

**Meridian Independent School District
Continuity of Learning Plan
Asynchronous Model**

The goal of Meridian ISD is to provide an engaging and rigorous TEKS-based plan for remote instruction while maintaining instructional delivery that achieves student success. MISD will provide resources and academic learning opportunities for all students in a remote setting through an asynchronous model.

These open response descriptions/attachments contained here apply to the following grade levels.

PK4 K 1 2 3 4 5 6 7 8 9 10 11 12

I. Instructional Schedule

Attestations

- Teacher interaction with students is predictable and sufficient to support the schedule.
- Teacher is available for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided clear means to engage with academic material on a daily basis.
- Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Full day PreK – 180 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes

- 6th through 12th grade – 240 instructional minutes

Description: The structure of each day will allow for students to have full academic content with the assurance that remote learning content and experiences are aligned with the face-to-face instructional practices. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels. The implementation model described in this plan is subject to change, and is contingent upon the number of students that elect to participate in remote learning, and the nature of the pandemic. The schedules put forth are for planning purposes, and are subject to change.

During the day, remote students will have complete access to all learning activities and can complete self-paced assignments independently and in any order they choose. The times provided for each grade cluster and content area are given to let students and parents know what the district deems as the appropriate amount of time to allocate to be successful in mastering the academic content each day.

To ease manageability and access for all learners, MISD has implemented a teacher and student “Landing Page” by utilizing the Class Link program. Students and staff use this app to access all necessary learning materials.



Meridian ISD employees will design lessons in our Learning Management Systems for on-campus learners and remote learners to ensure that all MISD students are familiar with the LMS. This will allow for students and teachers to move seamlessly across models if a situation should arise that would require a move to a different model of instruction.

Though the predominance of the MISD learning plan is built around an asynchronous structure, there will be some access to synchronous learning and support opportunities including:

- Teachers record instruction in some classes/courses in which students can review when needed.
- Small group instruction time (on an as- needed basis and guided by progress monitoring)
- Daily office hours

PreKindergarten - Grade 5

Suggested Schedule (Time allotted per content area)		Additional Information
Reading Language Arts	60 Minutes	<ul style="list-style-type: none"> • Students will receive a minimum of 180 minutes of academic content engagement through asynchronous or synchronous instruction each day. • The Learning Management System (LMS) for grades PK-5 is Google Classroom • 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. • Students are expected to log into their LMS and complete activities provided each day. Students may complete the work in an order that best suits their needs barring any scheduled synchronous meetings/learning. • Attendance will be recorded via TxEIS, as determined through student engagement in the LMS. • Content for subject areas will be provided through a variety of campus instructional materials and curriculums via the LMS. There will be correlating activities and assignments for the daily instruction that align with face-to-face instruction. • Remote learners will be assigned the same teachers as those participating in face to face instruction. • Appointments can be made during the teacher's office hours and/or student/parent to answer questions or remediate instruction. • The teacher will arrange regular check-ins with students- either one-on-one or small group settings via Zoom or Google Meets. • The teacher will have set times for office hours to provide instructional support for all students that they monitor. • Students will receive their required accommodations or modifications from the teacher and/or other special education professional staff.
Math	60 minutes	
Science	30 minutes	
Social Studies	30 minutes	
Office Hours/Student Support	30 minutes	
Tutoring	30 minutes (as needed)	

Grades 6-12

7:55-8:40	Period 1	<ul style="list-style-type: none"> • Students will receive a minimum of 240 minutes of academic content engagement through asynchronous or synchronous instruction each day. • Daily schedules are provided to parents and students. Parents will be given guidance on Class Link and Google Classroom. • Content for core subject areas will be provided by core classroom teachers, and will mirror assignments for in-person students. Remote learners will be taught by the same
8:44- 9:29	Period 2	
9:33-10:18	Period 3	

10:21-10:47	Period 4	<p>teachers as in-person students.</p> <ul style="list-style-type: none"> • In grades 6-12, content and instruction is provided by subject-area 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. • Remote learning office hours will vary by teacher. Teachers will communicate office hours to remote learning students during the first week of school. • Attendance will be taken daily in TXEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our MJH/HS Handbook and policy. • Students will receive their required accommodations or modifications from the teacher and/or other special education professional staff. • Grades 6-12 will utilize Google Classroom as the Learning Management System. • Each class will include: <ul style="list-style-type: none"> 1. Bell Ringer 2. Extension Activity 3. Evaluation Component <p>The campus counselor will set up one-on-one or small group guidance classes to support social and emotional learning.</p>
10:50-11:35- 5 th Period (45 minutes)	Period 5	
11:39-12:24- 6 th Period (45 minutes)	Period 6	
12:28-12:58	Lunch	
1:02-1:47	Period 7	
1:51-2:36	Period 8	
2:40-3:25	Period 9	
<p>Appointments will be made by teacher and/or student/parent during teacher remote planning time to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with a student.</p>		

Additional Support for Students with Learning Needs

MISD staff will work beside families to minimize barriers the student may experience in a remote setting. We will work with families to ensure all accommodations or modifications that a student requires to achieve success will be utilized. We will work to provide our students with learning needs with personalized learning and provide prompt feedback while monitoring for student progress.

II. Material Design

Attestations

District has adopted a full, TEKS-aligned curriculum which can be executed in an asynchronous remote learning environment. This includes:

- Assessments that ensure continued information on student progress remotely
- Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely

- Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments

Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.

There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Description: MISD will utilize a variety of instructional materials, all of which are TEKS aligned, through the different Learning Management Systems. As a district we will be following the YAG provided by TEKS resource system or campus created for remote and on-campus learning, that will allow for appropriate pacing, intervention, and enrichment. The use of videos and screencasting will be a part of our remote learning protocols. Students and parents will receive necessary support and instructions on how to access and navigate these resources. The lesson content delivered through remote learning will align with what is being delivered in on-campus instruction. The use of asynchronous and synchronous instruction will allow students in both instructional settings to remain on the same learning path. Instructional materials in both options will be the same content as provided in the classroom. When students return from remote settings, or move to remote learning from the classroom, they will be able to adapt quickly to the instruction.

Students' 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 Timelines: Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be shared with families. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Lesson Preparations: Teachers will work collaboratively with subject area and grade level teams to adapt lessons and assignments from adopted materials. These materials will be made available to our students via LMS. MISD will be using Class Link and Google Classroom. Teachers will utilize the district's adopted curriculum and other locally purchased resources to create lessons and activities that meet the needs of our asynchronous learners and mirror those activities of in-person learners. Teachers will monitor student progress daily and provide assistance when needed. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on campus grading system and promptly entered into TxIES.

District Instructional Materials					
Instructional Materials/Assessment	Grade Level (s)	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Progress Monitoring/ Assessments

Math Instructional Materials					
Go Math (Print and Online)	Elementary	Yes	This product includes built-in differentiation and scaffolding supports within the curriculum.	Built-in supports for ELs in each lesson. Online version- lessons in Spanish	Unit Assessments BOY/EOY Assessments
Education Galaxy	Elementary	Yes	This product includes built-in supports for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson.The product is both English and Spanish.	Program provides diagnostic assessments and continual progress monitoring
Moby Max	Elementary	Yes	This product includes built-in supports for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson.The product is both English and Spanish.	BOY,MOY,EOY Universal Screening Assessments Progress Monitoring tailored to individual student levels
IXL	6-8	YES	This product allows differentiation and lesson personalization for student's needs	ELs are provided critical scaffolding they need to build understanding at their own pace	Assessments and real time reports are provided throughout the program
Go Math (Print and Online)	Secondary	Yes	This product includes built-in differentiation and scaffolding supports within the curriculum.	Built-in supports for ELs in each lesson.	Unit Assessments BOY/EOY Assessments
Texas Home Learning 3.0 (Print and Online)	Secondary	Yes	This product includes built-in supports for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson	Assessments provided throughout the different resources available
English Language Arts and Reading Instructional Materials					
HMH Into Reading (Print and Online)	Elementary	Yes	This product includes built-in differentiation and scaffolding supports within the curriculum.	Built-in supports for ELs in each lesson. Online version- lessons in Spanish	BOY, MOY, EOY Benchmark Assessments, Phonemic Awareness monitoring
Education Galaxy	Elementary	Yes	This product includes built-in supports for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson.The product is both English and Spanish.	Program provides diagnostic assessments and continual progress monitoring

Renaissance	Elementary	Yes	This product includes built-in supports for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson. Online version- lessons in Spanish	BOY, MOY, EOY Benchmark Assessments, Progress Monitoring
Reading A-Z	Elementary	Yes	This product includes built-in differentiation and scaffolding supports within the curriculum.	Built-in supports for ELs in each lesson. Online version- lessons in Spanish	Reading Fluency, Comprehension, and vocabulary assessments
IXL	Secondary	Yes	This product allows differentiation and lesson personalization for student's needs	ELs are provided critical scaffolding they need to build understanding at their own pace	Assessments and real time reports are provided throughout the program
Spelling City	Secondary	Yes	This product provides grade level topics to assist in creating extensive lesson plans and spelling lists for English Language Arts concepts like grammar or figurative language.	ELs are provided critical scaffolding they need to build understanding at their own pace	Assessments and real time reports are provided throughout the program
Texas Home Learning 3.0 (Print and Online)	Secondary	Yes	This product includes built- in support for students with learning disabilities in each lesson.	Built-in supports for ELs in each lesson	Assessments provided throughout the different resources available
Social Studies Instructional Materials					
Studies Weekly (Print and Online)	Elementary	Yes	Vocabulary Learning strategies	Accommodations and supports are provided through the LMS	Check for Understandings, Unit assessments
Khan Academy	Secondary	Yes	Teacher planning tool and curriculum. Videos are included to assist with learning disabilities.	Provides differentiated instruction tool	Assessments provided throughout the resources available.
Science Instructional Materials					
Science Fusion (Print and Online)	Elementary	Yes	This product includes built-in differentiation and scaffolding supports within the curriculum.	Built-in supports for ELs in each lesson. Online version- lessons in	Unit assessments, BOY/EOY assessments

				Spanish	
Khan Academy	Secondary	Yes	Teacher planning tool and curriculum. Videos are included to assist with learning disabilities.	Provides differentiated instruction tool	Assessments provided throughout the resources available.

III. Student Progress

Attestations

- Expected student progress in remote asynchronous learning is planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.
- Daily, trackable student engagement exists to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have systems to measure academic progress of all students to inform instructional practice in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student feedback is provided from the instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies for remote student work are consistent with those used before COVID for on campus assignments

Description: MISD recognizes that our students will be faced with many unique situations this school year, and that is our responsibility to ensure that they are provided with the best opportunity to master the foundational understandings of concepts presented to them this year. It is imperative that our learners are actively engaged in daily learning activities and consistent communication with our teachers so that we can provide the best learning paths for our students. As a district, we will implore several methods to check for student progress toward mastery of their coursework's standards.

Daily Student Engagement	Students are expected to engage daily by logging into the appropriate LMS and completing the daily activities assigned
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	<p>for each course. Students should complete all coursework and daily assignments, but will have flexibility over which order to complete them. 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.</p>
<p>Tracking Daily Student Engagement</p>	<p>Student engagement will be tracked via an of the following methods:</p> <ul style="list-style-type: none"> ● Daily Progress in the LMS/ Assignment submissions: Daily activities, projects, and assessments will be completed by the students and monitored by classroom teachers and RLTs. Submissions of assignments and activities by due dates will account for student’s engagement each day. ● Teacher Interactions: Students may attend synchronous sessions for tutoring, intervention, or other activities requested by their teacher. Participation in these teacher interactions will account for student’s engagement. <p>A teacher or campus representative will input the students attendance in TxIES, based on the student’s engagement for the day. If the student engages in multiple forms of engagement, which tracking mechanism is cited is left to the teacher’s discretion. The campus secretaries will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.</p>
<p>Consistency with On-Campus Environment</p>	<ul style="list-style-type: none"> ● Student engagement in remote learning is very similar to the methods in which students would receive teacher support and individual work time as if they were learning on-campus. ● Students whether On-Campus or remote will follow the same scope and sequence of instructional and assessment materials. ● Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence. ● Students will be provided with similar intervention/enrichment activities if applicable during teacher office hours or other designated times.
<p>Tracking Student Academic Progress</p>	<p>MISD will utilize multiple methods to track student academic progress including check-ins with teachers, bell ringer activities, projects/assignments, quizzes, unit assessments, interim assessments and other district based assessments.</p> <ul style="list-style-type: none"> ● Assignments/Projects: Teachers will grade and submit feedback on assignments/projects in a timely manner ● District and other assessments: Teachers will track mastery from formative and summative assessments taken by students. ● Literacy Assessments: Teachers in grades K-2 will utilize Amplify mClass and Renaissance Star Early Literacy and teachers in grades 3-5 will utilize Renaissance Star to gauge any loss in literacy mastery and to track progress throughout the year. <p>Teachers will work with other district stakeholders when reviewing data from district and literacy assessments, and other relevant data sources to ensure students are receiving necessary interventions or enrichment based on their mastery of the content.</p>
<p>Providing Feedback to Students on Progress</p>	<p>Students and Families will receive prompt feedback via a variety of mechanisms:</p> <ul style="list-style-type: none"> ● LMS: Several activities assigned in the LMS software will provide nearly real-time instructional feedback on

	<p>learning and assignments.</p> <ul style="list-style-type: none"> ● Projects/Assignments: Teachers will turn in all projects/assignments as assigned. Teachers will provide feedback and numerical grades (as applicable) on these projects/assignments in a timely manner. ● Teacher check-ins: Elementary students will have regular check-ins with their classroom teacher/s, during which they will review their learning and progress and receive verbal/written feedback on their performance. These check-ins will be used to assess and adapt personalized learning plans, where needed. Check-ins will occur at a minimum of once a week. ● Parent Portal: Teachers are required to have all assignment grades entered in the online Gradebook system no later than the Tuesday of the following week. This will allow parents access to track student progress. ● The district utilizes a 3- week progress report and 6-week report card protocol to keep students and parents informed of student progress. This follow the same calendar as on-campus instruction
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IV. Implementation

Attestations

Campuses plan for and implement professional development calendars with specific supports for asynchronous instruction.

These include the following for educators:

- Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
- Cover all grade levels and content areas that are participating in asynchronous learning
- Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
- Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system

Districts provide explicit communication and support for families in order to support asynchronous work at home.

Description: Our goal is to support educators, students and families in such a way that allows for effective implementation of remote asynchronous instruction. Meridian ISD will work closely with our Educational Service Center- Region XII and other partners to plan support for remote learning.

District Professional Development Plan for Asynchronous Instruction
Initial Professional Development--Prior to First Day of Instruction

Time Frame	Campus/Employees	Description of Professional Development
July/August	District Administrators	<u>Excellence in Remote Instructional Delivery</u> , conducted by the Texas Education Agency through webinars. The district administrative team will either participate in the live zooms or watch the recorded videos and review slides for each session to gain knowledge and tools to drive remote learning instructional and program improvement in our school community.
August	Elementary Teachers and Administrators	<u>Google Classroom Training</u> conducted by colleague experts. Educators will be receiving extensive training on building lessons, reviewing student data, general LMS features and functionality.
August	JH/HSTeachers and Administrators	<u>Google Classroom Bootcamp</u> conducted by colleague experts. Educators will be receiving extensive training on building lessons, reviewing student data, general LMS features and functionality.
August	Grades 3-5 Teachers Elementary Administrators Grades 6-12 Teachers Secondary Administrators	<u>DIY Google Classroom</u> , provided by district teachers with strengths and expertise in this LMS. Through this interactive professional development teachers will set up sample Google Classroom courses, design at least one sample course, explore course organizational strategies, look at student and parent/guardian handbooks and how-to-videos, screen-casting, complete a basic decision sheet for their course and discuss how to determine student engagement while remote.
August	K-5 Teachers	<u>Curriculum Gap Planning</u> . Teachers will utilize a working document created during the school closure last semester that identified curriculum standards introduced via remote instruction to plan their instruction to ensure highest leverage standards across subject areas are planned for accordingly. Teachers will collaborate with subject area vertical teams and interventionists to ensure all standards are reviewed and mastered.
August/September	Secondary Teachers	<u>Vertical Planning</u> . Teachers will work together in subject area teams to identify gaps from the Spring 2020 semester.
August	Secondary Teachers	<u>Google Classroom Planning</u> . Teachers will work together in subject area teams to collaborate on how to implement Google Classroom into their classrooms for both face-to-face and asynchronous learners. Teachers will discuss assignments, differentiation, multimedia, exams, engagement, intervention and enrichment.
Job Embedded Professional Development-- During the School year		
Time Frame	Campus/Employees	Description of Professional Development
Tri-Weekly (Duration of the school year)	Elementary Teachers and Administrators	<u>PLC</u> - conducted during planning periods with school administrators, grade level teachers and interventionists. Educators will work together to disaggregate curriculum resources, and student data from district assessments and other data resources to drive instruction for both remote and on-campus learners.
Bi-Weekly	Elementary Teachers	<u>LMS and Technology Applications Ongoing Learning</u> conducted by teachers and administrators that are proficient in different technology applications being utilized for on campus and remote learners.

		Informational training will be conducted in person. Helpful tips will be shared, and answers to questions regarding the LMS and technology programs will be answered. Each session will be developed by topics determined by high-interest and teacher suggestions/questions.
End of each Universal Screening Period	Elementary Teachers and Administrators	<u>Data Meetings</u> - will be held at the end of each universal screening period to reflect on data gathered from a multitude of resources (mClass, Ren Star, Ren Early Literacy, CLI Engage, Unit Assessments, LMS feedback,BOY assessments, etc.). While disaggregating the data educators will discuss needed interventions and enrichments for remote and on-campus learners.
End of each grading period	Secondary	<u>Department planning</u> - each department plans together utilizing formative and summative assessment data using TFAR, as well as STAAR/EOC data, and BOY, MOY, and EOY data as well as data from Schoolnet to develop lessons for the upcoming grading period based on student need for both on campus and remote learners. These meetings are led by the CLT
Each grading period	Secondary	<u>CLT</u> - the CLT team meets during each grading period to discuss data from Schoolnet, further data needed, and needs of their departments in preparation for their Department Planning Day
Each week	Secondary	<u>PLC</u> - each week PLC's are held during Jacket Period to study data and discuss/update RtI for both on campus and remote learners.

Parent/Guardian Communication and Support

Parent/Guardian Communication and Support	
Communicating Expectations	Families will receive constant communication about expectations and regular updates via the Parent Portal, auto-mass communication platform (School App and Facebook), district websites, Remind, personal contact from teachers via email, voice calls, and different social media platforms. It is vital that MISD students and families understand the expectations and importance of remote learning during asynchronous instruction. It is expected that staff, students and families will maintain strong partnerships to allow students to easily transition between the district's different delivery methods.

<p style="text-align: center;">Expectations for Family Engagement/Support of Students</p>	<p>During the enrollment period and any time a student chooses to change their instructional delivery method families will be asked to sign a Commitment Form for Instructional Delivery. This will clearly outline the expectations for parental/guardians engagement in remote learning.</p> <p>Families will ensure students are participating in daily instructional activities, and meeting the daily requirements for student engagement for their courses. Students and families will have the responsibility of communicating with their teacher when needing additional assistance, tutoring, etc. Teachers will be in contact with families to communicate academic progress, identify opportunities for growth, identify student or family needs that the district can help to mitigate.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #e0e0e0;">Student Roles and Responsibilities during Asynchronous Instruction</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● Establish daily routine for engaging in the learning process ● Identify a space in home where you can learn and study comfortably ● Regularly check Google Classroom for assignments ● Complete assignments with integrity and academic honesty ● Communicate with the school when you need assistance. ● 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. ● When applicable attend live synchronous instruction appropriately dressed in accordance with MISD dress code. </td> </tr> <tr> <th style="text-align: center; background-color: #e0e0e0;">Family Roles and Responsibilities</th> </tr> <tr> <td> <ul style="list-style-type: none"> ● 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 ● Use teacher office hours to help strengthen asynchronous learning ● Contact teachers, administrators, and counselors for additional needs and supports for student learning. </td> </tr> </tbody> </table>	Student Roles and Responsibilities during Asynchronous Instruction	<ul style="list-style-type: none"> ● Establish daily routine for engaging in the learning process ● Identify a space in home where you can learn and study comfortably ● Regularly check Google Classroom for assignments ● Complete assignments with integrity and academic honesty ● Communicate with the school when you need assistance. ● 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. ● When applicable attend live synchronous instruction appropriately dressed in accordance with MISD dress code. 	Family Roles and Responsibilities	<ul style="list-style-type: none"> ● 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 ● Use teacher office hours to help strengthen asynchronous learning ● Contact teachers, administrators, and counselors for additional needs and supports for student learning.
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<p style="text-align: center;">Families Needing Additional Support</p>	<p>MISD understands the hardships and challenges that remote learning may cause for some families. The district has procured and is in the process of procuring more resources to maximize the remote learning experience for all of our families.</p> <ul style="list-style-type: none"> ● MISD Family Training: We will invite parents/guardians to a Virtual Learning Training. This meeting will be held via Zoom. This will include technical training on items such as our different learning management systems, Zoom, Google Meets, and accessing any other instructional materials. We will explain the school, parent and student 				

partnership that will need to occur in order for the student's remote learning to be successful.

- Individualized Support: Connecting families to technological and academic help resources through the district
- Physical supplies
 - Chromebooks as needed
 - Hotspots as needed
 - Consumables
 - Manipulatives (where applicable)
 - Access to leveled readers
 - Access to checkout library books
- Social Media- to engage and inform the community and parents