

REMOTE ASYNCHRONOUS LEARNING PLAN

Veribest ISD

REMOTE ASYNCHRONOUS MODEL PLAN

Veribest ISD plans to provide a remote instructional plan to provide EVERY student the opportunity to access a high level curriculum and demonstrate mastery of the TEKS. Each content level and grade level will be provided an instructional schedule that provides high level curriculum resources, ability to monitor student progress, and sustained planning to provide fidelity in implementation. The ability to collaborate teams with teachers, students, parents and school administration.

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 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. Continued support for educators, students, and parents through encouragement and compassion, in a desire to ensure their successes.

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. Veribest ISD uses Odysseyware and/or Google Classroom as the LMS. Progress from teacher to student interaction made that day and evaluating the completion and understanding of assignments that day will be marked for each student.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Veribest ISD will determine the best instructional schedule in order to provide a remote instructional model and will continually look and adjust the schedule to best meet the needs of all students. As the number of students may change over the course of the year, teacher assignments might be adjusted to accommodate students.

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 consistency so students will continue 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 meet the required daily minimum minutes across all grade levels (180/day for . 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 only. The implementation model provided is subject to change.

Veribest ISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that the circumstances change in our community, all Veribest ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in the district LMS for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Sample table to Instructional Schedule

Grade Level PK-2			Notes
	Time	Description	<p>Students receive 180 minutes of both asynchronous instruction each day. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support via direct virtual contact or recorded calls.</p> <p>Students will hear live sessions (which can be recorded) for community building, counselor guidance, and interventions or enrichment. These lessons will allow interaction and relationship connections with teachers. The district counselor can also set up one—on-one or small group guidance classes to support social and emotional learning.</p> <p>Content for core subjects areas will be provided through the Google Classroom or Texas Home Learning 3.0, will be based on the TEKS, and can be 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>
A	9:00-9:20	Student Social/Emotional Connection	
A	9:20-10:00	Reading	
A	10:00-10:30	Break	
A	10:30-11:20	Math	
A	11:20-12:20	Science/SS	

A	12:20-12:50	Lunch	Attendance will be taken daily in TxEIS or some other system, as determined through engagement. Grading will be the same as on-campus learning and outlined in the Veribest ISD Handbook and Policy. The Learning Management System (LMS) for these grade levels will also provide guidance for Physical Education, art, and music.
A	1:00-1:30	Rest/Play Time	
A	2:00-2:30	Counselor Lessons	
<p>A=ASYNCHRONOUS</p> <p>Link to Campus Master Schedule and Teacher Conference</p> <p>Teacher Arrival Time: 7:50am – 3:30pm</p>			

GRADES 3-5

Grade Level 3-5			Notes
	Time	Description	

A	8:00-8:30	Teacher Connection	Students receive 180+ minutes of asynchronous instruction each day.
A	8:30-9:30	Reading	
A	9:30-9:45	Math	
A	9:45-10:45	SS	Daily schedules are provided to parents and students. Students in this grade will need high levels of support.
A	11:00-11:30	Lunch	
S	(as needed)	Guidance Counseling	
A	11:40-12:40	Science	Students can attend live sessions for community building, counselor guidance, and interventions or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. These lessons can also be recorded for later viewing. Campus counselors can set up one—on-one or small group guidance classes to support social and emotional learning.
A	12:40-2:30	Art/PE/Music	
			Content for core subjects areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.

A=ASYNCHRONOUS

The instructional materials provided through the TEKS Resource Center and the Learning Management System will help to address students with disabilities and English Learners.

Link to Campus Master Schedule and Teacher Conference

Teacher Arrival Time:

7:45am – 4:00pm

In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in TxEIS or some other system, as determined through engagement. Grading will be the same as on-campus learning and outlined in the Veribest ISD Handbook and Policy.

The Learning Management System (LMS) for these grade levels will also provide guidance for Physical Education, art, and music.

MIDDLE SCHOOL AND HIGH SCHOOL

Grade Level 6-12 SAMPLE			Notes
	Time	Description	<p>Students receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Counseling will be available and provided by the district counselor during this time.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Schedules will be based on the student's grade level and pathway.</p> <p>Students will attend live sessions for community building, counselor guidance, and interventions or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.</p> <p>Campus counselors will set up one—on-one or small group guidance classes to support social and emotional learning.</p>
S/A	8:00-8:35	Teacher Check In	
A	8:40-9:40	ELAR	
A	9:45-10:45	Science	
A	10:50-11:50	Math	
A	11:55-12:35	Lunch	
A	12:40-1:40	CTE	
A	1:45-2:45	Foreign Lang.	
A	2:50-3:35	History	

A=ASYNCHRONOUS

S=SYNCHRONOUS

Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. **Attendance will be required if the teacher requests an appointment with your child.**

The instructional materials provided through the TEKS Resource Center and the Learning Management System will help to address students with disabilities and English Learners.

[Link to Campus Master Schedule and Teacher Conference](#)

Teacher Arrival Time:

7:45am – 4:00pm

Content for core subjects areas will be provided through the TEKS Resource and Texas Home Learning 3.0 and will be supplemented by our campus instructional resources.

In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.

Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance.

Attendance will be taken daily in TxEIS or some other system, as determined through engagement. Grading will be the same as on-campus learning and outlined in the Veribest ISD Handbook and Policy.

The Learning Management System (LMS) for these grade levels will also provide guidance for Physical Education, art, and music.

Students will frequently and consistently use Google Classroom, Odysseyware, and other platforms and texts provided by Veribest ISD. 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 will arrange regular check-ins with students. These may be one-on-one, small group settings, or with the entire class. 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, VISD 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: Veribest ISD staff will implement the TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district. 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 the parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, VISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
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TEKS Resource System	<p>Veribest ISD 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 module/unit.</p> <p>Veribest ISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons.</p> <p>Veribest ISD will use the TRS Year at a Glance and Instructional Focus documents for content areas.</p> <p>Veribest ISD will use the Instructional Focus Documents and Pacing Guide to provide sequential student learning objectives with measurable targets for student mastery.</p>
Other TEKS-based, state- adopted instructional materials	<p>VISD will leverage other TEKS-based, state-adopted instructional materials.</p> <p>In addition, VISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the scope and sequence and as personalized digital learning tools.</p>

FEEDBACK TIMELINES

Bi-weekly feedback will be provided via the LMS through student work and assignment completion. Every three weeks progress reports will be provided through the Parent Portal on the VISD school website and shared with the parents/guardians. At the end of every six week grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document weekly contact.

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.

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 using the Promethean board. Students would access content through the LMS and designated district-provided devices.

§ **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers.

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Additional Consideration

§ **Option 3:** Students in remote learning would access Odysseyware through the district-supplied LMS while the students on campus would continue with the district provided resources. 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 3-12). 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. Pre-recorded instructional videos will be uploaded into the LMS. Live teacher assistance will take place through Google Meets or Zoom between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on- campus grading system and entered into Skyward 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, VISD 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 and 504 plans to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative, timely and corrective feedback.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Odysseyware	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)
Renaissance STAR	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

TPRI and Phonics	K-3, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Odysseyware	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.	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)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

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Odysseyware	Elementary & HS	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 Middle	Yes	Vocabulary Learning strategies	Integrates into Google Classroom and SeeSaw	Online and print
SCIENCE INSTRUCTIONAL MATERIALS					
Odysseyware	3-5	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)
IXL (with scope and sequence aligned to THL for K-5)	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.

Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the selected LMS for grades PK-12. For synchronous teaching, the district will use Google Meets or Zoom. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. 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

Veribest ISD teachers will leverage or adapt and administer standards-aligned, leveled 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. VISD will leverage the assessments. Quick checks (exit tickets, short quizzes, etc.) 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: Online TEKS aligned Textbook Materials, Texas Education Agency assessments, LMS assessments thru our online platform (Google Classroom, etc.), IXL, Eduphoria designed benchmarking

ACTIVE ENGAGEMENT

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

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Skyward, 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

Veribest 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.

VISD 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: Online TEKS aligned Textbook Materials, Texas Education Agency assessments, LMS assessments thru our online platform (Google Classroom, etc.), IXL, Eduphoria designed benchmarking

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Veribest ISD will serve students in daily small group instruction during to provide students with support and encouragement. Data from all sources 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.

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 principals, counselor, and superintendent 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 Zoom. In addition, social and emotional well-being will be provided by the campus counselor to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers 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, Mental Health Training, Researched Best Practices, and Professional Learning Communities

IV. IMPLEMENTATION

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

PARENTS/GUARDIANS

At the beginning of the school year, our teachers and staff will be involved in trainings that are beneficial to our students and their online/ virtual learning experience. Besides a Google Classroom refresher course offered through our local Region Center, our teachers will receive new technology training, Mental Health training, and will work collaboratively with staff and administration on how to address student needs.

Constant communication will flow between our staff and parents through Google classroom, TxEIS, our LMS, and personal contact from teachers via email, virtual platforms or voice calls. Our school website and Facebook page have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is imperative that VISD 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.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, all Veribest ISD staff participated in synchronous and 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, Google University, Mental Health, and other relevant training.**

In addition, staff Veribest ISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Our Region Center (ESC XV) will continually provide our staff and administration with new information concerning how to best serve our students, parents, and community.

PRINCIPALS AND OTHER ADMINISTRATORS

VISD administrators have participated in several professional learning sessions in order to develop a stronger understanding of remote learning.

VISD will work closely with our Educational Service Center - Region 15 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 are submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

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

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

- a. Email for district-wide communication
- b. Google Classroom 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, Hangouts)
- d. Public website: VISD will maintain general information on its status for the public on our main webpage at <https://www.veribestisd.net>

CURRICULUM GAP DOCUMENTS

All VISD 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.

VISD 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 VISD to help teachers implement a more thoughtful remote learning opportunity.

§ **TEKS Resource System**

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

§ **Google Classroom**

§ **Google Suites**

§ **Odysseyware**

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. Deployment of Student Devices

During a designated day, families will be invited to the school in phases and small groups to check out devices and will be supported on how best to guide their student's daily learning. Devices may be delivered for parents and students that cannot attend.