

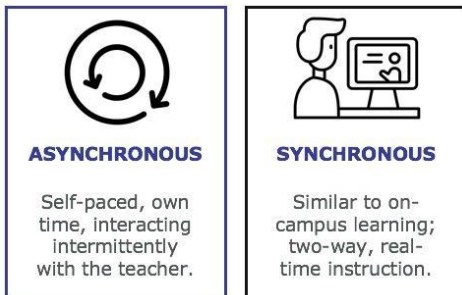


Cross Roads ISD
Asynchronous Model

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Hawkins ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.



Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Cross Roads ISD will implement

the model of Asynchronous Instruction. Our LMS in Cross Roads ISD is Microsoft Teams for PK-5 and Google Classroom for grades 6-12.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the parent's commitment form, CRISD will teachers will support on-campus and virtual learners in courses as assigned. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction. In the schedules provided, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and virtual parent meetings.

In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at CRISD are prepared to make this as seamless as possible. If circumstances change in our community, all CRISD teachers will be prepared quickly pivot to remote learning if needed.

PREKINDERGARTEN THROUGH 5TH GRADE SCHEDULE

<i>TIME</i>	<i>STUDENT ACTIVITY</i>	<i>DELIVERY METHOD</i>	<i>NOTES</i>
:30 min	Classroom Community Engagement	Synchronous	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.
:90 min	Reading Language Arts	Asynchronous & Synchronous	Daily schedules are provided to parents and students.
:15 min	Brain Break	N/A	Students will attend live sessions for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselor will set up one-on-one or small group guidance classes to support social and emotional well-being as appropriate.
:90 min	Math	Asynchronous & Synchronous	In grades 2-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
:30 min	Lunch	N/A	Office hours will be available for one-on-one conferences during the day and after school for parent and student assistance.
:30 min	Teacher Check In	Synchronous	Attendance will be taken daily as determined through engagement.
:45 min	Science	Asynchronous	Grading will be the same as on-campus learning and outlined in our CRISD Student Handbook.
:30 min	Social Studies	Asynchronous	The Learning Management System (LMS) for all elementary students is Microsoft Teams.
:45 min	Academic Interventions	Asynchronous & Synchronous	Physical Education and music- a bank of physical activities and resources will be provided.
<p>Synchronous attendance during Classroom Community Engagement time AND teacher check ins is a required daily student engagement component for attendance purposes. Schedule of Classroom Community Engagement and daily check in times provided to student during the mandatory Virtual Learner Orientation prior to the first day of school.</p> <p>All instruction will be delivered through the LMS using district adopted, research-based instructional materials.</p> <p>Teacher work hours: 7:30AM – 4:00PM</p>			<p>Each class will include a 3E Model: engagement, elaboration, and evaluation.</p> <ol style="list-style-type: none"> Engagement- bell ringer, video, etc. Elaboration- extending the lesson with technology, or a written response, etc. Evaluate- exit ticket, short answer response, written assignment, or completion of task etc.

JUNIOR HIGH AND HIGH SCHOOL SCHEDULES

TIME	STUDENT ACTIVITY	DELIVERY METHOD	NOTES
:30 min	Daily Teacher Check In	Synchronous	Students receive 240+minutes of both synchronous and/or asynchronous instruction each day.
8:00 – 8:50	Period 1	Asynchronous	Daily schedules are provided to parents and students.
8:54 – 9:44	Period 2	Asynchronous	Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
9:44 – 9:59	Break	N/A	Campus counselor will set up one-on-one or small group guidance classes to support emotional well-being as appropriate.
10:03 – 10: 53	Period 3	Asynchronous	
10:57 – 11:47	Period 4	Asynchronous	Content for core subject areas will be provided using district adopted textbook and campus supplemental materials.
:30 min	Lunch	N/A	
12:24 – 1:09	Period 5	Asynchronous	In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
1:13 – 2:00	Period 6	Asynchronous	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
2:04 – 2:51	Period 7	Asynchronous	
2:55 – 3:40	Period 8	Asynchronous	Attendance will be taken daily as determined through engagement.
<p>Daily teacher check in is a required daily engagement component for attendance purposes. Schedule of daily check in times provided to student during the mandatory Virtual Learner Orientation prior to the first day of school.</p> <p>All instruction will be delivered through the LMS using district adopted, research-based instructional materials.</p> <p>Teacher work hours: 7:30AM – 4:00PM</p>			<p>Grading will be the same as on-campus learning and outlined in our CRISD Student Handbook.</p> <p>The Learning Management System (LMS) for grades 6-12 is Google Classroom.</p> <p>Each class will include a 3E Model: engagement, elaboration, and evaluation.</p> <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc. 2. Elaboration- extending the lesson with technology, or a written response, etc. 3. Evaluate- exit ticket, short answer response, written assignment, or completion of task etc.

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery daily. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom community connection for grades PK-5.

Additional Support for Students with Learning Needs

For students with disabilities, CRISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning and provide more affirmative and corrective feedback.

II. MATERIAL DESIGN

Description: CRISD staff will implement TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, CRISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>CRISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit.</p> <p>CRISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the scope and sequence as needed and as appropriate for the order of the content.</p> <p>CRISD will use the TRS Year at a Glance and Instructional Focus Documents for instructional pacing and instructional clarity for all core content areas.</p>
TEKS-based, state-adopted instructional materials	<p>CRISD will leverage TEKS-based, state-adopted instructional materials primarily for all grade levels and content areas for presentation and mastery of content prescribed in by the TEKS Resource documents.</p> <p>In addition, CRISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the scope and sequence and as personalized digital learning tools.</p>

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided through Skyward and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Microsoft Teams or Google Classroom with adaptations as needed for students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

CRISD will reopen school with a small number of students choosing asynchronous remote learning. This will allow the classroom teacher to use the classroom resources and capture lessons by video. Students will access the instructional videos and related content through the LMS and using district-provided devices if needed. Instructional materials and activities for remote learners will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

As the situation of COVID-19 changes in our community, we could adjust our staff according to student need.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Microsoft Teams (PK-5) or Google Classroom (grades 6-12). To support our students who are served in special programs, teachers will participate in weekly meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Microsoft Teams Meetings, Google Meets, or Zoom between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Grade Book promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students with Disabilities

For students with disabilities, CRISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials	Grade Level(s)	Curriculum or Resource Provider	TEKS Aligned	Supports for students with disabilities	Supports for <i>EL students</i>
All Content	PK	HMH Big Day for PreK CIRCLE	Yes	Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services. Accommodations and modifications applied according to the student's IEP.	Big Day includes built in supports for <i>EL students</i> . Students will have daily synchronous lesson with an ESL certified teacher.
Math Instructional Materials	K - 8	HMH Go Math! TEKS Resource System STEMScopes Math Moby Max	Yes	Supplemental aids Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services.	Go Math includes an online hub that features English and Spanish materials in video and print formats for <i>EL students</i> .

		IXL District Developed Assessments TEMI/ESTAR/MSTAR		Accommodations and modifications applied according to the student's IEP.	EL students will have access to an ESL certified teacher for Synchronous support services. Linguistic accommodations based on recommendations of the LPAC committee.
RLA Instructional Materials	K-3	Fountas and Pinnell Classroom Raz Plus Heggerty TEKS Resource System Moby Max TX-KEA/TPRI District Created Assessments	Yes	Daily synchronous instruction with a certified Special Education Teacher at student's instructional reading level. Accommodations and modifications applied according to a student's IEP.	Online Raz Plus includes an embedded ELL framework and supports . ELL supports available for Fountas and Pinnell classroom reading lessons.
	4-8	District Created Resources aligned with TEKS Resource System Reading A-Z IXL District Created Assessments	Yes	Supplemental aids Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services. Accommodations and modifications applied according to the student's IEP.	EL students will have access to an ESL certified teacher for Synchronous support services. Linguistic accommodations based on recommendations of the LPAC committee.
Science Instructional Materials	K-5	STEMscopes science TEKS Resource System Moby Max District Created Assessments	Yes	Supplemental aids Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services. Accommodations and modifications applied according to the student's IEP.	EL students will have access to an ESL certified teacher for Synchronous support services. Linguistic accommodations based on recommendations of the LPAC committee.
	6-8	IScience TEKS Resource System Measure Up Measure Up Live 2.0	Yes		

Social Studies Instructional Materials	K-5	Studies Weekly TEKS Resource System	Yes	Supplemental aids Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services. Accommodations and modifications applied according to the student's IEP.	EL students will have access to an ESL certified teacher for Synchronous support services. Linguistic accommodations based on recommendations of the LPAC committee.
	6-8	HMH TEKS Resource System Measuring Up Live 2.0 Jarrett Mastering the 8 th grade Social Studies TEKS District Created Assessments	Yes		
All Core Content Instructional Materials	9-12	Edugenuity TEKS Resource System District Created Assessments	Yes	Supplemental aids Based on a student's IEP, access to a certified Special Education Teacher for Synchronous support services. Online embedded supports applied according to the student's IEP.	EL students will have access to an ESL certified teacher for Synchronous support services. Online embedded supports applied according to the linguistic accommodations based on recommendations of the LPAC committee.

NOTE: ALL District created TEKS Resource aligned materials have been thoroughly researched by Cross Roads ISD administration and teacher leaders. Only evidence-based materials have been selected for use.

Parent training regarding the use of accommodations and supplemental aids will be provided as needed.

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. To support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

STUDENT ACCESS

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Microsoft Teams is the selected LMS for grades PK-5, and Google Classroom is the LMS for grades 6-12. For synchronous teaching, the district will use Microsoft Teams or Zoom. Students are expected to check in with the teacher and complete assignments daily to receive attendance for the day. Assignments will be pushed out daily by teachers to be completed and returned daily by students. Students will not be allowed to complete all of their assignments for the week on one given day.

DATA COLLECTION

Cross Roads ISD teachers will use daily formative assessments or quick checks (exit tickets or short quizzes) to gauge student progress and to adapt curriculum to support student learning. Progress will be tracked and communicated through our Learning Management System. Summative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Education Agency assessments, LMS assessments, Moby Max, CIRCLE, TX-KEA, TPRI, TEMI, DMAC

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of all lesson activities assigned for the day
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, OR daily contact with the teacher

A teacher or campus representative will input the student's attendance into Grade Book, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. All local and state summative assessments will be administered on campus individually or in small groups maintaining appropriate social distancing following test security protocols.
3. All assessments will guide instruction.

LESSON DESIGN

Cross Roads ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

CRISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.

Resources: TEKS Resource System, Mastery Connect, PLC common planning, Scope and Sequence, TEKS Placemats

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Cross Roads ISD will serve students in daily small group instruction during academic intervention time for elementary students or daily teacher check in time for secondary students to provide students with differentiated instruction tailored to individual student needs. Data will determine the level of support and placement in the groupings. This is consistent with on campus practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, interventionists, and teacher leaders to support the campus staff, families of remote learners, and the students on-campus. Parents and students will attend a mandatory virtual learner orientation prior to the first day of school for training on technology integration in the home using Google Classroom and Microsoft Teams. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to a small group meeting to participate in a hands-on virtual learning orientation where they will experience an online lesson in Microsoft Teams or Google Classroom.

Constant communication will flow between our staff and parents through Google classroom, Microsoft Teams, Class Dojo, Remind, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that CRISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include-completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

TEACHERS

During the summer months, CRISD teachers participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed to meet staff needs to create a stronger remote learning environment.

Topics designed were: **Google Classroom and Microsoft Teams for Beginners, Google Classroom and Microsoft Teams Advanced, Zoom for the Classroom, Class Dojo for Social and Emotional Learning, and Flip Grid.**

In addition, staff CRISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was presented, for the most part, by our own CRISD faculty.

PRINCIPALS

CRISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency July 20-Aug 7
- **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency July 29-31

Cross Roads ISD will work closely with our Educational Service Center - Region VII and other partners to plan support for remote learning.

Principals will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families-attendance, family engagement, and progress monitoring data.

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. CRISD does not employ instructional coaches. However, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as *trainers-of-trainers* for various focus areas such as *Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.*

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Cross Roads ISD’s main communication tools for parents and students will be the following:

- a. Blackboard for district-wide communication
- b. Google Classroom, Microsoft Teams, Remind, and/or Class Dojo for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Teams Meeting and channels, Google GSuite (including Gmail, Docs, Classroom, Hangouts), and Zoom
- d. Public website: CRISD will maintain general information on its status for the public on our main webpage at <https://www.crossroadsisd.org>.

CURRICULUM GAP DOCUMENTS

All CRISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each unit.

CRISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student’s data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

- A. The following are resources provided by CRISD to help teachers implement a more thoughtful remote learning opportunity.
 - **TEKS Resource System**
 - **Lead4ward school@home**
- B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
 - **Google Classroom**
 - **Microsoft Teams**

- C. Identifying Internet Providers and Getting Connected

During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

- D. Deployment of Student Devices

Devices will be checked out to families needing a device before attending the on campus virtual learner orientation. During the orientation, families will receive instruction on how to properly operate the device and login into the device and necessary programs.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Microsoft Teams and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to CRISD dress code.

Parent Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselors for additional needs and supports for student learning.

Contacts for Assistance

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The campus principal or CRISD technology department

For a personal, academic or social emotional concern:

Your school counselor

For other issues related to distance learning:

The campus principal, assistant principal, or curriculum director