BROADDUS ISD

Remote Learning
for
COVID ONLY 2021-2022

Revised 9/7/2021

Asynchronous Plan
for Students with COVID
Or Close Contact

This guidance document is being provided based on the policy and procedures that are set for TEA as we understand it today. It is intended to support parents and students during the pandemic. Changes to the remote learning may necessitate changes to this document, including additional school operations.

Broaddus ISD will be offering a remote asynchronous learning system for students who were tested positive for COVID or have been in close contact. Please refer to our COVID-19 Public Health and Safety Plan to see if the student meets the criteria for tested positive for COVID or has been in close contact, this information can also be found on our website at www.broaddusisd.com.

Remote asynchronous instruction does not require having the instructor/student engagement at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real-time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC 28.002.

<u>Student Eligibility for Remote Learning</u>

Each of the following three conditions must be met if the student was a virtual student during the preceding school year (a student is considered to have been virtual during the preceding year if 50% or more of their instructional days were attended remotely (i.e., marked Present or Remote Asynchronous - Present for that day) compared to the total number of instructional days offered for the school year):

- The student had 10 percent or fewer unexcused absences during the preceding school year in total for all instructional methods offered, i.e., on-campus, remote synchronous, and remote asynchronous.
- The student achieved satisfactory performance or higher on each STAAR assessment taken during the preceding school year;
- The student earned a C or higher in each of the foundation curriculum courses under TEC, §28.002, (i.e., mathematics, science, English language arts and reading, and social studies) taken virtually or remotely during the preceding school year;

○ Note: End-of-year course grades for all foundation curriculum courses for which a student received 50% or more of their instructional days via remote instruction must be considered under this criterion.

Instructional Schedule

The Instructional Schedule will outline the expected time for students to interact with academic content and interact with the teacher(s) and receive instructional support.

Student/s interact with academic content:

- Daily interaction with academic content by reviewing google classroom, daily progress in our online curriculum, and completing daily assignments each day between the hours 12:00 a.m. through 11:59 p.m. **This is non-negotiable.**
- Students will only be able to access the asynchronous plan for **10 days** regardless of the number of times the student has been in close contact or has COVID for more than 10 days per state law.
- Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance satisfying this requirement.
- Students who have not logged in by 3:00 p.m. each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via Learning Management System by 11:59 p.m. that same day.
- Teacher(s) will interact with students by reviewing material that is turned in by the student and making comments on the student's grades.

Student/s interact with the teacher(s) and receive instructional support

- Each student can interact with the teacher during the teacher's conference period which will be provided to the students, before school (7:30 a.m. - 7:50 a.m.) and/or after (3:20 p.m.- 4:00 p.m.) school, and/or during an open house/parent involvement nights.
- Direct instruction is delivered by the method of assignments by the teacher. Each student will meet or exceed the following average daily minimums across all subjects: Pre-K through 5th grade will have 180 instructional minutes and 6th through 12th grade will have 240 instructional minutes.

Example of Prek-5th Grade:

English Language Arts	45 minutes
Mathematics	45 minutes
History	30 minutes
Science	30 minutes
Physical Education	30 minutes
Electives (2)	30 minutes

Example of 6th-12th Grade:

English Language Arts	45 minutes
Mathematics	45 minutes
History	30 minutes

| Science | 30 minutes |
| Electives (3) | 30 minutes |

*Tutorials, ESL, G/T, Special Education, etc.

Materials

The district has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment that is called Texas Curriculum Management Program Cooperative, or TCMPC. The TCMPC provides content and support for an online curriculum management system known as the TEKS Resource System. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for the following subject areas:

- English Language Arts and Reading (K-12)
- Spanish Language Arts and Reading (K-5)
- Mathematics (K-12)
- Science (K-12)
- Social Studies (K-12)
- Spanish translated versions of Mathematics, Science, Social Studies, and SLAR (K-5)

This will provide our school district and teacher(s) a resource aligned with what the state of Texas has determined students are expected to learn (TEKS) with the support of a coherent, logical sequence that reinforces concepts at appropriate times throughout the year.

> ***Internet access-***All materials that have been purchased by the school district will be assigned to each student in Google Classroom. The students will use the Google Classroom platform to access all assignments and assessments of the logical sequence by the teacher. Each campus principal will review all lesson plans and randomly review graded work from students to ensure that the material that is purchased by the school district is being used and students are receiving the material that is being assigned by the teacher.

> ***No Internet access-***Parent or Guardian will be responsible for picking up the student(s) weekly packet at the end of the preceding week and at the same time turn in the current week's work.

Each teacher will ensure and follow all student Individualized Education Plan, or IEP, for students with disabilities, and English Language Learners. The director of any department will check in with each student during the grading periods throughout the year to ensure that each plan is being followed and/or more support needs to be added for each student.

Student Progress

Student progress is expected in remote asynchronous learning by the daily tracking of student engagement to ensure curricular progress, a system to measure the academic progress of all students to inform instructional practice, and student feedback weekly while using school grading policies.

Daily Track Student Engagement is measured daily with or without internet access, and attendance is assigned based on the student's completion of that day's engagement measure. Please read the following:

- Each student will have to complete at least one assignment in the following categories assigned by the instructor: warm-up, lesson, activity, test, closing ticket each day when school is in session.
- The teacher can require a student to come to campus to complete a required assignment or project for elective courses if the course requires an assignment that cannot be reasonably completed remotely. Failure to appear on campus to complete on-campus assignments could also result in absences that could subject the student to the 90/10 minimum attendance for class credit requirements.
- The teacher can also check the performance of the student for interaction with the student via phone (whether the student does or does not have access to the internet) and/or through email or other internet access.

Implementation

Implementation of professional development calendars with specific supports for asynchronous instruction for educators and families. Please read the following:

- Educators will receive professional development during each grading period.
- If educators need additional training, educators must send a written request to their campus principal for approval.
- Parents/Guardians can schedule training sessions at the campus that their child attends to help implement asynchronous learning for their children. Please visit our website at www.broaddusisd.com or call the school at 936.872.3041 to set up an appointment.
- Parents/Guardians and the student must sign that they have both read the asynchronous plan before allowing the implementation.
- Each campus principal:
  - will go over an asynchronous plan at the beginning of the school year.
  - will be responsible for creating a calendar for parents or guardians and each employee for professional development.
  - will develop a process to monitor student data over each grading period and have professional learning communities throughout each department.

The asynchronous plan for COVID will be in the student handbook and also can be found on the school website www.broaddusisd.com.