week of each six weeks to address students' academic and/or social emotional concerns based on gathered data.

Special Education Protocol:

Students with IEPs will continue to receive supports and/or modifications as specified by each student's individual plan. If a student or parent/guardian has any concerns, they will contact the school and request a call back from the Special Education department.

Special Education teachers will design differentiated assignments during PLCs to meet the needs of the IEP for each student they support, whether instruction is virtual or face-to-face.

Special Education staff will check in with each parent/child for progress review every other week. If assistance is needed by the parent or student, a phone follow-up call will be scheduled at that time.

Family Wellness Check Team

Wellness checks will be performed by the teacher if a student has been absent/ not checked in or if the student is having trouble adjusting to the school year. If a pattern emerges, they will be contacted by the Parnell Wellness Check Team, led by Counselor, Bonita Todd.

Parnell will be participating in Capturing Kids' Hearts (CKH) to support the social-emotional growth of all students. CKH activities will be shared virtually with HL students. If you have any concerns about your child's social emotional needs, please contact Bonita Todd at 384-2212 ext. 108.

Family Wellness Check Team is led by Bonita Todd, counselor.

Team members: Jasmine Hafford, CIS and Gabriela Carter, Assistant Principal.

Sample SE Check-in Google Doc

Teachers would be able to gather responses into a spreadsheet. The document can also be changed to where the student's responses are entered by the student instead of choosing a response.

Daily Starter - SE Check-In

Questions Responses

DAILY STARTER

Hello, I'm Glad You Are Here!

The answers you give are completely private.

First and Last Name *

Short answer text

Class: *

- Period 1/2
- Period 3/4
- Period 6/7

Image title

hi

How Are You?

How did you sleep last night? *

1 2 3 4 5

Didn't Sleep At All Best Night's Sleep Ever

How was your breakfast or lunch? *

1 2 3 4 5

Skipped breakfast/lunch I'm full

How are you today? *

- I'm great!
- I'm okay.
- I'm meh.
- I'm struggling.
- I'm struggling and need a check-in.
- I'm in a dark place.

How are things outside of school? *


Horrible :(1 2 3 4 5 Things are going great!

Anything you want to tell us? *

Short answer text

Image title

you matter.



Roles and Responsibilities

| STUDENTS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Establish daily routines for engaging in the learning process.• Identify a space in home where you can learn and study comfortably.• Establish a daily routine to log into Google Classroom for assignments.• Complete assignments with integrity and academic honesty. Instructions should be followed and work/thought processes shown (in Math class specifically).• Communicate with your classroom teachers or school when you need assistance.• Submit assignments as instructed. All assignments are due by 11:59pm each Friday that school is in session. |
| PARENT |
| <ul style="list-style-type: none">• Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.• Establish routines and expectations.• Assist your student in locating a space in the home that is ideal for learning.• Monitor communication from teachers and school.• Monitor completion and submission of class assignments.• Take an active role in helping your child process their learning.• Attend (virtually or in person district/campus trainings for implementation supports.• Use teacher office hours to help strength asynchronous learning.• Contact teacher, administrators, and counselor for additional needs and supports for student learning. |
| CONTACT FOR ASSISTANCE |
| <p>For assistance regarding a course, assignment, or resource: Relevant classroom teacher</p> <p>For assistance regarding a technology-related problem or issue: Reid Smith or JISD Technology Department</p> <p>For a personal, academic or social emotional concern: Bonita Todd, Counselor</p> <p>For other issues related to distance learning: Pamela Edwards, Campus Principal</p> |



Home Learning Parental Agreement

Parents understand and agree that they will ensure their student(s) follow the at-home learning plan.

Parents that choose at-home learning understand that internet service/connection must be available for their students **OR** parents will be required to pick up and drop off weekly work each Friday.

School attendance policy will be enforced for at-home learners via completion of the daily engagement form. Students will be responsible for following their assigned daily schedule.

Parents will be asked to make a commitment for their student(s) to choose either in-person or at-home learning. Students will be expected to remain in their chosen option through at least a 6-week grading period in order to limit scheduling and staffing complexities.

Grading for the at-home learning plan will follow the district grading policy.

Parents AND students understand and agree that it is their responsibility to contact their teacher of record if/when a student needs assistance with an assignment. Note: teacher response may not be immediate, but will be handled in a timely manner.

Parents AND students understand that no extra-curricular activities will be allowed if enrolled in the at-home learning model, this includes U. I.L.

Printed Parent Name _____

Parent Signature _____

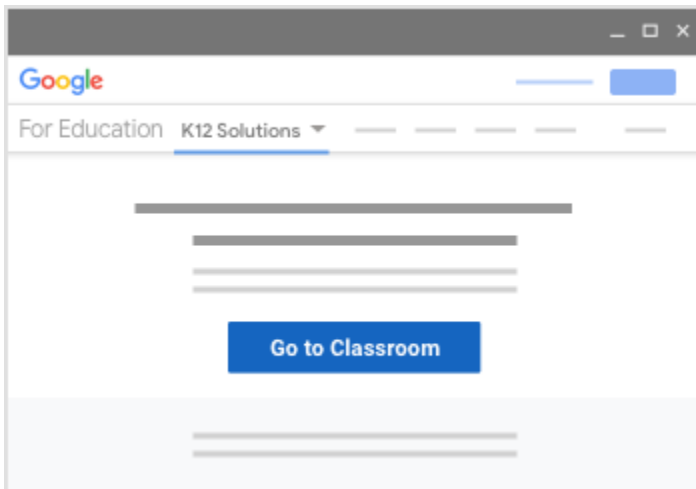
Printed Student Name _____

Student Signature _____

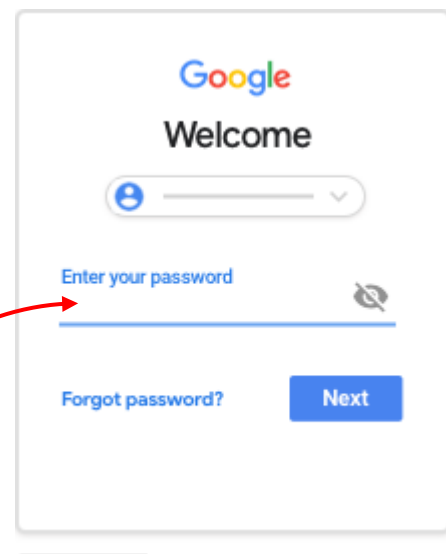
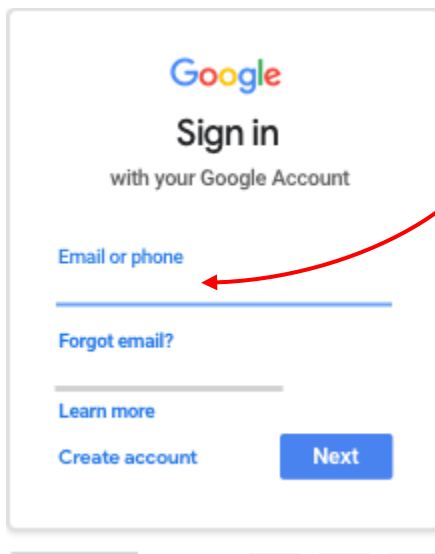
Technology Training for Parents & Students

We will provide written instructions with a video component on:
How to log in to Google classroom for the first time

1. Go to classroom.google.com and click Go to Classroom.



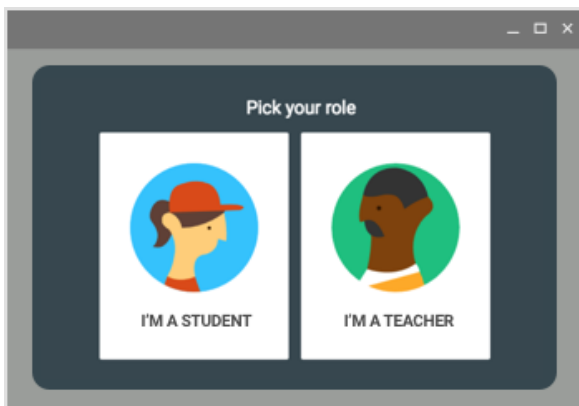
2. Enter the email address for your Classroom account and click Next.
Your email address is: first name.last name@jasperisd.net



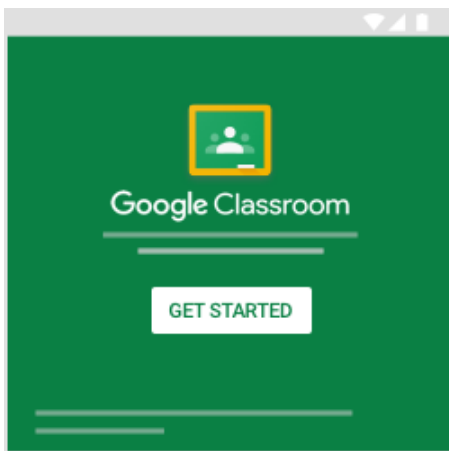
3. Enter your password and click Next.
4. **Your password is: lunch #**

5. If there is a welcome message, review it and click Accept.
6. If you're using a G Suite for Education account, click I'm A Student or I'm A Teacher.

Note: Users with personal Google Accounts won't see this option.



7. Click Get Started.



How to find Google Apps:

1. Open the Google Play Store app. Note: you can also go to play.google.com.
2. Search or browse for Google Classroom.
3. Select Google Classroom.
4. Tap Install – it's free!

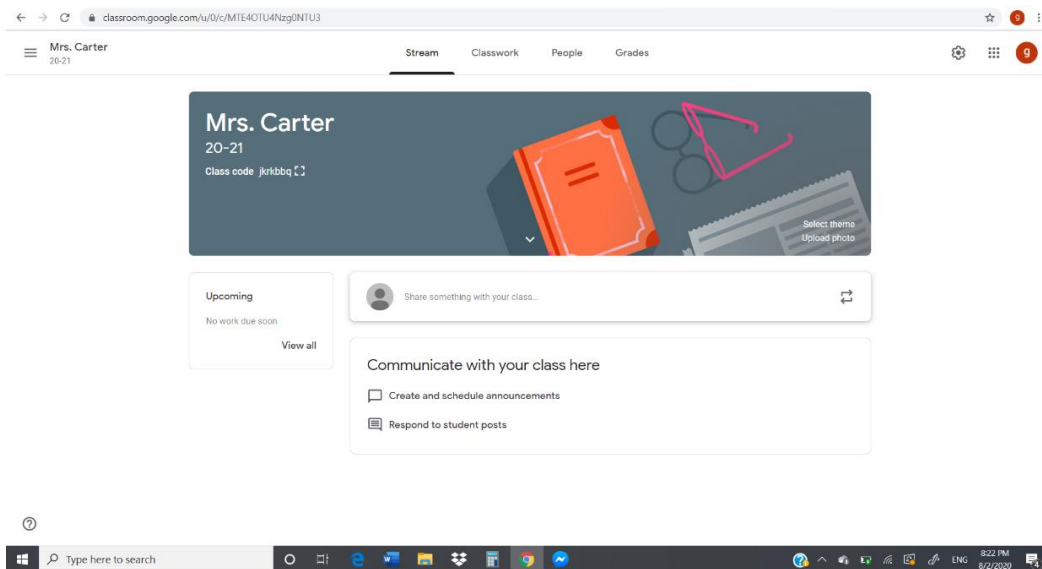
5. Follow the onscreen instructions to complete the transaction and get the content.



Looks like this

Where to find their Google classrooms

When students log in to Google classroom, they should already see their teachers' classrooms set up. Click on the class. It will take you to a screen that looks like this.



How to use Google classroom

Under the classroom banner, there will be messages from your teacher. Sometimes it will just be information, and other times it will be links to activities to complete. When a teacher posts an activity/worksheet for you to do, you will click on the link. It may give you the option to save your own copy. Click YES to save your own. Google will automatically save your document into your Google Drive (it's like your home directory or h: drive) – where you save all your documents when you are at school. The really COOL thing about Google Drive is that you can access it from anywhere!! Any device!!! Even your smart phone!!!! Once you have completed the assignment, you will “Turn assignment in” to your teacher by just going back to that assignment and clicking the appropriate button.

If you have trouble with this, we will have videos posted on the school website very soon to take you through the process step-by-step.