

## **Bruceville-Eddy ISD Instructional Plan 2020-21 for Families**

This fall, Bruceville-Eddy ISD (BEISD) will be implementing instructional practices to provide consistency across learning environments and ensure the safety of students and staff.

Regardless of learning environment, BEISD is committed to ensuring that students have an equitable experience and access to high-quality instruction.

Students will interact with instruction in two different environments (on-campus and remote) making it necessary for teachers to plan instruction that is content consistent, yet environment-specific to ensure equitable learning opportunities for all students.

BEISD will utilize the strategies and best practices associated with on-campus and remote instruction to design learning activities for all students.

Learning experiences are designed to meet the needs and environment of the learner where they are.

Students, regardless of learning environment, will engage in high-quality learning experiences aligned to the Texas Essential Knowledge and Skills.

Students who begin the year in on-campus learning at school may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.

Both, the remote and on-campus experience will utilize Google Classroom/ Class Dojo, provide similar expectations around coursework and follow the same grading guidelines.

### **On-Campus Learning**

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

In this setting, teachers will provide face-to-face instruction, learning resources, and support utilizing Google Classroom/ Class Dojo.

Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of temporary school closure due to COVID-19 spread.

District-directed and campus-designed safety procedures will be implemented.

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## Remote Learning

BEISD will also provide a remote learning opportunity that will allow students to engage in high-quality learning experiences, and utilize instructional resources and meaningfully connect with their teachers and other students.

All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

Teachers will teach remote learning students from their classrooms or other assigned BEISD facilities. Or off campus if required due to COVID-19 shutdown.

In this setting, teachers will also provide instruction, learning resources, and support through the use of Google Classroom/ Class Dojo (K-3).

Parents will support students and ensure they have access to their district-provided device, a place to work, and are engaged in virtual learning activities.

We will ensure open lines of communication between teachers, students, and parents, as we work together to ensure each student, is academically and socially-emotionally future-ready.

Remote learning technology issues should be addressed to the BEISD Technology Department at [leah.price@beisd.net](mailto:leah.price@beisd.net). Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in a remote environment.

Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

## Remote Learning

There are two important definitions in the descriptions for remote learning below that everyone needs to know.

**Asynchronous instruction** refers to self-paced instruction with intermittent teacher interaction. There is pre-assigned work with formative assessments on paper or the

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learning management system (LMS). BEISD uses Google Classroom/ Class Dojo as their LMS, Students may also watch prerecorded videos of instruction with guided support.

**Synchronous instruction** refers to live, scheduled, interactive classes with teachers and students in real-time, teacher-supported work time, and scheduled and timed, online tests.

### **Remote Asynchronous Learning**

In this setting, teachers will provide instruction, learning resources, and support through the use of Google Classroom/ Class Dojo. This is the primary method BEISD will utilize for remote learning.

#### ***BEISD student expectations for asynchronous learning:***

- Actively engage with teachers/assignments daily for attendance by 4 pm.
- Will complete asynchronous activities assigned each day.
- Show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture, or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher, through Google e-mail, Google Classroom, or telephone, when needing additional assistance, tutoring, etc.

### **Remote Synchronous Learning**

BEISD's primary method of remote instruction will be asynchronous. However, at times teachers may choose to utilize synchronous remote instruction.

BEISD student expectations for synchronous learning will be communicated by each teacher, Students are expected to follow the Student Code of Conduct including the following:

- Attend class on time when scheduled by their teacher.
- Will follow the dress code.
- Are ready to engage and learn.
- Should have a designated, distraction-free workspace to engage in learning.
- Will show their face on the screen to engage with the teacher virtually.
- Will participate in the class activities, discussions, and assignments.

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## Schedule for Remote Learning

While in any remote learning environment, time management is critical to success. Students and teachers will remain in communication regarding daily schedules and assignments via Google Classroom. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

From the beginning of the school year, all teachers will design lessons in Google Classroom/ Class Dojo for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across environments. BEISD staff is prepared to make this as seamless as possible.

## Attendance for Remote Learning

Students who log in to their teacher's Google Classroom/ Class Dojo each day and submit teacher assigned learning tasks are considered "present" and will not be marked absent. Students who have not logged in by 4:00 pm each school day will be marked absent. This absence can be resolved if the student submits daily assigned work by their teachers via Google Classroom/ Class Dojo by 11:59 pm that same day. However, the absence is removed, but the work is considered late. The teacher's late work policy will be applied accordingly.

Parents and students will receive absence notifications via personal phone call or email the following day. If the student engages in learning activities before 11:59 pm of the same day via Google Classroom. (Notifications may be controlled by parents via Parent Portal.) Work will be considered late per assigned teacher's policy.

Any absences recorded at 4:00 pm, but resolved by the student before 11:59 pm on the **same** day, will be reconciled based on submitted teacher assigned task in Google Classroom/ Class Dojo.

If a student is engaged in asynchronous learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday **only** and counted "absent" for Tuesday-Friday.

*It is important that students understand that remote learning attendance is based on **daily** engagement activity and submission of work, not solely the completion of assignments.*

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State law TEC 25.092 and BEISD Policy FEC (Local) and (Legal) still require students to attend **at least 90%** of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement.

Students should access all learning assignments through Google Classroom/ Class Dojo so that we have an accurate accounting of engagement and submission activity daily on an assignment.

### **Remote Learning for Grades K-5**

BEISD's instructional day is 7:55 am to 3:50 pm. Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area. Teachers will post conferencing and intervention times in Google Classroom/ Class Dojo.

Daily asynchronous assignments are to be completed independently. These may include activities such as:

- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Independent practice

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during remote learning. Parents may be needed at home to assist their students with logging into Google Classroom/ Class Dojo, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.

### **Remote Learning for Grades 6-12**

BEISD's instructional day is 7:55 am to 3:50 pm. Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area. Teachers will clearly post conferencing and intervention times in Google Classroom.

BEISD will structure the students' learning schedule to participate in asynchronous learning and at times, a synchronous learning environment.

- All courses will be offered, including advanced level courses such as Honors, AP. Access to Dual Credit courses online will be determined by McClennan Community College.
- Some elective courses for students who select BEISD remote learning may require the student to complete assignments or projects at the campus if the

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course requires assignments that cannot be reasonably completed remotely, including some career/technology, agriculture, home economics, and fine arts courses.

- Students who select BEISD remote learning will be contacted with in the first week of school regarding their schedule if the elective courses requested require an in-person component.
- Students choosing remote learning and wanting to participate in UIL extracurricular activities should refer to the BEISD Remote Learning Extracurricular Policy.

### **Intervention and Enrichment for Remote Learning**

Intervention and enrichment will be scheduled for students to best meet their academic needs. Teachers will communicate with students their plan for scheduling intervention and enrichment opportunities.

### **BEISD Remote Learning Grading**

Grading for all remote courses will follow the same grading policy as the courses in the on-campus model. BEISD remote learning courses that earn high school credit will count in GPA calculation and class rank as specified in BEISD Board Policy.

### **Special Services Support**

504, ESLs, and SpEd services will continue as directed through appropriate committees. Special Education teachers, English Second Language teachers, and General Education teachers will work together with parents and students to determine the unique needs and possible service recommendations for their success while attending the remote learning program. The nature of special service support interventions may require a heavier concentration of synchronous sessions and services to ensure that individual student needs are met. Progress will be carefully monitored and appropriate committees will convene as needed to make recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on all student's individual goals and objectives.

### **Instructional Roles & Learning Tools for Both Learning Environments**

Although students may be learning in different environments, BEISD is committed to providing consistency in high-quality instruction and learning tools for all students.

#### **Instructional Roles for Both Environments**

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## **Preparation for Learning**

### **Student:**

- Be prepared for learning each day and have work and assignments completed and ready for submission or presentation.
- Complete coursework by the deadline set by teachers.
- All students should be prepared to access their Google Classroom/ Class Dojo assignments remotely in case of a possible school closure.

### **Parent:**

- Access parent resources to learn how students will navigate Google Classroom/ Class Dojo.
- For on-campus learning: Encourage your child to have their things in their backpack and ready for school the night before.
- For BEISD remote learning: Create a designated place in your home for your student to use as their remote workspace/desk/classroom.
- Set schedule for students to engage, complete, and submit work in a routine time daily.

### **Teacher:**

- Meet regularly with a collaborative team to plan instruction for all students.
- Utilize the district curriculum resources and follow the scope and sequence provided by the TEKS Resource System.
- Upload daily or weekly instructional materials into Google Classroom/ Class Dojo.
- Be prepared to teach daily lessons.
- Utilize formative and summative assessments of knowledge and skills taught in class and through Google Classroom.
- Develop thorough six-weeks and semester comprehensive exams ensuring student retention of knowledge.
- Provide STAAR Benchmark assessments along with national and state assessments appropriate per grade level to assess college readiness.
- BEISD remote learning teachers will teach from their classrooms or other designated area assigned by the district
- Be prepared to access their Google Classroom/ Class Dojo lessons remotely in case of a possible school closure.

### **Learning & Teaching Expectations for Both Environments**

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**Student:**

- Attend classes according to school schedule (either on campus or remotely) and give your best efforts in all school assignments.
- Participate in on-campus learning activities or live synchronous virtual sessions as instructed by teachers.
- Be organized in your work and in getting projects completed.
- Ask questions and communicate with your teacher.
- Adhere to all timelines and due dates for attendance.
- Be aware of what you should be learning each day,
- Become familiar with the structure of Google Classroom/ Class Dojo and how your teacher organizes information.
- Turn in assignments on time for daily attendance and full credit.

**Parent:**

- Access Parent Portal Grades K-12 to view and stay informed of student grades.
- Check-in with the student(s) to monitor the completion of homework and assignments.
- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Coach/mentor your child to accountable to themselves for engaging, learning, and increasing their knowledge skills.
- Consider creating a designated learning/study space for your child at home to learn comfortably.
- Team with your child if evidence of struggling to understand instructed concepts and arrange intervention sessions with assigning teacher.
- Maintain communication with your child's teacher by phone, email, and/or online meetings to create a learning partnership.
- Monitor and ask for evidence that your child is on track with assignments and coursework.
- Assist your child in creating and following a healthy timeline of when they are engaged in learning activities. The suggestion is to have students follow subject assignments just as if they were in an on-campus class.

**Teacher:**

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- Teach students how to access learning materials through Google Classroom/Class Dojo.
- Provide on-campus and remote instruction throughout the day.
- Manage online and offline resources to provide consistency and routines for students.
- Provide clear learning goals for students.
- Strive to remove barriers students may experience.
- Create/provide multiple means of engagement to generate student interest and motivation for learning.
- Follow the expectations established across the district for Google Classroom/Class Dojo.
- Check student assignments promptly and give feedback via Google email, Google Classroom, or parent portal at a weekly minimum to provide the next steps or necessary academic intervention/extension.
- Post grades promptly according to district grading guidelines.

## Support and Intervention

### Student:

- Request instructional assistance when not understanding presented concepts
- Attend intervention/tutorial sessions as established by your teacher or school.
- Engage and utilize various strategies presented to assist in understanding information.

### Parent:

- Allow your child to attend intervention/tutorial sessions as needed.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part.

### Teacher:

- Provide intervention or tutorial sessions as needed in person, or via Google Classroom, Chat, and email.
- Follow student IEPs / 504/ ELL accommodations in all learning environments through individualized Google Classroom assignments and lesson delivery.
- Use data to pinpoint students' specific needs for enrichment and intervention.
- Monitor student progress with fidelity according to recommendations.

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- Provide and communicate conference period time for student/parent support.
- Attend and participate in initial and ongoing professional development throughout the year per the district calendar focusing on Google Classroom, Gradebook, Chromebook, TEKS Resource System, and Odyssey as needed.
- Utilize district translators as needed for parent communications.

### **LEARNING TOOLS FOR BOTH ENVIRONMENTS**

#### **Device:**

After received from Texas Education Agency, all students will be offered a Chromebook and if necessary Internet Hot Spot if needed to use in either learning environment.

#### **Instructional Platform:**

- All teachers, grades K-12, will utilize Google Classroom/ Class Dojo as their primary learning management system and communication tool for the 2020-2021 school year.
- Google Classroom/ Class Dojo will use a similar structure by grade level to provide consistency for all students and classes .
- For **both** environments, student assignments and activities will be designed (as much as possible) to eliminate unnecessary contact and shared materials.
- Instructional activities and level of rigor will be the same to provide continuity of moving from one environment to another.
- District resources such as TEKS Resource System, DMAC, I-Ready, and other state-approved instructional tools will be used to ensure curriculum alignment.
- In case of a district-wide shutdown, Google Classroom / Class Dojo will be used to communicate to all students and parents.

#### **Online Resources:**

- All teachers in K-12 will be enhancing instruction through the use of online resources to engage students in high-quality learning experiences.
- Students will have access to online resources, textbooks, support materials, and differentiated materials for students with disabilities, through Google Classroom/ Class Dojo textbook source, and online grade book through the parent portal system.
- No resources, platforms, or apps requiring student fees or an associated cost to the family will be required at any time.

### **Communication in Both Environments**

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**Communicating with Teachers:**

- All teachers will establish and communicate conference times when they are available to meet with parents and answer student questions.
- Contact information will be provided at the beginning of each semester and posted in all Google Classrooms/ Class Dojo.
- Teachers will communicate grades weekly via Parent Portal, and every three weeks, either through a progress report or report card, ensuring student accountability and allowing for parent feedback in each subject.

**Use of student email:**

Students in grades K-12 will be provided a district managed email account and Google Drive beginning in the fall of 2020.

These accounts should be utilized for all communication directly between teachers and students.

**Technology:**

- BEISD recognizes the need to ensure all students have reliable access to adequate technology resources on and off-campus to fully participate in academic programming.
- BEISD is preparing for remote learning and possible school closures due to COVID-19 as follows:
  - Learning devices and/or Wi-Fi hotspots will be provided as available.
  - Refer to the Acceptable Use Policy for further details.
  - Parents/Students are responsible for all damage and repair costs. (Just like a school-issued textbook)
  - Students and families are expected to follow guidelines for care and use to ensure these public resources are effectively maintained.
  - Relevant notifications, instructions, procedures, policies, and processes are available on the BEISD website.

**Return to School Protocols:**

Following is the return to onsite work protocols for BEISD campuses and administration buildings. Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances to protect the health and safety of students, employees, and the community. Please note, health guidance cannot anticipate every unique situation. As a result, BEISD will continue to consult available guidance through governmental agencies and other information deemed

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relevant to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards, and accessibility standards to address individual needs.

It is important to remember the virus that causes COVID-19 can be spread by infected persons who have few or no symptoms. Even if an infected person shows no symptoms or is only mildly ill, the people they spread it to may become seriously or fatally ill, especially for persons 65 years of age or older with pre-existing health conditions placing them at higher risk. Because of the hidden nature of this threat, BEISD expects all employees, students, and families to rigorously follow these practices.

### **Preparation for the Opening of School**

BEISD will ensure all staff, resources, and supplies are prepared for opening school, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training, and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

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