

Dilley ISD

Asynchronous Plan

20-21



Dilley ISD's school year began on August 10th for both in-person and remote learning. We are one of the few districts in our area to begin our year at the originally scheduled start time. Student engagement in all assigned work will be a priority for our remote learners. We have the goal to maintain consistency in learning so that students will show growth this school year.

Dilley ISD's Asynchronous Plan was developed in collaboration with the Administrative Team. This team included Dr. Emilio Castro (Superintendent), Melody Carroll (Administrative Facilitator), Roger Solis (High School Principal), Jennifer Torres (Middle School Principal), Adam Martinez (Elementary Principal), Kelli DuBose (Elementary Assistant Principal/Instructional Coach), Jannell Ortega (Secondary Instructional Coach), and Matthew Aguilar (Technology Director), and Amanda Vega (Special Education District ARD Facilitator)

Asynchronous instruction does not require all participants to be virtually present at the same time. Our plan does include some synchronous instruction, which will require the participants to be virtually present at the same time.

This plan was board approved on September 21, 2020.

students included)	center time							
LMS	Google Classroom /Canvas							
Notes	<p>Students receive 180 minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Teacher duty hours 7:15-3:45</p> <p>Our learning management system will start with Google Classroom and transition to Canvas.</p> <p>Each grade level has a designated intervention time where students are grouped and specific skills are focused on. Dyslexia/504/ELL have designated times that they can join virtual meetings to get extra assistance.</p> <p>Students will attend live sessions for relationship building, counselor guidance (individual and group lessons), and intervention/enrichment.</p> <p>Attendance will be taken daily in Ascender, as determined through engagement. Grading will be the same as on-campus learning and outlined in our DISD District Handbook and policy.</p> <p>Instructional Technologist will be hired as a priority support for remote learners primarily for special education, 504, and ELL students and parents, and will be available for other students/parents upon request.</p> <p>DES Daily Schedule</p>							

Secondary Schedule (Grades 6-12)

Grades 6-12		Notes
Time		Students receive 240+minutes of both synchronous and/or asynchronous instruction each day.
8:00-8:45	Period 1	Positive Achievement with Students (PAWs)* is the MS intervention time as per RtI which allows for closing the gaps and additional supports. Teachers and students engage in targeted small group instruction based on student identified needs.
8:50-9:35	Period 2	Students needing interventions will be identified and then serviced each grading period during the activity period which is scheduled from 12:40-1:10 at the high school.
9:40-10:25	Period 3	Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through the TEKS Resource system and supplemented by our campus instructional resources.
10:30-11:15	Period 4	Live sessions are scheduled throughout the day depending on the teachers schedule (ie conferences, fully remote class periods...) These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
11:15-11:45 11:20 - 12:05	MS Lunch HS Period 5	In grades 6-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
11:50-12:20 12:05 -12:35	PAWs* HS Lunch	Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance. High School Activity is used to provide academic interventions targeting STAAR EOC retesters and students that are failing core academic courses.
12:25-1:10 12:40-1:10	Period 5 HS Activity	Attendance will be taken daily in TxEIS/Ascender, as determined through engagement.
1:15-2:00	Period 6	Grading will be the same as on-campus learning and outlined in our DISD District Handbook and policy. The Learning Management System (LMS) for secondary is Google Classroom/ CANVAS.
2:05-2:50	Period 7	
2:55-3:40	Period 8	
3:45-4:30	Tutorials/ Live support/ Intervention	

Additional Notes:

Asynchronous/Synchronous Teacher Duty Hours: 7:30AM-4:30PM

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

Instructional Technologist will be hired as a priority support for remote learners primarily for special education, 504, and ELL students and parents, and will be available for other students/parents upon request.

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

MS Office Hours: [Link to Campus Master Schedule and Teacher](#)

HS Office Hours: [Link to Campus Master Schedule](#)

For the 1st Six Weeks of the school year Dilley HS implemented an A/B instructional schedule with grouping by grade levels with all students receiving 240 plus minutes of daily instruction (refer to the DHS Maroon and Gray Weekly Schedule below).

Groups consist of two different grade levels with each group assigned to on-campus instructional days and remote instructional days. Each group has equal opportunity to participate in on-campus instruction that is teacher led.

Maroon group attends on-campus full day instruction on Monday's and Tuesday's. Then the group transitions to remote asynchronous instruction Wednesday through Friday.

Gray group receives remote asynchronous instruction Monday through Wednesday. Then the group transitions to on-campus full day instruction on Thursday and Friday.

All students receive the same instruction and assignments daily, whether they are on-campus or remote learners.

DHS Maroon and Gray Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Maroon -OC	Maroon-OC	Maroon-RM	Maroon-RM	Maroon-RM
* Maroon Group Teachers-monitor RM engagement W-F				
Gray-RM	Gray-RM	Gray-RM	Gray -OC	Gray -OC
* Gray Group Teachers-monitor RM engagement M-W				
		No students this day for cleaning of campus		
Maroon Group - grades 9 and 11 Gray Group - grades 10 and 12 OC- On-Campus Instruction RM- Remote or Distance Learning				

In the second six weeks, Dilley High School will implement a 4 day on-campus and 1 day remote schedule available for all students receiving 240 plus minutes of daily instruction (refer to the schedule below). Remote students will participate in daily asynchronous instruction with on-campus students receiving in-person synchronous instruction. All students receive the instruction and assignments daily, whether they are on-campus or remote learners. The district will monitor conditions and determine the high school schedule that is most conducive for safe student learning.

Monday	Tuesday	Wednesday	Thursday	Friday
All grade levels on campus	All grade levels on campus	No students this day for cleaning of campus	All grade levels on campus	All grade levels on campus
* On campus instruction will occur daily			* On campus instruction will occur daily	
Remote Instruction	Remote Instruction	All students remote	Remote Instruction	Remote Instruction
* Remote asynchronous instruction will occur daily for remote students				

All students will have the opportunity to engage in a full day of instruction with their teachers, both in-person and remotely, with teachers using live feed instruction to support synchronous learning regardless of the setting. Dilley ISD will purchase and train teachers on the use of webcams for enhanced remote learning.

Questions that we must address in the Instructional Schedule section are:

1. ***What are the expectations for daily student interaction with academic content?***
2. ***How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?***
3. ***What are the expectations for teacher/student interactions?***
4. ***How will teacher/student interactions be differentiated for students with additional learning needs?***

Refer to the attached campus schedules and notes sections to gather more information.

Students will engage in asynchronous learning with opportunities for some synchronization and intervention support for special education, ELL, 504 and any other students needing additional intervention support.

The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and/or the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. DISD utilizes Canvas/Google Classroom as the LMS to support distance learning.

Teachers will arrange regular check-ins (ie. live support, chats, Zoom, emails) with students - either one-on-one, small or large groups settings. DISD has specialized support staff to assist families and staff to ensure needs are being met which includes two technology instructional specialists and a family engagement specialist.

A Special Education Facilitator and Special Education Coordinator will be hired to monitor/ track student progress and work with teachers and administrators in implementing remote learning IEPs.

A Special Education Facilitator and ARD Coordinator will be hired to train teachers on strategies for specialized supports for remote learners.

Instructional Technology specialists will be hired to support students and families who need IT support to remote learning needs with a focus on students with disabilities.

Materials Design

DISD Material Design

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

All the instructional materials below have digital components for both in-person and remote students.

Grade Level	Achieve 3000 Reading/ Math (Supports all core subjects)	State Adopted Instructional Materials (all 4 core areas)	I-Station Reading	Reading Eggs	Smarty Ants Reading	Study Island (All Core Subjects)	Overdrive and other digital library resources	Reading Counts	Tx System Home Learning 3.0	TEKs Resource System	Stemscopes (Science)	Edgenuity (all 4 core areas)	Summit K12 for ESL Students
PK-2			X	X	X								
3rd-5th	X		X										
6th-8th	X					X						X	
9th-12th	X					X						X	
District Wide		X					X	X	X	X	X		X

All the above programs support our special education students and are leveled by student ability. This allows our students to work at their instructional levels with teacher support. Special education students have a counselor to meet with identified students; speech services are provided virtually through teletherapy and all consult services are available to students receiving remote services according to their IEPs. We will hire a district-wide SPED Coordinator and Facilitator to monitor the implementation of special education services and supports for remote learners. These individuals will train teachers to support remote learners with the use of their accommodations remotely. Inclusion teachers will reach out to all remote learners for one-to-one support to help them with the online learning management system. For students we fail to reach, home visits will be done.

Questions that we must address in the Materials Design section:

- 1. How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?**
- 2. What additional support (in addition to resources listed above) will be provided for students with disabilities and ELLs?**

DISD staff will continue to implement the TEKS Resource System and the other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will ensure that vertical alignment is maintained and teacher instructional materials are adhering to the standards.

District and campus assessment calendars will be utilized to monitor student understanding of content and check for mastery of the standards. As per district grading guidelines, teachers will reinforce/ reteach any concepts for which students struggle. Consistent feedback to students and parents will allow for parent, student, and teacher to be engaged in the learning process throughout the school year.

To ensure coherence and continuity, DISD will leverage each resource in the following way:

- TEKS Resource System
 - Dilley ISD will use the Vertical Alignment and TEKS Clarification tools to support teacher content knowledge development through professional development.
 - Dilley ISD will use the Gap Implementation Tool to identify potential learning gaps that can be addressed and supplement with additional instructional support through intervention programs and other State adopted instructional materials.
 - Dilley ISD will use the Year at a Glance, Pacing Guide tools, and Instructional Focus documents for content areas.
 - All unit tests are given online for remote learners.
 - Go Guardian will be used to monitor student progress/assessments.
 - The expectation is that the same assignments will be given to both in-person and remote learners. Handouts can be adapted using the Kami app so that remote learners can add their answers to them. Unit tests can be given online to remote learners.
- Other TEKS-based, state-adopted instructional materials
 - Dilley ISD will use other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas.
 - The instructional materials supplement our TEKS Resource System. Progress monitoring and assessments are provided in all.
 - There are leveled activities within these instructional materials which support our work with our special education and dyslexic students.
 - Each of them have ELL strategies that can be used with our ELL students.
- Additional Programs in use:
 - Achieve 3000 (Math and Reading) provide progress monitoring for grades 3-12 throughout the entire school year. This program is one of the data points we use to place students in RtI.
 - Istation Reading provides monthly progress monitoring to pinpoint levels of our elementary students.
 - Reading Eggs/Smarty Ants Reading programs are for the PreK-2nd grade students. This program is able to progress monitor and assess.
 - Study Island is used in the secondary in the core subject areas.
 - Overdrive is a digital library that is used by the district. Students are able to check out books online to read.
 - Reading Counts is another online program where students take tests on books that they have checked out in our library and from Overdrive. We assess the students three times a year on a reading inventory and we receive reports on their reading levels.
 - Texas System Home Learning 3.0 is used as a resource and can supplement our curriculum.
 - Stemscopec is one of our resources for Science only.
 - Edgenuity is an online program that is mostly used for credit recovery.
- Additional Digital Instructional Resources (DIR) such as: Kami, SeeSaw, Flipgrid, Nimbus, Screen-Castic, Ed Puzzle, ReadWorks, Khan Academy, Padlet, Nearpod, Epic!, and will continue to research additional DIRs for support and implementation.

- Teachers will be able to assist students online in lessons for increased personalized learning for students, thus enabling them to progress at their own pace and receive more targeted interventions.
 - Live teacher assistance will take place through Google Meets/ZOOM between the hours of 8:00 am-4:30 pm and depending on office hours of each teacher.
 - Teachers are utilizing the smaller classroom size and classroom technology to offer live instruction and or record direct instruction which are then made accessible through Google Classroom or Canvas.
 - Classroom content instruction, materials, and activities are the same for both On-Campus and Remote students which will allow for a seamless transition back to campus if and when this occurs.
- The features of CANVAS (LMS) along with the audio/video will support students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in projects. (ie. pre-recorded instructional videos...)
 - Lessons will be posted in CANVAS/Google Classroom.
- Teachers will work in weekly PLCs to adapt lessons, resources, and assignments.
 - The district has purchased Kami which allows teachers to create digital documents that students can complete their assignments.
 - The elementary teachers are also trained in the use of See Saw which allows for more student engagement for younger students.
 - To support our students who are served in their special programs, teachers will discuss students' progress.
- Grades will be taken in accordance with the Dilley ISD grading system and entered into TxEIS/ Ascender as outlined.
- Daily feedback will be provided to students through the LMS (Canvas/Google platform).
 - Teachers will be checking for completion of assignments.
 - Dilley ISD has the Parent Portal, where parents are able to access their child's grades at any time.
 - Progress reports will be sent home every 3 weeks.
 - At the end of every 6-week grading period, feedback and report cards will also be mailed home.
 - All campuses require contact logs where teachers must document parent contact.
 - The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom/CANVAS with adaptations as needed for individual students.
 - This will address students with disabilities and English Learners.
- Dilley ISD is an AVID district.
 - AVID strategies will be used across the district to include digital organizational tools to support, guide, and enhance remote student learning. An example would be the use of an Interactive Notebook. This can be used within the LMS.
- Special Ed
 - Special education teachers will work in collaboration with general education teachers, students, and families to minimize barriers the student may experience in a remote setting:
 - To create multiple means of engagement through IEPs, 504 plans, IAPs
 - IEPs will be followed whether a person is in-person or remote
 - Represent the information and content differently by providing leveled and personalized learning
 - Provide more affirmative and corrective feedback

- The district has hired an ARD Facilitator and Special Education Coordinator and part of their role is to train teachers in the remote instruction of special education students.
- ELLs
 - ELL teachers will work in collaboration with teachers, students, and families to minimize barriers the student may experience in a remote setting:
 - To create multiple means of engagement through ELL strategies
 - Bilingual teachers, bilingual paraprofessionals, and bilingual instructional technology specialist will regularly reach out to ELL students and parents for intervention, tutoring, support, and guidance based on student/parent needs.
 - Summit K12 is a digital program that will be used with our ELL students
 - Dilley ISD is part of the ESL Cooperative through Region 20. We will be receiving training specific on how to provide quality remote services to our ESL students
 - An ESL Information Meeting was held for the community/parents to provide an overview of services provided in the district.
- GT
 - GT pull-out teachers and general education teachers will collaborate with teachers, students and families to minimize barriers the student may be experiencing in the remote setting:
 - A GT Information Meeting was held for the community/parents to provide an overview of services provided in the district.
 - Dilley ISD is part of the GT Cooperative through Region 20. We will be receiving training specific to how to provide quality remote services to our GT students.

Our district follows a testing calendar to make sure that all stakeholders are aware of testing windows and understand the importance of tracking student progress regularly through the school year. Testing results are discussed at Administration Meetings and are also shared with the school board on a regular basis. The district will give benchmarks and the interim STAAR test in the fall which will be used to identify gaps in TEKS that are required for those tested subject areas and grade levels.

[Dilley ISD Testing Calendar](#)

Student Progress

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Questions that we must address in the Student Progress section are:

1. *What is the expectation for daily student engagement?*
2. *What is the system for tracking daily student engagement?*
3. *How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?*
4. *What is the system for tracking student academic progress?*
5. *What is the system for providing regular (at least weekly) feedback to all students on progress?*

The questions are addressed below:

Multiple measures will be used to actively monitor and track student progress, including beginning of year and middle of year assessments, STAAR/EOC assessments, unit exams, quizzes, daily grades, and attendance. Regular data reviews will occur to adjust programmatic supports, schedules, interventions, counseling needs, social emotional supports, parent and student conferences, and home visits to ensure student success.

A. Assessing and Monitoring:

- a. Dilley ISD teachers will take information from our beginning of the year assessments (BOYs), unit assessments, and other instructional programs to collect data to be used for the determination of student needs.
- b. The campuses will use the assessment and other student data to monitor student progress and identification for interventions.
- c. Teachers will use quick in class informal assessments to monitor and progress student understanding of content.
- d. Progress monitoring will be tracked and communicated through our Learning Management System, Eduphoria, and our online resources. (Achieve 3000 Reading and Math/ Istation Reading/mClass for K-2)
- e. Student data will be reviewed with campus lead teams, within grade level meetings and during weekly PLC meetings.
- f. Special education, 504, ELL students data will be tracked and closely monitored by teachers working with those students.

B. Implementation

- a. Students are expected to log into the LMS and complete and submit assignments. Students have until 11:59 pm to submit.
- b. The student is marked present in each course they are enrolled when there is evidence that the student has:
 - i. Completion of lessons- activities, assessments, projects on a daily basis
 - ii. Attending asynchronous (live lessons) for tutoring, intervention, enrichment

- iii. Or daily contact with the teacher. Teachers in collaboration with the attendance clerk will input the student's attendance into TxEIS.
- c. Dilley ISD will develop written procedures where campus attendance clerks will also be able to enter remote asynchronous attendance data into Ascender (SIS), in an effort to save teacher time.
- d. We recognize that entry of attendance into Ascender will occur later than the day work is completed by students, since they have until 11:59 pm to submit assignments. Weekly reviews will be conducted to determine updates to attendance that may have not been captured.

C. Testing

- a. Individual Education Plans (IEPs) will be followed during testing.
- b. ELL accommodations will be followed during testing.
- c. Teachers and school testing coordinators will receive training on delivering online assessments.
- d. Test security protocols will be put in place in school and remotely with the help of Go Guardian.
- e. Teacher assessments will be delivered online through a variety of sources including teacher-created questions or performance assessments and embedded into Canvas. Unit tests will be created through Eduphoria and administered through Eduphoria's online testing protocol..
- f. All student assessment data will be used for instructional decision making and to drive campus enrichment/ interventions.
- g. The district will follow an assessment calendar and review periodically to monitor that all assessments are given throughout the school year.

D. Instruction

- a. Lessons will focus on high-quality instructional methods that meet individual student needs including special education, ELL and 504.
- b. TEKS Resource System Gap Implementation Tool along with Pacing Guides will be utilized in all core area subjects.
- c. Differentiation to support special needs will be addressed in plans.
- d. Dilley ISD will serve students in daily small group instruction during Intervention/PAWS/Activity Period Times.
- e. Data will be used to determine the proper level of support and placement in the groupings. This data will be collected at different times during the year so the grouping of students will change periodically.
- f. Live tutorials are offered 2-3 days per week after school at each campus for special education students, ELL and 504 students and other struggling learners.

E. Community and Family Engagement

- a. The district will hire a Family Engagement Specialist to connect and guide families through attendance, instructional, technological and community support, resources, and individuals who will be able to assist them for success.
- b. Parents will have opportunities to be trained on technology integration from our technology staff.
 - i. They may call and set up an appointment to get assistance with technical troubleshooting
 - ii. Live videos/ training is available through the Wolf Academy found on the district website
 - iii. The Family Engagement Specialist in collaboration with the Instructional Technologist will be offering parent training sessions.

- iv. A bilingual instructional technology specialist will also reach out to students and families who are not regularly in asynchronous learning.
- c. Socio-emotional strategies will be provided by teachers, campus counselors, administrators and other personnel to students, staff, and families to support emotional and social health.
- d. We will have weekly communication with the families of students in special populations, continuing to gather feedback and to support students and their families.
- e. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students to better engage families.

Implementation

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Educator Implementation:

Summarize how your professional development for educators will support asynchronous instruction:

Questions that we must be addressed in this section about Educators are:

- 1. How will both initial and ongoing, job-embedded educator development opportunities occur?**
- 2. How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?**

Each campus has an attached Professional Development Calendar. The training shown in this document has been approved by district administration.

[DISD Professional Development Calendar](#)

The district provided Google Classroom training for teachers prior to their official start date. This training was provided by our Technology Director and the Instructional Technology Specialist. The Instructional Technology Specialist was a new position hired specifically to train teachers/administrators to facilitate remote learning. The district is also hiring a second Instructional Technology Specialist to help parents with troubleshooting and understanding the Learning Management System that we are using.

During teacher in-service (prior to the student start date), teachers continued to receive more in-depth training on the LMS and new programs that the district was purchasing to aid in remote instruction.

Once students started school, the training continued either during PLCs or after school. This will be an on-going process throughout the school year as we continue to purchase new programs. The Instructional Coaches, along with teachers that have a high proficiency with technology, are being utilized to train teachers. The district realized that this was an efficient way to train teachers in a more timely manner.

Training topics that will be covered this year: Google Classroom for Beginners and Advanced, See Saw, Canvas, Kami, Flipgrid, Nearpod, and Padlet. The district will continue researching remote instruction apps and tools that would best meet the needs of our students. Once purchased, training will be provided. Substitute teachers can also be employed to cover teacher classrooms for training if a longer time is needed.

The district recognized the need for webcams to enhance instruction in the remote environment. These were purchased and teachers will be trained by the Technology Director and Instructional Technology Specialists.

The district has partnered with Region 20 for training titled Core Content Specific Professional Development for teachers and administrators. This will provide 60-90 minute sessions in ELAR, Math, Science, and Social Studies once a month. These trainings focus on the following: remote instructional strategies, core content development, special programs (GT, EL, & SPED), and/or parent engagement.

We are also now part of the ESC-20 COVID-19 Support Cooperative. This will provide technical assistance and support related to COVID-19.

Principals will complete professional learning sessions provided by the Texas Education Agency. One is on Excellence in Remote Instructional Delivery and the other is on Designing a Remote School (Modules 1-3).

The teachers will also receive training through PLCs in the use of the TEKS Resource System Gap Tool which is a new component. This will help teachers close the learning gaps of their students.

We have also purchased a Pacing Tool, which is a separate component of the TEKS Resource System. This tool will help with pacing our units throughout the year.

Dilley ISD Special Education ARD Facilitator and Coordinator will be conducting monthly teacher trainings on special education topics.

Dilley ISD is part of the Region 20 ESL Cooperative and will receive 2 days training this year. Since we can select the topics to be covered, we are requesting strategies to best help our remote ELL learners and increase student engagement.

Our Mentor Program training provided by Region 20 will also add remote instructional strategies to the monthly training that will be provided to our new teachers.

Describe your communication and support plan for families engaging with asynchronous learning:

Questions that must be addressed in the Implementation section about families are:

- 1. How will you communicate the expectations for asynchronous instruction to families?**
- 2. What are the expectations for family engagement/support of students?**
- 3. What additional supports, training, and/or resources will be provided for families who may need additional support?**

Parent Implementation:

Dilley ISD has created Wolf Academy to assist our parents/guardians of our remote learners. This resource, which is located on our website, has different training videos and information created by our technology department. Parents are able to access this site 24/7. The technology department also has posted a phone number and an email address that parents can reach them through, including after school hours. We recognize that parents may have questions or need help with their child's technology. Along with Wolf Academy, the technology department will be conducting training opportunities frequently throughout the year and sharing these on our district's website. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions. The district has hired two instructional technology specialists to help staff and parents. We recognize that these two positions were needed to supplement our current technology department. Communication will be important and parents will be contacted through a variety of methods which include the Remind App, Google classroom, CANVAS, personal contact from teachers via email, virtual platforms or phone calls. The district website will continue to be a resource of information, along with the district's social media pages.

The district has also hired a Family Engagement Specialist to aid in the communication between the campuses and the home. This person makes telephone calls to the parents and helps make home visits, as needed. They will also participate in any family events.

The teachers are a very important part of the communication process. Since daily student engagement with the work is expected, the teacher is the first line of contact. When the student has not logged on their LMS system to complete work or been present during a synchronous lesson, the teacher will attempt contact. The attendance clerk will also be calling the parent when they see that a student has been marked absent. The goal is for the student to complete work on a daily basis, as it is assigned by the teacher. If the school is unable to get in touch with the family, then a home visit is done. The district also utilizes the Remind App, where messages can be sent out to the family. The campus attendance clerks are making daily phone calls, as needed. The Family Engagement Specialists helps with the attendance calls also. The district school resource officer helps with locating parents that the school has been unable to reach.

The expectation of our parents is that they will establish routines with their children while they are learning remotely. The parent must regularly check their child's work within the LMS. They must monitor completion of work and periodically check the student's Parent Portal, which will show the student's current grades. The expectation is that parents read and act on the messages that they are receiving from the school. If the parent does not understand the technology needs of their remote learner, the expectation is that they will contact the teacher or the technology department to get help with what they do not understand.

Parents of our Special education, dyslexia, 504, and ELL students will have outreach from the school through their teachers. Training of specific programs used with these students can be done with parents on an as needed basis. We recognize that some of the parents may need encouragement from those closest to their child. These parents may like more of an individualized approach to training instead of training open to a large number of parents.

Program Information Zoom Meetings are held to share information specific to programs we have in the district including ESL, Dyslexia, GT, and Special Education.

The superintendent is having regular Parent Information Town Hall meetings through Zoom to address any questions or concerns that parents may have.