

FARWELL INDEPENDENT SCHOOL DISTRICT



ASYNCHRONOUS LEARNING  
PLAN  
2020-2021


*IN RESPONSE TO COVID-19*

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. Farwell 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  
LEARNING**



Self-paced, own time,  
interacting intermittently  
with the teacher.

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.**

## METHODS OF IMPLEMENTATION FOR CONSIDERATION

As a small school, FISD will use our data from the parent's decision form to address how our teachers will provide virtual (remote) and on-campus instruction. As the number of students may change over the course of the year, teacher assignments may change in order to accommodate these changes.

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.

FISD teachers may be arranged based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all FISD teachers will quickly pivot to remote learning if needed. 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 FISD are prepared to make this as seamless as possible.

### PREKINDERGARTEN AND HEAD START (4 YEAR OLDS)

PreKindergarten, Head Start			Notes
	Time		<p>Students receive <b>180+ minutes</b> of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.</p> <p>Students may 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. Campus counselors may set up one-on-one appointments to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in TxEIS, as determined through engagement.</p>
⇒	9:00-10:00	Reading	
⇒	10:00-10:30	Break/recess	
⇒	10:30-11:20	Math	
⇒	11:20-11:50	PE	
⇒	11:50-12:20	Science Social Studies projects	
⇒	12:20-12:50	Lunch	
⇒	1:00-2:00	Rest/Nap time	
⇒	2:00-2:30	Art/Music	
⇒	2:30-2:40	Story Time	
⇒	2:40-3:00	Snack Time	
⇒	3:00-3:40	Recess	

⇒Asynchronous	⇔Synchronous	Grading will be the same as on-campus learning and outlined in our FISD District Handbook and policy.
<b>Office Hours:</b> <a href="#">Link to Elementary Campus Master Schedule and Teacher Conferences.</a>		The Learning Management System (LMS) for this grade level is SeeSaw.
Teacher Arrival Time: 7:40AM-4:00PM		Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.

### KINDERGARTEN - GRADE 5

Kindergarten - Grade 5			Notes
	Time		Students receive <b>180+ minutes</b> of both synchronous and/or asynchronous instruction each day.
1	8:30-10:00	Reading Language Arts	
2	10:00-10:15	Break	Daily schedules are provided to parents and students.
3	10:15-11:45	Math	Students may 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. Campus counselors may set up one-on-one appointments to support social and emotional learning.
4	11:45-12:30	Social Studies	
5	12:30-1:00	Lunch	
6	1:00-1:45	Science	
7	1:45-2:45	Specials	Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.
8	2:45-3:10	1:1 or Small Group Support	In grades 1-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
9	3:10-3:40	Recess	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.
Asynchronous		Synchronous	Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our FISD District Handbook and policy.
The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.			
<b>Office Hours:</b>			The Learning Management System (LMS) for grades K-2 is SeeSaw and Google Classroom for grades 3-5.
			Physical Education, art, music- a bank of exercises,

<p><a href="#">Link to Campus Elementary Master Schedule and Teacher Conferences</a></p> <p>Teacher Arrival Time: 7:30AM-4:30PM</p>	<p>physical activities, and resources will be provided. Each class will include a <b>3E Model</b>: <i>engagement, elaboration, and evaluation</i>.</p> <ol style="list-style-type: none"> <li>1. Engagement- bell ringer, video, etc..</li> <li>2. Elaboration- extending the lesson with technology, or a written response, etc..</li> <li>3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..</li> </ol>
---	--

### MIDDLE AND HIGH SCHOOL

Grades 6-12			Notes
	Time		<p>Students receive <b>240+minutes</b> of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students may 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. Campus counselors may set up one-on-one appointments to support social and emotional learning.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the day and before and after school for parent and student</p>
	7:40 - 7:55	Tutorials	
1	8:00 - 8:45	Period 1	
2	8:55 - 9:40	Period 2	
3	9:44 - 10:29	Period 3	
4	10:33 - 11:18	Period 4	
5	11:22 - 12:07	Period 5	
6	12:11 - 12:41	Lunch (JH) Blue(HS) Period 6	
6	12:41 - 1:13	Blue(JH) Period 6 Lunch (HS)	
7	1:17 - 2:02	Period 7	
8	2:06 - 2:51	Period 8	
9	2:55-3:40	Period 9	

Asynchronous	Synchronous
<p>* Appointments can be made by a teacher and/or student/parent during morning tutorials or teachers' conference periods to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p><b>Office Hours:</b>  <a href="#">Link to Junior High Campus Master Schedule and Teacher Conferences and a list of course offerings for each period.</a></p> <p><a href="#">Link to High School Campus Master Schedule and Teacher Conferences and a list of course offering for each period.</a></p> <p>Teacher Arrival Time: 7:40AM-4:00PM</p>	<p>assistance.</p> <p>Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our FISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for grades 6-12 is Google Classroom.</p>

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 on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers/liaisons 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 connection for grades PK-5.

**Additional Support for Students with Learning Needs**

For students with disabilities, FISD 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:** FISD staff will implement TEKS Resource System, Texas Home Learning (THL) 3.0, 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, FISD will leverage each resource in the following way:

<b>Resource</b>	<b>Primary Use in Material Design</b>
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as a supplementary resource for instructional materials for both in-person and remote learning. FISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	<p>FISD 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>FISD 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 THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>FISD will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.</p>
Other TEKS-based, state-adopted instructional materials	<p>FISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, FISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>

## FEEDBACK TIMELINES

Parents/guardians may monitor each students’ progress through Parent Portal on a daily basis. Every three weeks progress reports will be provided. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise. Students receive weekly feedback on activities and assignments submitted through the LMS.

Contact logs will be provided to all teachers to document contact with parents and students.

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 Google classroom with adaptations as needed for individual students, the Fisd Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.

## **COHERENCE IN INSTRUCTION**

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources and capture lessons for students. Students would access content through the LMS and Google Classroom.
- **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers.

### **Additional Consideration**

- **Option 3:** Students in remote learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to provide instruction for in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options 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.

## **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 Google Classroom (grades K-12), Remind (PK), or the THL LMS. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Recorded instructional videos will be uploaded into Google Classroom. Live teacher assistance will take place through Google Meets 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 Parent Portal 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, FISS 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/ Assessment	Grade Level(s)	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>MATH INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
NWEA MAP	Elementary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Get More Math	K-12, Supplemental	Yes	This tool allows students to practice on specific skills	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
Mentoring Minds	Elementary	Yes	The product includes built-in supports for students with disabilities	The product includes built-in supports for ELs in each lesson.	Print and Online
State Adopted Resources	Elementary Secondary	Yes	Skill plans for mastery of goals and standards	The product includes built-in supports for ELs in each lesson.	Print and Online

**READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS**

Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
NWEA MAP	Elementary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

### SOCIAL STUDIES INSTRUCTIONAL MATERIALS





Texas Home Learning 3.0	Elementary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Studies Weekly	Elementary	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Online and print
Junior Scholastic	Junior High	Yes	Vocabulary Learning strategies		Online and print

### SCIENCE INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Documents	6-12	Yes	Adopted instructional materials include teacher guidance for differentiation. Digital materials are 508 accessible.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
StemScopes	K-12	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

### 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. In order 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.

 <hr/> <p style="text-align: center;"><b>DATA COLLECTION</b></p> <p style="text-align: center;">Create and administer standards-aligned assessments Quick checks Bell-ringers Exit tickets Formative Progress Monitoring</p> <p><b>TEA, LMS, DMAC, NWEA</b></p>	 <hr/> <p style="text-align: center;"><b>LESSON DESIGN</b></p> <p style="text-align: center;">High-quality lessons focused on the mastery of the standards while meeting the needs of individual students.</p> <p><b>TEKS Resource System, PLC practices, Scope and Sequence, Lead4ward</b></p>	 <hr/> <p style="text-align: center;"><b>INTERVENTIONS AND ENRICHMENT</b></p> <p style="text-align: center;">What I Need (WIN Time) Elementary Blue Period (Secondary) Flexible and fluid tutorials and enrichment based on data</p> <p><b>Assessment Calendars, PLC practices</b></p>	 <hr/> <p style="text-align: center;"><b>SUPPORT FOR STUDENTS, TEACHERS, FAMILIES</b></p> <p style="text-align: center;">On-site or virtual learning, social emotional learning by counselors, technology support and training</p> <p><b>Technology Training, Research Best Practices, and PLCs</b></p>
--	--	--	--

## **Student Access**

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Remind is the selected LMS for grades PK, and Google Classroom is the LMS for grades K-12. **STUDENTS ARE EXPECTED TO COMPLETE ASSIGNMENTS ON A DAILY BASIS TO RECEIVE ATTENDANCE FOR THE DAY.** **Students will not be allowed to complete all of their assignments on one given day.** Assignments are to be submitted daily for completion and credit for enrolled courses.

## **DATA COLLECTION**

Farwell ISD teachers will leverage or adapt and administer standards-aligned, beginning of the year and MAP pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, FISD will leverage the assessments that are included with THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative 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 Home Learning, Texas Education Agency assessments, LMS assessments, NWEA, 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. Daily progress in the THL 3.0/Google Classroom
2. Daily progress via teacher-student interactions
3. Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, mail, text or Remind).

A teacher or campus representative will input the student's attendance into Parent Portal, 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. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.

5. All assessments will guide instruction.

## **LESSON DESIGN**

Farwell 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.

FISD 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: Texas Home Learning 3.0, TEKS Resource System, PLC common planning, Scope and Sequence, Lead4ward**

## **ACADEMIC INTERVENTIONS AND ENRICHMENTS**

Farwell ISD will serve students in daily small group instruction during WIN Time to provide students with "What I Need." Data will determine the level of support and placement in the groupings.

Study plans and student conferences will be used to provide a personalized approach to each student. These 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, instructional coach/interventionists, and curriculum director to support the campus staff and families of remote learners and the students on-campus. Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom and Remind. 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 opportunities will provide teachers in different settings (on-campus and remote) 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 Opportunities**

## IV. IMPLEMENTATION

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

### PARENTS/GUARDIANS

Constant communication will flow between our staff and parents through Google classroom, Parent Portal, our LMS, personal contact from teachers via email, virtual platforms or voice calls. It is vital that FISD 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 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/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, all FISD staff participated in asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment. Topics designed were **Google Classroom for Beginners, Google Classroom Intermediate, and Google Classroom Advanced.**

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

### PRINCIPALS AND OTHER ADMINISTRATORS

FISD 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

FISD 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**

Grade level and content 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.

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

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:** Farwell ISD's main communication tools for parents and students will be the following:

- a. The FISD app for district-wide communication
- b. Google Classroom and/or Remind for teacher-parent-student discussions
- c. For real-time instructional support and delivery of content we will all communicate through Google Meets/Google GSuite (including Gmail, Docs, Classroom, Remind)
- d. Public website: FISD will maintain general information on its status for the public on our main webpage at <https://www.farwellschools.org>.

## **CURRICULUM GAP DOCUMENTS**

All FISD 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 THL 3.0 module/unit. FISD 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 FISD to help teachers implement a more thoughtful remote learning opportunity.
  - **TEKS Resource System**
  - **Texas Home Learning (THL) 3.0**
  - **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**
  - **Remind**
  - **Google Suites**

### **C. Identifying Internet Providers and Getting Connected**

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. 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. Back to School Support for Families**

Each campus will schedule times throughout the day for parents and students to complete online registration, attend a Title I meeting, and discuss safety protocols for the upcoming school year. Meet-the-teacher will be organized during this time to ensure small groups throughout the day.

**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 Remind 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.

**Parent/Learning Coach 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 counselor for additional needs and supports for student learning.

**Contact Us/Who to Contact**

**For assistance regarding a course, assignment, or resource:**

The relevant teacher

**For assistance regarding a technology-related problem or issue:**

The FISD technology department

**For a personal, academic or social emotional concern:**

Your school counselor

**For other issues related to distance learning:**

The campus principal

**Farwell ISD  
NOTICE: Suspension of Remote Learning Option**

Farwell ISD is suspending remote learning across all campuses effective at the end of the second six weeks, which is November 6, 2020. Although remote learning has been a suggested response to those concerned about returning to school during COVID, this approach has not been successful for more than a handful of students. The effort required of our teachers and administrators will no longer be divided by the requirements of offering remote learning. If we begin to see health concerns develop, we will revisit this topic. The exception will be for students who must quarantine for ten days due to close contact exposures or a positive test result for COVID-19. In this event, we will offer instructional support just as we would for any other illness. Any additional online support needs will be determined by the teachers.

Please prepare to make a decision that best suits your family before November 10, 2020, which is the beginning of the third six weeks. Farwell ISD is not mandating that your family choose to return to school. Yet, we are suggesting that you make a decision that continues to provide the appropriate needs of your children. While we strongly believe on-campus instruction at Farwell ISD is the best option for all children, any of these options are suitable in fulfilling the compulsory education laws:

1. Return to Farwell ISD for on-campus instruction
2. Withdraw to homeschool
3. Enroll in a private school
4. Request transfer status to a district that offers remote learning

Thank you for working with our district through this strange time. We look forward to a closer return to normalcy and want to reiterate that we strongly wish to have your child back in our classrooms. If you have COVID concerns, we will honor any reasonable request that you would need to make in order for your child and you to feel safe.

If you have any questions, please do not hesitate to contact me at 806-481-3371 or [cwaldrop@farwellschools.org](mailto:cwaldrop@farwellschools.org)

Sincerely,

Mr. Waldrop