



BOB LANIER MIDDLE SCHOOL

PARENT AND STUDENT RESOURCE GUIDE

2020 - 2021



TABLE OF CONTENTS

INTRODUCTION	4
THE MISSION OF THE INTERNATIONAL BACCALAUREATE	5
THE MISSION OF LANIER MIDDLE SCHOOL	5
LANIER MIDDLE SCHOOL INSTRUCTIONAL CONTINUITY LEADERSHIP TEAM	6
STAFF DIRECTORY	6
ORGANIZATIONAL CHART AND ROLES & RESPONSIBILITIES	9
PRINCIPAL RESPONSIBILITIES	10
LEADERSHIP TEAM RESPONSIBILITIES	10
SOCIAL WORKER	10
LEADERSHIP & COUNSELOR SPECIFIC JOB RESPONSIBILITIES	11
TEACHERS	12
TECH SUPPORT TEAM	13
SPECIAL EDUCATION TEAM	13
NURSE	13
STUDENTS	14
PARENTS	14
TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING	15
OFFICE 365	15
MICROSOFT TEAMS	15
THE HUB (ITSLEARNING)	16
GSUITE	16
DIGITAL RESOURCES PAGE	17
HISD CONNECT PARENT PORTAL	17
CONTENT DELIVERY	18
LANIER’S INSTRUCTIONAL DELIVERY MODEL	18
DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT	19
DAILY SCHEDULE FOR VIRTUAL LEARNING	21
MIDDLE SCHOOL INSTRUCTION	22
PRINTED CONTENT DELIVERY	22
DIGITAL RESOURCES	23
GRADING POLICY	28
GRADING SCALE	28
GRADING CATEGORIES	28
ABSENCES	30
LATE WORK (NOT ASSOCIATED WITH AN ABSENCE)	30

INCOMPLETE CYCLE AVERAGES	30
MIDTERMS AND FINAL EXAMS (HIGH SCHOOL CREDIT COURSES ONLY)	31
GRADE CHANGES	31
REPORTING PERIODS	31
GRADE REPORTING	31
GRADES AND UIL ELIGIBILITY	31
CONDUCT GRADING	32
PROMOTION STANDARDS	32
ACADEMIC DISHONESTY	32
ATTENDANCE	33
STUDENT ASSESSMENT	34
WHY DO WE ASSESS THE LEARNED CURRICULUM?	34
WHEN DO WE ASSESS?	35
WHAT DO WE ASSESS?	35
HOW DO WE ASSESS THE LEARNED CURRICULUM?	36
MULTIPLE LOWER-STAKES ASSESSMENT	36
OPEN NOTES EXAMS	37
IMPLEMENTATION FOR MULTIPLE LOWER-STAKES AND OPEN NOTE ASSESSMENT STRATEGIES	38
PROCTORED EXAM	38
SPECIAL POPULATIONS	39
SPECIAL EDUCATION	39
SECTION 504 AND DYSLEXIA	40
MULTILINGUAL (ESL)	42
INTERVENTIONS	43
GIFTED AND TALENTED	44
SOCIAL EMOTIONAL LEARNING	44
INSTRUCTIONAL LOGISTICS	45
PLC MEETINGS	49

INTRODUCTION

The Lanier Middle School Instructional Continuity Plan for parents provides guidance and support for an additional period of campus closure. This plan clarifies the roles of administrators, teachers, students, and families relative to the implementation of remote instruction, as well as content delivery. The plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week. In addition, information is provided on available resources for students and teachers during remote instruction.

The Campus Instructional Continuity Plan includes operational and instructional systems to keep the campus moving during interrupted face-to-face schooling. Our main goals are to keep both the academic and social and emotional needs of our students at the forefront. Lanier Middle School will be implementing both a synchronous and asynchronous instructional model during our virtual program and when face-to-face instruction resumes. During the first 30 minutes of each 90-minute period, Lanier teachers will provide live, whole-group, TEKS-based direct MYP instruction (synchronous learning). The final 60 minutes of each 90-minute period will be reserved for small group instruction, one-on-one support, project-based learning, self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, and Chromebooks.

Microsoft Teams, the district's digital platform, provides for virtual communication and collaboration, secure communication between teachers and students, and collaboration between staff members. The HUB will be used as the district's learning management platform. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to log in to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders.

The Campus Instructional Continuity Plan also provides information about daily attendance procedures so that students and parents will know precisely what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure students are clear on what is expected from them. Teachers will provide formative feedback on student performance and monitor students' progress toward mastery in skills and content.

As an International Baccalaureate (IB) Middle Years Program (MYP) our Campus Instructional Continuity Plan will also focus on the authentic implementation of the MYP programme model. This includes but is not limited to; providing an internationally-minded concept-based curriculum, delivering inquiry-driven learning experiences, creating student-centered authentic summative assessments and nurturing development of the IB Learner Profile in all students. In the formation of our plan, all Lanier Middle School stakeholders dedicate themselves to fulfilling the foundational tenets articulated in the following mission statements:

THE MISSION OF THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

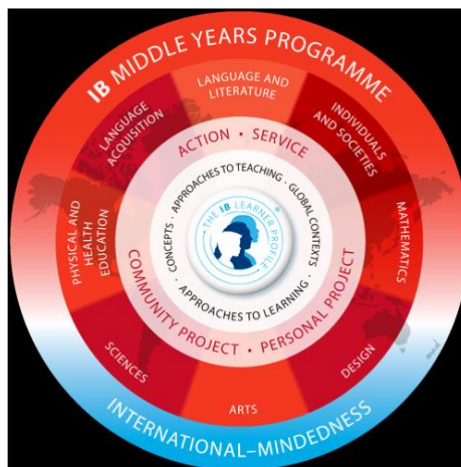
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE MISSION OF LANIER MIDDLE SCHOOL

At Lanier Middle School, we provide a relevant rigorous academic curriculum in order to encourage students to become self-directed lifelong learners who are innovative problem solvers, effective communicators, open-minded thinkers, and caring participants in their local and global communities.

The model below summarizes the key components of the IB MYP Framework:



LANIER MIDDLE SCHOOL INSTRUCTIONAL CONTINUITY LEADERSHIP TEAM

Non-teaching positions exist for one purpose: to support students and those in teaching positions. The table below provides information on the roles of various support personnel and their email addresses.

LANIER MIDDLE SCHOOL		
COMMUNICATION PLAN		
Principal	Dave Wheat	dwheat@houstonisd.org
Grade Level Administrators		
Assistant Principal	8 Cary Cooper	CCOOPER2@houstonisd.org
Assistant Principal	8 Marcus Williams	MWILLI43@houstonisd.org
Assistant Principal	7 Mindy Zapata	Mindy.Zapata@houstonisd.org
IB Coordinator	7 Katie Rhymes	Kathleen.Rhymes@houstonisd.org
Magnet Coordinator	7 Jennifer Garza Pender	JGARZA8@houstonisd.org
Assistant Principal	6 Michelle Cummings	MCUMMING@houstonisd.org
Assistant Principal	6 Jose Cordova	JCORDOV5@houstonisd.org
SOCIAL AND EMOTIONAL LEARNING		
Social Worker	Dan Maluski	Daniel.Maluski@houstonisd.org
INTERVENTION		
504/IAT Coordinator	Dr. Sjerrie Colburn	SCOLBURN@houstonisd.org
TECHNOLOGY		
Technology Specialist	Froilan Natividad	FNATIVID@houstonisd.org
Health and Medical Services		
Nurse	Tina Hechler	Tina.Hechler@houstonisd.org

STAFF DIRECTORY

Lanier's faculty and staff will respond to emails within 48 work hours of receipt. If for some reason a parent does not receive an email back from a faculty or staff member, they are encouraged to email the teacher again and copy the department administrator. Please see the following pages for a listing of Lanier's faculty and staff and their email addresses.

Lanier Middle School
Faculty and Staff Roster
2020-2021



6L

Room	Subject	Teacher
140	Math	NGUYEN
128	English	LOVEJOY
122	WC	WHITE
148	Science	SIMPSON

6M

Room	Subject	Teacher
142	Math	BACANI
126	English	KELSO
121	WC	REGEV
104	Science	HECK

6S

Room	Subject	Teacher
144	Math	GRAHAM
124	English	CHAMBERS
120	WC	ARLINGHAUS
116	Science	HOPPER

7L

Room	Subject	Teacher
246	Math	JIVAN
224	Literacy	ASKEW
226	History	BLOSSOM
313	Science	SANCHEZ

7M

Room	Subject	Teacher
239	Math	LE
228	Literacy	CAMPBELL
248	History	SHEEMAR
216	Science	GIBSON

7S

Room	Subject	Teacher
242	Math	SALDANA
240	Literacy	PINA
244	History	NEWTON
219	Science	KUNDOOR

8L

Room	Subject	Teacher
334	Math	LEE, S.
336	Literacy	GARRETT
202	History	FLORES
114	Science	SCOTT

8M

Room	Subject	Teacher
241	Math	HARPER
308	Literacy	JOHNSON
318	History	CLASON
141	Science	DEMOTT

8S

Room	Subject	Teacher
314	Math	LUECK
218	Literacy	KILBOURN
324	History	DUESTERBECK
102	Science	BANO

Language Acquisition

Room	Subject	Teacher
330	Chinese 6, 7, 8	LUN
328	French 6, 7, 8	DYER
220	SPANISH 7	GOMEZ
244	SPANISH 6, 7	PORRAS
138	Spanish 6	GILMER
332	Spanish 7, 8	CANTU
322	Spanish 7, 8	PINERA

Art

Room	Subject	Teacher
320	Art 6	DICKEY
236	Art 7	KIRBY
119	Art 8	CANTU-ARROYO
326	Choir	SHARP
Audi	Orchestra	COLE
Band	Band, Guitar	HERNANDEZ
Band	Band (Asst.)	JACOBS
Drama	Theatre	FOSTER

Design

Room	Subject	Teacher
311	Debate 6, 7, 8	HILL
310	Leadership	MARSHALL
222	MUN 6, 7, 8	DIMITRUEVIC
C-LAB	Tech 6, 7	NGUYEN
234	Tech 6, 7	HENDERSON
232	Tech 8	MANN
306	Robotics	SILBER
238	Photo/Tech 6	KEESE

Physical Education

Room	Subject	Teacher
Gym	PE 6	MUSQUIZ
Gym	PE 6, 7, 8	HOBSON
Gym	PE 6, 7	WILLIS
Gym	PE 6, 7, 8	CABELL
Dance	Dance	JOSEPH
Dance	Dance	WOLFE
T-Bldg.	Kickstart	TAYLOR

Intervention

Room	Subject	Teacher
118	Math 6, 7, 8	HALL
316	Reading 6, 7, 8	OLIVIER

Special Education

Room	Subject	Teacher
136	SLC/TREK	SENU-OKE
136	Inclusion	HOOPER
136	Inclusion	DELPERO
146	SLL	BAIRD
146	SLL (TA)	BARKER
	AU (TA)	JOHNSON
	1-ON-1 (TA)	STEINER
	Inclusion (TA)	HOUSE

ROSTER KEY

CLUSTER LEADERS
DEPARTMENT CHAIRS
NEW TO LANIER

Administration

Room	Name	Role
Office B	WHEAT	Principal
Office A	CORDOVA	AP - 6
Office A	CUMMINGS	AP - 6
Office C	GARZA	Admin - 7; Mag.
Office B	RHYMES	Admin - 7; IB
Office A	ZAPATA	AP - 7
Office A	COOPER	AP - 8
Office A	WILLIAMS	AP - 8
243	COLBURN	Teacher Spec.

Certified Support

Room	Name	Role
Office C	MALUSKI	Social Worker
Clinic	HECHLER	Nurse
Library	NATIVIDAD	CNS
Office B	NORMAN	Budget Mngr.

Administrative Assistants

Room	Name	Role
Attend	BOBB	SIMS
Library	CARDENAS	Media Center
Foyer	CARTER	Receptionist
Attend	DEMEASE	Mag. Secretary
Attend	ESPINOSA	Admin. Asst.
Office A	LEE	Attendance
Office A	NGUYEN	Admin. Asst.
Office B	SALDANA	Prin. Secretary
118A	MCCLUNG	Campus Officer

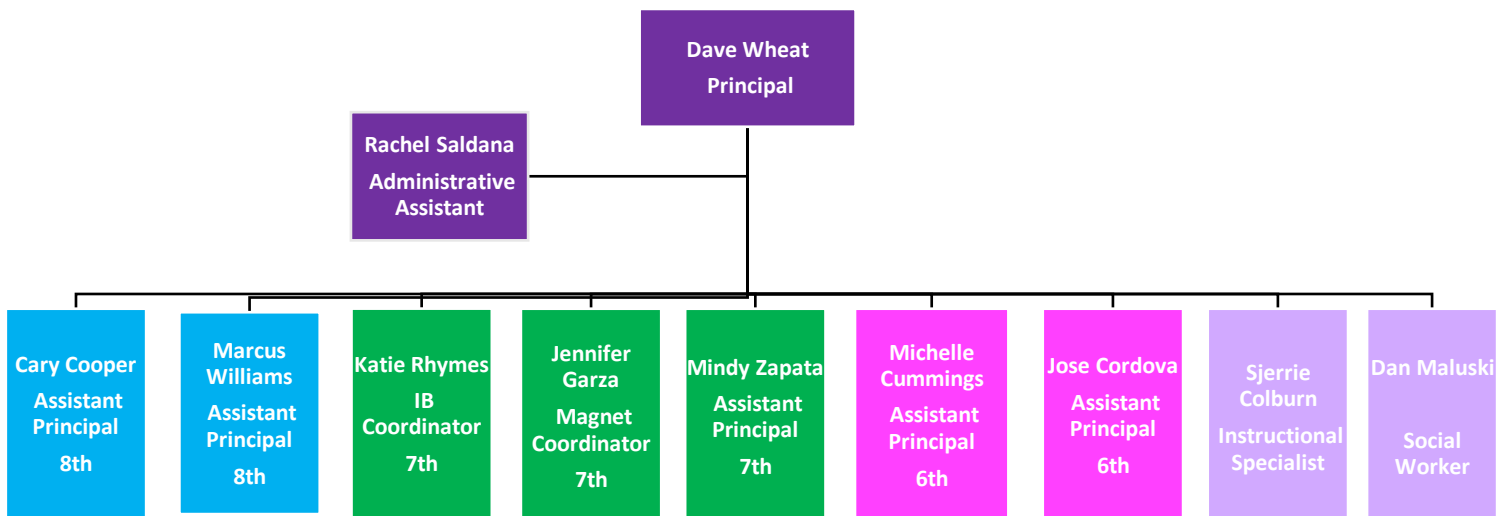
Composition and Membership of the SDMC

Number of Classroom Teachers	8	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	4	Number of Community Members (at least 2)	1
Number of Non-Instructional Staff	1	Number of Business Members	1

Name of SDMC Member	Role and Effective Date
Dave D. Wheat	Principal 9/26/2019
Maria Delpero	Special Education Teacher 8/24/2020
Vacancy	Classroom Teacher 8/24/2020
Angela Foster	Classroom Teacher 9/26/2019
Niv Regev	Classroom Teacher 9/26/2019
Laura Gomez	Classroom Teacher 9/26/2019
Esther Harper	Classroom Teacher 9/26/2019
Fabian Saldana	Classroom Teacher 9/26/2019
Vacancy	Classroom Teacher 8/24/2020
Vacancy	School-based Professional 8/24/2020
Tina Hechler	School-based Professional 9/26/2019
Jennifer Garza	School-based Professional 9/26/2019
Dan Maluski	School-based Professional 9/26/2019
Shelley Bobb	Non-instructional Staff 9/26/2019
Wendy Cloonan	PTO President-Elect 8/24/2020
Jessy Morgenroth	PTO President/Parent 9/26/2019
Michael Hawash	Community Member 9/26/2019
Ryan Bueche	Business Partner 9/26/2019

ORGANIZATIONAL CHART AND ROLES & RESPONSIBILITIES

LEADERSHIP TEAM



PRINCIPAL RESPONSIBILITIES

- Establish clear expectations for campus procedures for online learning aligned with the HISD Instructional Continuity Plan
- Communicate with the central office on a weekly basis to ensure alignment of resources
- Hold weekly meetings with staff and the leadership team
- Communicate on a weekly basis with the community via website, email, and social media
- Observe virtual classes for at least 15 minutes on a weekly basis and check-in with staff
- Monitor attendance, grades, and interventions
- Complete required online professional development
- Establish a virtual learning schedule for remote instruction
- Support authentic implementation of the Middle Years Programme Model
- Address student online discipline according to the district's student code of conduct

LEADERSHIP TEAM RESPONSIBILITIES

- Use the school communication template and include the following information:
 - List of points of contact for parents, students, and staff members
 - School schedule that covers school hours, faculty meetings, and community meetings
- Observe virtual classes for at least 15 minutes on a weekly basis and check-in with appraisees once a week
- Check email daily and respond within 48 hours
- Attend and help facilitate 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
- Support authentic implementation of the Middle Years Programme Model
- Complete required online professional development
- Administer assessments as guided by the district Student Assessments department

SOCIAL WORKER

- Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis
- Establish a schedule for wellness checks for teachers and students
- Complete required virtual professional development

LEADERSHIP & COUNSELOR SPECIFIC JOB RESPONSIBILITIES

Dave Wheat - Principal	Cary Cooper - Assistant Principal (8th Grade)
Safety and Security Campus Budget SDMC Staffing TADS Coordinator: Campus SLAS Leadership Appraisal NTAS Appraiser: 11-month & 12-month employees Professional Development Academic Service Memos Other Principal Duties	8th Grade (A – L) – Schedules, Discipline & ARDs Science Department Administrator & TADS Appraiser Textbooks Attendance Duty Schedules Parking Compliance Backup Time Approver Professional Development Other Duties as Assigned
Marcus Williams - Assistant Principal (8th Grade)	Jennifer Garza Pender – Magnet Coordinator (7th Grade)
8th Grade (M – Z) – Schedules, Discipline & ARDs Math Department Administrator & TADS Appraiser Safety and Security Great 8 Events Professional Development Other Duties as Assigned	7th Grade (A – E) – Schedules, Discipline & ARDs Safety and Security Vanguard Magnet Program Performing Arts Department Administrator & TADS Appraiser Clerk Administrator/NTAS Transportation Facilities Custodial Administrator Campus Tours Professional Development Gifted Education Plans Other Duties as Assigned
Katie Rhymes – IB Coordinator (7th Grade)	Mindy Zapata – Assistant Principal (7th Grade)
7th Grade (F – L) – Schedules, Discipline & ARDs IB MYP Curriculum & Programme Implementation Design Department Administrator & TADS Appraiser 8th Grade IB Community Project Athletics Liaison Web Master Campus Event Scheduling Community Fundraising Liaison MS Teams Event Production Professional Development Other Duties as Assigned	7th Grade (M – Z) – Schedules, Discipline & ARDs LOTE Department Administrator & TADS Appraiser Visual Arts Department Administrator & TADS Appraiser LPAC Administrator AP Testing Coordinator Food Services Liaison Professional Development Other Duties as Assigned
Jose Cordova – Assistant Principal (6th Grade)	Michelle Cummings – Assistant Principal (6th Grade)
6 th Grade (A – L) – Schedules, Discipline & ARDs History Department Administrator & TADS Appraiser Co-Campus Testing Coordinator Formative Assessment Coordinator/OnTrack Summer School Twitter Master Professional Development Other Duties as Assigned	6 th Grade (M – Z) – Schedules, Discipline & ARDs Literacy Department Administrator & TADS Appraiser Special Education Department Administrator & TADS Appraiser Master Schedule PowerSchool Change Agent NTAS Appraiser: Teacher Assistant Professional Development Other Duties as Assigned

Dan Maluski – Social Worker	Sjerrie Colburn – IAT/504 Coordinator
Student Emotional Support Intervention Assistance Team Member Social Emotional Learning Guidance Support Group PTO/Parent Liaison Personal Graduation Plans Lockers Professional Development Other Duties as Assigned	Instructional Technology Coordinator Intervention Assistance Team Member 504 Meetings Liaison for Dyslexia Specialist PE/Dance Department Administrator & TADS Appraiser Co-Campus Testing Coordinator Professional Development Other Duties as Assigned
Tina Hechler – Campus Nurse	Froilan Natividad – Technology Specialist
Health and Wellness of all Students and Staff Health Liaison with HISD & H&MS Chair/Leader of Wellness Team Campus Medical Assistance Medication Distribution Health 504/SPED Team Member Registration Immunizations	Technology Inventory Technology Support for Staff Technology Support for Students/Parents Checkout and Distribution of Technology Carts Marquee Content Other Duties as Assigned

TEACHERS

- Implement the campus instructional support schedule ensuring teacher interactions are predictable so that students know how and when to interact
- Construct and provide students with a course syllabus to convey MYP goals, TEKS-based objectives, and class expectations
- Facilitate authentic implementation of the Middle Years Programme Model
- 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 level of engagement during virtual instruction is equivalent to the level of engagement during face-to-face instruction
- Provide student feedback weekly including next steps or necessary remediation to improve student performance
- Post instructional resources and materials on the HUB weekly
- Ensure students can access instructional resources and materials when needed
- Check email daily and respond within 48 hours
- Update grades & provide student feedback weekly

- Meet weekly for professional learning communities (PLCs) with colleagues
- Complete required virtual and program specific professional development
- Follow student IEPs regardless 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
- Highly recommended that lessons are recorded when delivered to students

TECH SUPPORT TEAM

- Coordinate distribution of devices through a standard process
- Provide technology support to teachers and students remotely or by appointment
- Provides clear direction to access support
- Provide guides and how-to documents on common processes
- Technology support for College level programs will be provided by the corresponding entity
- Collaborate with the Academic Instructional Technology team to support remote instruction

SPECIAL EDUCATION TEAM

- Communicate with the school leadership, teachers and parents regarding services provided to students
- Follow regularly established IEPs
- Facilitate virtual ARD meetings
- Complete required virtual professional development

NURSE

- Duties and responsibilities will be delegated by the office of Health and Medical Services
- Chair and train the Wellness Team
- Conduct student/staff/visitor entry screening
- Monitor Covid-19 guidelines & updates from CDC, TEA, and Houston Health Department
- Report suspected & positive Covid-19 cases to H&MS
- Notify students/parents & staff of positive Covid-19 exposure
- Monitor quarantined students/staff by notifying dates of return, dependent on negative Covid-19 test results
- In addition to regular duties: Student illness registration, immunizations, screenings, ARDS, etc.

STUDENTS

- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Complete and submit assignments on time
- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by your teachers
- Students enrolled in college level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements
- Know how to navigate access and navigate online resources
- Complete independent reading goals

PARENTS

- Establish and support a routine will help students be more successful in their learning
- 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, emails and school/district 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.
- Ask 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.
- Parents of students in College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) should ensure their students follow specific program coursework, policies, procedures, and requirements

TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING

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.

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. Parents can access student information and communicate with teachers via HISD Connect.

OFFICE 365

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

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

Where to get support:

- Academic Instructional Technology Training
- Microsoft Training for Office 365
- Office 365 Tips for Students YouTube Playlist

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. By Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and other communicative needs of students.

Where to get support:

- Academic Instructional Technology Training

- Lanier’s Instructional Technology Customer Service Rep
- Microsoft Teams Support
- Microsoft Training for Office 365

THE HUB (ITSLEARNING)

The HUB, also known as itsLearning, is the district’s learning management system. 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 and demonstrates mastery of a subject. Students can submit their assignments and projects, collaborate, and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

Where to get support:

- Academic Instructional Technology Training
- Lanier’s Instructional Technology Customer Service Rep
- itsLearning Support

GSUITE

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite 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.

Where to get support:

- Google for Education Teacher Center
- Applied Digital Skills for Students
- Campus Techvengers

DIGITAL RESOURCES PAGE

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

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.

Where to get support:

HISD Technology Service Desk

Phone: 713-892-7378

Email: servicedesk@houstonisd.org

HISD CONNECT PARENT PORTAL

HISD Connect Parent Portal is an online service that allows registered users (i.e., parents and students) to log in to access a variety of student information, see class assignments and school calendars, and even communicate electronically with teachers.

Use: Users can also choose to have an e-mail or text message sent if a child's grades drop below a selected average or is absent or tardy to class. Information that PSC provides access to includes:

- Period and Daily Attendance
- Class Schedules and Assignments
- Progress Reports
- Report Cards
- Parent and Student Resources

Where to get support:

HISD Technology Service Desk

Phone: 713-892-7378

Email: servicedesk@houstonisd.org

Teachers will have the opportunity to sign up for professional development courses that walk them through how to use the various technology systems both during pre-service and throughout the course of the school year. Lanier will also provide on-going professional development and support through weekly sessions held after school.

CONTENT DELIVERY

Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods. Since synchronous tools that can be used for education have become available, many people are turning to them as a way to help decrease the challenges associated with transactional distance that occurs in online education. Several case studies that found that students are able to develop a sense of community over online synchronous communication platforms.

While many online educational programs started out as and with the advent of web conferencing tools, people can learn at the same time in different places as well. For example, use of instant messaging or live chat, webinars and video conferencing allow for students and teachers to collaborate and learn in real time.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people. In many instances, well-constructed asynchronous learning is based on constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education, and continuing education.

LANIER'S INSTRUCTIONAL DELIVERY MODEL

During the time that schools are closed, the District 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 Lanier's IB MYP instruction will be implemented with a modified asynchronous instructional model. Although the asynchronous model is the preeminent form of instruction to be delivered to students, short time increments of synchronous instruction will happen regularly as a part of the asynchronous plan. At Lanier, the first 20-30 minutes of each period is designated for synchronous instruction. The remainder of the period will be for asynchronous learning, including small-group instruction and targeted intervention. It is Lanier's expectation that teachers schedule small group instruction during each class period at least twice per week. Lanier students will also be encouraged to complete Imagine Math and Imagine Literacy lessons as part of their weekly instruction.

DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT

Teachers will deliver synchronous and asynchronous instruction via the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction. Instructional materials will be designed and adapted for asynchronous instruction through various modalities available through district platforms. To ensure instructional materials and content are coherent and logically sequenced to reinforce continuity of learning remotely, TEKS aligned HUB courses will be organized in a logical format using the built-in Plans tool to allow students ease of navigation to support self-guidance of course materials. In addition, instructional materials will consistently reinforce concepts to ensure retention of knowledge for an asynchronous learning experience. Therefore, instructional materials and assignments will be broken up into weekly plans containing daily student expectations.

Each weekly instructional plan should contain:

- **Overview Page:** The overview page will describe objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.
- **Clear and Explicit Directions:** Directions will be clear and explicit to support the asynchronous learning experience in which deadlines and rubric will be used for each task and/or assignment.
- **Assignments:** During remote learning students must complete and submit two assignments per week.
 - Provide additional opportunities to demonstrate mastery by revising or reassessing work.
- **Multiple Learning Paths:** Lessons and units that contain multiple learning paths to support the reinforcement of concepts to improve retention of knowledge that is based on student needs
- **Teacher and Student Interactions:** Opportunities for appropriate teacher-student and student-student interactions, that includes student feedback and reflection
- **Resources:** Instructions on how students can access resources that enrich the course content and assist in achieving mastery
- **Assessments:** Provide a variety of assessment opportunities that include student products. Assessments will ensure continued information on student progress remotely
- Addresses accessibility concerns through all course materials
- **Special Populations Support:** Plans should include instructional materials and resources that adhere to and support student accommodations and modifications to support students with disabilities and English Learners.
- **Adaptive Learning Activities:** Instructional materials should provide options to adapt learning activities that accommodate student needs

- **Check for Understanding:** Strategies and tools to check student understanding during small group instruction.

Students will have the opportunity to complete the assigned work at their own pace within the daily learning schedule set by their campus. Teacher supports might take the form one-to-one. Microsoft Teams calls, prerecorded lessons, supplemental materials, or small group instruction via Microsoft Teams.

DAILY SCHEDULE FOR VIRTUAL LEARNING

Monday – Thursday Schedule

Purple Days: Monday/Wednesday

Red Days: Tuesday/Thursday

Time	Activity	Mins
8:30 – 9:00	PUPS	30
9:00 – 9:05	Morning Message (In PUPS)	5
9:10 – 10:40	R1/P1	90
10:45 – 12:15	R2/P2	90
12:15 – 12:55	Lunch	40
12:55 – 2:25	R3/P3	90
2:30 – 4:00	R4/P4	90
Important Features: <ul style="list-style-type: none"> • 30-minute PUPS Period • 5-minute morning message in PUPS: video or live stream • 90 Minute periods: 30 minutes synchronous, TEKS-based MYP instruction; 60 minutes asynchronous MYP instruction • Purple days would be fixed • Red days would be fixed 		

Friday Schedule

Time	Activity	Mins
8:30 – 9:00	PUPS with Weekly Purple Pups Recording	30
9:05 – 9:35	P1	30
9:40 – 10:20	P2	30
10:25 – 10:55	P3	30
11:00 – 11:30	P4	30
11:30 – 12:10	Lunch	40
12:10 – 12:40	R1	30
12:45 – 1:15	R2	30
1:20 – 1:50	R3	30
1:55 – 2:25	R4	30
2:30 – 4:00	Faculty Meetings/Professional Development/Culture Building	90
Important Features: <ul style="list-style-type: none"> • Play recording of Thursday Live Event on Fridays • All 8 classes meet • 30-minute periods: synchronous instruction • 90 minutes at end of day for faculty meetings, professional development, Culture Building 		

MIDDLE SCHOOL INSTRUCTION

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week. ● Students complete Master Course or other work as assigned by teachers independently ● Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> ○ Reading options include MackinVia ● Teachers provide small group instruction
Math	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently ● Provide writing opportunities within the content ● Teachers provide small group instruction
Science	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently ● Provide writing opportunities within the content ● Virtual science labs and demonstrations ● Teachers provide small group instruction
Social Studies	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete Master Course or other work as assigned by teachers independently* ● Provide writing opportunities within the content ● Teachers provide small group instruction
Electives	<ul style="list-style-type: none"> ● Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week. ● Students complete other work as assigned by teachers independently ● Provide writing opportunities within the content ● Teachers provide small group instruction

PRINTED CONTENT DELIVERY

If students are unable to access their classwork electronically, printed copies will be made available. Teachers will need to document student engagement daily. Teachers will also be responsible for the grading of all printed content delivery for their subject area.

Grades will be based solely on achievement of course/grade level standards. Student grades will be determined by teacher evaluation of growth attained during significant learning activities conducted by the teacher in a grade reporting cycle.

DIGITAL RESOURCES

The next several pages provide descriptions of HISD's Digital Resources that have been adopted to support student learning.

Category	App	Description	Compatibility	Primary User	Recommended Grade Level
Interactive Assessments (CFUs)	PearDeck	You can make PearDeck Slides within PowerPoint Online or Google Slides. But instead of simply presenting informational slides, Pear Deck makes your slides interactive, so every student can respond to your questions or prompts right on their own screens. HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Nearpod.	All devices	Teachers	All
	Kahoot	Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are teacher created multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.	All devices	Teachers	All
	Quizizz	Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages.	All devices	Teachers	All
	Quizlet	Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes.	All devices	Teachers	All
	FlipGrid	Flipgrid is a website that allows teacher to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	All devices	Students	All

Collaboration	Google Docs/Drive	GSuite is a suite of cloud productivity and collaboration tools, software and products developed by Google. HISD provides teachers and students access to Google Drive, Docs, Sheets, Slides, and Drawings	All devices	Teachers & Students	All
	Padlet	Create and collaborate via interactive multimedia virtual bulletin boards to create	All devices	Teachers & Students	All
	Office 365	Office 365 provides teachers and students with access to Microsoft's full online productivity suite including OneDrive, Word, Excel, PowerPoint, OneNote, and more	All devices	Teachers & Students	All
	Jamboard	A collaborative, digital whiteboard makes it easy to create without boundaries and share ideas in real time as part of Gsuite. This tool is the district's supported alternative to Ziteboard.	Chromebooks, iOS	Teachers & Students	All
	Microsoft Whiteboard	Microsoft Whiteboard is a digital whiteboard app that allows students and teachers to stay organized, collaborate, and brainstorm together. HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Ziteboard.	Windows, iOS	Teachers & Students	All
Infographics	Google Drawings	Google Drawings allows teachers and students to collaborate and work together in real time to create flowcharts, organizational charts, website wireframes, mind maps, concept maps, and other types of diagrams.	All devices	Teachers & Students	All
	Adobe Spark	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features	All devices	Teachers & Students	All

	Canva	Canva is a graphic design platform that allows teachers and students to create social media graphics, presentations, posters and other visual content.	All devices	Teachers & Students	All
Presentation	PowerPoint	PowerPoint is a computer program that allows you to create and show slides to support a presentation.	All devices	Teachers & Students	All
	Google Slides	Google Slides is a presentation program included as part of GSuite	All devices	Teachers & Students	All
	Microsoft Sway	Create and share interactive reports, presentations, personal stories, and more directly from Office 365	All devices	Teachers & Students	All
Screen casting	Screencastify	This screen recording tool allows teachers to record video lessons for students.	Windows, Chromebook	Teachers	All
Video Conferencing	Microsoft Teams	Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.	All devices	Teachers & Students	All
Video Creation	Adobe Spark	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features	All devices	Teachers & Students	All
	FlipGrid	FlipGrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	All devices	Teachers & Students	All

Build Websites	Google Sites	Google Sites allows teacher and students create and publish dynamic webpages	All devices	Teachers & Students	All
	Adobe Spark	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features	All devices	Teachers & Students	All
Digital Binders/Notebook	OneNote	OneNote allows teachers to create digital notebooks that allow for collaboration between students and teachers.	All devices	Teachers & Students	All
Digital Books Creator	Book Creator	Book Creator is a simple tool for creating awesome digital storybooks. Create your own teaching resources or have your students take the reins.	All devices	Students	ES, MS

GRADING POLICY

Students enrolled in remote instruction follow the same grading guidelines as face-to-face instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional methods.

Grades will be taken during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class. Final exams will be administered for all high school credit courses.

GRADING SCALE

The goal of the School's grading policy is to have a common grading policy that ensures success for all students. In accordance with HISD, the School's grading policy shall include the following provisions.

1. A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment;
2. A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. A student shall be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Criteria for Grading Academic Subjects	
90-100	Excellent work quality, mastery
80-89	Good work quality, consistent effort
75-79	Satisfactory work, average
70-74	Work quality is below expectations
69 or below	Failing

Grades averages with a remainder of .5 or above will be rounded off to the next highest number. In order to receive credit for a course, a student must earn an average of 70 or better.

GRADING CATEGORIES

Teachers will post two grades every week for each student. Grades can come from any number of assignments, including, but not limited to, homework, classwork, quizzes, tests, and projects. Teachers will post missing (MSG) assignments that have not been turned in, which will be converted to a zero (0) at the end of the cycle. Teachers may excuse (EXC) an assignment for any reason. Category weights for

assignments have been determined by the campus and are listed below. No one assignment may count for more than 20% of the overall cycle average.

Definition of Categories	
Homework: 10%	Independent practice outside classroom
Classwork: 35%	Activity or task inside classroom
Quizzes: 15%	Assessments that cover a partial unit
Projects/Tests: 40%	Assessments that cover a whole unit
IB Grade: 0% weight, 0-8 scale score	Criterion-based achievement level
Objective Testing: 0% weight	Scope and sequence mastery level

Lanier Middle School has standard categories for all core, foreign language, and elective courses (except Fine Arts and PE). Each category is assigned a weight so that no one assignment counts more than 20% of a student’s overall grade.

Homework

Homework is any type of independent practice or assignment which will likely be completed outside of the classroom. Students may correct homework as a learning opportunity but will not replace the original grade. Teachers should contact parents when a student does not consistently turn in homework. Teachers may assign an academic intervention for students who consistently fail to complete homework assignments. Major projects completed outside of the classroom are not considered a homework grade.

Classwork

Classwork is activities or tasks that allows a teacher and a student to identify what students already know, or have learned, as well as areas for intervention and remediation. Classwork can include an activity or task that a student performs or works at repeatedly for the purpose of improving or achieving proficiency. Participation is not an adequate form of classwork so no grades will be given for participation only (except Fine Arts and PE). Major projects are not considered classwork.

Quizzes

All students must have an opportunity to prepare for quizzes, therefore no unannounced quizzes are allowed. Participation is not an adequate form of assessment so no grades will be given for participation only (except Fine Arts and PE). Major projects are not considered classwork.

Projects/Tests

Projects/Tests (minimum of 2 summative assessments per cycle) are assessments based on the District's standards-based curriculum that measure the skills and knowledge that a student has mastered. Specifically, performance assessments are assessments based on observation and judgment of the quality of a skill or product. Performance assessments are products, performances, and projects (e.g. essay artwork, visual representations, models, multimedia, oral presentations/recitations, lab experiences, live/recorded performances).

1. It is district policy that teachers provide students an opportunity for reassessment for major tests/performance assessments/projects when the grade received on an assessment is below a 70. Teachers will reassess students on the same skill; however, a different variation of the assessment may be given.
2. All reassessments must be completed within one week from the time the assessment is returned to the student. A student's grade in the gradebook for any reassessment will be an average (i.e., original grade = 60; retest grade = 85; new grade = 73).

ABSENCES

Students who have absences will be given one (1) day or until the next time the class meets (upon receipt of missing assignments) for every day of absences to turn in their missing assignments. It is the student's responsibility to request the missing assignment from the teacher. Students who are absent because of a field trip must turn in the assignment the following class period without penalty.

LATE WORK (NOT ASSOCIATED WITH AN ABSENCE)

Late work is any assignment that is not completed by the time class starts on the due date. Late work will be accepted for up to two class-periods after the assignment is due. If the late assignment is submitted at the start of the next class after its due date, a 20% deduction in the grade will result. If the late assignment is submitted at the start of the second class after its due date, a 50% deduction in the grade will result.

INCOMPLETE CYCLE AVERAGES

A teacher may give a grade of "Incomplete" for a grading cycle to any student who does not complete assignments or assessments due to absences or other extenuating circumstances. The grade of "Incomplete" must be resolved by the end of the next grading cycle immediately following the grading cycle in which the incomplete was first given.

MIDTERMS AND FINAL EXAMS (HIGH SCHOOL CREDIT COURSES ONLY)

In all high school credit courses, the final exam will count for 25% of the student's final grade. A student may not retake a final exam to improve their grade.

GRADE CHANGES

Teacher must initiate all grade changes and obtain principal approval. The Principal or an assigned designee may not arbitrarily change grades issued by teachers. Grades may only be changed at the school where they were issued. The only reasons for changing a student's grade after it has been recorded are:

1. If there was an error in computation of the student's grade; or
2. If an error was made in entering the student's grade.

REPORTING PERIODS

Lanier Middle School will use a six-week grade reporting calendar. There will be three grading cycles each semester. In high school credit classes, the final average in a course will be determined by three cycle grades, each counting 25% of the total grade, and a final examination, counting 25% of the total grade. All cycle grades will be reported on a range of 0-100. In middle school, most courses are on an annual promotion basis and the final average at the end of the school year will be determined by the average of the six cycle grades.

GRADE REPORTING

A progress report will be sent home after the third week of each grading cycle. Current grades contained in the progress report should be based on the student's academic achievement for the first three weeks of the six-week cycle. If a student's average falls below 70 after the scheduled notice of progress reports have been sent home, the teacher *must* send a notice of progress report home immediately. It is imperative that extra effort be made to give parents advance notice of a pending failing grade before the report card is sent home.

GRADES AND UIL ELIGIBILITY

A student must maintain an average in each course of no less than a 70 to be eligible for UIL extra-curricular activities. Students receiving an incomplete (INC) grade for a cycle will not be eligible for UIL extra-curricular activities. Under the State's "no pass, no play" law, eligibility for participation in UIL extra-curricular activities during the first six weeks of school is based on whether or not they were promoted to the next grade level prior to the start of the new school year. After the first six weeks, a student who receives an INC or a grade lower than a 70 in any course, is ineligible to participate in UIL extra-curricular activities during the first three school weeks of the next grading period. During that time the student may

continue to practice or rehearse with other students; however, they may not take part in any competition or public performance.

CONDUCT GRADING

Conduct grades are given by each classroom teacher. Under no circumstances may conduct infractions be used to affect the student's academic grade. Conduct marks can affect a student's participation in activities and awards and/or can cause them to be exited from the school if they are attending the campus on a transfer, including magnet. Before a conduct grade of a "P" (poor) or "U" (unsatisfactory) is given on a progress report or report card, the following process should have taken place:

1. Conference with the student to determine the problem.
2. Inform parent by video conference, phone, in writing, or by email of the behavioral concerns
3. Document intervention with the student and parental contact.
4. A conduct grade of a "P" (poor) or "U" (unsatisfactory) cannot be given without the approval of the grade level administrator.

PROMOTION STANDARDS

To be promoted from one grade level to the next, a middle school student (grades 6 through 8) must attain the following standards:

- Standard A – An overall yearly average of 70 or above for the year in all courses taken plus an average of 70 or above in three of the following subjects: Language Arts (an average of the English and Reading courses may be required if appropriate), mathematics, social studies, and science. All the subjects must be on grade level.
- Standard B – A passing score ("met minimum expectations") in the areas of Reading and Math on the state-administered criterion-referenced test (STAAR) during the school year. ~~This standard pertains to grade 8 only.~~ *Waived by Governor Greg Abbott for 2020-2021 School Year
- Standard C – Attendance. If a student exceeds the absence limit for a semester or for the year on an annual promotion course, an asterisk (*) will appear next to the grade on the report card for the appropriate cycle. The absence limit for all courses will be set at 10%. This is calculated and posted by the computer, based on the number of days the course is scheduled during the semester. When a student exceeds the unexcused absence limit during the first three grading cycles, an NG will appear in place of the Semester Average on the report card. This indicates the student has had credit denied due to the accumulation of an excessive number of unexcused absences. The asterisk (*) /NG will appear if the student's unexcused absences exceed 10% of the class meetings. Excused absences do not apply toward any district policies regarding grading or promotion standards.

ACADEMIC DISHONESTY

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. A student who is caught cheating or plagiarizing, will be assigned a grade of zero (0) for the assignment. Academic misconduct includes but is not limited to the following circumstances.

Cheating

1. Obtaining work or information from someone else.

2. Using unauthorized notes, or study aids, or information from another student or student's paper on an examination.
3. Communicating answers with another person during an exam.
4. Altering graded work after it has been returned, and then submitting the work for re-grading.
5. Allowing another person to do one's work.

Plagiarism

1. Plagiarism is 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 phrase or terms from a source or reference, whether oral, printed, or on the internet, without proper attribution.
2. Paraphrasing (using another person's written words or ideas) as if they were one's own thought.

ATTENDANCE

State law TEC §25.092 and Houston ISD Policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as face-to-face attendance in satisfying this requirement. Teachers are responsible for taking attendance each period via HISD Connect.

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. Students can engage with their teachers through the following.

1. Daily participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
2. Interaction with teacher via Teams as part of live or small group instruction.
3. Students assignment submission 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.

Students who have not logged in by 3:30 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 and students 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 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.

STUDENT ASSESSMENT

Individually and collectively, it is an expectation at Lanier to embrace and apply the most innovative, research-based instructional and assessment strategies to the education of our students. Within the IB MYP framework of a best practices approach, teachers are empowered to implement research-based practices which “connect” with individual teaching styles. The curriculum and planning process should always begin with the curriculum and MYP objectives and state standards to be mastered, followed by assessment evidence, followed by decisions on how the teacher will instruct for students to have the highest probability of academic mastery and success. Each department is responsible for developing the pacing calendar and common learning assessments that guide the instruction for every classroom in that department. All teachers are expected to follow the pacing calendar and assessment calendar of their department.

Assessment is integral to the teaching and learning at Lanier. Assessment, whether formative or summative, is a tool that drives instruction. Classroom assessment is the process of collecting, synthesizing, and interpreting information in a classroom for the purpose of aiding a teacher’s decision making. Teachers use assessment to do the following: diagnose student problems, make judgments about student academic performance, form student work groups, develop instructional plans, and effectively lead and manage a classroom (Airasian, 1997).

WHY DO WE ASSESS THE LEARNED CURRICULUM?

Purposes of assessments: Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration. In addition, it is used to:

1. collect data that drives instruction
2. evaluate teaching and students’ inquiry
3. assess the mastery of a body of knowledge
4. identify student’s strengths and weaknesses
5. individualize instruction
6. track progress and growth within a community of learners
7. provide a picture of student learning over time
8. strengthen our learning process and practices as educators
9. guide teacher planning and presentation
10. inform students and parents of progress
11. provide the school staff with a measure of progress towards goals and proficiencies

Effective assessments allow the student to:

1. Demonstrate and share their learning and understanding

2. Set goals for reaching expectations
3. Use their own learning strategies and build on their own strengths
4. Expand on multiple intelligences to enhance their understanding
5. Build confidence in their own work and self
6. Express their points of view and understanding
7. Understand what their own needs are and how to improve
8. Use their prior knowledge to build on and guide the inquiry process

Effective assessments allow the teacher to:

1. Create instructional plans to guide inquiry
2. Understand feedback from students
3. Clearly define student needs
4. Direct instruction
5. Define expectations and outcomes for students and teacher-led inquiry
6. Adapt for learning styles and multiple intelligences
7. Acquire data that can be used to inform students, teachers, grade levels, school, and community
8. Collect both future inquiries and student questioning
9. Show awareness of learning style, cultural, gender, linguistic, and racial differences

Effective assessments allow parents to:

1. See evidence of student learning and development
2. Provide support outside of school
3. Celebrate learning and student accomplishment
4. Observe and track student progress and growth

WHEN DO WE ASSESS?

Effective differentiation requires teachers to assess student understanding at the beginning of the unit (pre-assessment), during the unit (formative assessment), and at the end of the unit (summative assessment). Pre-assessments allow teachers to determine student starting points and flexible instructional groups. Formative assessments allow teachers to monitor student progress during the unit of study. Adjustments in pacing, content, and instruction can be made based on the data gathered from formative assessments. Summative assessments allow teachers to evaluate student understanding of the objectives taught during the lesson and, if necessary, assist in preparing intervention lessons for those students who struggled with the concept.

WHAT DO WE ASSESS?

Assessment can be used to determine students' readiness, interest, and learning profile. Teachers can better focus their planning if they understand their students' differences. The lesson cycle should include the following:

Pre-assessments allow teachers to gather information on students' prior knowledge, misconceptions, and experiences about the topic or concept (readiness). This data is used to guide instruction. This form of assessment looks like: K-W-L charts, pretests, surveys, checklists, and goal setting.

Formative assessments are formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. They will be used throughout the learning process to assess specific skills or concepts and to check for understanding. This allows teachers and students to guide instruction and plan for the next stage in the learning process. This form of assessment looks like: anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, student conversation, classroom participation, individual and group progress, and skill development.

Summative assessments occur at the end of a teaching and learning cycle. They are designed to provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. This form of assessment looks like: collections, presentations, tests, individual or group projects to demonstrate the understanding of an entire unit. During this time of change, teachers should be mindful of any projects that are required to assess understanding. It is Lanier's recommendation that projects assigned DO NOT require students to purchase items in order to complete the project. Instead, teachers should create projects that allow students to complete them online.

HOW DO WE ASSESS THE LEARNED CURRICULUM?

Guiding principles for remote assessment should include flexibility, generosity, and transparency during this time of change. There is no one solution for assessment that will meet all faculty and student needs. From this perspective, the primary concern should be assessing how well students have achieved the key learning objectives and determining what objectives are still unmet. It may be necessary to modify the nature of the exam to allow for the differences of the remote environment.

In thinking about online exams, and the current situation for remote teaching, we recommend the following approaches (in priority order) for adjusting exams: authentic assessment, multiple lower-stakes assessments, open note exams, and select online proctored exams where needed.

MULTIPLE LOWER-STAKES ASSESSMENT

The unique circumstances of our current environment make it necessary to carefully consider priorities when assessing students. Rather than being cumulative, a multiple assessment approach makes assessment an incremental process. Students demonstrate their understanding frequently, and accrue points over time, rather than all at once on one test. Dividing the assessment into smaller pieces can reduce anxiety and give students more practice in taking their exams online. For instance, you might have a quiz at the end of each week that students have to complete. Each subsequent quiz can (and should) build on the previous one, allowing students to build toward more complex and rigorous applications of the content. Using this approach minimizes your need to change the types of questions that you have

been asking to date, which can affect student performance (e.g. if you normally ask multiple-choice questions, you can continue to do so).

For the remainder of the semester, use the OnTrack tool to build multiple smaller assessments. Spread out the totality of your typical final or unit exam. This can be as simple as dividing a 100-question final exam into eight 12-question “synthesis activities” that students complete bi-weekly. Benefits as noted from the literature:

1. No significant differences were observed in terms of keystroke information, rapid guessing, or aggregated scores between proctoring conditions.
2. More effective method for incentivizing participation and reading
3. Encourages knowledge retention as each subsequent assessment builds on the last

OPEN NOTES EXAMS

Open note assessments allow students to refer to the Internet and other materials while completing their assessments. By design, this disincentivizes academic dishonesty. Often teachers put time parameters around open note exams. These types of exams also lend themselves to collaborative work in which multiple students work together to complete the assessment. With an open note strategy, you can keep your general exam schedule and point structure, but you may need to revise questions, so they are less about factual recall and more about the application of concepts. For instance, you might give students a scenario or case study that they must apply class concepts to as opposed to asking for specific values or definitions. If you plan to make such changes, communicate your intent and rationale to you students prior to the exam.

One effective open note testing technique is to use multiple-true/false questions to measure understanding. These questions (called “multiple selection” questions in OnTrack) pose a scenario and prompt students to check all the boxes that apply. For example, students may be prompted to read a short prompt, case, or lab report, then check all statements that are true about that reading. In this way a single question stem can assess multiple levels of complexity and/or comprehension. Benefits as noted from the literature:

1. Open-book exams and collaborative exams promote development of critical thinking skills.
2. Open-book exams are more engaging and require higher-order thinking skills.
3. Application of open-book exams simulates the working environment.
4. Students prefer open-book exams and report decreased anxiety levels.
5. Collaborative exams stimulate brain cell growth and intricate cognitive complexes.

IMPLEMENTATION FOR MULTIPLE LOWER-STAKES AND OPEN NOTE ASSESSMENT STRATEGIES

1. Timed vs. untimed: overall, performance on timed and untimed assessments yields similar scores. Students express greater anxiety over timed assessments, while they view untimed assessments as more amenable to dishonest behavior.
 - If you typically have a time limit on your face-to-face assessments, increase it by 20% to allow for the added demands the remote environment places on students.
 - If the exam is meant to be taken synchronously, remember to stay within your class period. Adjust the length of the exam accordingly.
2. Reduced scope: Decreasing content covered in the exam may be necessary to create an exam of appropriate length and complexity, given the unique circumstances this semester.
3. Randomize answer order: In questions in which it makes sense, have OnTrack randomize the order in which the answer options appear.
4. Individual question per page: This can reduce instances of students taking the assessment together.
5. Honor code attestation: Give students an opportunity to affirm their intent to be honest by making question one of every assessment a zero (0) point question asking students to agree to an honor code.
6. Live "Teams" availability: In OnTrack, set a time window during which the assessment will be available to students.
7. Hold a live open office hours session in Teams at some point during that window, so that students who want to can take the assessment while they have direct access to you - this way they can ask questions if any arise. Currently, lock down browser will not work with Teams running in the background.

Ultimately, our guiding principles for remote teaching are flexibility, generosity, and transparency. Try to give students as much of an opportunity to demonstrate their knowledge as possible.

1. Consider allowing multiple attempts on an assessment.
2. When conditions allow, consider allowing multiple means of expression.
3. Can students choose to demonstrate their knowledge from a menu of options?
 - M/C test
 - Written response
 - Performance Task/ Video or Audio presentation
 - Oral Exam (via Teams)
4. Consider giving students choices. Perhaps they can opt out of answering a question or two. Perhaps they can choose which of a series of prompts to respond to.

PROCTORED EXAM

Respondus Lockdown Browser and remote proctoring is possible with OnTrack. Please consider whether your assessments can be designed without the need for Respondus. While Respondus may be helpful in limited circumstances (e.g., when assessments must be proctored for accreditation purposes), introducing a new technology may cause additional stress for both students and instructors, and academic integrity is still not assured. Additionally, the device disparity and minimized proximity for troubleshooting may make the process difficult to implement. High-stakes exams that use new technologies and approaches can

decrease student performance and may not reflect students' understanding of the material. Student Assessment discourages online proctored approach unless your assessment needs require its use.

Implementation

Any online proctored exam must be created and administered using OnTrack where Respondus is an option. When properly installed, the Lockdown Browser opens, and prevents users from accessing anything else on their computer. Prior to offering a graded proctored exam, we strongly recommend that you administer an ungraded (or very low stakes) practice test using the proctoring tool for ease of use.

- Clear communication with students about system and hardware requirements and timing considerations is required.
- Respondus Lockdown Browser requires that students download a web browser. Not all devices are supported by Respondus including iPads.

SPECIAL POPULATIONS

During virtual instruction, Lanier Middle School is committed to providing the same quality education for our students who require the following services: Special Education, Section 504, Dyslexia, Multilingual, Interventions, and Gifted and Talented.

SPECIAL EDUCATION

HISD is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning and may include the ability to read text to students. Additionally, specific online platforms, such as Imagine Math and Imagine Literacy, provide individualized learning pathways tailored to each student's educational need. We recommend that your student log on to these digital tools daily. Special education students who receive their instruction in a general education setting with accommodations and in-class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.

The Office of Special Education Services (OSES) and Lanier Middle School must make reasonable efforts to provide the student with the services required by the student's IEP. If there are services, accommodations, and modifications required by the student's IEP that cannot be provided during remote learning, the student's ARD committee must determine which services it can provide to meet the student's needs (34 CFR 300.324(a)(4)).

	SPECIAL EDUCATION
Teachers:	<ul style="list-style-type: none"> • Deliver differentiated instruction in small groups • Attend, share data, and participate in the students’ ARD meeting • Participate in virtual campus/department PLCs and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum department • Monitor student growth and progress using the appropriate data sources. • Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support. • Implement Social Emotional learning behavior strategies within the lessons
Case Managers	<ul style="list-style-type: none"> • Conduct meetings with the leadership team, departments, and staff • Monitor student progress in general, special education and intervention classes • Advocate for the needs of students on their caseloads along the continuum of services • Maintain documentation and parent contact log
Department Chair	<ul style="list-style-type: none"> • Communicate and collaborate with the campus and district special education department to maintain federal and district compliance • Monitor implementation of sped programs—inclusion, co-teach, resource, and self-contained • Ensure teachers of special education students are supported to differentiate based on the needs of the students using Specially Designed Instruction • Attend special education department chair meetings/trainings offered by Office of Special Education Services (OSES) • Update necessary PEIMS data immediately after completion of the ARD • Monitor student growth and progress using the appropriate data sources
Campus Administration	<ul style="list-style-type: none"> • Ensure all special education students have technology. • Monitor attendance of special education students. • Monitor suspension rates of special education students. • Collaborate with the OSES Department for support with ARD/IEP meetings with advocates of families of special education students. • Monitor and support SPED department hair and teachers. • Coach and develop special education and general teachers around effective instructional strategies that differentiated instruction.

SECTION 504 AND DYSLEXIA

Laniers’s 504 and Dyslexia teams will ensure implementation of Section 504 accommodations and support services to the greatest extent possible in order to provide equitable access to the educational program.

The 504 and Dyslexia teams supports may include delivery of instruction virtually or telephonically, extensions of time for assignments, accessible reading materials, and virtual dyslexia services and/or online intervention resources according to the individual service plans. This plan was developed to support students, parents, and teachers navigating this unfamiliar territory and engaging in distance learning work to ensure learning continues and is uninterrupted.

	SECTION 504	DYSLEXIA
Teachers	<ul style="list-style-type: none"> • Identify or recommend students for 504 evaluation, assessment or dismissal • Access current, 504 plan, assessment and cumulative data • Attend, share data, and actively participate in the students’ 504 meeting • Document accommodations provided as described in the 504-service plan. • Communicate with parents, students, campus 504 coordinator, and service providers via MS Teams, phone and email. 	<ul style="list-style-type: none"> • Identify or recommend students for characteristics of dyslexia evaluation or assessment • Attend professional development for dyslexia • Administer dyslexia screening in grades K and 1 as required by TEC 38.003 • Attend, share data, and actively participate in the students’ 504 of IEP meeting. • Deliver differentiated instruction, accordingly to student levels and needs • Provide small group or individualized instruction • Maintain documentation of student support and student progress as described in the student service plan.
Campus Staff	<p>Campus 504 Coordinator</p> <ul style="list-style-type: none"> • Collaborate with leadership team to conduct live meetings with departments, and staff 	<p>Campus Dyslexia Contact</p> <ul style="list-style-type: none"> • Communicate with campus staff and central office for compliance and district procedures

	<ul style="list-style-type: none"> • Attend annual 504 coordinator training and easy IEP training • Maintain timelines for 504 evaluations and annual reviews • Maintain documentation and parent contact log • Monitor student progress to adjust student service plans as needed 	<ul style="list-style-type: none"> • Conduct live meetings with the leadership team, departments, and staff • Ensure campus compliance with dyslexia PEIMS reporting • Ensure the delivery of dyslexia services for students as defined in student 504 and IEP plans.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MULTILINGUAL (ESL)

The Multilingual Department and Lanier’s ESL teachers are committed to providing supplemental support to campuses to address English Learners’ instructional needs as we operate via an asynchronous instructional model. Multilingual area office teams offer additional support to students, parents, teachers, and campus leadership teams to ensure learning continues and is uninterrupted.

ENGLISH LEARNERS	
Teachers	<ul style="list-style-type: none"> • Participate in meetings or professional development to support English Learners • Communicate with parents, students, campus LPAC administrator, and service providers. • Deliver online instruction utilizing Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) • Adhere to the time and content allocations for transitional and dual language programs • Create opportunities to collaborate during asynchronous lessons addressing linguistic domains: Reading, Listening, Speaking and Writing. • Provide differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), TEKS and ELPS • Document students’ linguistic accommodations utilizing Linguistic Accommodations Checklist and adjust accommodations as needed • Participate in virtual LPAC meetings, provide updates on students’ progress, and make recommendations for testing accommodations
LPAC Administrator	<ul style="list-style-type: none"> • Communicate and collaborate with the Multilingual Programs Department Compliance team to maintain federal, state, and district compliance

	<ul style="list-style-type: none"> • Attend LPAC trainings • Obtain parent approval of recommended program placement • Maintain digital documentation of required forms • Update student information in LPAC panel in SIS portal • Identification of potential English Learners through a parent/student interview • Build appropriate schedules for potential English Learner • Provide alternative meeting methods for LPAC meetings - phone or MS Teams • Optional to include LPAC parent representative • Provides parent translation support through translation department or approved vendor • Monitor implementation of ESL program • Monitor and support teachers on ESL waivers • Participate in meetings or professional development to support English Learners
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INTERVENTIONS

Lanier Middle School will work with The Office of Interventions and Virtual School Department to continuously provide online learning in a way that delivers supplemental instruction using internet-based technologies to learners who are not physically present in one location. Our efforts focus on extending our reach of tiered content to students, parents, and interventionists to ensure learning continues and is uninterrupted.

INTERVENTIONS	
Teachers	<ul style="list-style-type: none"> • Create assignments and monitor student growth and progress in the HUB • Provide lessons and assignments for intervention classes in either Read to Achieve, Corrective Reading, Reading Mastery and/or Edgenuity which students may submit via HUB • Participate in campus department PLCs • Participate in virtual professional development via Teams conducted by IAT Managers and ITDS • Monitor student online interventions usage on the digital platforms • Attend, share data, and participate in IAT meeting • Provide small group tiered instruction

GIFTED AND TALENTED

Lanier Middle School will continue supporting online learning opportunities for our gifted scholars. Our goal is to ensure this learning environment is one that continues to foster academic growth and positive social interaction from a distance.

	GIFTED AND TALENTED
Teacher	<ul style="list-style-type: none"> • Differentiate instructional materials and offer direct support as needed. • Collaborate to create and implement the students' GEPs to individualize and differentiate instruction. • Maintain documentation of servicing GT students on this link. • Provide differentiated lessons to students • Identify or recommend students for G/T evaluation and potential program placement. • Access district adopted platforms to communicate with parents, students, campus G/T personnel, and service providers. • Maintain documentation or log of parent contact. • Deliver well-planned and rehearsed short synchronous instruction, differentiating accordingly to students' levels and needs. • Utilize HISD GT Instructional Strategies Resources Guide and the Texas Performance Standards Project (TPSP) to differentiate learning. • Create opportunities to collaborate, share and participate in Project Based Learning (PBL) online.
GT Coordinator	<ul style="list-style-type: none"> • Conduct live meetings with the leadership team, departments, and staff to ensure clarity on GT expectations, the State Plan, compliance, and instructional strategies. • Monitor and support GT teachers, students, and parents via MS Teams. • Collaborate with the PEIMS clerks to maintain GT Student documentation through PowerSchool. • Monitor student progress through assessment, performance data, grade distribution and teachers' recommendations/observations. • Facilitate Power School Implementation Training for GT Special Programs platform.

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) is critical to the success of our students, especially during the period of virtual learning. Lanier Middle School will be offering an SEL professional development session during the pre-service weeks. In addition, all teachers and students will participate in SEL activities during the PUPS

period each morning. Lanier’s social worker and grade level administrators will assist in making sure the SEL needs of our students, faculty, and staff are met in a timely manner.

INSTRUCTIONAL LOGISTICS

Professional development is calendared to include initial and ongoing development opportunities. In addition, professional development will be designed to support staff in internalizing the synchronous/asynchronous instructional model. To further staff’s implementation of synchronous/asynchronous learning, professional development opportunities will also include support for analyzing and responding to data with the use of instructional materials. During Lanier’s pre-service weeks, teachers and staff will participate in several learning sessions, via MS Teams. The schedule below highlights what teachers and staff will be responsible for during the pre-service weeks:

Date	LANIER 2-week Professional Development	
	AM Session	PM Session
August 24 th	<p>8:30am – 11:30am: Welcome Back</p> <ul style="list-style-type: none"> • Staff Introductions – Wheat • Mission – Wheat & Maluski* • Vision – Wheat & Maluski* • Values – Wheat & Maluski* • COVID Safety Review & Wellness Check – Hechler <p><i>*Application to Social & Emotional Needs of Staff</i></p> <p>Location – Whole Faculty MS Teams</p>	<p>1:00 – 4:00pm: Teacher Preparation</p> <p>All Compliance Courses have been added to your OneSourceMe Dashboard</p> <ul style="list-style-type: none"> • <i>HM_Food Allergies</i> • <i>HM_Bloodborne Pathogens</i> • <i>HM_Child Abuse Prevention</i> • <i>PS_Suicide Prevention</i> • <i>PT_Appropriate Workplace Behavior</i> • <i>ET_Social Media</i> • <i>SS_Student Bullying Awareness</i> • <i>ET_Copyright Laws</i> • <i>ET_Digital Data Safety</i> • <i>HM_Seizure Training for School Personnel</i> • <i>HM_COVID-19: Health Safety Procedures for HISD Employees</i> • <i>HM_Human Trafficking</i> <p>Location – Home or Classroom</p>
August 25 th	<p>8:30 – 11:30am: IB Framework</p> <ul style="list-style-type: none"> • Inquiry in your curriculum • Focus on concept-based learning • Review MYP Subject Overviews <p>Committee Formation Survey – Each Faculty Member joins one Committee</p> <ul style="list-style-type: none"> • Safety – Garza/Williams/Wheat • G/T – Garza/Cummings • Culture – Cordova/Colburn 	<p>1:00 – 4:00pm: IB Department Curriculum Planning</p> <ul style="list-style-type: none"> • Share & Revise MYP Subject Overviews • Curriculum Team Planning in ManageBac <p>Individuals & Societies – Mr. Clason Science – Mr. Scott Language & Literature – Ms. Chambers</p>

	<ul style="list-style-type: none"> • IB – Rhymes/Cordova • Grading Practices/Policy - Cummings/Cooper/Colburn • Student Behavior Management/SEL – Maluski/Zapata • Parent Engagement – Maluski/Rhymes • Community Engagement/Service – Zapata/Williams • SDMC* – Wheat *Members can be exempt from other committees if they wish. <p>Location – Whole Faculty MS Teams</p>	<p>Math – Mr. Graham Design – Mr. Mann Physical & Health Ed – Mr. Cabell Language Acquisition – Ms. Cantu Arts – Ms. Foster SPED – Ms. Delpero</p> <p>Location – Department MS Teams</p>
August 26 th	<p>8:30am – 2:30pm: Northwest Academic Day</p> <ul style="list-style-type: none"> • Teachers will meet with grade level departments from across the Northwest area. • Curriculum planning, best practices by content and department updates. <p>Registration - Teachers will not have to pre-register for the three Pre-service PD days. There is a district website that will be share after August 17th with meeting links.</p> <p>Location – Northwest Area Department MS Teams</p>	
August 27 th	<p>8:30 – 11:30am: Teacher Preparation All Compliance Courses have been added to your OneSourceMe Dashboard</p> <ul style="list-style-type: none"> • HM_Food Allergies • HM_Bloodborne Pathogens • HM_Child Abuse Prevention • PS_Suicide Prevention • PT_Appropriate Workplace Behavior • ET_Social Media • SS_Student Bullying Awareness • ET_Copyright Laws • ET_Digital Data Safety • HM_Seizure Training for School Personnel • HM_COVID-19: Health Safety Procedures for HISD Employees • HM_Human Trafficking <p>Location – Home or Classroom</p>	<p>12:30 – 2:30pm: Department Meeting</p> <ul style="list-style-type: none"> • Curriculum Team Planning • BOY and CA#1 Creation <p>2:30- 4:00pm: Cluster Meeting</p> <ul style="list-style-type: none"> • Parent Presentation • Cluster Website • Cluster Introduction Letter <p>Location – Department and Cluster MS Teams</p> <p style="text-align: center;">OR</p> <p>12:30 – 3:30pm: District Job-Alike</p> <ul style="list-style-type: none"> • G/T-Vanguard Coordinators • Advanced Placement (AP) Teachers • Dyslexia • Special Education Teachers • Special Education Department Chairs • Counselors, Librarians, Nurses • Formative Assessment Coordinators • Magnet Coordinators <p>Location – Northwest Area Job-Alike MS Teams</p>

<p>August 28th</p>	<p>8:30am – 2:30pm: Virtual Academic Instruction Training (AIT) Bootcamp – Teams</p> <p>Teachers will be required to attend a 2hr and 45min. required sessions titled “Introduction to Remote Instruction”. After teachers complete the required session, they will have the option to attend 3 out of 15 different choices sessions – see more information below. Choice sessions include:</p> <ul style="list-style-type: none"> • Collaboration in Google Drive • Creating Digital Manipulatives • Screen casting 101 • Pear Deck 101 (Google Slides) • Pear Deck 101 (PowerPoint) • Digital Checks for Understanding • OnTrack @ HOME Level 1 • OnTrack @ HOME Level 2 • Renaissance @ HOME • Lead4Ward Virtual Instructional Playlist • Special Populations & ELLs engagement • Office 365 Level 1 • Office 365 Level 2 • Creating Digital Content in the HUB <p style="text-align: right;">Location – Northwest Area MS Team</p>	
<p>August 31st</p>	<p>8:30 – 11:30am: Special Population Support SPED – Cummings</p> <ul style="list-style-type: none"> • <i>Overview of federal law governing Special Education Programs</i> • <i>Best Practices in IEP implementation and ARD participation</i> <p>504/IAT - Colburn and Angie Maxey</p> <ul style="list-style-type: none"> • <i>Overview of federal law governing Section 504</i> • <i>Best Practices for implementation of 504 Accommodation</i> • <i>Role and processes of the Intervention Assistance Team</i> <p>Location - Whole Faculty MS Teams</p>	<p>1:00 – 4:00pm: Department Meeting</p> <ul style="list-style-type: none"> • <i>Curriculum Team Planning</i> • <i>BOY and CA#1 Creation</i> • <i>Course Syllabus</i> • <i>Department Virtual Needs</i> <p>Location – Department Teams Groups</p>
<p>September 1st</p>	<p>8:30 – 11:30am: Special Population Support Gifted & Talented – Garza</p> <ul style="list-style-type: none"> • <i>Review TEA Gifted and Talented requirements</i> • <i>Best practices for supporting Gifted and Talented Learners</i> <p>EL – Zapata</p> <ul style="list-style-type: none"> • <i>Review TEA English Language Proficiency Standards</i> • <i>Best practices for supporting English Learners</i> <p>Location - Whole Faculty MS Teams</p>	<p>1:00 – 4:00pm: Cluster Live Parent Meeting</p> <ul style="list-style-type: none"> • <i>6L/6M/6S – 1:00pm Parent TEAMS Live Event</i> • <i>7L/7M/7S - 2:00pm Parent TEAMS Live Event</i> • <i>8L/8M/8S – 3:00pm Parent TEAMS Live Event</i> <p>1:00 – 4:00pm: Elective Department Meeting</p> <ul style="list-style-type: none"> • <i>Curriculum Planning</i> • <i>Vertical Alignment</i> • <i>Course Syllabus</i> <p>Location – Cluster or Department Teams Group</p>
<p>September 2nd</p>	<p>8:30 – 9:30am: Virtual Instruction with Techvengers</p> <ul style="list-style-type: none"> • <i>Using Technology in a Synchronous and Asynchronous Virtual Environment</i> <p>1:00-4:00pm: Teacher Preparation</p> <p>All Compliance Courses have been added to your OneSourceMe Dashboard</p> <ul style="list-style-type: none"> • <i>HM_Food Allergies</i> • <i>HM_Bloodborne Pathogens</i> • <i>HM_Child Abuse Prevention</i> 	

	<p>9:30 – 11:00am: <u>Virtual Platforms with Techvengers</u></p> <ul style="list-style-type: none"> • <i>Participants will choose 3 options from the offered sessions</i> <p>11:00-12:00pm: <u>Grade Level Expectation Meeting</u></p> <ul style="list-style-type: none"> • <i>6th Grade – Cordova & Cummings</i> • <i>7th Grade- Garza, Rhymes & Zapata</i> • <i>8th Grade – Cooper & Williams</i> <p>Location - Whole Faculty & Grade Level MS Teams</p>	<ul style="list-style-type: none"> • <i>PS_Suicide Prevention</i> • <i>PT_Appropriate Workplace Behavior</i> • <i>ET_Social Media</i> • <i>SS_Student Bullying Awareness</i> • <i>ET_Copyright Laws</i> • <i>ET_Digital Data Safety</i> • <i>HM_Seizure Training for School Personnel</i> • <i>HM_COVID-19: Health Safety Procedures for HISD Employees</i> • <i>HM_Human Trafficking</i> <p>Location - Home or Classroom</p>
September 3 rd	<p>8:30 – 9:00am: <u>PTO Welcome</u></p> <p>9:00 – 11:30: <u>Data-Driven Instruction with your Department</u></p> <ul style="list-style-type: none"> • <i>OnTrack</i> • <i>Special Population Support</i> • <i>Goal Setting</i> <p>Location - Whole Faculty MS Teams</p>	<p>1:00– 4:00pm: <u>PUPS Introduction</u></p> <ul style="list-style-type: none"> • <i>Introduction to Vision, Mission Values of PUPS</i> • <i>Teacher/Leader Expectations</i> • <i>Modeling PUPS Daily Action</i> • <i>Town Hall Overview</i> <p>Location - Whole Faculty MS Teams</p>
September 4 th	<p>8:30- 9:30am: <u>HISD At Risk Management Safety Procedure*</u></p> <p>9:30- 11:30: <u>Rotations</u></p> <ol style="list-style-type: none"> 1) <i>1st Day Procedures/PowerSchool Q&A – Ms. Lee & Mr. Cooper</i> 2) <i>TADS – Mr. Cordova & Ms. Cummings</i> 3) <i>Teacher Handbook – Ms. Zapata & Dr. Colburn</i> <p>Location - Whole Faculty with Channels in MS Teams</p>	<p>1:00 – 4:00pm: <u>Teacher Preparation</u></p> <p>All Compliance Courses have been added to your OneSourceMe Dashboard.</p> <ul style="list-style-type: none"> • <i>HM_Food Allergies</i> • <i>HM_Bloodborne Pathogens</i> • <i>HM_Child Abuse Prevention</i> • <i>PS_Suicide Prevention</i> • <i>PT_Appropriate Workplace Behavior</i> • <i>ET_Social Media</i> • <i>SS_Student Bullying Awareness</i> • <i>ET_Copyright Laws</i> • <i>ET_Digital Data Safety</i> • <i>HM_Seizure Training for School Personnel</i> • <i>HM_COVID-19: Health Safety Procedures for HISD Employees</i> • <i>HM_Human Trafficking</i> <p>Submit all PDF certificates to Ms. Nguyen via email.</p> <p>Location - Home or Classroom</p>

EMPLOYEE AND LEADERSHIP MEETINGS

Employee meetings will take place every Friday at 2:30 p.m. via Microsoft Teams. Similarly, the leadership team will meet every Thursday from 2:35 p.m. to 4:00 p.m. via Microsoft Teams.

PLC MEETINGS

All core departments or grade level teams are required to meet once per week during their dedicated department time. Department chairs or grade level leads are required to submit an agenda to their department administrator prior to the meeting and submit copies of minutes after the meeting.

When meeting in PLCs, make sure to focus on the four critical questions of learning (DuFour, 2006). If we believe all kids can learn:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

INTERVENTION ASSISTANCE TEAM (IAT)

The purpose of the Intervention Assistance Team (IAT) is to improve a student's academic and/or behavior performance. Any student who is not being successful in the classroom after the teacher has attempted classroom interventions should be referred. Lanier's process begins with the IAT Chairperson and the school counselor. The IAT committee consists of an administrator, the counselor, and a teacher or group of teachers. The committee will recommend targeted goals to assist the student. In accordance with State law and District policy, Lanier uses the three-tier approach to intervention.

NEWSLETTER AND SOCIAL MEDIA

Lanier is committed to communicating with parents and students via The Purple Page and Twitter. Follow us on Twitter at: [@PurplePups](#). Access to the Parent Teacher Organization's newsletter can be requested at: [The Purple Page](#). We will also be conducting weekly live broadcasts in Microsoft Teams. The live broadcast will occur every Thursday from 4:05 p.m. - 4:35 p.m. and will be recorded for playback on Fridays.