



SECONDARY VIRTUAL LEARNING HANDBOOK

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Expectations

Grading and Learning Activity Guidelines

The Texas Education Agency (2020) stated educators should focus on gathering sufficient information to determine proficiency levels for students. Additionally, they have stated that school districts may delay recording of grades for a short time (e.g. the first week of remote learning) to allow teachers and students to become familiar with this new virtual learning platform (Texas Education Agency, 2020). SAISD, for grades 6-12, will not record grades for the 1st week of virtual instruction, which was 3/23/20-3/27/20. The Texas Education Agency (2020) has given local school districts the leeway to record fewer grades, which is our current plan. Teachers in grades 6-12 will record no more than 1-2 grades per week per course; these grades will continue to be weighted (major vs. minor); however, these weights may be adjusted as evidence is gathered to help ensure equity in access and grading procedures. For the final 9 weeks of the 2019-2020 school year, teachers will assign and grade 3 major grades and no more than 8 minor grades to assess student learning; this is not a change in the major grade category but it is fewer minor grades. The major grades will be an assessment of student learning of the standards and will vary in formats that are appropriate for a virtual learning platform; the Curriculum and Instruction Department will provide models for teachers for assessment of student learning.

SAISD, in grades 6-12, is offering a high-tech option for our students through the virtual learning platform where our teachers can regularly monitor student progress of learning. The Texas Education Agency (2020) stated that because we have a high-tech option for virtual learning, we are able to use our current gradebook, Teacher Access Center and/or Home Access Center, to document the recording of grades. Students cannot be penalized for not having access to the virtual learning platform (Texas Education Agency, 2020). All SAISD students in grades 6-12 are being offered access to a device. If you do not have a device or you are unable to access the internet through your own home or through our school bus Wifi, please contact your campus for assistance. SAISD will continue to monitor grading in the virtual learning platform and will make necessary adjustments to this plan as needed. Any changes to this statement will be communicated with families as quickly as possible.

SAISD's current grading guidelines will remain in place with the following exceptions:

- All work for a given week will be posted on Monday (or the 1st day of the week) and will be due the following Monday.
- All work turned in on Monday should be graded and returned to students within 1 week with feedback.
- ***All students will be given the opportunity to redo any work in which they earn less than a 70, up to a 70%.***

Assessments of learning should vary in format to provide alternative ways to assess student understanding. See section [Virtual Learning Assessment Considerations](#) for examples of appropriate virtual assessments.

District and campus leaders are continually discussing GPA, class rank, etc. Communication will be ongoing.

Online Instruction Considerations:

Read the following articles before taking the Virtual Teaching Learning Quiz.

[Netiquette Introduction](#)

[Netiquette Core Rules](#)

Office Hours/Real-Time Virtual Tutorials

Teachers should be available to support students through email and Google Classroom for the duration of the regular school day, 8:00am-4:00pm (lunch 12:00-1:00pm). All lunches will be scheduled 12:00-1:00.

Teachers should be available via Zoom for live support with students for at least 2 hours per day according to the schedule set by campus leadership. Zoom sessions with students should NOT be recorded for confidentiality purposes. [Zoom](#) (Sign in using SAISD Google account)

Professional Learning Community (PLC)

PLCs are expected to meet weekly, virtually, to continue to provide the best instructional opportunities for the students of SAISD. Campus leadership will create a weekly meeting schedule.

[Zoom](#) (Sign in using SAISD Google account)

Special Populations (Special Education and 504)

Teachers with special education or 504 students should provide instruction that is in accordance to students' IEP or 504 plans. Having knowledge of students' accommodations and/or modifications will be critical. When planning instruction and creating assignments and tests, teachers should ensure that accommodations and/or modifications are included. For example, students that have an accommodation for oral administration for assignments/tests, teachers should consider what technology is needed, such as Text-to-Speech by Google.

Some students have unique circumstances that will require alternative methods; specific instructional methods will be needed for this population of students.

English Learners

Teachers with EL students consider that online classes can be difficult for students and parents who have a language barrier. When providing online instruction, ensure learning activities can be easily translated.

Advanced Academics

Dual Credit teachers should consider how online classes are different from face to face classes. Please adjust the curriculum and online instruction accordingly. **Students should be spending no more than 6 hours a week on your classroom learning activities.**

AP teachers should frequently check The College Board website for updates concerning resources and AP exams. AP teachers should consider how online classes are different from face to face classes. Please adjust the curriculum and online instruction accordingly. **Students should be spending no more than 6 hours a week on your classroom learning activities.**

Social-Emotional Learning

Two weeks ago, most of us had NO idea how quickly things would change concerning the Coronavirus. Our students (and staff) have witnessed a rapid increase in anxiety in our society. National crisis events like this are sure to qualify for many as an "Adverse Childhood Experience" relating to trauma. As you plan to meet your students virtually or help them with at-home learning, please keep the following things in mind and communicate them when introducing your online class and expectations.

- Teachers and school staff are here to help them navigate this time of transition to online (or at home) learning.
- Schools are not closing out of a fear of the virus, however, out of extreme caution for slowing the spread of the virus and protecting the most vulnerable populations among us (elderly, those with compromised immune systems, etc.)
- Our first and main concern is everyone's health and well-being.
- This is new to all of us. It will serve us well to be patient and understanding with each other. We will all do the very best that we can.
- Give them a way to contact you with questions and set boundaries for times and ways (email, Remind, etc.) that you will respond.
- If you are a CKH campus, do not abandon the language of the social contract. Use some of the words to continue talking about how even online we are still a community that values respect, responsibility, etc.

Roles and Responsibilities

District Leadership

- Develop systems and processes for sustained leadership at campuses
- Communicate frequently with campus leadership

Secondary Curriculum and Instruction

- Create and maintain the Secondary Virtual Instruction Handbook
- Provide guidance and assistance to campus leadership for all virtual instruction
- Provide guidance and assistance to instructional coaches and teachers for all virtual instruction
- Develop systems and processes for sustained virtual learning
- Provide guidance and assistance to campus leadership, instructional coaches, and teachers for all instructional technology

Campus Leadership (Principals and Assistant Principals)

- Facilitate assigned PLCs
- Monitor Google Classroom daily to ensure content is appropriate, aligned, etc.
- Monitor Google Classroom teacher virtual presence and activity daily
- Monitor grades daily and communicate with teachers who have students with failing grades
- Virtually observe teachers during real-time virtual tutorials
- Ensure accommodations are in place for special education students , 504 students, English learners, etc.
- Verify that all staff have met the expectations weekly

Counselors/At Risk Coordinators

- Coordinate with and support teachers in monitoring grades and virtual attendance
- Daily communication and collaboration with campus leadership
- Assist families in need of physical and emotional support
- Weekly communication with teachers regarding students' academic and social-emotional well-being
- Available to students and parents either in person, by phone, email, and virtually

Instructional Coaches

- Participate in PLCs as directed by campus leadership
- Support teachers in creating appropriate learning activities and locating resources
- Review Instructional Planning Document daily and provide feedback to PLCs
- Provide guidance and assistance to teachers for all virtual instruction
- Virtually observe and/or co-teach real-time virtual tutorials for teachers who need support

General Education Teachers

- Be available to assist students throughout the duration of the school day, 8:00am-4:00pm (lunch 12:00-1:00pm)
- Provide feedback to students within 1 week and update grades weekly
- Participate in PLCs as directed by campus leadership
- Weekly communication with parents/guardians
- Provide accommodations for special education students, 504 students, English learners, etc. as required
- For EL students, create documents that are translatable and provide instructions that are clear and simple for English language learners to understand and translate

SPED Teachers

- Coordinate assistance with Gen Ed teachers for accommodations and modifications
- Provide assistance to students and parents for accessibility to learning activities
- Provide feedback to parents within 1 week and update grades weekly
- Monitor, adjust, and support learning activities if students are not successful
- Participate in PLCs as directed by campus leadership or alternative program coordinator
- Weekly communication with parents from students' teachers of record
- Plan individual time to meet virtually with students in order to document minutes as required

Students

- Know expectations, ask questions, and take ownership of learning
- Log into Google Classroom daily
- Complete learning activities

Instructional Planning Document

This is a sample planning document. A link to the working version is in your checklist.

1. Review the TEKS in the remaining grading period in the district curriculum and chunk the TEKS by week. (Map the TEKS for the last grading period of school in the instructional planning document below.)
2. Complete the learning activities/instructional materials rows for 2 weeks of instruction.
3. The remaining weeks will be completed in your weekly PLCs.

Learning Activity Guidelines:

- The amount of **time spent completing any learning activities** should not exceed 4 hours per week for each core content course (English, Social Studies, Science, and Math). Advanced placement and dual credit courses should not exceed 6 hours per week. Elective courses should not exceed 1 hour and 20 minutes per week.
- Learning activities may include, but are not limited to research, writing, and reflection, digital presentations with multimedia and/or interactive elements, collaboration opportunities through online discussion boards or blogs, and other projects or activities such as interviews, modeling, and videos.

| Week | TEKS | Learning Activity(s) | Instructional Materials (Videos, Documents, Resources) | Due Date |
|------------------------|------|--|---|----------|
| March 23-27 | N/A | Understanding Netiquette (To be Assigned by ELAR teachers) | Netiquette Activity: Watch the Digital Citizenship Video and the Student Email Video and then respond to 2 of the discussion questions. Each discussion question should be 1 paragraph in length. Next, respond to 1 peer. Your response to a peer could be an additional thought or a question to consider. Please be thoughtful with your response. Be sure to respond to 2 discussion questions. Also, be sure to post a reply on 1 of your peer’s responses. | 3/30/20 |
| | | Social Emotional Learning (To be Assigned by | Teacher Actions: Assign the student activity in your Google Classroom. Make sure to add the links to all videos. At the end of the week, check to see who has not completed the assignment and contact them to see how you can assist. Digital Citizenship Video Student Email Video Discussion Questions | |
| | | Social Distancing Activity: Watch the short video on Social Distancing. Find 1 article or video that explains how Social Distancing helps to “Flatten the Curve.” Post a | 3/30/20 | |

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| | | <p>Social Studies teachers)</p> | <p>link to the stream with your source. Comment on 1 of your peer's posts.</p> <p>Self-Care Activity: Read the slide on Self-Care. Think about ways you will commit to taking care of yourself during this time of transition. Record a short video telling your teacher how you are going to prioritize self-care while you are learning from home. Upload the video to Google Classroom.</p> | |
| | | <p>Teacher Actions: Assign the 2 student activities in your Google Classroom. Make sure to add the links to all videos. At the end of the week, check to see who has not completed the assignment and contact them to see how you can assist. Social Distancing Video Self-Care Google Slides</p> | | |
| | | <p>The Importance of Organization and Time Management</p> <p>(To be Assigned by Math teachers)</p> | <p>Time Management Activity: Watch the Time Management Video and then create a schedule of your virtual learning day. Be sure to consider the times all of your teachers will be available for live support. You can use an example similar to the one you saw in the video.</p> <p>Be sure to submit your daily schedule.</p> | 3/30/20 |
| | | <p>Teacher Actions: Assign the student activity in your Google Classroom. Make sure to add the links to all videos. At the end of the week, check to see who has not completed the assignment and contact them to see how you can assist. Time Management Video</p> | | |
| | | <p>The Basics of Google Classroom and Zoom</p> <p>(To be Assigned by Science Teachers)</p> | <p>Google Classroom Activity: Watch the Google Classroom Student Point of View video. Then, take a picture or screenshot of your Google Classroom so I know you are able to access the materials.</p> <p>Be sure to submit a picture or screenshot of your Google Classroom.</p> <p>Zoom Activity: Review the Zoom for Students-Computer tutorial document. Join one of my scheduled zoom sessions. You will need to join only one session so I know you are able to access a meeting. After you have joined 1 of my Zoom sessions, I will give you instructions on what needs to be submitted in the assignment portion for Zoom.</p> | 3/30/20 |
| | | <p>Teacher Actions:</p> | | |

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| | | | <p>Assign the 2 student activities in your Google Classroom. At the end of the week, check to see who has not completed the assignment and contact them to see how you can assist.</p> <p>Post a link to your live zoom meeting so students can practice joining a zoom session and the dates and times that you will be available for this activity. You will need to post several sessions so students have multiple opportunities.</p> <p>When you visit with students in Zoom, instruct them to post the date and time they joined your Zoom session.</p> <p>Zoom for Students - Computer Google Classroom Student Point of View</p> | |
| March 30 - April 3 | | | | |
| April 6 - 10 | | | | |
| April 13 - 17 | | | | |
| April 20 - 24 | | | | |
| April 27 - May 1 | | | | |
| May 4 - 8 | | | | |
| May 11 - 15 | | | | |
| May 18 - 22 | | | | |
| May 25 - 29 | | | | |

Virtual Learning Assessment Considerations

General Considerations for Virtual Assessment and Feedback

The goal of virtual assessments is to measure student growth related to specific concepts and standards. Teachers should use virtual assessments to adequately monitor student learning and to record grades which must be equitable and purposeful. All assessments should be aligned and posted in the Google Classroom to a specific TEKS so students have a clear understanding of the concept(s) for which they are demonstrating mastery.

In addition to formal grades for both major and minor learning activities, teachers should provide feedback for students to monitor their learning and progress. In a virtual learning platform, student ownership of learning is critical to growth and progress, which occurs through frequent and regular feedback that is specific to the standards and work submitted.

In a virtual learning platform, all feedback is accessible for public viewing and recorded. Therefore, be cautious of the format and wording of your feedback. Written feedback, without the face-to-face interaction, can be interpreted in many ways. When providing feedback, be sure to start with a positive comment specific to the learning, include an area for student growth related to the concepts assessed, and end with an encouraging statement for future learning.

Teacher considerations when creating assessments in the virtual learning platform:

- Ask students to summarize responses in ways that expand upon “yes or no” responses.
- Ask students to explain their thought process, which will help reduce instances of academic dishonesty.
- Ask students to respond to each other's work through peer editing or critical discourse using discussion questions.
- Ask students to reflect on a lesson using metacognition to explain their learning and/or mastery of specific concepts or standards.
- Ask students to apply their learning of new standards or concepts to a new situation of their choice (create a real-world problem, explain how this standard relates to real-world examples, etc.).

Below are sample virtual learning assessments that will provide teachers with sufficient opportunities to monitor student learning. Some of these example assessments were developed by SAISD secondary teachers.

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| <p>Humanities Virtual Assessment Examples</p> | <p><u>Short Answer Response</u></p> <ol style="list-style-type: none"> 1. Locate and read an article of the pandemic of 1949. 1. Compare and Contrast the article you read and your own experiences of what is happening in the world today. What are the similarities and differences in the pandemic of 1949 and your experiences with the pandemic of 2020? Be sure to use textual and anecdotal evidence to support your response. 2. Submit your response in the virtual learning platform. <p>*The response could vary in format based on teacher preference-Google Slides, Flipgrid, Video, Live Zoom, etc.</p> <p><u>Project</u></p> <ol style="list-style-type: none"> 1. Investigate how one state (of your choice) has handled the Coronavirus thus far. 2. Determine how local, state, and federal governments have stepped in to handle this situation. 3. Present your findings in the virtual learning platform. <p>*The response could vary in format based on teacher preference-Google Slides, Flipgrid, Video, Live Zoom, etc.</p> <p><u>Virtual Debate or Justification</u></p> <p>Any Humanities</p> <p>*Teachers pose a question to students.</p> <ol style="list-style-type: none"> 1. Brainstorm different ways to respond to the question or problem posed and justify your solution. <p>*The justification could vary in format based on teacher preference-Flipgrid, Video, Live Zoom, etc.</p> |
| <p>STEM Virtual Assessment Examples</p> | <p><u>Demonstration</u></p> <p>Special Right Triangles (Physics could take this further.)</p> <ol style="list-style-type: none"> 1. Find an example of a 45-45-90 triangle in your home. 2. Take a picture of it and create a scale drawing . 3. Demonstrate how you would find the length of the sides using the properties of a special right triangle. <p>*The demonstration could vary in format based on teacher preference-Flipgrid, Video, Live Zoom, etc.</p> <p><u>Written Response</u></p> <p>Solving an Equation, Inequality, Log, Exponential, Balancing Equations, etc.</p> <p>*Teachers, post an example of a problem step by step.*</p> <ol style="list-style-type: none"> 1. Justify whether the posted problem was solved correctly or not in a written explanation. If you feel it was solved incorrectly, demonstrate how you would have solved it and provide the correct answer. <p><u>Environment</u></p> <ol style="list-style-type: none"> 1. Locate any current article that explores an issue that has environmental implications. 2. Read and annotate the article, specifically focusing on the implications for our environment. |

3. Examine how the issue has long-term implications and explain why this is happening in the format chosen by your teacher. Be sure to provide evidence for your justification.

*The justification could vary in format based on teacher preference-Flipgrid, Video, Live Zoom, etc.

Virtual Debate or Justification

Any STEM Scenario

*Teachers pose a question to students.

2. Brainstorm different ways to solve the question or problem posed and justify your solution.

*The justification could vary in format based on teacher preference-Flipgrid, Video, Live Zoom, etc.

Special Education and 504 Services

Inclusion/Co-Teach, Resource/SSM, PIT/BMT

Refer to all communication and guidelines provided by general education content coordinators as your main point of reference. (Some of these items may have already been done.)

- Communication:
 - Special education teacher should be in communication with general education teacher (and other special education teacher if warranted) to determine:
 - the best way to communicate with parent, and
 - what technology student has access to at home.
 - Communication with parents should be ongoing and documented. [Parent Contact Log](#)

- Instruction:
 - If no modified curriculum is required, **ensure instruction includes student's accommodations.**
 - If a modified curriculum is required, **provide differentiated instruction including student's accommodations and modify as needed.**
 - PIT/BMT teachers will coordinate with the general education teacher and/or SSM teacher for modifications and/or accommodations.
 - SSM teacher that serves SSA students will coordinate with the SSA tracking teacher and the SSA teacher for that subject for modifications whether instruction is provided virtually or in packets/activities.
 - Instructional planning should incorporate both curriculum and IEP goals/objectives. These can be incorporated either together or separately.
 - General and special educators should collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept.
 - Special education teachers should ensure their zoom tutorial hours are known by the general educators they support, parents and students.
 - In certain circumstances, special educators may need to contact the family/student to set up 1:1 support sessions to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.
 - Teachers and staff should take care to preserve confidentiality of students when using virtual platforms.

- Documentation:
 - In collaboration with general education teachers, document progress monitoring data so IEP goals/objectives can be updated. [IEP Data Collection Form](#)
 - Document how accommodations and/or modifications are provided. [Accommodations Log](#)
 - Conduct a baseline on all IEPs now (if you did not do so before Spring Break) and conduct a baseline on all IEPs when students return to school in order to determine what compensatory services may be owed.

- ARDs:
 - All ARDs will be held virtually with staff participating via Zoom. Parents have an option to either participate via phone or Zoom.
 - All requirements for ARDs still apply including required ARD members, timelines, etc.

ECSE and SSA

Refer to all communication and guidelines provided to general education.

- Communication:
 - Special education teacher should be in communication with parent to determine:
 - The best way to communicate with the family, and
 - what technology student has access to at home.
 - Communication with parents should be ongoing and documented. [Parent Contact Log](#)
- Instruction:
 - Special education teachers are required to **complete differentiated lessons** for their students for each subject area. This can be done virtually (using Vizzle, Google Classroom or other online options) and/or by providing activities/tasks to be completed at home.
 - If necessary, special education teachers should consider **gathering/creating materials** that can be sent home to aid in instruction. This should be coordinated with the campus principal regarding any information related to drop-off or deliveries of instructional materials for families.
 - Special education teachers should consider what **materials/activities may be readily available at home to aid in planning instruction**. For example:
 - If the target is following multi-step directions (throw away your trash and then bring me your shoes),
 - If the target is sorting two similar items (sort the forks and spoons into the baskets),
 - If the target is counting (count how many chairs are in the kitchen),
 - Request the parent to have a reinforcer available when working on tasks (bubbles, stickers, preferred toy).
 - Instructional planning should incorporate both curriculum and IEP goals/objectives. These can be incorporated either together or separately.
 - Special education teachers should ensure their zoom tutorial hours are known by the students' parents.
 - In certain circumstances, special educators may need to contact the student's parents to set up 1:1 support sessions to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.
 - Unique circumstances:
 - For 5 year old ECSE class, general and special educators need to collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept.
 - For SSA students in SSM, teachers will coordinate with SSA teachers for modifications to instruction provided virtually or in packets/hands on activities.
 - The SSA tracking teacher will be the main point of contact for parents and will provide instruction on students' transition and functional goals.
 - The SSA content teacher will provide differentiated instruction to the students in their classes.
 - Teachers should take extra precautions to maintain the confidentiality of students when using virtual platforms.

- Documentation:
 - In collaboration with general education and/or special education teachers, document progress monitoring data so IEP goals/objectives can be updated. [IEP Data Collection Form](#)
 - Document how accommodations and/or modifications are provided. [Accommodations Log](#)
 - In collaboration with parents, provide guidance on how to document the student's performance on activities/tasks. [Parent Task Tracking Log](#)
 - Conduct a baseline on all IEPs now (if you did not do so before Spring Break) and conduct a baseline on all IEPs when students return to school in order to determine what compensatory services may be owed.

- ARDs:
 - All ARDs will be held virtually with staff participating via zoom. Parents have an option to either participate via phone or Zoom.
 - All requirements for ARDs still apply including required ARD members, timelines, etc.

Procedures for Responding to an Online Student Outcry

As a staff member working with students virtually, it is important to remember there may be instances when students are going to need emotional or mental health assistance. Please follow these guidelines when informed of any of the following:

Abuse or Neglect

All abuse and neglect outcries will be reported directly to CPS immediately. You can report using the [online reporting system](#) or you can call **1-800-252-5400**. You should also notify your principal that you made a report. **As educators we are expected to report within 24 hours.**

Cyberbullying or Online Harassment (Student to Student)

If a student reports any form of cyberbullying or online harassment from other students, notify your principal or assistant principal immediately. The incident will be investigated and parents will be contacted according to our district policy. **Campus principals should notify the executive director if support is needed.**

Cyberbullying or Online Harassment (Adult to Student)

If a student describes an instance when he/she is being harassed online by another adult outside of school, notify your principal immediately. The principal will notify the proper authorities if deemed necessary. **Campus principals should notify the executive director if support is needed.**

Stay Alert

StayALERT is a bilingual, confidential website, e-mail, phone and texting avenue for students, teachers, staff, parents and community members to confidentially report unsafe behaviors, suspicious activities, bullying, acts of violence, harassment, and a host of other potential disruptors to school safety. Users may report concerns 24-7-365 via this website, an email, a phone call to a recorded and monitored line or via a text message from a cell phone.

Online Reporting: <https://www.stayalert.info/report>

Hotline: 1-206-406-6485 (texts or calls accepted)

Instructional Technology

Using Google Classroom

1. [Google Classroom - Getting Started](#)
 - a. Accessing Google Classroom
 - b. Setting up Classes including notifications, the dashboard and settings
 - c. Creating announcements, adding assignments, posting questions and creating quizzes.
2. [Google Classroom - Feedback and Grading](#)
 - a. Providing Comments & Feedback
 - b. Grading & Rubrics
3. [Google Classroom Student Point of View](#)
 - a. Accessing Google Classroom
 - b. Joining a Class
 - c. Viewing Teacher Comments & Creating Comments
 - d. How to Complete -
 - i. Assignments
 - ii. Questions
 - iii. Quizzes
4. [Google Classroom Help Center](#)
5. [Google Classroom Teacher Center](#)

Using Zoom Online Meeting

1. [Video Tutorial - Teachers](#)** The co-host and polling options are not available in the free version.
2. [Clicksheet - Students](#)
3. [Zoom Help Center](#)

Using Loom or Screencastify to Create Screen Recordings

1. [Video Tutorial for Loom](#)
2. Pro Version of Loom is now free to Educators and Students - [click here for details](#) (High School students only)
3. Premium version of Screencastify is also now free. Go to <https://t.co/g1uyu4jzu5?amp=1> and use the coupon code CAST_COVID.

Virtual Learning Support

| Live Support for SAISD Staff Through Zoom | | |
|---|--|-----------------------------------|
| Person | Focus | Link |
| Laura Howard 325-234-8488 laura.howard@saisd.org | Google Classroom Support Online Resources | Zoom Meeting Link |
| Jennifer Feck 325-245-9617 jennifer.feck@saisd.org | Google Classroom Support Online Resources | Zoom Meeting Link |
| Curriculum and Instruction Support | | |
| Dr. Candi Callas 219-613-0098 candi.callas@saisd.org | Instructional Planning | Zoom Meeting Link |
| Dr. Jennifer Ryan 478-251-1956 jennifer.ryan@saisd.org | Differentiating Instruction | Zoom Meeting Link |
| Tiffany Huebner 325-716-6160 tiffany.huebner@saisd.org | Advanced Academics and Fine Arts Support | Zoom Meeting Link |
| Roxanne Fentress 325-277-4069 roxanne.fentress@saisd.org | Career and Technical Education (CTE) Support | Zoom Meeting Link |
| Michelle Castro 325-763-9816 michelle.castro2@saisd.org | Humanities Support | Zoom Meeting Link |
| Matt Escue 325-374-3038 matthew.escue@saisd.org | STEM Support | Zoom Meeting Link |
| Pam Duncan 325-234-3382 pamela.duncan@saisd.org | Math and Science Support | Zoom Meeting Link |
| Angie Pidgeon 325-226-2429 angela.pidgeon@saisd.org | English, Social Studies, Foreign Language Support | Zoom Meeting Link |

| Counseling and SEL Support | | |
|--|---------------------------|-----------------------------------|
| Rebecca Cline 325-450-8249 rebecca.cline@saisd.org | Social Emotional Learning | Zoom Meeting Link |
| Lindy Lyles 325-340-0004 lindy.lyles@saisd.org | Social Emotional Learning | Zoom Meeting Link |
| Special Programs Support | | |
| Christy Diego 325-212-6018 christy.diego@saisd.org | English Learner Support | Zoom Meeting Link |
| Denise Boyle 325-315-6759 denise.boyle@saisd.org | Special Education Support | Zoom Meeting Link |
| Myra Stuart 325-212-1681 myra.stuart@saisd.org | 504 Support | Zoom Meeting Link |

References

Texas Education Agency. (2020). *Guidance on Grading*. Retrieved from

file:///C:/Users/114045/Downloads/Guidance%20on%20Grading%203.25[1].pdf.