



## Fall 2020: Instructional Information Guide for LISD Families and Community

The Lamesa ISD School Start 2020-2021 Plan has been developed based on the Texas Education Agency's information as of July 14, 2020. Plans are subject to change as public health guidelines and further information from the Texas Education Agency is released. As a result, we will modify our plan as we adjust to new updates prior to the first day of school scheduled for Wednesday, August 19, 2020. We anticipate situations that necessitate intermittent closures (ex: classroom, grade level, campus) due to positive COVID-19 cases in schools. Parents, staff, and students should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices. Our curriculum and instruction teams have developed two instructional plans: in-person instruction and full remote instruction for students who choose to learn from home.

Parents will select In-Person or Remote Instruction for their child(ren) during the registration period through Skyward beginning Monday, July 27, 2020 and ending Friday, August 7, 2020. **If a parent chooses remote (at-home) instruction and later requests that his/her child switch to in-person instruction, they may do so only at the end of a grading period to limit transitions.** Any parent/student wishing to change their instructional platform must notify the district two weeks prior to the next grading period. Students or parents who request a change from one instructional model to another (ex: in-person to remote or remote to in-person) will only be permitted to change at the end of a grading period.

This fall, Lamesa ISD will be implementing instructional practices to provide consistency across learning environments and ensure student's and staff's safety. Regardless of the learning environment, Lamesa ISD is committed to ensuring that students have an equitable experience and access to high-quality instruction:

- Students will interact with instruction in two different environments (face-to-face and virtual/remote) making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students.
- Lamesa ISD will utilize the strategies and best practices associated with blended learning to design learning activities for all students.
- Learning experiences are designed to meet the needs and environment of the learner where they are.
- Students, regardless of learning environment, will engage in high-quality learning experiences aligned to
- Lamesa ISD curriculum and Texas Essential Knowledge and Skills. Students who begin the year in face-to-face learning at school may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.
- Both the remote and face-to-face experience will utilize Google Classroom, provide similar expectations around coursework, and follow the same grading guidelines.



## FACE-TO-FACE LEARNING

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

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

Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread. District-directed and campus-designed safety procedures will be implemented.

Gr. 6-12 students will be assigned schedules based on their course selections made last spring.

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## LISD SCHOOL@HOME

Lamesa ISD School@Home is a remote learning opportunity that will allow students to engage in high-quality learning experiences, utilize Lamesa ISD instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the student's needs in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- Teachers will teach LISD School@Home students from their classrooms or other assigned LISD facilities.
- In this setting, teachers will also provide instruction, learning resources and support through the use of Google Classroom.
- Parents will support students as a "learning coach" and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open communication lines between teachers, students, and parents as we work together to ensure each student is academically challenged and supported.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in a remote environment. Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

**Remote Synchronous Learning** is defined as two-way, real-time, live, instruction between teachers and students through computers or other electronic devices. Students enrolled in LISD School@Home will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

### ***Lamesa ISD student expectations for synchronous learning:***

- Students attend class on time, per their class schedule.
- Students will follow the Lamesa ISD dress code.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually. Students will participate in class activities, discussions, and assignments.

**Remote Asynchronous Learning** is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.

***Lamesa ISD student expectations for asynchronous learning:***

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of:
  - student learning, e.g., video, picture, or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

**Schedule for LISD School@Home**

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

**Attendance for LISD School@Home**

Students who log in to the Lamesa ISD Learning platform each day and engage in teacher-assigned learning apps (including but not limited to Google Classroom) are considered "present" and **will not** be marked absent. 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 the Lamesa ISD, Google classroom, by 11:59 pm that same day.

Parents and students will receive absence notifications via Skyward after 6:00pm each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day via Lamesa ISD. (Parents may control notifications via Parent Portal.) If a student is engaged in asynchronous learning and completes the entire week's worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday **only** and counted "absent" for Tuesday-Friday.

*\*Students should access all learning apps, including Google Classroom, via the Lamesa ISD teacher Google classroom, so that we have an accurate accounting of their logins and duration of engagement on a particular learning app.*

***Students must understand that LISD School@Home attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and Lamesa ISD Policy FEC (Local) and (Legal) still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.***

### ***LISD School@Home Design for Grades PK-5***

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

Daily synchronous time may include activities such as:

- ↳ Read alouds
- ↳ Small group reading instruction
- ↳ Number Talks
- ↳ Community Circles/Check ins
- ↳ Direct instruction by teacher (mini-lesson)

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

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

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to communicate the schedules for the students openly.

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

### ***LISD School@Home School Design for Grades 6-12***

Classes within this environment will follow the schedule of classes at the student's home campus. Lamesa ISD will structure the students' learning schedule to require students to participate in synchronous and asynchronous learning.

- Teachers will structure the instructional day to follow their campus bell schedule.
- Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.
- All courses will be offered in both settings, including advanced level courses such as dual credit. Some elective courses for students who select LISD School@Home may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., cosmetology, welding, a/v production, Culinary, etc.
- The district is working to finalize which elective courses will require in-person assignments; later in July, more information will be made available to assist families with their elective choices better.
- Students who select LISD School@Home will be contacted at the end of July regarding their schedule if the elective courses requested require an in-person component.
- Students in grades 6-12 choosing LISD School@Home may be able to participate in on-campus classes for extra-curricular activities (in accordance with UIL requirements).

- Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.
- All courses will be offered in both settings, including advanced level courses such as well as dual credit.
- Hybrid Model - Some elective courses for students who select LISD School@Home and who are on a designated pathway, may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., cosmology, welding, a/v production, Culinary, etc.
- The district is working to finalize which elective courses will require in-person assignments; later in July, more information will be made available to assist families with their elective choices better.
- Students who select LISD School@Home will be contacted at the end of July regarding their schedule if the elective courses requested require an in-person component.
- Students in grades 6-12 choosing LISD School@Home may be able to participate in on-campus classes for extra-curricular activities (in accordance with UIL requirements).

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

Intervention, enrichment, and tutorial time will be scheduled regularly for students to meet their academic needs best. Students may engage in assigned group activities, project-based learning activities, small group or individual instruction during this time. Teachers will communicate with students their plan for the designated time.

### **LISD School@Home Grading**

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model. LISD School@Home courses that earn high school credit will count in GPA calculation and class rank as specified in LISD Board Policy.

### **Special Education Support**

ARD Committees will determine students' unique needs who receive special education services and will make service recommendations for students attending the School@Home remote program. The nature of special education interventions will likely require a more substantial concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

# Instructional Roles & Learning Tools for Both @ Home and Face to Face Learning Environments



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

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## Preparation for Learning

<b>Student</b>	<p>Be prepared for learning each day and have work and assignments completed and ready.</p> <p>Complete coursework by deadline set by teachers.</p> <p>For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.</p>
<b>Parent</b>	<p>Access parent resources to learn how students will navigate Google Classroom.</p> <p>For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before.</p> <p>For LISD School@Home: Create a designated place in your home for your student to use as their remote classroom.</p> <p>Ensure your child engages daily in online instruction so he/she is counted for mandatory attendance.</p>
<b>Teacher</b>	<p>Meet weekly with collaborative team to plan instruction for all students.</p> <p>Utilize the district curriculum documents and follow the scope and sequence Provided by the academic services department.</p> <p>Upload "Week at a Glance" for parents and students in Google Classroom.</p> <p>Upload weekly instructional materials into Google Classroom.</p> <p>Take all materials and devices home each day in order to be prepared for possible school closure.</p>



## Teaching & Engagement Expectations for Students, Parents and Teachers.

### Student

Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.

Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers.

Be organized in your work and in getting projects completed.

Ask questions and communicate with your teacher.

Be aware of what you should be learning each day.

Become familiar with the structure of Google Classroom and how your teacher organizes information.

Turn in assignments on time.

### Parent

Access Parent Portal (grades K-12) to view student grades.

Check in with student(s) to monitor completion of homework and assignments.

Discuss your child's favorite part of their day and what they learned in school.

Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.

Provide your child with assistance on their day-to-day activities with the exception of designated independent work.

Consider creating a designated learning/study space for your child at home to learn comfortably.

Maintain communication with your child's teacher by phone, email, remind, and/or online meetings to create a learning partnership.

Monitor and ask for evidence that your child is on track with assignments and coursework.

### Teacher

Teach students how to access learning materials through Google Classroom.

Provide face-to-face or live synchronous instruction and facilitate learning throughout the day.

Manage online and offline resources to provide consistency and routines for students.

Provide clear learning goals for students.

Follow the expectations established across the district for Google Classroom.

Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension.