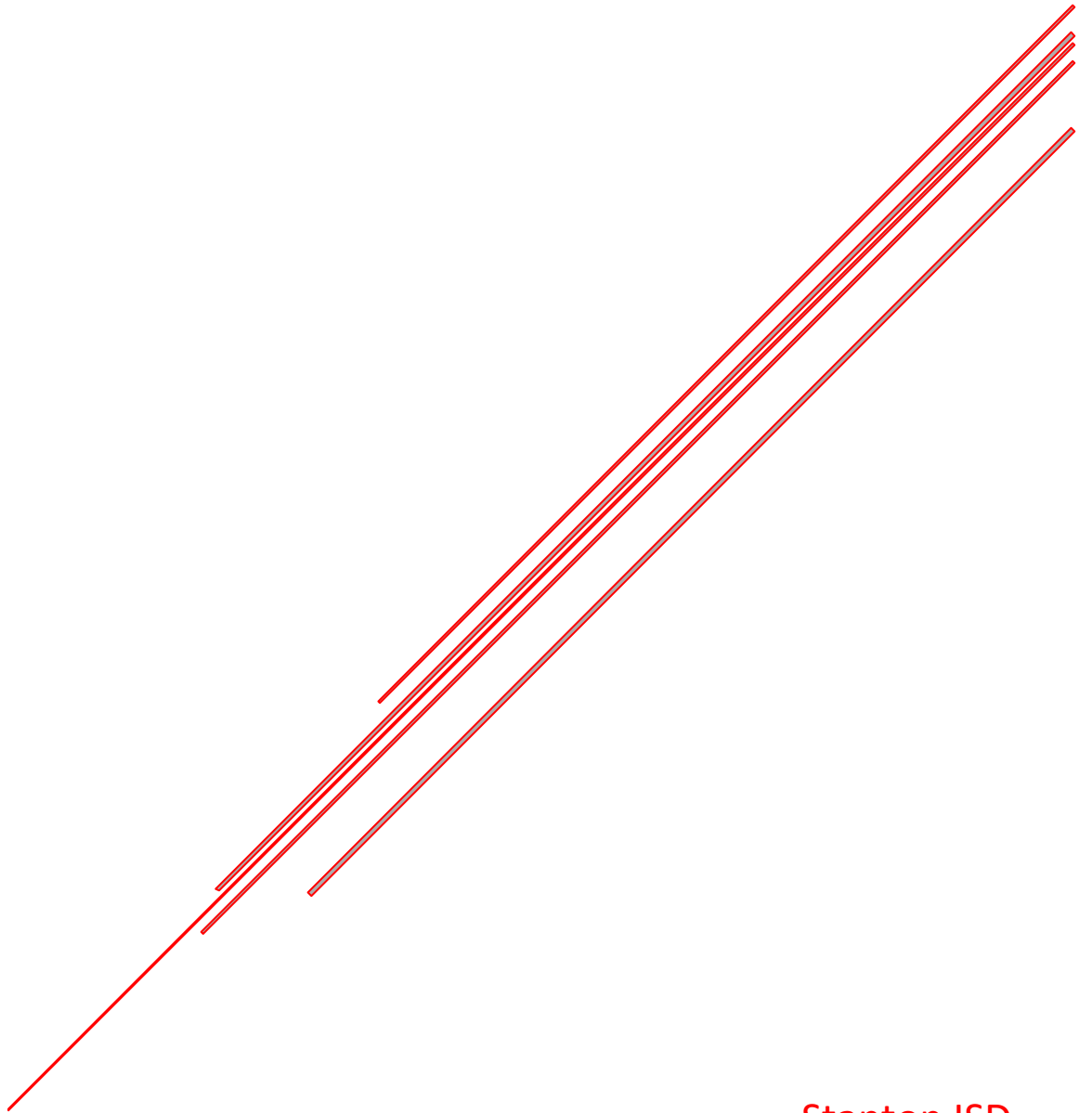


STANTON ISD

2020-2021 Asynchronous Plan



Stanton ISD
The best is yet to come.

Stanton ISD

2020-2021 Plan for Asynchronous Learners

Stanton ISD On-line Learning Option

There is significant uncertainty surrounding the impacts of COVID-19 in our communities. With this uncertainty, Stanton ISD is pleased to respond by offering families the flexibility to choose an instructional model that best fits their student's academic, physical and social emotional needs. Although we strongly desire the return of every student to in-person, on campus learning experiences, we recognize this may be impractical for some families. Parents will have the option to choose in-person on campus instruction, On-Line Synchronous Learning for grades 4-12, or Asynchronous Home Learning for grades K-3.

Making a Commitment to an Instructional Model

We will ask each individual student to make a commitment to one of these instructional models (in-person or online) to start the year; however, students will have opportunities to transition between these models at the end of each grading period. For example, if a student begins the school year in On-Line Learning but finds the model is not suitable, the student can request to transition to in-person on campus instruction at the end of the first six-weeks grading period. A student who begins the year in-person on campus can choose to transition to On-Line Learning at the end of the first six-weeks grading period. The deadline to request a change to your student's instructional model will be two weeks prior to the end of each six-weeks grading period.

Home Learning (Asynchronous Blended Learning)

Families with students in kindergarten through third grade, opting for Asynchronous Learning, will work with, Mrs. Collier, Stanton ISD's Online Learning Coordinator. Mrs. Collier will facilitate your child's at home learning experience and provide parent communication regarding academic progress. Stanton ISD will provide a device for students to use to communicate with Mrs. Collier through Google Classroom and scheduled Google Meets. There will be a hybrid of online learning and working through the Texas Home Learning 3.0 program provided by the Texas Education Agency. Mrs. Collier will be doing daily check-ins with students and their families and she will provide instruction and materials as needed. Mrs. Collier will be your child's teacher of record and will document a minimum of 180 minutes of daily teacher-student interaction and/or completion of assignments.

Technology Considerations

Virtual SISD requires reliable internet connectivity and full access to a computer or phone with a microphone and camera. K-3rd grade students may find that a smartphone, iPad or tablet PC are sufficient devices for virtual learning. Grades 4-12 may find a laptop or desktop PC may be better suited for productivity. With any device, reliable, high-speed internet connectivity is vital. SISD has cellular internet hotspots available for student check out. The district also has a limited number of Chromebooks for check out for home use with Virtual SISD.

Attendance Accounting for 2020-2021

The Texas Education Agency has emphasized that unlike last spring Compulsory Attendance Laws will be enforced during the 2020-2021 school year. Whether a student participates in-person, On-Line Learning or both models:

- The minimum attendance for class credit rule of TEC, 25.092, will be in effect for the 2020-2021 school year. Students are required to attend at least 90% of their classes to receive credit and be promoted. Virtual SISD attendance will count in the same manner as on-campus attendance in satisfying this requirement.

Daily Attendance in Asynchronous Learning

In order to obtain credit, your child must show progress in each course each day. Your child's teacher will take attendance daily. In order to be marked present for that class, your child must demonstrate daily engagement in one of the approved engagement measures listed below:

- Daily progress in Google Classroom
- Daily progress via teacher-student interactions like communication through email, Google Classroom, Schoology, or video conferencing via Zoom or Google Meets.
- Completion/Turn-in of assignments from student to teacher through Google classroom or Schoology. A student will be considered absent if the student does not have documented engagement and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments.

Grading in Asynchronous Learning

SISD grading policies for Virtual SISD are consistent with the SISD grading policies for on-campus / face-to-face learning and assignments. Numerical grades will be utilized for both in-person and online models.

- Students in Pre-K will not have an at home learning option
- Students in Kindergarten will receive standards based grading report
- Students in 1st -12th grade receive numerical grade reports each six weeks.
- High School Students will receive numerical grades and the grades earned will count towards a student's grade point average (GPA) following district policy EIC(LOCAL).

Special Education

SISD ensures that students with disabilities have equal access to educational opportunities during in-person learning or on-line learning.

- Special Education personnel will make every effort to ensure Stanton ISD special education students are provided necessary supports to be successful during any campus or district closure
- Other mitigations may occur in life skills classrooms based on student needs
- School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school
- During temporary closures, ARD committee meetings will continue to occur via conference call or virtual meetings

Online Learning Instructional Models by Grade Level

Grade Level	Face to Face	Online/Home Learning Synchronous & Asynchronous
Pre-Kindergarten	X	
Kindergarten-3rd Grade	X	Asynchronous / Blended Learning Texas Home Learning 3.0 TEKS Resource (Google Meets / Zoom)
4th Grade-12th Grade	X	Synchronous Online Learning with SISD teaching Staff (Google Meets / Zoom)

Virtual Stanton ISD Defined

Virtual SISD will blend live, two-way interactive classes with students and teachers participating in real time (synchronous instruction) with (asynchronous) content that will be self-paced with pre-recorded video lessons or intermittent teacher instruction. The Online model will cover the same required curriculum that is also being taught through the in-person on campus model. Synchronous instruction will be scheduled and requires all participants to be present at the same time while the asynchronous learning opportunities do not require participants to be virtually present at the same time. By blending synchronous and asynchronous instruction Virtual SISD will provide a much-improved virtual learning experience for students; however, we contend there is no substitute for the in-person on campus learning experience.

If reported cases of COVID-19 continue to decrease in Martin County, the Stanton ISD Board of Trustees may require all students to attend school in person for face-to-face instruction. When in-person, face-to-face instruction is required, Stanton ISD will continue to provide synchronous and asynchronous learning to students under the following guidelines:

- Students not in face to face attendance due to school closure
- Students with a documented medical COVID-19 diagnosis
- Students determined to be close contact and asked to quarantine
- Students with a medical diagnosis of Flu, Strep, etc.... that create absences for 3 or more days
- Students with a serious, underlying health condition documented by a health official

Example K-3 Asynchronous Student Schedules:

Example: Kindergarten Student Schedule - Asynchronous		
Time	Student Learning	Instructional Expectations
9:30-10:00	ELAR Google Meet	<ul style="list-style-type: none"> • Students will receive 180 minutes of daily instruction consisting of blended learning (synchronous and asynchronous) • Subject content will be provided through TEKS Resource and Texas Home Learning 3.0 • The Learning Management System (LMS) for this grade is Google Classroom and transition to Schoology when available • Attendance is taken daily through on-line Google Meet attendance, progress monitoring and/or submission of assignment • Conferences may be scheduled before or after school for student and/or parent assistance • Physical Education, art, and music resources will be provided on-line at www.stanton.esc18.net • IEPs, 504 Plans, EL Plans, and GT enrichment will be implemented and supported throughout the schedule.
1 Hour	ELAR Block	
11:30-12:00	Math Google Meet	
1 Hour	Math Block	
30 Minutes	Science or Social Studies	
<p><u>Teacher Office Hours:</u> 3:00 - 4:00</p> <p><u>Teacher Contact Info:</u> ncollier@stanton.esc18.net 432-234-5883</p> <p><u>School Counselor:</u> mshafer@stanton.esc18.net 432-607-3704</p>		

Example: First Grade Student Schedule - Asynchronous

Time	Student Learning	Instructional Expectations
9:00-9:30	ELAR Google Meet	<ul style="list-style-type: none"> • Students will receive 180 minutes of daily instruction consisting of blended learning (synchronous and asynchronous) • Subject content will be provided through TEKS Resource and Texas Home Learning 3.0 • The Learning Management System (LMS) for this grade is Google Classroom and transition to Schoology when available • Attendance is taken daily through on-line Google Meet attendance, progress monitoring and/or submission of assignment • Conferences may be scheduled before or after school for student and/or parent assistance • Physical Education, art, and music resources will be provided on-line at www.stanton.esc18.net • IEPs, 504 Plans, EL Plans, and GT enrichment will be implemented and supported throughout the schedule.
1 Hour	ELAR Block	
30 Minutes	Science or Social Studies	
11:00-11:30	Math Google Meet	
1 Hour	Math Block	
<p><u>Teacher Office Hours:</u> 3:00 - 4:00</p> <p><u>Teacher Contact Info:</u> ncollier@stanton.esc18.net 432-234-5883</p> <p><u>School Counselor:</u> mshafer@stanton.esc18.net 432-607-3704</p>		

Example: Second Grade Student Schedule - Asynchronous

Time	Student Learning	Instructional Expectations
8:30-9:00	ELAR Google Meet	<ul style="list-style-type: none"> • Students will receive 180 minutes of daily instruction consisting of blended learning (synchronous and asynchronous) • Subject content will be provided through TEKS Resource and Texas Home Learning 3.0 • The Learning Management System (LMS) for this grade is Google Classroom and transition to Schoology when available • Attendance is taken daily through on-line Google Meet attendance, progress monitoring and/or submission of assignment • Conferences may be scheduled before or after school for student and/or parent assistance • Physical Education, art, and music resources will be provided on-line at www.stanton.esc18.net • IEPs, 504 Plans, EL Plans, and GT enrichment will be implemented and supported throughout the schedule.
1 Hour	ELAR Block	
30 Minutes	Science or Social Studies	
10:30-11:00	Math Google Meet	
1 Hour	Math Block	
<p><u>Teacher Office Hours:</u> 3:00 - 4:00</p> <p><u>Teacher Contact Info:</u> ncollier@stanton.esc18.net 432-234-5883</p> <p><u>School Counselor:</u> mshafer@stanton.esc18.net 432-607-3704</p>		

Example: Third Grade Student Schedule - Asynchronous

Time	Student Learning	Instructional Expectations
8:00-8:30	ELAR Google Meet	<ul style="list-style-type: none"> • Students will receive 180 minutes of daily instruction consisting of blended learning (synchronous and asynchronous) • Subject content will be provided through TEKS Resource and Texas Home Learning 3.0 • The Learning Management System (LMS) for this grade is Google Classroom and transition to Schoology when available • Attendance is taken daily through on-line Google Meet attendance, progress monitoring and/or submission of assignment • Conferences may be scheduled before or after school for student and/or parent assistance • Physical Education, art, and music resources will be provided on-line at www.stanton.esc18.net • IEPs, 504 Plans, EL Plans, and GT enrichment will be implemented and supported throughout the schedule.
1 Hour	ELAR Block	
30 Minutes	Science or Social Studies	
10:00-10:30	Math Google Meet	
1 Hour	Math Block	
<p><u>Teacher Office Hours:</u> 3:00 - 4:00</p> <p><u>Teacher Contact Info:</u> ncollier@stanton.esc18.net 432-234-5883</p> <p><u>School Counselor:</u> mshafer@stanton.esc18.net 432-607-3704</p>		

Summary of instructional schedules:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<ul style="list-style-type: none"> ● Attend an online, Google Meet with the teacher each day for one hour (30 min each for Math & Reading) ● Engaged in an additional one hour Math & ELAR Block ● Math & ELAR programs provide progress monitoring of time engaged
How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content?	<ul style="list-style-type: none"> ● Attendance monitoring during online Google Meet sessions. ● Progress monitoring and assignment submission in the LMS ● Daily follow up through Google Meet, phone, or email ● Schoology LMS will be made available to track attendance and academic progress as soon as all Texas Home Learning 3.0 subject areas and assignments are available
What are the expectations for teacher/student interactions?	<ul style="list-style-type: none"> ● Daily teacher-student contact through Google Classroom, phone calls, and/or email. ● Students are required to participate in a Google Meet with the teacher for math and reading each day for at least 30 minutes for each subject.
How will teacher/student interactions be differentiated for students with additional learning needs?	<ul style="list-style-type: none"> ● Special Education teachers will use Vizzle to monitor student progress toward IEP goals. Resource students are provided daily instruction in Math and ELAR from the special education teacher. Mainstream special education students are provided ARD instructional accommodations. Special education students are monitored through an additional Google Meet or phone conversation two days per week. ● Summit K-12 is a program that addresses the ELPS. Students practice Listening, Speaking, Reading and Writing. Students will be placed in the program at their proficiency level from previous year TELPAS scores and student proficiency increases as they progress through the program. ● EL students will begin with 30 minutes per week and progress to 60 minutes per week. ● EL Students will meet 2 days a week for a virtual pullout to work on Phonemic Awareness using a Phonemic Awareness program while implementing sight word practice as well.

Material Design

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials						
Math	K-3	Think Up	Daily Progress monitoring End of Unit Assessment	Yes	Vizzle, Brigance Math, Unique Learning, Khan Math Text to Speech	Embedded Accommodations
Math	K-3	TEKS Resource System: Gap Implementation Tool	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Yes	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Content & Language Supports
Math	K-3	Imagine Math	Analytics for engagement and progress monitoring	Yes	Online manipulatives Visual Supports	Online manipulatives Visual Supports
Math		Envision Math	Unit Assessments	Yes	Online manipulatives Visual Supports	Online manipulatives Visual Supports
Math	K-3	Texas Home Learning 3.0 Eureka Math	Analytics for engagement and progress monitoring	Yes	Embedded Instructional Supports	Scaffolding Recommendations for ELL

Math	K-3	TEKS Resource / TEKS Guide	Year At A Glance Unit Assessments	Yes	IFD provides misconceptions and underdeveloped concepts with unit vocabulary	ELPS / Language Strategies
ELA Instructional Materials						
ELA	K-3	Pearson	Daily Progress monitoring End of Unit Assessment	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Visual Supports Available in Spanish
ELA	K-3	TEKS Resource System: Gap Implementation Tool	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Yes	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Content & Language Supports
ELA	1-3	Renaissance STAR	Grade equivalency reading levels	Yes	Extended Time	Extended Time
ELA	K-3	Fountas & Pinnell	BAS (Benchmark Assessment System) Grade equivalency reading levels	Yes	Vocabulary Supports Visual Supports	Vocabulary Supports Visual Supports

ELA	K-3	Istation	Analytics for engagement and progress monitoring	Yes	Vocabulary Supports Highlighting key vocabulary Fluency & Spelling Support	Vocabulary Supports Highlighting key vocabulary Fluency & Spelling Support
ELA	K-3	TEKS Resource / TEKS Guide	Year At A Glance Unit Assessments	Yes	IFD provides misconceptions and underdeveloped concepts with unit vocabulary	ELPS Implementation Guide
ELA	K-3	Texas Home Learning 3.0	Analytics for engagement and progress monitoring	Yes	Embedded Instructional Supports	Scaffolding Recommendations for ELL
Science Instructional Materials						
Science	K-3	TEKS Resource System: Gap Implementation Tool	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Yes	Allows teachers to identify gaps and make curricular and instructional adjustments based on student needs	Content & Language Supports
Science	1-3	Stemscopes	Formative Unit Assessments Test Generator	Yes	Text to Speech Vocabulary Supports Visual Supports Cross Curricular Writing Support	Text to Speech Vocabulary Supports Visual Supports Cross Curricular Writing Support

Science	K-3	Texas Home Learning 3.0 PhD Science TEK Ed.	Analytics for engagement and progress monitoring	Yes	Embedded Instructional Supports	Scaffolding Recommendations for ELL
Science	K-3	TEKS Resource / TEKS Guide	Year At A Glance Unit Assessments	Yes	IFD provides misconceptions and underdeveloped concepts with unit vocabulary	ELPS Implementation Guide Vocabulary Supports
Social Studies Instructional Materials						
Social Studies	K-3	TEKS Resource System: Gap Implementation Tool	Identifies gaps for curricular and instructional adjustments based on student needs	Yes	Identifies gaps for curricular and instructional adjustments based on student needs	Content & Language Supports
Social Studies	K-3	Texas Home Learning 3.0	Analytics for engagement and progress monitoring	Yes	Embedded Instructional Supports	Scaffolding Recommendations for ELL
Social Studies	K-3	Studies Weekly	Formative Unit Assessments	Yes	Text to Speech Vocabulary & Visual Supports	Text to Speech Vocabulary & Visual Supports
Social Studies	K-3	TEKS Resource / TEKS Guide	Year At A Glance Unit Assessments	Yes	IFD provides misconceptions and underdeveloped concepts with unit vocabulary	ELPS Implementation Guide Vocabulary Supports

Additional explanation of how instructional materials meet the criteria:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<ul style="list-style-type: none"> ● The TEKS Resource System includes a scope and sequence that provides the instructional fidelity needed to prepare students to demonstrate mastery of the Texas Essential Knowledge and Skills. The Instructional Focus Document provides a bundled approach to meet state expectations. Assessments can be built on a schedule from items provided that reflect mastery of readiness, supporting and process standards. ● Texas Home Learning 3.0 (as soon as made available) will offer similar usage analytics for engagement and progress monitoring
<p>What additional supports will be provided for students with disabilities and ELs?</p>	<ul style="list-style-type: none"> ● Special Education teachers are implementing Vizzle to monitor student progress towards IEP goals, resource students are provided daily instruction in Math and ELAR from the special education teacher. Mainstream special education students are provided classroom accommodations. All special education students are monitored through a Google Meet or phone conversation two days per week. ● Additional Special Education math resources are being adapted from Vizzle, Brigance Math, Unique Learning, and Khan. ● Additional Special Education ELAR resources are being adapted from Vizzle, Unique Learning, Edmark Online, and Maxscholar. ● Summit K-12 is a program that will address the ELPS, students practice Listening, Speaking, Reading and Writing. Students will be placed in the program at their proficiency level from previous year TELPAS scores and student proficiency increases as they progress through the program. Students will begin with 30 minutes per week and progress to 60 minutes. Students will meet 2 days a week for a virtual pullout to work on Phonemic Awareness using the Heggerty Phonemic Awareness program while implementing sight word practice as well. ● All instructional staff received Behavior Skills Training (BST). BST is a research-based strategy using four primary components (instruction, modeling, rehearsal, and feedback) to teach a new skill. BST staff development was used to focus efforts in making connections with online student learners.

Student Progress

Component	Explanation
What is the expectation for daily student engagement?	<ul style="list-style-type: none">● Daily teacher-student contact through Google Meets, Google Classroom, phone calls, and/or email.● Students are required to participate in a Google Meet with the teacher for math and reading each day for at least one hour for each subject.
What is the system for tracking daily student engagement?	<ul style="list-style-type: none">● Google Classroom● When Schoology becomes fully available with all appropriate courses, Schoology will be used for the LMS● Daily analytics from Istation & Imagine Math● Daily analytics from Texas Home Learning 3.0
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<ul style="list-style-type: none">● Daily teacher-student contact● Before and after school accessibility● LMS accessibility for progress monitoring● Parent accessibility of attendance, assignments and grades

Educator Professional Development Schedule

Asynchronous / Blended Learning PD Date / Times	Professional Development Components / Description
Back to School PD Aug 11, 12, & 13	<ul style="list-style-type: none"> ● Online / Blended Learning – ESC 18 Chris Enriquez ● All instructional staff received Behavior Skills Training (BST). BST is a research-based strategy using four primary components (instruction, modeling, rehearsal, and feedback) to teach a new skill. BST staff development was used to focus efforts in making connections with online student learners. ● Google Classroom, Google Meets, & Google Forms ● Screencastify, Discovery Ed, Flipgrid, Ed Puzzle, GoGuardian ● Apps for Online Learning and online lesson development
Sept 21	<ul style="list-style-type: none"> ● PLC Administrator Training – (Solution Tree or ESC18) ● Blended Learning PD – ESC18 Chris Enriquez ● Lesson Planning Network – ESC18 ● Online Lesson Development ● Technology Instructional Coordinator (1:1 Support) ● Grade Level / PLC (Data Review for Online Learners)
Nov 2	<ul style="list-style-type: none"> ● PLC Teacher Professional Development – (Solution Tree or ESC18) ● Campus Admin Led PD / Online Lesson Development ● Technology Instructional Coordinator (1:1 Support) ● Grade Level / PLC (Data Review for Online Learners) ● Blended Learning PD – ESC18 Chris Enriquez
Jan 4	<ul style="list-style-type: none"> ● Campus Admin Led PD / Online Lesson Development ● Technology Instructional Coordinator (1:1 Support) ● Grade Level / PLC (Data Review for Online Learners) ● Blended Learning PD – ESC18 Chris Enriquez
Feb 15	<ul style="list-style-type: none"> ● Online Lesson Development ● Technology Instructional Coordinator (1:1 Support) ● Grade Level / PLC (Data Review for Online Learners) ● Blended Learning PD – ESC18 Chris Enriquez ● Campus Administrator Led PD
Apr 12	<ul style="list-style-type: none"> ● Online Lesson Development ● Technology Instructional Coordinator (1:1 Support) ● Grade Level / PLC (Data Review for Online Learners) ● Blended Learning PD – ESC18 Chris Enriquez ● Campus Administrator Led PD
Ongoing	<ul style="list-style-type: none"> ● Teachers can schedule training before or after school or during conferences with the Technology Instructional Coordinator ● Home Learning Coordinator will assist teachers in parent communication and student progress monitoring ● Weekly Blended Learning Smore – ESC18 (Chris Enriquez)

Summary of how professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<ul style="list-style-type: none"> ● In August 2020, the board of trustees approved a school calendar change as well as a Missed School Day waiver to provide three additional professional development days before school started to focus on blended learning and online instruction. ● The district secured ESC18 to provide initial and ongoing Blended Learning training for all instructional staff ● The district secured Solution Tree to provide initial administrator PLC training as well as PLC training for all instructional staff training ● Administrators will facilitate then monitor ongoing PLCs
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<ul style="list-style-type: none"> ● All instructional staff received Behavior Skills Training (BST). BST is a research-based strategy using four primary components (instruction, modeling, rehearsal, and feedback) to teach a new skill. BST staff development was used to focus efforts in making connections with online student learners. ● With input from the District Leadership Team, the school calendar was designed to provide ongoing professional development throughout the school year ● The additional PD days will be used for data disaggregation as well as online lesson development ● The position of Home Learning Coordinator was added to district staffing to provide additional teacher support of the online instructional learning process ● Weekly PLCs will focus on student assessment data and conversations about Response to Intervention ● Campus PD focused on the TEKS Resource System vertical alignment and TEKS clarification tools will be used to support teacher content knowledge ● Campus PD focused on proper use of the instructional focus documents and Pacing Guide will help provide sequential student learning with measurable targets for mastery

Summary of communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<ul style="list-style-type: none"> ● Each family will receive a copy of the asynchronous plan ● Home Learning Coordinator will schedule a welcome / informational meeting with each parent/family ● Office hours and contact information will be provided in multiple locations for ongoing communication efforts ● Home Learning Coordinator and technology staff will provide a parent information night. Chromebooks and hot spots will be deployed to families as well as a general introduction to Google Classroom.
What are the expectations for family engagement/support of students?	<ul style="list-style-type: none"> ● Home Learning Coordinator will make daily contact with each asynchronous learner ● Home Learning Coordinator will contact parents of asynchronous learners a minimum of once per week ● Special Education teachers will use Vizzle to monitor student progress toward IEP goals. Resource students are provided daily instruction in Math and ELAR from the special education teacher. Mainstream special education students are provided ARD instructional accommodations. Special education students are monitored through an additional Google Meet or phone conversation two days per week. ● Summit K-12 is a program that addresses the ELPS. Students practice Listening, Speaking, Reading and Writing. Students will be placed in the program at their proficiency level from previous year TELPAS scores and student proficiency increases as they progress through the program. ● EL students will begin with 30 minutes per week and progress to 60 minutes per week. ● EL Students will meet 2 days a week for a virtual pullout to work on Phonemic Awareness using a Phonemic Awareness program while implementing sight word practice as well.
What are additional supports, training, and/or resources will be provided for families who may need additional support?	<ul style="list-style-type: none"> ● Campus counselor contact information will be provided with asynchronous learning materials ● Digital and in-person character lessons will be provided through counseling department for families ● Suite360 counseling program will be used to assist families with needs in multiple areas (character education, restorative discipline, COVID reentry, racial equality, and parent involvement ● Suite360 has audio and digital options for online learners and is available in multiple languages ● Home Learning Coordinator and technology staff will provide a parent information night. Chromebooks and hot spots will be deployed to families as well as a general introduction to Google Meets and Google Classroom.