





## Instructional Plan for School Closure

On rare occasions it may be necessary to close a school(s) due to weather or other emergency situations. If this occurs, the district will make every effort to ensure that our students' educational opportunities continue while at home. This plan includes three parts: **communication, technology, and content delivery** for online learning.

### Communication

During school closure, it is important that parents and students can rely on consistent, clear communication.

#### Communication Tools

<b>Skyward</b>	<p>Wylie ISD's main communication tool for parents and students will be Skyward. Administrators are encouraged to post the same information on social media as well, but should use those tools to refer parents to Skyward messages.</p> <p>Skyward Messages will -</p> <ul style="list-style-type: none"><li>• Be posted in Family Access</li><li>• Emailed to First families</li><li>• Emailed to Second families</li><li>• Posted in Student Access</li><li>• Emailed to students grades 5-12</li></ul> <p>*Achieve Academy's standard communication tool is Blackboard.</p>	
<b>Wylie ISD Webpage</b>	<p>Wylie ISD's home page will be updated with information regarding the instructional plan by the communications department.</p>	
<b>Google Classroom</b>	<p>All student work and assignments will be delivered via Google Classroom.</p> <p>See additional information about student work in the Content Delivery section below.</p> <p>PreK-2nd grade parents will be emailed their student's Google log in and generic password since Google Classroom is not regularly used at these grade levels. Achieve Academy will use Blackboard and Edgenuity in place of Google Classroom</p>	

## Google Hangouts Meet

All Live Teacher Assistance will be done via Google Hangouts Meet.  
See [links below](#) on the “how to” to use Google Hangouts Meet.



## Communication Timeline for Implementation

- Sunday, March 15 - Committee met to review and discuss plans
- Monday, March 16
  - Morning - Plans are reviewed and adjusted based on administrator feedback
  - Afternoon - Principals share the online learning plan with staff
  - Late Afternoon - C&I Team sends additional information to specialized staff such as counselors, dyslexia therapists, FASE teachers, etc.
  - Later Afternoon - Lee Hattaway contacts EdTech teachers to prepare them to support colleagues on Google Classroom and Google Hangouts Meet
  - Evening - Dr. Vinson sends a message to parents about online learning
- Tuesday, March 17
  - Morning - Scripted message (will be provided) is sent out by campus principals to parents and students with initial information about online learning and the survey to determine needs
  - Flyers are placed in the lunch bags at Hartman
- Thursday, March 19 - device distribution at 5-8 campuses and Achieve
- Friday, March 20 - device distribution at elementary campuses
- High School distribution TBD
- Monday, March 23 - online learning begins

## Frequency of Communication

While the district is closed, parents and students **will receive communication on each online learning school day**. The communication will follow a [standard template](#) developed by the communications department. Principals may adapt the template for their campus as long as the daily communication has the same essential components.

The daily communication will include:

- Any updates regarding the current situation and when school will resume. This content will be shared by Dr. Vinson or Dr. Spicer with principals.
- Information about student assignments (see Content Delivery below)
- Links to instructions on how to use Google Classroom and other online learning tools that may be utilized by teachers
- How to contact administrators and teachers with questions
- Any district surveys being collected student well-being

# Technology

During school closure, electronic devices with internet access will be used for student learning. This includes ensuring that Wylie ISD families have access to both of these tools at home. During the period of time that school is closed, a Chromebook and charger will be issued to those families **who require them. These devices will be allowed to go home.** Technology staff will assist campuses with the checkout process. The plan, at this time, is to distribute devices as follows:

Thursday (3/19/2020) - Intermediate, Junior High, and Achieve campuses

Friday (3/20/2020) - PK-4 campuses

## Electronic Devices for Students

1. Upon school closure, a scripted email will be sent by each campus administrator via Skyward and other communication tools to each family regarding their access to an electronic device such as a laptop, desktop, Chromebook, ipad, or other tablet computer. **The email will request that if the family does not have access to any of the listed devices to contact a designated person (administrator or designee) at the campus to arrange to check out a student device. The parent must be present with the student to check out the device. The campus contact will share this information with Technology to ensure we have enough devices ready to be checked out.** The Wylie ISD communications department will write and send the scripted email to campus administrators.
2. The campus administrator will coordinate with Technology to designate at least 3 people to coordinate device pickup for students and parents that need to check out a device. Technology will supply as many people as they can but will be limited when it comes to PK-4 distribution.
3. Students will check out a Chromebook and the charger. The parent must be present with the student to check out the Chromebook and charger.
4. Before a device is checked out, parents will be asked to sign the [PK-8 Device Loaner Form](#) to keep record of the devices that were checked out. At grades 5-12, every reasonable effort will be made to have students check out their own designated device.

## Internet Access for Students

Spectrum and Comcast are offering 60 days of free internet access to families who qualify for it. These offerings require physical installation and provide for long-term, low-cost service for the future.

- **Spectrum** is offering free broadband and Wi-Fi access for 60 days to households with K-12 and/or college students **who do not already have a Spectrum broadband subscription.** To enroll, parents will need to call 1-844-488-8395 and follow the prompts

for new service. Installation fees will be waived for new student households. After the 60 day period, parents can choose to keep service or disable it. If they wish to continue service and are eligible they can take advantage of the Internet Assist option described below.

- **For existing customers or those who want long term service and are eligible**, Spectrum offers discounted internet service called Internet Assist. <https://www.spectrum.com/browse/content/spectrum-internet-assist>
- To qualify for Spectrum Internet Assist, a member of your household must be a recipient of one of the following programs:
  - The National School Lunch Program (NSLP); free or reduced cost lunch
  - The Community Eligibility Provision (CEP) of the NSLP
  - Supplemental Security Income (≥ ages 65 only).
- The Spectrum application is online at: [https://www.spectrum.com/content/dam/spectrum/residential/en/pdfs/spectrum-internet-assist/Nov2019\\_SIA\\_Eligibility\\_Form\\_FINAL\\_REV.pdf](https://www.spectrum.com/content/dam/spectrum/residential/en/pdfs/spectrum-internet-assist/Nov2019_SIA_Eligibility_Form_FINAL_REV.pdf)
- **Comcast** is offering free broadband access for 60 days to low income households through their Internet Essential Program. Details on this program can be found at <https://www.internetessentials.com/covid19>

## Electronic Devices for Staff

All instructional staff that have a laptop will need to pick up their laptop and charger from campus if they do not have a laptop at home.

## Content Delivery

Students will have access to digital materials and instructional activities to remain engaged in online learning during the time schools may remain closed.

Teachers will continue to follow the Wylie ISD curriculum documents and scope and sequence.

### Roles and Responsibilities during School Closure

#### Students & Parents

- ❑ Read daily emails from teachers and principals
- ❑ Daily login to Google Classroom for assignments from teachers
- ❑ Complete electronic assignments by due dates
- ❑ Consider joining live teacher assistance sessions. These sessions are optional.
- ❑ PreK-2nd grade students do not have Wylie ISD Google email, so parents will receive their student's Google login and generic

Teachers	<p>password. Parents will log into Google classroom and assist their PreK-2nd grade students with the assignments.</p>
	<p>Resources and Preparation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take home school laptop (if you do not have a laptop at home)</li> <li><input type="checkbox"/> Take home resources needed for lesson planning</li> <li><input type="checkbox"/> Use the links in the “Google Support Documents” below to familiarize yourself with Google resources for online instruction such as Google Classroom and Google Hangouts Meet</li> </ul> <p>Lesson Planning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with your team to create digital lessons and assignments for students</li> <li><input type="checkbox"/> Post lessons and assignments in Google Classroom</li> <li><input type="checkbox"/> Enter a summary of student assignments on the School Closure Student Assignment Calendar for your Campus (<a href="#">a sample for each grade level is here</a>).</li> <li><input type="checkbox"/> Enter plans for the following day before 3:00 pm. Principals will give further guidance on planning expectations.</li> </ul> <p>Live Teacher Assistance and Video Lessons Online</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-recorded video lessons can be used for online instruction. These videos will need to be uploaded into Google Classroom for student access.</li> <li><input type="checkbox"/> Live Teacher Assistance will take place using Google Hangouts Meet. See instructions for use in the “Google Support Documents” section.</li> <li><input type="checkbox"/> Live Teacher Assistance should take place between the hours of 8:00 am - 4:00 pm on each school day. Each teacher will select which times he/she is available each day during those hours. A minimum of 2 hours is expected: one hour in the morning and one hour in the afternoon.</li> <li><input type="checkbox"/> Any exceptions to this expectation must be given via email by the campus administrator. Do not assume that you are an exception.</li> <li><input type="checkbox"/> Post times of day that you (teacher) are available for live teacher support in the <a href="#">Wylie ISD School Closure Student Assignment Template</a> on the “Live” tab</li> <li><input type="checkbox"/> Include your administrators on the invitation for your live sessions</li> <li><input type="checkbox"/> Teacher leaders work with administrators to ensure that support is offered at various times of day rather than all subjects taking place at the same time.</li> </ul> <p>Grades</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be very clear about which assignments will be taken as grades</li> <li><input type="checkbox"/> Enter grades in Skyward promptly</li> <li><input type="checkbox"/> Grades will not be taken until the 3rd consecutive day of school closure</li> <li><input type="checkbox"/> During online learning only <b>minor grades</b> will be taken</li> </ul>

	<p>Communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will communicate with students and parents daily during school closure.</li> <li><input type="checkbox"/> Daily emails will be sent via Skyward (see communication above)</li> <li><input type="checkbox"/> Daily emails will include information about assignments, grades, and live teacher assistance times</li> <li><input type="checkbox"/> Continue to check and respond to email daily</li> </ul>
<p><b>Campus Administrators</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate and simplify communication for parents and students</li> <li><input type="checkbox"/> Work with Chris Lamb and Lee Hattaway to plan and organize the electronic device checkout system. Designate staff for technology checkouts.</li> <li><input type="checkbox"/> Create and share the link for campus “School Closure Student Assignment Calendar” <a href="#">Wylie ISD School Closure Student Assignment Template</a> with staff. Set expectations about when plans and live teacher assistance time slots are to be entered.</li> <li><input type="checkbox"/> Monitor teacher plans in the “School Closure Student Assignment Calendar” and coordinate daily communication with parents</li> <li><input type="checkbox"/> Coordinate the live lesson opportunities to minimize conflicts.</li> <li><input type="checkbox"/> Monitor that teachers are posting instructional content in Google classroom daily and that they are offering at least the minimum expectation of live teacher assistance</li> <li><input type="checkbox"/> Join some of the live teacher assistance sessions to do virtual walk through observations</li> <li><input type="checkbox"/> Be available to communicate with parents during regular school hours</li> </ul>
<p><b>Curriculum &amp; Instruction</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Specialists will reach out to the departments and grade levels they support to offer help with online planning and resources</li> <li><input type="checkbox"/> Directors will be available to support teachers with ideas for online content and how to adjust instruction (Fine Arts, CTE, etc)</li> <li><input type="checkbox"/> Create model online resources for current unit to be distributed to teachers</li> <li><input type="checkbox"/> Support teachers with using the Google Suite to post instruction</li> <li><input type="checkbox"/> Check and respond to email daily</li> <li><input type="checkbox"/> Support Campus Administrators with instructional needs</li> <li><input type="checkbox"/> Offer live collaborative sessions for teachers to share ideas for digital resources</li> </ul>
<p><b>Communications Department</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draft scripted emails to share with campuses</li> <li><input type="checkbox"/> Work with campus webmasters to keep sites updated with current information</li> <li><input type="checkbox"/> Assist administrators with communication needs</li> </ul>

## School Closure Student Assignment Calendar

To simplify communication, teams will fill out a google sheet for their grade level/content area using the google sheet designated for their campus. This information will be included in the parent communication emailed by administrators daily. The template gives administrators an overview of all of the lessons, student assignments, and live teacher assistance going on each day.

- [Wylie ISD School Closure Student Assignment Template](#)
- [Wylie ISD School Closure Student Assignment Calendar Sample - Burnett Junior High School](#)

Below is an example of a completed Student Assignment Template for a Junior High School Campus for 1 day of instruction:

March 17, 2020	Reading	Writing	Math	Science	Social Studies	Spanish	Electives
7th Grade On-level	* Log into HMH online and read excerpt from "Eight Men Out" and complete Lesson Check 1.2A	* Log into No Red Ink and complete Lesson on direct quotations	* Watch Google Slides Presentation on probability in Google Classroom * Complete Probability Quiz on Google Forms	* Log into StemScopes and complete any 2 labs	* Log into Google Classroom and watch the Google Slides Presentation on the Battle of Goliad * Complete the Worksheet on the Battle of Goliad through Google Forms		* Practice UIL music for 45 minutes and log on your practice card
7th Grade PreAP/Advanced	* Log into HMH online and complete lesson 2.3A on Author's purpose	* Log into No Red Ink and complete Lesson on direct quotations	* Watch Google Slides Presentation on probability in Google Classroom * Complete Probability Quiz on Google Forms	* Log into StemScopes and complete any 2 labs	* Log into Google Classroom and watch the Google Slides Presentation on the Battle of Goliad * Complete the Worksheet on the Battle of Goliad through Google Forms		* Practice UIL music for 45 minutes and log on your practice card
8th Grade On-level	* Log into Google Classroom and watch Google Slides presentation on research * Complete Google Form on Research		* Watch Google Slides Presentation on Measuring Triangles	* Log into StemScopes and complete lab 8.3A on Laws of Motion	* Log into Google Classroom and watch the video on the Declaration of Independence * Complete the video reflection in Google Classroom		* Practice UIL music for 45 minutes and log on your practice card
8th Grade PreAP/Advanced	* Log into Springboard online and complete lesson 5.4A on inferencing		* Watch Google Slides Presentation on Measuring Triangles	* Log into StemScopes and complete lab 8.3A on Laws of Motion	* Log into Google Classroom and watch the video on the Declaration of Independence * Complete the video reflection in Google Classroom	* Log into Google Classroom and complete Conjugation Practice	* Practice UIL music for 45 minutes and log on your practice card
Algebra I			* Complete the Worksheet on Solving Expressions through Google Forms				

Below is an example of designating live teacher assistance:

Each teacher should be available for a minimum of 2 hours per day for student assistance: one hour in the morning and one in the afternoon. Live hours should take place between 8:00 am - 4:00 pm.			
Teacher Names	Morning	Afternoon	
Math Teacher	9:00-10:00	2:00-3:00	
Reading Teacher	11:00-12:00	1:30-2:30	

## Ramp Up Plan for Implementing Online Learning

<p><b>Teacher &amp; Student Objectives for Days 1-2</b></p>	<ul style="list-style-type: none"> <li>❑ For the first 2 days, focus on skill building and essential TEKS that have been covered previously, not introduction of new learning</li> <li>❑ Design assignments that are meaningfully connected to course curriculum and can be completed in 30 to 45 minutes</li> <li>❑ Have each student turn in at least one completion-grade assignment through Google Classroom</li> <li>❑ Teachers check their roster and contact parents/students of any students who have not logged in. Contact administrators about students that have not logged in during the first 2 days.</li> <li>❑ Hold a practice live teacher assistance via Google Hangout Meet</li> </ul>
<p><b>Teacher &amp; Student Objectives for Day 3 and beyond</b></p>	<ul style="list-style-type: none"> <li>❑ By day 3, begin to introduce new content focused on essential TEKS.</li> <li>❑ Instruction on new content should be delivered using video via Google Hangouts Meet or another tool that can link and upload video into Google Classroom</li> <li>❑ Begin to take grades on online assignments in Skyward. Be very clear about which assignments will be taken as grades. Only minor grades will be taken during school closure.</li> <li>❑ Continue live lessons and support via Google Hangout Meet. Update the “Live Teacher Assistance” tab in the <a href="#">Wylie ISD School Closure Student Assignment Template</a> to designate when you are available.</li> </ul>

## Google Support Documents

<p>Google Classroom for Students and Parents</p>	<p><a href="#">Supporting documentation</a> for Students and Parents on how to use Google Classroom.</p>
<p>Teachers: Google Classroom for Beginners</p>	<p><a href="#">Supporting documentation</a> for beginners on how to create and use a Google Classroom.</p>
<p>Teachers &amp; Administrators: Google Hangouts Meet for Video Streaming of Instruction</p>	<p><a href="#">Supporting documentation</a> on how to start a Google Hangouts Meet within Google Classroom.</p>

## Special Education Addendum



Evaluations	<p>Initial Evaluations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working on a plan to get them completed within timeline either remotely or via scheduled face to face testing session</li> <li><input type="checkbox"/> eSped Calendar will be updated to add the 5 days off for this week- Evaluators may need to adjust timelines on the Consolidation screen</li> </ul> <p>Reevaluations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If has already been planned offer evaluation to parent- Jennifer V. will create a testing schedule</li> <li><input type="checkbox"/> Offer REED option to parent to complete at next Annual ARD.</li> </ul> <p>Q&amp;A will be provided for Evaluators</p>
ARDs	<p>Initial ARDs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Will need to be held on or before the due date.</li> <li><input type="checkbox"/> Meetings will be held via phone conferencing or Google meets</li> <li><input type="checkbox"/> Only required members will need to be in attendance</li> <li><input type="checkbox"/> Draft IEP will be sent to parent before meeting</li> </ul> <p>Annual ARDs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Will be held via phone conference or face to face as best as possible once online learning days begin</li> <li><input type="checkbox"/> More direction to this plan coming</li> </ul> <p>Q &amp; A will be provided for Diags and SLPs</p>
ALL Teachers	<p>Please remember:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compliance with the minutes in the IEP is far less important than providing the appropriate supports for a student to make progress in the curriculum and in their IEP goals/objectives</li> </ul>
Inclusion Teachers	<p>Resources and Preparation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers listed above</li> </ul> <p>Lesson Planning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with the general education teachers to modify and accommodate curriculum.</li> </ul> <p>Paraprofessional support</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Options in the works</li> <li><input type="checkbox"/> Campus administrator should pair para with teacher to help with organization and student support</li> <li><input type="checkbox"/> Teacher should support while they are supporting students</li> <li><input type="checkbox"/> Learning Specialists can assist if needed</li> </ul>
Resource, SEAS, SAIL Teachers	<p>Resources and Preparation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers listed above</li> </ul> <p>Lesson Planning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with your team to create digital lessons and assignments for students. Learning Specialists will also be available to assist with lesson planning.</li> <li><input type="checkbox"/> Lessons should alternate between curriculum and IEP goals.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resource, SEAS, SAIL, FASE-could be teaching counterparts at other campuses</li> <li><input type="checkbox"/> SEAS, SAIL- could be general education teachers</li> <li><input type="checkbox"/> Post lessons and assignments in Google Classroom</li> <li><input type="checkbox"/> Social skills will be taught by the EBSS team- they will contact teachers about these students</li> <li><input type="checkbox"/> Enter a summary of student assignments on the School Closure Student Assignment Calendar for your Campus (<a href="#">a sample for each grade level is here</a>).</li> <li><input type="checkbox"/> Plan at least one day in advance. Principals will give further guidance on planning expectations.</li> <li><input type="checkbox"/> Learning Specialists will be contacting teachers with additional information</li> </ul> <p>Live Teacher Assistance and Video Lessons Online</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul> <p>Grades</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul> <p>Goal/Objective Updates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals will not be taken until the 3rd consecutive day of school closure</li> <li><input type="checkbox"/> Be clear on what activity is used to score the goals/objectives</li> <li><input type="checkbox"/> Use data from activities given to document goal/objective progress</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul>
<p>FASE &amp; PPCD Teachers</p>	<p>Resources and Preparation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers listed above</li> </ul> <p>Lesson Planning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with your team to create digital lessons and assignments for students. Learning Specialists will also be available to assist with lesson planning.</li> <li><input type="checkbox"/> Lessons should alternate between curriculum and IEP goals. <ul style="list-style-type: none"> <li><input type="checkbox"/> PPCD campus teammates</li> <li><input type="checkbox"/> FASE- campus and teaching counterparts at other campuses</li> </ul> </li> <li><input type="checkbox"/> Create classroom and individual schedules in n2y. <ul style="list-style-type: none"> <li><input type="checkbox"/> add lessons and assignments with the monthly plan</li> <li><input type="checkbox"/> configure the plan and take out some of the assignments (there are multiple ones per subject)</li> </ul> </li> <li><input type="checkbox"/> Post lessons and assignments in Google Classroom</li> <li><input type="checkbox"/> Enter a summary of student assignments on the School Closure Student Assignment Calendar for your Campus (<a href="#">a sample for each grade level is here</a>).</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan at least one day in advance. Principals will give further guidance on planning expectations.</li> <li><input type="checkbox"/> Learning Specialists will be contacting teachers with additional information.</li> </ul> <p>Live Teacher Assistance and Video Lessons Online</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul> <p>Grades</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers with the following additions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Check student daily performance in Student View <ul style="list-style-type: none"> <li><input type="checkbox"/> add observable data</li> <li><input type="checkbox"/> document accommodations</li> <li><input type="checkbox"/> track responsiveness for Level 1 students</li> <li><input type="checkbox"/> Provide additional opportunities for skill practice prior to assessment</li> </ul> </li> </ul> </li> </ul> <p>Goal/Objective Updates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals will not be taken until the 3rd consecutive day of school closure</li> <li><input type="checkbox"/> Be clear on what activity is used to score the goals/objectives</li> <li><input type="checkbox"/> Use data from activities given to document goal/objective progress</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul>
SLPs	<p>Resources and Preparation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers listed above</li> </ul> <p>Lesson Planning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with your team to create digital lessons and assignments for student's IEP goals.</li> <li><input type="checkbox"/> Post lessons and assignments in Google Classroom</li> <li><input type="checkbox"/> Plan at least one day in advance.</li> </ul> <p>Live Teacher Assistance and Video Lessons Online</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Will be provided - more details to follow</li> </ul> <p>Goal Updates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals will not be taken until the 3rd consecutive day of school closure</li> <li><input type="checkbox"/> Be clear on what activity is used to score the goals/objectives</li> <li><input type="checkbox"/> Use data from activities given to document goal/objective progress</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Same as teachers</li> </ul>
Related and Other Services: OT, PT, VI, APE,	More coming soon!

# School Counselors

<p><b>Elementary, Intermediate, &amp; Jr. High</b></p>	<p><b>Availability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share with your administration your consistent “office hours” when you will be available for questions so they can put the information in their email communication. One hour in the morning and one hour in the afternoon.</li> </ul> <p><b>Guidance Lessons</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a Google Classroom with grade level appropriate guidance lessons for students to complete at home OR</li> <li><input type="checkbox"/> Send lesson to grade level teachers to add to their classroom</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review 504 accommodations to see if anything needs to be adjusted for short term online learning</li> </ul> <p><b>Wylie Way</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing the Wylie Way mini lesson for a campus Wylie Way Day for students &amp; staff to participate in from an online setting</li> </ul> <p><b>Responsive Services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact families you know may have additional needs during this time</li> <li><input type="checkbox"/> Contact families for teachers who need assistance getting assignments from students</li> <li><input type="checkbox"/> Communicate mental health tips for staff &amp; students</li> <li><input type="checkbox"/> Communicate a system for if a student has an emotional need, how to get in touch with them</li> <li><input type="checkbox"/> Communicate to students &amp; families what they should do if they have an emotional crisis</li> <li><input type="checkbox"/> Share organizational strategies for online learning or help students create their own</li> <li><input type="checkbox"/> Provide list of local resources to families if needed</li> </ul>
<p><b>High School</b></p>	<p><b>Seniors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check on student grades and contact students who are failing</li> <li><input type="checkbox"/> Identify &amp; notify students in dual credit of the plan concerning their dual credit courses</li> <li><input type="checkbox"/> Communicate with seniors about top 10%</li> <li><input type="checkbox"/> Communicate with Birmingham students about timeline</li> <li><input type="checkbox"/> Contact students who are missing or have not requested courses for the 2020-2021 school year</li> </ul>
	<p><b>Responsive Services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact families you know may have additional needs during this time</li> <li><input type="checkbox"/> Contact families for teachers who need assistance getting assignments from students</li> <li><input type="checkbox"/> Communicate mental health tips for staff &amp; students</li> <li><input type="checkbox"/> Communicate a system for if a student has an emotional need, how to get in touch with them</li> <li><input type="checkbox"/> Communicate to students &amp; families what they should do if they</li> </ul>

<b>Student Support Advocates</b>	<ul style="list-style-type: none"> <li>have an emotional crisis</li> <li><input type="checkbox"/> Share organizational strategies for online learning or help students create their own</li> <li><input type="checkbox"/> Provide list of local resources to families if needed</li> </ul> <p>Safety Plans &amp; High Need Students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the list of students who need check ins and use Google Hangout and Gmail as a way to connect with those students</li> <li><input type="checkbox"/> Inform the student &amp; parent of the benefits and limitations to virtual contact</li> </ul>
----------------------------------	---

## Special Services

<b>Dyslexia Therapists and ESL Teachers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow general expectations for teachers</li> <li><input type="checkbox"/> Provide morning message each day for students and parents</li> <li><input type="checkbox"/> Provide Lexia for all dyslexic and ESL students, 120 minutes per week minimum (we will review required minutes and adjust as needed)</li> <li><input type="checkbox"/> ESL and DT monitor progress of students daily</li> <li><input type="checkbox"/> Provide online intervention lessons as needed by student progress</li> <li><input type="checkbox"/> ESL teachers and dyslexia therapists will provide 2 hours of online tutoring, one hour am / one hour pm</li> <li><input type="checkbox"/> ESL and DT will monitor Lexia progress of students and send parents a weekly report</li> <li><input type="checkbox"/> Direct contact to parents of students who do not complete 120 minutes per week</li> <li><input type="checkbox"/> Follow general expectations for teachers</li> </ul>
<b>ESL Teachers who are teacher of record for credit class (ESOL I and II, ELAR classes)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow guidelines for classroom teachers at appropriate grade level</li> </ul>
<b>Title I Facilitators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow general expectations for teachers</li> <li><input type="checkbox"/> Provide morning message each day for their students and parents</li> <li><input type="checkbox"/> Provide two hours of tutoring during the school day</li> <li><input type="checkbox"/> Provide two hours of tutoring in the evening Monday-Thursday (more information provided on afternoon of 3/17)</li> <li><input type="checkbox"/> Provide online specific interventions as needed by student</li> </ul>



## FAQ for Online Learning

**1. Where do students access their schoolwork?**

Students access their assignments through Google Classroom. Logins for PreK-2nd grade parents will be emailed their student's Google login and generic password since Google Classroom is not regularly used at these grade levels.

**2. How many days does my student have to complete their schoolwork?**

Teachers will assign due dates on their individual assignments.

**3. How will attendance be counted?**

Students will be counted as "present" when they login through Google Classroom and complete their given assignments. According to guidance given from TEA on March 12, students must be counted as "present" 90% of the time to gain credit. <sup>1</sup>

**4. Will grades be entered into Skyward? How will re-teaching and re-do work?**

Grades will be entered into Skyward as teachers collect and grade online coursework. Not all online assignments are required to be entered into Skyward. Currently, all grades from online work will be entered as minor grades only. Students will be given the opportunity to re-teach and re-do low grades using the process currently outlined in the Wylie ISD grading procedures.

**5. What do I do if my student or I have questions about their schoolwork?**

Teachers will be available online through Google Hangouts Meet for 2 hours daily: 1 hour in the morning and 1 hour in the afternoon. Teachers will also be responding to emails from parents and students.

**6. What if I do not have access to a device?**

Wylie ISD is checking out Chromebooks to families in need of these resources.

Checkout dates for students needing Chromebooks are:

Thursday (3/19) - Intermediate, Junior High, and Achieve campuses

Friday (3/20) - PK-4 campuses

---

<sup>1</sup> "90% Rule "The agency does not anticipate providing a waiver for the 90% minimum attendance requirement under Texas Education Code (TEC), §25.092, as the statute provides options for credit for a student who is in attendance at least 75% of the time but less than 90% or, alternatively, the board-appointed attendance committee can hear petitions for class credit or final grade."

**7. What if my student receives special services (Special Education, Dyslexia, English Language Learning)?**

Although these supports will look different during online learning, students will be provided these services while they are learning in an online format. The special services teachers will be available and providing services to these students during online learning.

**8. What do I do if my student is sick?**

If your student is sick and unable to complete their work from home due to illness, submit a doctor's note electronically to your campus to have the absence marked as excused. Students who are absent due to documented illness will be given additional days to complete their work according to current Wylie ISD grading procedures.