



# Asynchronous Learning Plan

## 2020-21

Submitted to the Texas Education Agency

## ERA ISD – ASYNCHRONOUS LEARNING PLAN

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## INTRODUCTION

The goal of this plan is to create a framework that will allow the educational professionals in Era ISD to successfully provide a rich and rigorous academic learning environment for our students who opt for a remote instructional setting in the current school year.

## GUIDING PRINCIPLES

1. All students will have access to a rigorous and equitable TEKS-based curriculum and opportunity for academic and social growth over the course of this school year. Students will have access to equitable academic rigor regardless of their choice of academic learning environment.
2. All students and families will have equitable access to necessary educational technology, internet connectivity, and curriculum resources, regardless of their choice of academic learning environment.
3. All professional educators will be provided with the tools (technology) and associated training necessary to design relevant and rigorous remote learning opportunities for their students. Every effort will be made to provide additional time during the work week to accommodate additional professional development and lesson planning needs.
4. All students and educational staff will need additional and targeted supports to maintain social and emotional wellness and to allow for a healthy school/work and home balance. The District will make every effort to support and meet these needs with a variety of options.

## DEFINITIONS

**Asynchronous Instruction** refers to self-paced instruction where students engage in the learning materials daily, on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Students determined to be “engaged” during the school day would be counted as *present* for attendance purposes. *Engagement* is defined as connection and progress in the Learning Management System (LMS) during that day, progress from direct student-to-teacher interaction made during that day, and/or teacher evaluation of student understanding gained from completion of course assignments made during that day.



**Synchronous Instruction** is similar to traditional, on-campus instruction, with the exception of location. It is two-way, real-time live instruction between students and teachers through the computer or other electronic devices or over the phone, and requires sufficient student connectivity and bandwidth for both students and teachers in order that real-time connections can be maintained during instructional times.

Era ISD has chosen to implement the Asynchronous Instructional model for all of its remote learners for the 2020-21 school year. Further, all students in grades K-12 will be utilizing the Canvas LMS as an instructional platform for both remote instruction and for most of the regular in-person instruction as well. This Asynchronous setting may be referred to as **remote** or **virtual** learning interchangeably throughout this plans document. Similarly, students may choose the traditional, **on-campus** academic setting, which may also be referenced as **in-person** or **face-to-face (F2F)** instruction as well.

## METHODS OF IMPLEMENTATION

Era ISD will utilize data from a Parent Survey (implemented with a Google form) to prepare and assign teachers to remote learners. The initial survey will be distributed in the summer prior to the first day of instruction, and the survey will be redistributed to all families prior to the start of each new six-week grading period to establish preferred changes in student placement, if any. This survey data will be supplemented and refined additionally through emails, phone calls, or virtual parent meetings with campus administration. Students will generally be expected to remain in their chosen instructional setting for the duration of the current grading period. However, campus principals can authorize a change in student placement in the middle of grading periods as they deem necessary or for the best academic interest of the student in question. The primary goal in all circumstances is to maintain a high level of rigor and fidelity of instruction between remote and on-campus instructional settings as students may flow back and forth between the two.

## 1. INSTRUCTIONAL SCHEDULE

### OVERVIEW

Students and teachers will be provided time to interact and build a community of learners in both on-campus and remote instructional pathways, and to the extent possible, between the two cohorts of students. Students in remote settings will be provided schedules that meet or exceed the required daily minimums across all grade levels, regardless of future changes in daily scheduling. The proposed schedules are a guide for planning purposes, and may be subject to modifications as needed depending on the local percentage of remote learners and the ongoing health needs as determined by our County health officials. We also anticipate that we may need to make changes to the schedules as we learn new best practices resulting from our local experiences with virtual instruction and what best meets the needs of our students and teachers.

Due to the size of the district and the additional possibility that circumstances might likely require 100% distance learning at some point during the school year, it will be expected that all teachers will be prepared to instruct students in a remote setting. Thus, all teachers will provide on-campus instruction on a daily basis, and will likely also be instructing a few remote learners asynchronously (and synchronously, at times) as needed as well. To the extent possible, particularly in our elementary classes, remote learners will be grouped together to allow certain teachers to spend more or less time and focus on virtual instruction.

We are well aware of the additional burdens that these new expectations place on our instructional staff. As such, we have made the following adjustments in an attempt to alleviate as much of the new strain on teachers as possible and to create the best environment we can to promote both teacher and student growth.

1. Era ISD, with the assistance of instructional staff, made the formal decision early in the Summer to adopt Canvas as our LMS for all students in grades K-12. Instructional staff were all informed of this change very early in June, and a variety of required and optional training opportunities were provided to staff to afford them the opportunity to get a head start on preparation for utilizing this LMS as a platform for all instruction in the 20-21 school year (for those not already familiar with the program).
2. Era ISD adopted a revised District Calendar late in the Summer to delay the first day of instruction for all students by one week, primarily to allow an additional 5 working days for teachers to prepare their curriculum and lessons within Canvas with available content and technology specialists on hand to assist teachers as needed.

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3. Era ISD added 5 minutes to the instructional schedule each day for the year, and additionally modified the weekly instructional schedules to allow for a block of time once each week to allow teachers some discretionary time to use as they deem necessary for either small-group remediation of students who are struggling or at-risk, for instructional planning or administrative paperwork, or for virtual office hours or synchronous instruction for remote learners.
4. Era ISD purchased significant additional technology for instructional staff, ranging from Chromebooks to instructional peripherals (tablets, document cameras, etc.) to software programs, all based on individual teacher needs/requests, with the intent of equipping teachers most efficiently to meet the needs of their students both in an on-campus and virtual instructional setting.
5. After evaluating instructional schedules through the first 6-week grading period, it was determined that additional flexibility in our weekly schedule was necessary, both to provide our teaching staff additional time for lesson plan design and to give opportunity for individual or small-group academic remediation for struggling students. As such, Era ISD adjusted the weekly instructional schedule to incorporate *Flex Fridays*. Each Friday, all students in grades K-12 will be required to attend classes on a traditional early release schedule (7:55 a.m. to 1:00 p.m.). At 1:00 p.m., students who are in good academic standing in regards to grades, attendance, and work submissions as of the end of day on Wednesday of that same week will be *allowed* to be dismissed, if they can drive themselves or if a parent is willing to pick them up. For all students determined to have additional academic needs for that week, along with any student who voluntarily desires or needs to stay at school for any reason, they will stay at school until our buses run at the regular 3:35 p.m. dismissal time. Depending on needs, students will either meet with specific teachers for academic remediation or work completion, meet in small-group enrichment sessions with paraprofessionals or other professional staff, or utilize time in a study-hall setting to complete any academic work they need to do for the coming week.

### ELEMENTARY DAILY SCHEDULES

Students receive 180+ minutes of both synchronous and or asynchronous instruction each day. Students will attend live sessions for community building, counselor guidance and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will offer office hours for 15 minutes daily to assist students and parents.

2020-2021 Elementary Remote Learning Schedule- At a Glance						
Times rounded	K	1	2	3	4	5
7:55	Morning Meeting- Student-Classroom Connection					
8:15	ELAR	ELAR	ELAR	Intervention	Math	ELAR
8:45			Intervention	Math		
9:15			ELAR	ELAR	ELAR	
9:45			Intervention	Math	Sci/SS	
10:15	Lunch	Intervention	ELAR	ELAR	Lunch	Lunch
10:45						

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11:15	Intervention	Lunch	Lunch	Lunch	Specials	Specials
11:45						
12:15	Specials	Specials	Math	ELAR	ELAR	Math
12:45						
1:15	Math	Math	Specials	Specials	Intervention	Sci/SS
1:45						
2:15			Sci/SS	Sci/SS		
2:45						
3:15	Sci/SS	Sci/SS	Math	Math	Sci/SS	Intervention
3:35						

**2020-2021 Virtual Schedule**

Duration	Instruction & Assignments	
20 min (K-5)	<b>Morning Meeting-</b> Live Check in, Announcements, Connections, SEL Focus	
120 min (K-5)	<b>ELAR Block-</b> Time is planned by teacher and may include <ul style="list-style-type: none"> <li>• Direct teach time/Modeling by teacher</li> <li>• Small Reading Groups</li> <li>• Independent Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Reading &amp; Writing</li> <li>• Phonics Practice</li> <li>• Individual and/or small group writing conferences</li> <li>• Assessments</li> </ul>
120 min (K-2)	<b>Math Block-</b> Time is planned by teacher and may include <ul style="list-style-type: none"> <li>• Direct teach time/Modeling by teacher</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Independent math practice for students</li> <li>• Help for individuals and small groups as needed</li> <li>• Assessments</li> </ul>
90 min (3-5)		
60 min (K-2)	<b>Science/Social Studies Block -</b> Time is planned by teacher and may include:	
90 min (3-5)	<ul style="list-style-type: none"> <li>• Direct teach time/Modeling by teacher</li> <li>• Instructional Videos</li> <li>• Class discussions</li> <li>• Virtual Labs</li> </ul>	<ul style="list-style-type: none"> <li>• Home Labs</li> <li>• Research Projects</li> <li>• Assessments</li> <li>• Shared reading on topic</li> <li>• Asynchronous assignment, project, etc.</li> </ul>
60 min	<b>Specials- Music, PE, Computer</b> Teacher Planning Period - Aligned to the campus grade level planning time to allow for collaboration with the teaching team and alignment of remote and in school learning.	
60 min	<b>Intervention Time-</b> Reading/Math support, GT, ESL Support, etc based on individual student needs and programming. This time may be with a special teacher or independent practice with a district-provided instructional program online.	
60 min	<b>Lunch &amp; Recess Break</b>	

SECONDARY DAILY SCHEDULES

Secondary Daily Schedule - Grades 6-12 (Junior High and High School)				Monday-Thursday
Period	Time	Structure	Minutes	
Entry	7:30-7:45	Check-In (Full Campus)	15	<ul style="list-style-type: none"> <li>All students receive 240+ of asynchronous instruction each day Monday through Thursday</li> <li>In person learners receive 423 minutes of in person instructional engagement Monday - Thursday. Daily schedules are provided to parents and students</li> <li>Students engage in asynchronous learning that includes support from principal, counselors, teachers, special education staff, and any support staff. This is provided both in person and digitally in both live, by phone, and through digital conversations.</li> <li>Content for core subject areas will be provided through the districts adopted LMS, Canvas. We will also be utilizing Texas Home Learning 3.0 This will be supplemented by programming through a variety of district and campus based digital resources.</li> <li>In grades 6-12, content and instruction is provided by departmentalized teachers. Our instructional teachers are point contact for course offerings at the secondary level. The learning management system for grades 6-12 in Canvas.</li> <li>Office hours will be provided for small groups and one on one interactions during the day and before and after school.</li> <li>Attendance will be taken daily utilizing Canvas and TxEIS, as determined by engagement.</li> <li>Grading is consistent between in person learning and remote learning. Assignments are due at the same time as in person learning to ensure consistency, rigor, and accountability.</li> <li>Appointments can be made by teacher and/or by student/parent during teacher connection times to answer questions, remediate, and reteach. Attendance is required upon request by the teacher.</li> </ul>
Check-In	7:45-7:55	Check-In (Teacher/Student)	10	
1	7:55-8:46	1st Period	51	
2	8:49-9:35	2nd Period	46	
3	9:38-10:24	3rd Period	46	
4	10:27-11:13	4th Period	46	
5	11:16-12:02	5th Period	46	
HS Lunch	12:02-12:32	HS Lunch	30	
JH 6A Period	12:05-12:32	6th Period (JH)	30	
JH Lunch	12:32-1:02	JH Lunch	30	
JH 6B Period	1:02-1:21	6th Period (JH)	19	
HS 6th Period	12:35-1:21	6th Period	46	
7	1:24-2:10	7th Period	46	
Activity Period	2:10-2:46	Interaction Opportunity for Students and Teachers	36	
8	2:49-3:35	8th Period	46	
<p><b>Era Secondary's instructional frame utilizes a 5E Model:</b></p> <ul style="list-style-type: none"> <li><b>Engage</b> - Bell Ringers, Video, Zooms, Loom, YouTube, Phone, Canvas</li> <li><b>Explore</b> - Focus on pathways to connect by administration, teachers, and staff</li> <li><b>Explain</b> - Students and teachers interact to facilitate learning. These connections are the heartbeat of both in person and asynchronous learning.</li> <li><b>Elaborate</b> - Engaging in learning growth that ensures all modes of learning are effective both for in person and remote learners.</li> <li><b>Evaluate</b> - Student comprehension will be of continual focus. Review of gaps, engagement of exit tickets, short answer responses, and all assessment data both formal and informal will be reviewed to engage in continuous improvement of process and procedures to ensure student academic success.</li> </ul>				



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Secondary Daily Schedule - Grades 6-12 (Junior High and High School)				Flex Friday	
Period	Time	Structure	Minutes		
Entry	7:30-7:45	Check-In (Full Campus)	15	<ul style="list-style-type: none"> <li>All students receive 240+ of asynchronous instruction each Friday</li> <li>In person learners receive 425 minutes of in person instructional engagement opportunity Friday. Daily schedules are provided to parents and students.</li> <li>Students engage in asynchronous learning that includes support from principal, counselors, teachers, special education staff, and any support staff. This is provided both in person and digitally in both live, by phone, and through digital conversations.</li> <li>Content for core subject areas will be provided through the districts adopted LMS, Canvas. We will also be utilizing Texas Home Learning 3.0 This will be supplemented by programming through a variety of district and campus based digital resources.</li> <li>In grades 6-12, content and instruction is provided by departmentalized teachers. Our instructional teachers are point contact for course offerings at the secondary level The learning management system for grades 6-12 in Canvas.</li> <li>Remediation and conferencing will occur Friday afternoons from 1:00-3:35</li> <li>Attendance will be taken daily utilizing Canvas and TxEIS, as determined by engagement.</li> <li>Grading is consistent between in person learning and remote learning. Assignments are due at the same time as in person learning to ensure consistency, rigor, and accountability.</li> <li>Appointments can be made by teacher and/or by student/parent during teacher connection times to answer questions, remediate, and reteach. Attendance is required upon request by the teacher.</li> </ul>	
Check-In	7:45-7:55	Check-In (Teacher/Student)	10		
1	7:55-8:30	1st Period	35		
2	8:34-9:04	2nd Period	30		
3	9:08-9:38	3rd Period	30		
4	9:42-10:12	4th Period	30		
5	10:16-10:46	5th Period	30		
6	10:50-11:20	6th Period	30		
7	11:24-11:54	7th Period	30		
HS Lunch / JH 8th Period	11:54-12:24	HS Lunch/8th Period	30		
JH Lunch / HS 8th Period	12:24-1:00	JH Lunch/8th Period	36		
Flex Block	1:00-3:35	Teachers: Planning and conferencing for remote and in person learners Students: Students who need extra assistance will be required to stay during this time to accomplish work.	155		
<p>Teaching staff will use this block of additional time for lesson plan design, virtual contact with remote learners, and to give opportunity for individual or small-group academic remediation for struggling students in person.</p> <p>Depending on needs, students will either meet with specific teachers for academic remediation or work completion, meet in small-group enrichment sessions with paraprofessionals or other professional staff, or utilize time in a study-hall setting to complete any academic work they need to do for the coming week.</p>					



## 2. MATERIAL DESIGN

### OVERVIEW

Era ISD staff will initially utilize the TEKS Resource System tools as a foundation to design and implement TEKS-based, state-adopted curriculum using resources that have been locally designed and aligned with grade-level scope and sequence documents. This base curriculum will be supplemented, or in some cases supplanted, by resources and materials from one or all of the following: Texas Home Learning (THL) 3.0, lead4ward.com, or Edgenuity (grades 9-12). These resources will be utilized to ensure that vertical alignment is maintained and that instructional staff are adhering to the appropriate standards. Student progress in the grade-level content will be monitored in accordance with established campus assessment calendars to check for mastery of standards, and teachers will reinforce (either face-to-face or virtually) any concepts that are determined to be below proficiency standards.

Instructional materials and activities in both remote and on campus learning will remain consistent in objective, content, and delivery to the maximum extent possible to allow a seamless transition into and out of remote learning environments if necessary. Teachers and students will follow the TEKS Resource System Year-at-a-Glance documents (modified as appropriate for their content areas and grade levels) which outline specific content, skills, and instructional pacing. Instructional materials detailed in the “Available Resources” section of this document are all TEKS-aligned and designed to support in person and digital instruction.

### LESSON DESIGN AND PREPARATION

Based on early survey feedback and on actual student attendance, EISD anticipates the percentage of students choosing an on-campus, face-to-face instructional setting to be at least 85-90%. Thus, the district expects to start the school year with only 10-15% of the student population in a remote academic setting. However, EISD expects all teaching staff to be prepared to implement both instructional models successfully (and simultaneously to the extent possible, if necessary). To the extent it is possible, remote students will be scheduled together with the same teacher (particularly in elementary where we have two teachers per grade level in grades K-5) to allow one teacher to focus more on virtual instruction.

### METHODS OF INSTRUCTIONAL DELIVERY

All lessons (for F2F or remote students) will be designed for implementation within the Canvas LMS, and all resources will be included within the LMS to the extent possible. The intention of this single platform for delivery regardless of academic setting is to hopefully minimize the stress to teachers that would come from having to create two completely separate academic learning experiences. Synchronous options for remote learners, either for primary instruction or for direct communication and/or remediation as needed with the instructor (office hours) will be conducted via Zoom, or other comparable videoconferencing tools, as determined by each teacher. Remote learners may not have immediate, real-time access to direct instruction that occurs in the classroom on a daily basis in certain circumstances, but where appropriate, teachers may record their lessons presented to students in F2F contexts, or possibly pre-record lessons or other instructional content using a variety of district-provided technology resources, and upload those videos into the Canvas platform for later access by remote learners.

**AVAILABLE RESOURCES**

To ensure coherence and continuity, Era ISD will leverage each of the following resources:

	Instructional Materials	Grade Levels	TEKS Aligned	What resources are included to support students with disabilities?	What resources are included to support ELLs?
<b>Reading / Language Arts</b>	<b>Accelerated Reader (Renaissance Learning)*</b>	K-5	Yes	Teachers monitor student progress in the area of reading comprehension weekly. It delivers powerful insight into students' literacy growth with real-time access to data, research-proven goal setting tools, and the "just-right practice" support to ensure the greatest growth is achieved by all.	Increased reading supports language acquisition. Embedded supports included to support language development
	<b>Texas Home Learning 3.0</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<a href="#"><u>Learning Ally Audiobooks</u></a>	K-12	Yes	A reading accommodation and access to the largest library of human-read audiobooks to benefit students with reading deficits. Teachers can easily implement and manage reading assignments and track individual reading progress from any Internet connection.	
	<b>Study Island*</b>	3-12	Yes	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.
	<b>TEKS Resource System: Year at a Glance, Instructional Focus Document</b>	K-12	Yes	Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible	Adopted instructional materials include teacher guidance for differentiated linguistic supports
	<b>Brain Pop*</b>	K-12	Yes	Supplemental instruction delivered to small groups High student-teacher interaction Explicit teaching of targeted skills Gradual building of skills Frequent opportunities to practice targeted skills Progress monitoring	Supplemental instruction delivered to small groups High student-teacher interaction Explicit teaching of targeted skills Gradual building of skills Frequent opportunities to practice targeted skills Progress monitoring
	<b>Edgenuity *</b>	6-12	Yes	Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it	Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development.

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				easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more.	
	<b>iStation*</b>	K-5	Yes	Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs.	
	<b>McGraw Hill - State Adopted Materials*</b>	K-8	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Big Universe*</b>	K-5	Yes		
	<b>Nearpod*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish
<b>Math</b>	<b>Happy Numbers*</b>	K-5	Yes	Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs.	
	<b>Texas Home Learning 3.0</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Think Central - HMH State Adopted Materials*</b>	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in both English and Spanish
	<b>McGraw Hill - State Adopted Materials*</b>	6-8	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Pearson Savvas State Adopted Materials*</b>	9-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish

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	<b>Study Island*</b>	3-12	Yes	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.
	<b>TEKS Resource System: Year at a Glance, Instructional Focus Document</b>	K-12	Yes	Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible	Adopted instructional materials include teacher guidance for differentiated linguistic supports
	<b>Brain Pop*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Edgenuity *</b>	6-12	Yes	Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more.	Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development.
	<b>iStation*</b>	K-5	Yes	Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs.	
	<b>Maneuvering the Middle</b>	6-9	Yes	Content that utilizes math strategies for middle grades 6-9. Teacher resources, student resources, and instructional guidance is provided for teachers to implement.	
	<b>Nearpod*</b>	k-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish

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<b>Science</b>	<b>Mystery Science*</b>	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Discovery Streaming*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Think Central - HMH State Adopted Materials*</b>	K-5	Yes	Embedded tools such as read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content.	Science Fusion provides Spanish translations and vocabulary support, with each lesson. Science Fusion/Think Central includes an online hub that features English and Spanish materials including videos and resources.
	<b>McGraw Hill - State Adopted Materials*</b>	6-8	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Texas Home Learning 3.0</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Study Island*</b>	3-12	Yes	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.
	<b>TEKS Resource System: Year at a Glance, Instructional Focus Document</b>	K-12	Yes	Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible	Adopted instructional materials include teacher guidance for differentiated linguistic supports
	<b>Brain Pop*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Edgenuity *</b>	6-12	Yes	Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to	Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development.

**ERA ISD – ASYNCHRONOUS LEARNING PLAN**

				remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more.	
	<b>Nearpod*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
<b>Social Studies</b>	<b>Social Studies Weekly *</b>	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Texas Home Learning 3.0</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Study Island*</b>	3-12	Yes	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.	A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction.
	<b>TEKS Resource System: Year at a Glance, Instructional Focus Document</b>	K-12	Yes	Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible	Adopted instructional materials include teacher guidance for differentiated linguistic supports
	<b>Brain Pop*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Edgenuity *</b>	6-12	Yes	Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test	Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development.

ERA ISD – ASYNCHRONOUS LEARNING PLAN

				time completion, passing threshold, and more.	
	<b>Nearpod*</b>	K-12	Yes	Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.	
	<a href="#">Learning.com*</a>	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
	<b>Quaver Music*</b>	K-12	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish
<b>Tools for learning</b>	<b>Canvas LMS*</b>	K-12	N/A	Embedded supports throughout platform to support all learners needs. Differentiation is seamless with assigning students individually accommodated and modified assignments Verbal feedback tools.	Language preference setting, text to speech, audio record instructions, or read questions to student through tools. Embedded supports to support language learners. Differentiation is seamless with assigning students individually accommodated and modified assignments Verbal feedback tools.
	<b>Clever</b>	K-12	N/A	Clever makes it easy to connect student information systems (SIS) with learning apps. Software is auto-rostered for district administrators, kept up-to-date for classrooms, and installed with one-click logins for students.	Clever makes it easy to connect student information systems (SIS) with learning apps. Software is auto-rostered for district administrators, kept up-to-date for classrooms, and installed with one-click logins for students.
	<b>Chromebooks</b>	K-12	N/A	Built in accessibility features built in to support learning. Text-to-speech features allow screen reader or Select-to-speak, Display features to adjust magnification, contrast, screen resolution and text size. Keyboard features include sticky keys, on-screen keyboard, keyboard focus highlighting, keyboard repeat rate, or word prediction. Learn how to type with your voice. Mouse and touchpad features include navigation buttons in tablet mode, automatic clicking, tap dragging, cursor highlighting, or change the cursor size. Audio features include ability to play all sounds together through all speakers or play sound on startup.	Built in accessibility features built in to support learning. Text-to-speech features allow screen reader or Select-to-speak, Display features to adjust magnification, contrast, screen resolution and text size. Keyboard features include sticky keys, on-screen keyboard, keyboard focus highlighting, keyboard repeat rate, or word prediction. Learn how to type with your voice. Mouse and touchpad features include navigation buttons in tablet mode, automatic clicking, tap dragging, cursor highlighting, or change the cursor size. Audio features include ability to play all sounds together through all speakers or play sound on startup.
		*Indicates access to full platform remotely. Students can complete differentiated assignments. Students sign on through Clever SSO. Individual accounts for Teachers and Students for interoperability with remote teaching and learning.			



## STUDENTS WITH SPECIAL ACADEMIC NEEDS

The instructional materials provided by teaching staff will be included within the Canvas LMS with adaptations/modifications as needed for individual students. For students with disabilities, EISD special education teachers and paraprofessionals will work with general education teachers, parents, and students to mitigate the unique barriers that students may experience in a remote setting. Similarly, for ELL students, students with dyslexia, or students identified as either gifted and talented or at-risk, EISD staff will explore unique and innovative ways to meet the unique needs of each student in each instance.

In all situations, EISD will make every effort to fulfill the expectations of every student's IEP, 504 Plan, LPAC, or other accommodation document, whether that student is on-campus or in a remote setting. Additionally, EISD will communicate regularly and clearly with the parents of each student with unique academic needs to assure that we are effectively meeting each student's needs appropriately. Teachers will continue to provide accommodations in the student's 504 or special education plan. ARDs or amendments will be held to discuss individual student needs if changes are needed to a student's plan. Contingency plans for remote learning will be added to each student's IEP. Instructional Support Logs will be kept for all students receiving special education services during any virtual learning through the use of MSB X-Logs. ARDs and IEP meetings will continue to be virtual.

### Services documented in students IEPs may be delivered in various formats, including:

- Synchronous instruction during scheduled times of day
- Consultation with students and parents via emails, phone calls, and virtual meetings.
- Consulting and assisting general education teachers with strategies and accommodations to support students.
- Asynchronous instruction with virtual support to parents using Canvas.

This may include: posted activities, posted videos of classroom activities (morning meetings, small group instruction, fine and gross motor activities), scheduled virtual meetings with families, and synchronous instruction during scheduled times of day as possible.

### Related Services (OT, PT, Speech, APE, AI, VI, O&M, Counseling) can be delivered in various formats, including:

- Virtual therapy
- Collaboration with teachers
- Posted videos and activities in virtual platforms

### Dyslexia interventions will include the following:

- Synchronous instruction during scheduled times of day
- Tools to participate in lessons provided to parents electronically or hard copy - mailed or picked up by the parent
- Practice activities provided to parents
- Weekly progress monitoring

### Completion of Full Individual Evaluations

- Some data can be gathered via email, mail, or phone calls including but not limited to:
  - Parent information forms
  - Rating scales
  - Interviews with parents

Direct assessment using standardized assessment tools will be completed on campus. Times will be scheduled with the parent. Safety protocols are in place including plexiglass dividers, face shields, and sanitizing of tools used.



### 3. STUDENT PROGRESS

#### TRACKING STUDENT PROGRESS

Grading will be consistent with on-campus grading policies which are outlined in our Era ISD District Handbook. We will utilize the online gradebook to track student academic progress. Teachers will monitor student progress through Canvas and offer 15 minutes daily office hours to provide intervention and/or enrichment to ensure progress throughout a grading period. Teachers will be the point of contact for all remote learning needs for students and parents. Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences will be held to provide goal-setting and intervention supports to be used in the remote learning environment. Principals will check in weekly with remote learning families to provide assistance and support as needed.

#### ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled in when one of the following items have been achieved.

1. Progress is made
2. Assignments are submitted
3. Contact is made with teacher

#### PROVIDING FEEDBACK / FEEDBACK TIMELINES

As a campus we will follow a blended learning format for in person and remote learning that will follow the same research based YAG that will allow for appropriate pacing, intervention, and enrichment. Office hours will be planned and predictable for students to receive individualized instruction. In addition, students will receive weekly feedback on all digital assignments submitted.

Daily feedback will be provided to all students through the Canvas LMS through direct communication from the teacher or feedback given through assignment completions. Regular formal progress reports will be provided to students and parents through the Ascender/TxEIS student and parent portals. Additionally, interim progress grade checks will be conducted at the end of the school day each Wednesday to determine which students may be required to meet with appropriate teachers each “Flex Friday” afternoon for tutorials (individual or small-group remediation).

Era ISD will work with stakeholders to coordinate a remote delivery approach that accommodates to the extent possible the unique situations facing each student. It is likely that our most vulnerable and at-risk students will struggle on multiple fronts. During this time, we will seek to maintain personal relationships and connections with those students and their parents through regular contact (virtual or in-person meetings, phone calls, emails, etc.) in order to support student success. Our Counselors and campus Principals will maintain regular direct contact with our remote learner population, particularly when regular progress monitoring indicates that there may be a problem.

## STUDENT ACADEMIC & ATTENDANCE PROGRESS TRACKING PROCESSES

Students will be expected to frequently and consistently engage with their coursework through the Canvas LMS (whether in on-campus or remote instructional settings) to the extent possible. The expectation for remote learners will be a full day of instruction via asynchronous learning activities documented through completion of teacher-assigned lessons and assignments coupled with participation in classroom or online discussions or content delivery via video (or in some cases, through synchronous instruction opportunities). Teachers will arrange regular check-ins with students in either one-on-one or small/large group settings. At a minimum, students and teachers will be expected to check-in at least once a day through either engagement in the LMS (participation or submission of assignments), email, or direct contact via phone/video chat.

Engagement (daily attendance) will be monitored via the following process:

1. Remote students will be expected to log into the Canvas LMS *no later than* 10:00 a.m. each school day.
2. Student log-ins will be monitored by each campus principal's office, and students who have not engaged in the LMS by the morning deadline (or their parents) will be contacted directly by phone by the campus secretary to determine if there are extenuating circumstances (illness, etc.) or otherwise, to encourage the student to engage.
3. All remote learners will be included in a shared Google Sheet labeled *Master Attendance Roster*, which will serve as a clearinghouse for documenting and validating student attendance accounting for funding purposes. This worksheet will be maintained and audited daily by campus secretaries (attendance clerks) and ultimately reconciled with official attendance coding submitted through the Ascender (TxEIS) student data portal. Above and beyond the expectation that students simply be logged into the Canvas LMS each day, teachers will document weekly via this master spreadsheet the method by which the student met expectations for daily engagement/progress. Instructions to teachers for coding within this spreadsheet are as follows:

*Students using remote learning may be counted in attendance if they meet the daily progress requirements for each class that they are enrolled in throughout the regular school day. Participation through Canvas shall constitute regular attendance for any membership school day where the student is not physically present in the classroom. If a student does not meet any one of the three requirements as set by TEA each day (Daily Assignments Completed (AC), Daily Progress Demonstrated (PD), or Teacher Contact by Email, Phone, or Digital Conference (TC), the student would be marked absent (U).*

The intent of this process is to mitigate for teachers the daily, real-time burden of attendance accounting for remote students, while still directly involving them in the ultimate process of validating daily student engagement and academic progress. While teaching staff are managing the full-time work of daily providing direct face-to-face instruction for their on-campus students and additionally providing meaningful instructional experiences for their virtual asynchronous students, the campus administrative staff is helping to provide the daily accountability to remote students for, at minimum, logging into and engaging in the LMS system for a substantive period of time each day. Teachers, via the *Master Attendance Roster*, still maintain the final determination for student attendance based on whether their remote students actually *engaged* or *progressed* each day (as opposed to simply being remotely logged into the LMS for an obligatory period of time each day).

4. The District PEIMS Coordinator will provide the final check-and-balance on the district attendance accounting on a weekly basis through auditing and reconciling student attendance within the Ascender (TxEIS) system and the Master Attendance Roster.

5. Additionally, the campus principals maintain an asynchronous course in Canvas where each remote student is required to check in daily and report through a Google Form or email how they are progressing and feeling. Responses related to social-emotional feedback are requested from all remote learners. Additionally, the principals initiate regular phone calls or other direct interactions with parents and students when students are not showing success with remote or in-person learning.

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### OPTIONAL BEGINNING-OF-YEAR (BOY) ASSESSMENTS

Era ISD will implement the state-provided beginning-of-year assessments to all students and grade levels for which they are available within the first month of the school year in order to provide milestone data for students and teachers. This assessment data will serve as one of the indicators of the extent, if any, of academic regression that students may have experienced as a result of the abrupt change of learning environments and modalities in the middle of the Spring 2020 semester, as well as a part of the benchmark data we will use to measure student academic growth in the 2020-21 school year as compared to end-of-year STAAR data (if available). This data will be evaluated by administrative and instructional staff prior to the end of the first six-week grading period and will inform ongoing instructional priorities and highlight gaps in learning that will require additional focus or remediation by instructional staff over the coming school year.

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## 4. IMPLEMENTATION

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### OVERVIEW

The primary goals of this transition are to provide a viable remote learning environment option for students who cannot or do not wish to return to an on-campus setting due to the ongoing health concerns, and to assure that there is equity and parity to the greatest extent possible between the rigor and relevance of both the virtual and face-to-face learning environments.

Late in the Spring 2020 semester, Era ISD convened a district-level committee which we labeled the *School Design Team* (SDT) which included all campus Principals, Counselors, the District Nurse, the Superintendent, and a select group of teacher representatives from each campus with demonstrated leadership and pedagogical proficiencies. This team was tasked with evaluating instructional and health options for our single-campus district for the 20-21 school year, and beyond. All members were encouraged to reach out for input from their colleagues as we worked through the decision-making process on a wide variety of issues and concerns. It was ultimately decided by this team that the district would convert to the use of the Canvas LMS for all classes and grade levels, K-12. This decision was informed, in part, by the following:

1. Canvas is strongly supported through our Region 11 Education Service Center.
2. Canvas is the LMS of choice of North Central Texas College, the option for all our current dual credit students. Further, Canvas is used by a large number of postsecondary institutions, so it was felt that helping our students gain a familiarity with Canvas would help our students transition more easily into a higher education setting.
3. Several of our secondary teachers were already utilizing Canvas in their classes, and all of our teachers were at least moderately familiar with the platform from a student perspective, as we utilize Canvas for much of our professional development from ESC 11.
4. While it was noted that Canvas is likely a bit more of a robust and complex program than is truly necessary at the elementary level, the team felt that it would be best if our parents with children in multiple grade levels only had to learn one platform. This was also considered beneficial from a district professional development perspective as well – a singular focus on one LMS platform would provide better support than if we attempted to manage multiple programs.

## SUPPORT FOR TEACHERS / INSTRUCTIONAL STAFF

Once the decision was made in early June to move forward with the Canvas LMS, all instructional staff were informed through a Zoom meeting, and a website was developed to clearly provide teachers with a list of *Required* and *Optional* professional development (PD) opportunities for Summer 2020. This website is located within the “Hornet Hub” on our District website at [www.eraisd.net](http://www.eraisd.net), accessible to our staff upon logging in.

### Required PD Topics:

- *Compliance Courses (13)* – provided by ESC 11 (through their Canvas LMS instance)
- *TBRI for Teachers: tools for trauma-informed classrooms (4 hrs)* – offered through TCU; online
- *Engage By Design – Supporting Student Engagement in a Virtual Environment* – provided by ESC 11 in both virtual and small-group F2F settings during our back-to-school in-service training days (August 11-12); ongoing instructional coaching and virtual PLC collaboration forums provided by ESC 11 throughout the school year

### Optional PD Topics:

- *Course Design & Delivery in Canvas (online, 6/15-8/31)* – provided by ESC 11 (via Canvas)
- *Learning Canvas* – provided by Era ISD (via Canvas)
- *Growing With Canvas* – provided by Era ISD (via Canvas)
- *EdTalk Tuesdays (Canvas Workshop Days)* – voluntary small-group PD labs for our staff held on our campus on 7/21/20, 7/28/20, and 8/4/20 (and ongoing monthly throughout the school year)

Our SDT also utilized a previously-created local blog site (called *More Than A Whiteboard*: located at <https://morethanawhiteboard.blogspot.com/>), to serve as a clearinghouse to share out a wide variety of tools and techniques and resources for our staff as a whole. Each of the members of the SDT were able to serve as contributors to this blog, and often shared self-created “how-to” video tutorials for our staff for a variety of EdTech processes.

Additionally, as noted previously, Era ISD adopted a revised District Calendar late in the Summer to delay the first day of instruction for all students by one week, primarily to allow an additional 5 working days (August 13, 14, 17-19, 2020) for teachers to prepare their curriculum and lessons within Canvas with available content and technology specialists on hand to assist teachers as needed.

Finally, after evaluating instructional schedules through the first 6-week grading period, it was determined that additional flexibility in our weekly schedule was necessary, both to provide our teaching staff additional time for lesson plan design and to give opportunity for individual or small-group academic remediation for struggling students. As such, Era ISD adjusted the weekly instructional schedule to incorporate *Flex Fridays*. (see specific details in Section 1) It is hoped that this transition will give teachers some additional and much-needed discretionary time to improve their own instruction and also assist individual students in academic need as well. Paraprofessionals, administrators, and other professional staff will be used to monitor and enrich larger groups of students during this flex time so that teachers can focus on specific needs each week.

## SUPPORT FOR PRINCIPALS AND OTHER ADMINISTRATORS

Era ISD administrators participated in all of the professional development opportunities presented to our instructional staff, and often vetted those trainings for quality (along with several others) prior to offering them to our teachers. Additionally, both campus principals participated in the following modules of training offered during the summer (July 20 – Aug 17) by TEA:

## ERA ISD – ASYNCHRONOUS LEARNING PLAN

- Module A: Intro to Remote Learning
- Module B: Driving Remote Instruction Quality and Improvement
- Module C: Building Staff Capacity Remotely

Era ISD will continue to work closely with our Region 11 Education Service Center and other educational partners to plan and adjust support for remote learning. Further, principals and the superintendent will ensure that the following accountability processes are in place: adherence to posted schedules, daily attendance monitoring, curriculum implementation, student grade accounting, regular and clear communication with families and district stakeholders through a variety of medium, and progress monitoring data.

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### RESOURCES TO SUPPORT EFFECTIVE COMMUNICATION WITH DISTRICT STAKEHOLDERS

Era ISD's primary communication tools for parents and students will be the following:

1. TxEIS/Ascender Parent and Student Portals (grades, attendance, discipline, etc.)
2. BlackBoard Parent Connect (voice call-outs, email, SMS, district app postings, social media postings)
3. Canvas (both student and parent access) and regular teacher email correspondence
4. Class Dojo (primarily for communication with elementary families from teachers and administration)
5. Zoom (for real-time instructional content delivery or small-group supports; all teachers were granted access to their own Zoom Pro account this year for this purpose)
6. Direct instruction will be provided to students via both in-person methods and pre-recorded video for all learners, depending on setting. At specified times, teachers will provide instruction to remote learners as needed synchronously via tools such as Zoom.
7. District website: Era ISD will maintain general academic and health information for the public on the main webpage at <https://www.eraisd.net> and specifically at the "Return to Learning" button on the homepage
8. Meet the Teacher Night to begin this year was conducted virtually, utilizing videos in FlipGrid and other programs to allow parents to "meet" their children's teachers virtually and easily find classroom resources on each teacher's individual webpage
9. Era ISD developed a two-page document to help communicate to students and parents the differences in and expectations for both instructional options (on-campus or virtual) for this school year; this document is included as the final two pages of this plan

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### RESOURCES TO SUPPORT EFFECTIVE REMOTE LEARNING ENVIRONMENTS

1. **Curriculum Resources**
  - TEKS Resource System
  - Texas Home Learning (THL) 3.0
  - Edgenuity
  - iCEV
2. **Digital Resources / Tools**
  - Canvas LMS
  - Clever (single sign-on tool for all district EdTech resources for students and teachers)
  - Class Dojo
  - Zoom Pro

- Adobe Cloud Suite / Adobe Sign

**3. Internet Connectivity Resources**

- Era ISD purchased 10 hotspot devices (restricted Android cell phones) from AT&T in the early summer to be issued to students/families who are unable to access the internet in their home (need determined by district-wide surveys in late Spring 2020 and verified through additional parent surveys through the summer)
- Era ISD worked closely with local internet provider, Nortex Communication, to provide service plans for families in need who reside within the appropriate service area (at a discounted monthly rate for families with a documented financial need)

**4. Student & Teacher Devices**

- Era ISD was already in a 1-1 technology environment in grades 6-12 prior to the current school year with Google Chromebooks. The District has placed two separate orders for additional Chromebooks (122 and 150, respectively) through the summer months to supplement aging and broken devices and to complete the transition to becoming 1-1 in grades K-12. The district is awaiting delivery of devices in the Fall semester.
- The District also placed an order early in the summer for an additional 50 Chromebooks for teachers and instructional staff use. Those devices arrived early in the summer and were distributed to staff in July for use with summer PD and course development opportunities.
- Era ISD Tech staff distributed all available Chromebooks to students during the first few days of classes in August. The existing inventory allowed us to reach a 1-1 status with students in grades 6-12, with additional classroom sets of devices in grades 3-5. Once our pending orders are filled, we expect to have plenty of devices for current students with a back-up inventory for replacements as needed.

**Overview of Distance Learning Expectations for Era ISD:**

Students will:

- Respect others digital work, identity, and property.
- Actively participate online and pose questions/comments that improve the learning environment.
- Complete assignments with integrity and to the best of your ability, and on time.
- Be a positive digital influencer.

Teachers will:

- Provide timely grading and feedback to promote student learning.
- Be responsive to students and parents questions/concerns.
- Consistently post instructions and resources on Canvas.
- Facilitate ease of use and access to learning for students and parents.

Parents will:

- Provide a safe place to learn and communicate with the teacher if the student is in need of support.
- Monitor communications from school, including student grades and incomplete assignments in Canvas.
- Encourage your student to do their own work so that teachers can evaluate their academic growth.
- Establish routines and expectations of your student's day to help provide structure for virtual learning





## On Campus Learning

VS

## Virtual Learning



### GENERAL INFORMATION

#### Calendar

- Will follow the adopted 2020-2021 calendar.
- First day of school - Aug 20, 2020

- Will follow the adopted 2020-2021 calendar.
- First day of school - Aug 20, 2020

#### Attendance

- Will be taken daily.
- 90% attendance is required for credit and truancy laws will apply.

- Will be taken daily as students engage in online content.
- 90% attendance is required for credit and truancy laws will apply.

#### Switching Instructional Models

- May change to Virtual Learning at the request of the parent.
- Once Virtual, may request to switch to On-Campus Learning only at the start of a grading period; individual circumstances will be reviewed at the campus level.

- Commit to Virtual Learning for the current 6-week grading period.
- Parents may request to switch to On-Campus Learning only at the start of a grading period; individual circumstances will be reviewed at the campus level.

#### Grades and Credit

- Grades and credit will be awarded as outlined in teachers' grading guidelines and aligned with district policy.

- Grading guidelines and weights will be identical to on-campus learning.
- EISD policy prohibits online courses from counting toward GPA for high school courses, but the administration will be asking the School Board for a resolution waiving this requirement for one year, allowing EISD virtual learning courses to count toward high school GPA.

#### Transportation

- Will be provided both before and after school.
- Parents are encouraged to transport students if possible to reduce the number of students on the bus.
- Masks are required on the bus while Gov. Abbott's statewide mandate is in effect.
- If mask mandate is lifted, EISD will reevaluate if masks are still needed.

- Will not be provided for virtual learners.

#### Food Service

- Breakfast and lunch will be provided at school as usual.
- Meals may be served in the classroom to limit large gatherings in the cafeteria if deemed necessary, but will vary with grade level and campus.

- Parents will be responsible for breakfast and lunch for virtual learners.
- EISD will provide to-go meals for students who qualify for free or reduced price meals.

### EXTRACURRICULAR ACTIVITIES

#### UIL Extracurricular Activities

- On-campus students may participate in UIL activities as prescribed by guidance from UIL

- Virtual learners may participate in UIL activities as prescribed by guidance from UIL

#### Non-UIL Extracurricular Activities

- On-campus students may participate in non-UIL extracurricular activities, but clubs may be reduced due to health needs.

- Virtual learners may participate in non-UIL extracurricular activities, but clubs may be reduced due to health needs.



## On Campus Learning

VS

## Virtual Learning



### HEALTH & SAFETY

#### Health Checks

- Required to “Self Monitor” prior to getting on a bus or arriving at school by taking temperatures and monitoring symptoms of COVID-19.
- Students may also have their temperature taken prior to entering the school building if deemed necessary..
- Any student with a fever will need to remain at home.
- Communicate symptoms with school nurse.

- Self monitor symptoms at home and communicate with your health care provider as needed.

#### Face Masks/Coverings

- Face masks will be required for students in grades 4-12 and all teachers/staff in situations where social distancing is not possible while Gov. Abbott's statewide mandate is in effect.
- If the statewide mandate is lifted, the district will re-evaluate the need for masks and will communicate any changes to parents and students..

- No face masks/coverings will be needed for virtual learning while at home, but students and visitors may be required to wear them if they visit campus.

#### Instruction While Sick or Symptomatic

- Students who become sick or symptomatic will need to remain home until symptoms are resolved or they are released by a doctor.
- If students must remain home multiple days, they may switch to Virtual Learning instruction.
- Once at-home quarantine is lifted, students may return to On-Campus Learning.

- Students who are sick or symptomatic may continue in Virtual Learning instruction and be counted “present.”
- If parent decides the symptoms are too severe to engage in work, student will be counted “absent” for days they do not engage in Virtual Learning instruction.

### INSTRUCTIONAL INFORMATION

#### Teachers

- Certified EISD teachers will instruct students daily in class and will be available for tutoring before and after school.

- Certified EISD teachers will create and monitor online assignments, assign grades, and communicate with parents and students regularly each week.
- Teachers may have regular “office hours” via Zoom so students can receive instruction or tutoring virtually.

#### Instructional Resources

- Will use adopted textbooks, online resources, and other teacher created resources aligned to TEKS.

- Will use online textbooks and interactive programs through the Canvas Learning Management System (LMS).

#### Course Availability

- All courses in the EISD course catalog will be available for students.

- All core courses will be available online for students and will be delivered in an asynchronous model with independent work on the part of the student along with scheduled Zoom class meetings as needed.
- Some elective courses at Middle School and High School may not be available for Virtual Learning due to the need for equipment or lab time.
- A Virtual Course Catalog will be published soon.
- Certain courses (such as CTE or advanced science courses) may require students to visit the campus to complete projects or labs in order to receive credit.