



ATTESTATIONS

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** 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:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that 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.



Student Progress

- ✓ 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 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

Implementation

- ✓ 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.



OPEN RESPONSES

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

✓ Please see pages 8 & 9 for BISD Online Learners daily/weekly schedules provided for elementary and secondary levels.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>All BISD students have received the daily schedule for onsite learning and instructed that their online learning commitment and structure for each day should follow the same schedule as established for onsite learning. While students have some flexibility in being able to progress at their own pace for the portions of their online learning that are asynchronous, the local expectation for students to complete assigned work during the time of the day when they would have been in attendance in the specified class onsite, allows assurance that students are prepared to engage in all scheduled synchronous instructional guidance and instructional support sessions with their assigned teachers.</p> <p>Additionally, students and parents have received an outline of learning objectives for established curriculum units and/or time frames and a curriculum calendar outlining all required instructional activities and assignments to be completed to progress toward mastery of the identified objectives within the intended timeframes for our instructional scope and sequence.</p> <p>Teachers have been create and compile online content equating to approximately 60 minutes of instruction each day for all courses in grades 6-12 and 60 minutes of ELAR and 60 minutes of Math instruction, with 45 minutes of Science and Social Studies instruction each day for students in grades PK-5.</p> <p>Additionally, students are required to complete a daily progress check, administered by each of their assigned teachers as a component of their attendance verification process.</p>
<p>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?</p>	<p>Each online course has been designed to operate parallel to our onsite instructional scope and sequence, instructional activities, and required graded work and assignments. Teachers have curated instructional resources including direct instruction provided through: a) synchronous participation in their onsite classroom; b) video recordings of their instructional lesson; c) teacher created instructional videos; and/or d) embedment of instructional videos district adopted instructional materials- in addition to asynchronous instructional activities and assignments designed to be able to be completed remotely with use of supportive instructional texts and resources compiled in the online learning platform.</p> <p>Students will complete a daily progress check in conjunction with their daily attendance verification. Teachers will monitor their students' progress and completion of daily assignments and provide accountability and support their synchronous instructional sessions and through independent student-parent contact as need.</p>



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What are the expectations for teacher/student interactions?	Students will have daily interactions with teacher/counselor/instructional leaders through their morning meetings/community check-in's in addition to synchronous sessions scheduled with each core content area teachers (PK-5) and each teacher for all core content and elective curriculum courses (6-12). Additionally, students will have interactions with their teachers through daily/weekly feedback on progress monitoring checks, discussion threads, open office hours, emails, and scheduled phone-conferences for individualized support as needed.
How will teacher/student interactions be differentiated for students with additional learning needs?	All teachers have received documentation and guidance on how to incorporate students' accommodations and modifications into the design of their online instructional resources and remote learning activities and assignments for students with individual education plans. Additionally, our BISD support services team, teachers, therapists, specialists, etc. will continue to host daily/weekly sessions with students virtually in accordance with minutes outlined on their schedule of services for all related instructional and behavioral support programs. BISD teachers and special education/504/ESL case managers will provide individualized support and check-in's in accordance with each student's.

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

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK K-2 3-5 6-8 9-12 All	FrogStreet Go Math Envision Go Math TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5)	Yes		
ELA Instructional Materials	PK K-3 4-5 6-8 9-12 All	FrogStreet Wonders HMM McGraw Hill SpringBoard TEKs Resource System	District Created, Aligned with Onsite Instruction (PK-12), Aimsweb (PK-5)	Yes		
Science Instructional Materials	PK K-3 4-5 6-8 9-12	FrogStreet HMH HMH		Yes		



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	All	TEKs Resource System				
Social Studies Instructional Materials	PK K-2 3-5 6-8 9-12 All	FrogStreet Studies Weekly Studies Weekly TEKs Resource System		Yes		

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>BISD instructional leaders and instructional technologist have worked with teachers in vertical and horizontal teams to create a targeted scope and sequence utilizing the guiding frameworks provided in the TEKs Resources System and Gap Instructional Tool to be responsive the learning needs of our students following the limited instructional coherence in Spring 2020. Teaching teams have published coherent unit objectives with identified “The Student Will...” Statements for online learners for each instructional period aligned to the scope and sequence being followed onsite. Instructional tools and resources have been created and/or curated to ensure: 1) all direct instruction is provided by our teachers through synchronous instructional sessions, recorded instructional lessons, teacher created instructional videos, or instructional videos published by our vetted and adopted instructional material publishers; 2) that all tools, texts, and resources are accessible remotely and/or hard copy instructional materials have been provided to our online learners; and) all learning activities and assignments have been modified to be able to be completed remotely in an virtual format that allows teacher to see students’ thought processes and work.</p> <p>Retention of knowledge will be monitored through daily progress monitoring checks, synchronous instructional discussions, completion of assignments, one-on-one check-in’s, asynchronous discussion threads, and assessments aligned to the standards and expectations applicable for both onsite and online learners.</p>



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What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Our BISD case managers, special education teachers, specialists, therapist, program coordinators, interventionists will host daily/weekly virtual tutorial, support, therapy sessions. They have also developed online tools and resources to support students continued development and progress and will be checking in regularly to assist students with access and utilization of the supplemental resources in addition to providing individualized support with accessing and completing general course requirements. Additionally, our case managers, special education teachers, specialists, therapists, program coordinators and interventionists have worked with our core content and elective area general education teachers to understand and appropriate adapt online instructional resources and instructional assignments and activities to be responsive to students indivial education plans and/or other documents accommodations and modifications.

Additionally, the district has purchased, loaded, and trained students and parents on use of technology-based programs for general accommodations such as “Snap-and-Read” for ease of access and instructional support with oral reading and on-level academic vocabulary through remote technologies.

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

Component	Explanation
What is the expectation for daily student engagement?	It has been communicated to all of our online learners that students are expected be engaged in learning M-F in accordance with a regular daily schedule mirroring onsite instructional hour from 8:00am-3:30pm. Students will have a daily morning meeting/community check-in and are required to certify their attendance within the first five minutes of the start of each course throughout the day. The daily attendance certification for each course includes completion of a progress checkpoint. While there is some flexibility with completion of asynchronous learning activities and assignments, all students are expected to be virtually engaged during all scheduled synchronous instructional support and guidance sessions each day/week.



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What is the system for tracking daily student engagement?	Students will daily certify their attendance through the BISD Online Learning Platform which includes completion of a progress checkpoint. Additionally, student’s daily engagement will be monitored through participation in all scheduled synchronous instructional support sessions, completion of daily and weekly instructional activities and assignments in the Online Learning Platform. The campus Attendance Clerks will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted.
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	<p>BISD has established the expectation for all stakeholders (parents, students, and staff) that our online learning platform and learner experience will mirror onsite instruction to the greatest extent possible with reasonable adjustments to the variance in delivery method. Standard policies and expectations for student attendance, participation, behavior, and work completion apply equitably online and onsite. Students will have daily and weekly synchronous instructional guidance and support sessions to monitor progress, expound upon instruction, check for understanding, and provide individualized support at needed. Additionally, our morning meetings and community check-in’s serve to provide social and emotional support and learning for our online students.</p> <p>Each online instructional unit includes direct instruction provided by the teacher through synchronous or recorded/created instructional videos. Combined with the correlating supplemental instructional texts and resources and learner activities and assignments, the expected amounts of time for online learners to engage with and complete required tasks is roughly equivalent to what would occur in an on-campus environment.</p>
What is the system for tracking student academic progress?	Multiple informal and formal mechanisms are in place to monitor and support students successful participation and mastery of intended content through our online learning platform with the support of our teachers and instructional support programs and staff. Students will have daily and weekly synchronous connections inclusive of checkpoints for academic progress. Parents of online learners will receive weekly progress reports for student’s completion of required learning activities and assignments. Additionally- teachers will receive, grade, and provide feedback to online learners in accordance with the same policies and procedures established for onsite learners.
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Students will receive feedback on a daily/weekly basis through:</p> <ul style="list-style-type: none"> ▪ Synchronous connections with their assigned teachers; ▪ Weekly progress completion reports for all assigned learning tasks; ▪ Response from each applicable teacher to students’ submission of their daily progress checkpoints; ▪ Asynchronous discussion threads; ▪ Receipt grades and feedback congruent with onsite instructional expectations; and ▪ One-on-one virtual check-in’s, phone calls, and/or support sessions as needed.

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

Include a sample educator professional development schedule.

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

Component	Explanation
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<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>During the months of June, July, and August, BISD hosted 35 hours of blended professional learning onsite and online for teachers specific to:</p> <ul style="list-style-type: none"> ▪ Assessing and understanding students present levels of performance; ▪ Gap analysis and TEKS-based instructional scope and sequence; ▪ Creation and curation of online instructional content including methods for delivering synchronous and asynchronous instruction directly, adaptation of learner activities and assignments for virtual completion; ▪ Incorporation of social and emotional well-being for adults and students both online and onsite; ▪ Effective instructional techniques for design and delivery of rigorous learning experiences based on intended depth of knowledge of targeted learning objectives for both onsite and online learners; ▪ Specific instructional practices and design protocols to meet the needs of diverse learners including specialized disabilities, gifted and talented, and bilingual/ESL students. <p>Additionally, BISD will invest in continued professional development of our leaders, teachers, and staff throughout the 2020-2021 school year through:</p> <ul style="list-style-type: none"> ▪ Monthly workshops with BISD instructional leaders; ▪ Regular PLC meetings with our teacher leaders to continue to be responsive to teacher needs and provide on-going professional learning and support specific to roles, needs, and preferred time and method of delivery (lunch-and-learns, virtual asynchronous learning platforms, collaborative support from instructional leaders at scheduled team meetings with teachers before, during, and after school); ▪ Open-participation professional learning sessions recurring on Wednesday's every three weeks to reinforce previously taught skills and technologies to support virtual learning environments and safe practices for onsite learners; ▪ Horizontal departmentalized curriculum planning workshops once each semester to review and respond to student data and effectiveness of curriculum design and instructional delivery; ▪ Professional learning workshops hosted on days built-in within our academic calendar; ▪ Routine connection occurring every three weeks to share updated tools, resources, and information as it is obtained from regional, state, and local efforts to continuously enhance our capacities to successfully host and support virtual learning. <p>BISD has archived all blended professional learning tools and resources and created a shared instructional drive for reference as needed by individual teachers and/or teaching teams.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>As outlined above, BISD has created structures for ongoing professional learning that is job-specific and both proactive and responsive. Campus and district instructional leaders are tasked with continuously seeking input, monitoring and evaluating teachers' online classrooms, remote student participation, and remote students' performance.</p> <p>Data relative to online attendance, completion of instructional activities, and assignments, and evidence of student performance will be reviewed at monthly administrative meetings with the District offices for academics and technology being prepared to coach and support in response to instructional needs evidenced through trends in the data formerly referenced.</p>

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

Component	Explanation
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How will you communicate the expectations for asynchronous instruction to families?	BISD has hosted in-person and virtual meetings with families of online learners to outline and clarify expectations. Additionally, full details of expectations for online learners have been outlined in our comprehensive 2020-2021 BISD Operational Guidelines and 2020-2021 BISD Guidelines of Online Learning. Communications have been advertised and published via the district's phone messenger systems, social media, district website, email groups, synchronous parent-admin virtual meetings, onsite meetings, and certified for receipt and review as part of our annual enrolment verification process for the 2020-2021 school year.
What are the expectations for family engagement/support of students?	As outlined in our BISD Online Learning Guidelines parents are expected to ensure their child's successful participation and learning progression through our online learning platform by: <ul style="list-style-type: none">▪ Ensuring students have adequate and appropriate access to technology devices and internet services (BISD has also provided district issued-devices and internet access points to online learners as-needed);▪ Ensuring students appropriate supervision and guardian support for participation in online learning activities in accordance with a daily and weekly schedule that mirrors traditional onsite instruction from 8:00am-3:30pm M-F;▪ Parents and students have ownership of completing daily attendance certification processes and learning requirements in addition to ensuring student engagement in all scheduled synchronous check-in's and instructional support sessions;▪ Parents and students have ownership of contacting teachers for any individualized support and/or access issues that may arise;▪ Parents of online students who have opted to participate in onsite extracurricular activities have committed to adhering to onsite safety precautions and health protocols in addition to participating in all required activities, instruction, and practices determined by the teacher, director, coach, or sponsor for the applicable extra-curricular activities;▪ Parents certify their commitment to monitoring and supporting the participation and progress of their student learning online and certify adherence to standards for honesty and integrity in work completion.
What additional supports, training, and/or resources will be provided for families who may need additional support?	BISD has created an online repository of resources for parents to support their understanding, awareness, and ability to access our virtual learning platform. Additionally, BISD has hosted onsite technology trainings for parents of online learners, has hosted and will continue to host virtual parent support sessions every three weeks, and will regularly host virtual open-forums for questions, support, and clarifications for parents of online learners. BISD will continue to provide: <ul style="list-style-type: none">▪ Distribute issued devices for personal technology access (chrome books) and household internet access (to the extent possible);▪ Grab-and-Go lunches for online learners;▪ Direct contact information for students' teachers, administrators, and district instructional and technology support personnel for ease of access to communication forums for individualized support as needed.▪ Resources and information on our district website and social media platforms.▪ Send tips, reminders, information, and support resources through applicable district and campus email groups. BISD administrators hosting open-forums will facilitate mitigation of challenges articulated by both teachers and parents to ensure effective and supportive two-way communications, problem-solving, and support for our online students.

DISTRICT ATTACHMENTS



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Instructional Schedule: Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:45	Synchronous: Morning Meeting	Synchronous: Morning Meeting	Synchronous: Morning Meeting	Synchronous: Morning Meeting	Synchronous: Morning Meeting
8:45-9:45	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (1) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos
9:45-10:00	Attendance Verification & Completion of Progress Monitoring Checkpoint	Attendance Verification & Completion of Progress Monitoring Checkpoint	Attendance Verification & Completion of Progress Monitoring Checkpoint	Attendance Verification & Completion of Progress Monitoring Checkpoint	Attendance Verification & Completion of Progress Monitoring Checkpoint
10:00-10:15	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:15-11:15	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (2) Math/ELAR Asynchronous with Teacher Created/Publisher Provided Instructional Videos
11:15-11:45	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
11:45-12:15	Synchronous: Instructional Support/Guidance Core Content	Synchronous: Instructional Support/Guidance Core Content + Special Services	Synchronous: Instructional Support/Guidance Core Content	Synchronous: Instructional Support/Guidance Office Hours/Individualized Support	Synchronous: Instructional Support/Guidance Core Content
12:15-1:00	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (3) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos
1:00-1:15	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
1:15-1:45	Enrichment Activity Asynchronous: STEM	Enrichment Activity Asynchronous: Art	Enrichment Activity Asynchronous: Music	Enrichment Activity Asynchronous: Technology	Enrichment Activity Asynchronous: Library
1:45-2:30	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos	Core Academic Block (4) Science/Social Studies Asynchronous with Teacher Created/Publisher Provided Instructional Videos
2:30-3:15	PE/Physical Activity	PE/Physical Activity	PE/Physical Activity	PE/Physical Activity	PE/Physical Activity

DISTRICT ATTACHMENTS



BELLVILLE INDEPENDENT SCHOOL DISTRICT ASYNCHRONOUS PLAN

Instructional Schedule: Secondary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:45	Synchronous: Community Check-In	Synchronous: Community Check-In	Synchronous: Community Check-In	Synchronous: Community Check-In	Office Hours
8:50-10:20	1 ST PERIOD BLOCK Synchronous/Asynchronous Blend	5 TH PERIOD BLOCK Asynchronous	1 ST PERIOD BLOCK Asynchronous	5 TH PERIOD BLOCK Synchronous/Asynchronous	1 ST /5 TH PERIOD BLOCK Asynchronous
10:25-11:55	2 ND PERIOD BLOCK Asynchronous	6 TH PERIOD BLOCK Synchronous/Asynchronous Blend	2 ND PERIOD BLOCK Synchronous/Asynchronous Blend	6 TH PERIOD BLOCK Asynchronous	2 nd /6 th PERIOD BLOCK Asynchronous
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-2:00	3 RD PERIOD BLOCK Synchronous/Asynchronous Blend	7 TH PERIOD BLOCK Asynchronous	3 RD PERIOD BLOCK Asynchronous	7 TH PERIOD BLOCK Synchronous/Asynchronous	3 RD /7 TH PERIOD BLOCK Asynchronous
2:05-3:35	4 TH PERIOD BLOCK Asynchronous	8 TH PERIOD BLOCK Synchronous/Asynchronous Blend	4 TH PERIOD BLOCK Synchronous/Asynchronous Blend	8 TH PERIOD BLOCK Asynchronous	4 TH /8 TH PERIOD BLOCK Asynchronous