

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 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.

Sample Daily Schedules are available here: [BISD Sample Virtual Schedules](#)

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students are expected to engage in the scheduled content in a combination of synchronous sessions and asynchronous activities for a total of at least 180 minutes per day (PK-5) or 240 minutes per day (6-12). Student schedules are determined by an estimated time duration per subject as opposed to designated time blocks of instruction. Teachers can track student login time and assignment completions via online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. The daily schedule includes the following time requirements:</p> <p>PK-5</p> <ul style="list-style-type: none"> ▪ ELA/SLA – 60-110 minutes ▪ Math – 40 minutes ▪ Science/Social Studies – 35 minutes ▪ Rotations – 55 minutes ▪ What I Need (WIN) Enrichment or Intervention – 60 minutes <p>6-12</p> <ul style="list-style-type: none"> ▪ Students engage in at least 30 minutes of activities for each of their 8 scheduled class periods each day. <p>Additional synchronous opportunities for small group instruction and office hours are provided daily. All virtual teachers have published office hours via Zoom each day that are optional, focused on tutoring or questions. Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS or to meet needs of the students’ IEPs, dyslexia services, etc.</p>

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<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>Elementary students (PK-5) will learn in a combination of synchronous sessions and asynchronous activities, participating in at least 180 total minutes of learning across modalities daily. In addition to learning activities, we also offer synchronous morning meeting time and announcements via Zoom which will include social emotional learning for Virtual Learners.</p> <p>Secondary students will follow their 8-period schedule while participating in Virtual Learning, although they have choice in what order to participate. At least 30 minutes of instruction will occur per period each day. Secondary students who wish to participate in specialized classes, including UIL, CTE, and fine arts courses, will be able to participate in these courses on-campus during the first and last period of the day, or in other sessions scheduled by the teacher in the evening or weekends. All virtual teachers have a set class period each day where they can provide a synchronous session via Zoom for tutoring, small-group sessions, or class questions.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers are expected to engage with students through daily feedback. Additionally, students can interact with teachers and peers daily during the interventions and / or small group instruction via Zoom. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.</p> <p>Teachers will interact with students daily via multiple modalities:</p> <p>Elementary:</p> <ul style="list-style-type: none"> ▪ Daily morning meeting: students in PK-5th grade will begin their day synchronously with their homeroom teacher. ▪ Students will engage in live synchronous “first teach” instruction daily for ELA/SLA and Math. ▪ Students are expected to engage in live synchronous “first teach” instruction in other core content such as science and social studies multiple times per week. ▪ RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students will be served in groups of 5-7 students at a time. ▪ Feedback will be provided in the LMS daily. <p>Secondary:</p> <p>Students will engage in instruction using the “3E” model of instruction for each scheduled period daily.</p> <ul style="list-style-type: none"> ▪ 3E Model: engage elaborate, and evaluate. <ul style="list-style-type: none"> ○ Engage - bell ringer, video, etc.

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	<ul style="list-style-type: none"> ○ Elaborate - extend the lesson with technology, or a written response, etc. ○ Evaluate - exit ticket, short answer response, written assignment or completion of task etc. ▪ Feedback will be provided in the LMS daily. <p>RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students receiving RtI will be served in groups of 5-7 students at a time during the scheduled asynchronous time for each period and during tutorials before and/or after school.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students with additional learning needs, as determined through math and reading screeners, campus developed common formative assessments, and progress checks in the district designated LMS, will have small group intervention sessions scheduled via Zoom.</p> <p>If insufficient progress is being made in the small group sessions, teachers will schedule one-on-one Zoom conferencing. Interventions will be conducted synchronously based on individual student needs.</p> <p>Students with disabilities, students of special populations, or English Learners will also have access to additional accommodations in the instructional materials.</p> <p>Bridgeport ISD will provide homebound services through a remote learning platform if the student's, staff's, or community's health concerns create an unsafe environment for a face to face homebound model.</p> <p>The district has provided guidance for providers of special populations through the following documents: Virtual Learning Resources & Support for Students with Disabilities Virtual Learning Resources & Support for English Learners</p>

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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-5	TEKS RS BISD Curriculum Texas Home Learning 3.0 HMH Go Math Reflex iReady	Seesaw Google Classroom iReady Circle TXKEA TEA BOY STAAR Assessments TEA Formative Assessment Resources Digital Campus Based Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Virtual Learning Resources & Support for Students with Disabilities	Adopted textbooks include features in English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Virtual Learning Resources & Support for English Learners
Math Instructional Materials	6-12	TEKS RS BISD Curriculum Texas Home Learning 3.0	Google Classroom Canvas iReady (6-8)	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Virtual Learning Resources & Support for Students with Disabilities	Adopted textbooks include features in English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Virtual Learning Resources & Support for English Learners

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		<p>HMH Go Math (6-8)</p> <p>Pearson (9-12)</p> <p>Desmos</p> <p>Apex</p> <p>My Math Lab</p> <p>iReady (6-8)</p>	<p>TEA BOY STAAR Assessments</p> <p>TEA Formative Assessment Resources</p> <p>Digital Campus Based Assessments</p>			
<p>ELA/SLA Instructional Materials</p>	<p>PK-5</p>	<p>TEKS RS</p> <p>BISD Curriculum</p> <p>Texas Home Learning 3.0</p> <p>HMH Into Reading</p> <p>HMH Arriba La Lectura</p> <p>Istation</p>	<p>Seesaw</p> <p>Google Classroom</p> <p>Istation ISIP</p> <p>Circle</p> <p>TXKEA</p> <p>TEA BOY STAAR Assessments</p> <p>TEA Formative Assessment Resources</p> <p>Digital Campus Based Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Virtual Learning Resources & Support for Students with Disabilities</p>	<p>Adopted textbooks include features in English and Spanish materials (including videos and resources).</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>Virtual Learning Resources & Support for English Learners</p>

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<p align="center">ELA Instructional Materials</p>	<p align="center">6-12</p>	<p align="center">TEKS RS BISD Curriculum Texas Home Learning 3.0 HMH Into Literature (6-8) American Reading Company CORE (9-12) Blast Istation (6-8) Apex</p>	<p align="center">Google Classroom Canvas Istation ISIP (6-8) TEA BOY STAAR Assessments TEA Formative Assessment Resources Digital Campus Based Assessments</p>	<p align="center">Yes</p>	<p align="center">Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Virtual Learning Resources & Support for Students with Disabilities</p>	<p align="center">Adopted textbooks include features in English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Virtual Learning Resources & Support for English Learners</p>
<p align="center">Science Instructional Materials</p>	<p align="center">PK-5</p>	<p align="center">TEKS RS BISD Curriculum HMH Science Fusion</p>	<p align="center">Seesaw Google Classroom Digital Campus Based Assessments</p>	<p align="center">Yes</p>	<p align="center">Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Virtual Learning Resources & Support for Students with Disabilities</p>	<p align="center">Adopted textbooks include features in English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Virtual Learning Resources & Support for English Learners</p>
<p align="center">Science Instructional Materials</p>	<p align="center">6-12</p>	<p align="center">TEKS RS BISD Curriculum HMH Science Fusion (6-8) Pearson (9-12)</p>	<p align="center">Google Classroom Canvas Digital Campus Based Assessments</p>	<p align="center">Yes</p>	<p align="center">Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Virtual Learning Resources & Support for Students with Disabilities</p>	<p align="center">Adopted textbooks include features in English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Virtual Learning Resources & Support for English Learners</p>

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<p align="center">Social Studies Instructional Materials</p>	<p align="center">PK-5</p>	<p align="center">TEKS RS BISD Curriculum Houghton Mifflin Social Studies</p>	<p align="center">Seesaw Google Classroom Digital Campus Based Assessments</p>	<p align="center">Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p align="center">Virtual Learning Resources & Support for Students with Disabilities</p>	<p>Adopted textbooks include features in English and Spanish materials (including videos and resources).</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p align="center">Virtual Learning Resources & Support for English Learners</p>
<p align="center">Social Studies Instructional Materials</p>	<p align="center">6-12</p>	<p align="center">TEKS RS BISD Curriculum Houghton Mifflin Social Studies (6-8) Pearson (9-12)</p>	<p align="center">Google Classroom Canvas Digital Campus Based Assessments</p>	<p align="center">Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p align="center">Virtual Learning Resources & Support for Students with Disabilities</p>	<p>Adopted textbooks include features in English and Spanish materials (including videos and resources).</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p align="center">Virtual Learning Resources & Support for English Learners</p>

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

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Instructional materials will be available digitally through Google Classroom (PK-5) or Canvas (9-12). Teachers will redesign activities where appropriate so that students have an interactive experience. The use of videos and screencasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.</p> <p>The district will leverage our existing instructional materials as the basis for our Virtual curriculum. In addition, we will utilize Texas Home Learning 3.0 as appropriate to supplement the district’s instructional materials. Virtual Learners will follow the same scope, sequence, curriculum, and assessment calendar as On-campus learners. This is to allow for students transitioning between the two instructional modalities of Virtual and On-campus at the end of grading periods. All materials utilized by BISD are aligned to the TEKS. The District-utilized TEKS Resource Systems is the foundation of our district curriculum as the Year-at-a-Glance and Instructional Focus Documents are used to align on-campus and Virtual learning. Teachers will attach links and design activities so students have interactive learning experiences. The use of videos, online resources, and recorded zoom sessions will be used to ensure that students have detailed instructions on how to navigate the instructional materials and receive “First Teach” instruction on new content from the teacher.</p> <p>Students will leverage a number of instructional software resources including, but not limited to, Istation, iReady, Reflex, and Apex. These programs are inherently tailored to support self-paced, adaptive, personalized student learning.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, dyslexia, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan. Teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. Our Instructional Services Department developed the following guidance documents to support teachers in accommodating materials:</p> <ul style="list-style-type: none"> ▪ Virtual Learning Resources & Support for Students with Disabilities ▪ Virtual Learning Resources & Support for English Learners

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

Instructions for Engagement and Attendance are available here: [BISD Virtual Learning Attendance](#)

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are required to be engaged daily with work. Students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress are clearly defined, measurable, and published online for parent and students. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks depending on the grade level or subject requirements. Students are also encouraged to actively participate in synchronous time and teacher office hours for any additional support and answers to questions they may have. If assignments are turned in during afterhours by 11:59 P.M. of the same day, teachers can amend attendance the following day. Teachers are expected to denote/amend attendance for an At-Home Learner by 10:00 the next day of school.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Attendance will be taken daily in TXEIS by the teacher of record, as determined through engagement.</p> <p>Active engagement means a student is active in his/her coursework. The student is marked “Present-Asynchronous” each day, in each course they are enrolled, when at least one of the following items have been achieved:</p> <ol style="list-style-type: none"> 1. <u>Daily Progress in the Learning Management System</u>: Completion of lessons, activities, assessments, or discussions in Google Classroom (PK-8) or Canvas (9-12). 2. <u>Daily Progress via Teacher-Student Interaction</u>: Attending synchronous (live lessons) for tutoring, intervention, or enrichment. Interaction may also be measured through teacher/student or teacher/parent phone calls for students without high-speed internet. 3. <u>Completion/Turn-in of Assignments</u>: Submission of daily assignment in Google Classroom (PK-8) or Canvas (9-12). Completion of assignments may be measured through e-mail submissions or packet pick-ups for students without high-speed internet. <p>Students have a late-night engagement option for Virtual Learning. Students will have until midnight of each day to be considered “engaged.” If a student was engaged in the lesson before Midnight, the student is present for attendance purposes. Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities before midnight will be marked absent.</p>

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	<p>Attendance for online learners should be submitted in TXEIS each school day during the class period. By default, teachers will mark Virtual Learners as “Present-Asynchronous.” If students are actively engaged anytime during the day up until midnight, no other action is needed on the part of the campus. If a student was not engaged in the lesson before Midnight, the teacher will submit an attendance correction to the campus attendance clerk by 10:00 the next school day in order to correct the attendance to “absent.”</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Apart from interventions and office hours, attendance will be tracked daily in the district’s LMS, Google Classroom (PK-8) or Canvas (9-12), using the same process and protocol as is used during on-campus instruction. In addition, students who fall below a 90% attendance for the time that the course is offered will not receive credit for the course, regardless of level of “engagement,” consistent with on-campus expectations. These methods require engagement that is consistent to an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus though duration, learning objectives achieved, activities completed, and coursework.</p> <p>Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily. Daily engagement allows for the teacher to provide timely feedback on student progress and learning.</p> <p>The BISD School Board adopted a resolution regarding grading and class rank policies. The requirement under Board Policy EIC (LOCAL) to exclude distance learning for these courses in class rank and grade point average calculations is waived for the 2020-21 school year so grading guidelines for on-campus and virtual students are consistent.</p> <p>School Board Resolution Regarding Grading and Class Rank</p>
<p>What is the system for tracking student academic progress?</p>	<p>Student progress will be tracked daily in the LMS through daily assignments, activities, and interaction with a teacher. Parents have full access to student work, interactions with teachers, assignment submissions, and feedback through the parent portal of LMS. The parent portal will also establish a two-way communication channel between parents and teachers. These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year. Eduphoria will be utilized for common assessments to import grades and build support for students through data analysis of assessments given throughout the grading period.</p> <p>Additionally, Virtual students will be assessed to track academic progress throughout the year utilizing the following assessments:</p> <ul style="list-style-type: none"> • Circle PreK Assessment (Beginning, Middle, and End of Year) • Circle TXEA Assessment (Beginning of Year) • iStation ISIP Assessment (Monthly progress monitoring) • Iready Math Assessment (Beginning, Middle, and End of Year)

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	<ul style="list-style-type: none"> • Beginning of Year TEA STAAR Optional Assessments • Campus-Based Formative Assessments each grading period
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback in at least one capacity within Google Classroom (PK-8) or Canvas (9-12). Daily specific feedback from teachers to students is conducted through a variety of methods, via lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. With limited synchronous learning time, teachers will have additional time to provide interventions and/or small group instruction and office hours. All virtual teachers will host daily office hours and small-group intervention via Zoom. Teachers will review each individual student’s progress and conduct outreach for small group intervention sessions where and when appropriate.</p> <p>Virtual Learners will also participate in entry diagnostic assessments of math and reading at the beginning of the year and regular progress monitoring assessments monthly. Virtual Learners will also participate in the same assessment calendar as on-campus learners for campus-based common formative assessments.</p>

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

A sample educator professional development schedule is available here: [BISD Virtual Professional Development Schedule](#)

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Professional Development was provided for all Virtual teachers during the summer of 2020, during back-to-school in-service in August 2020, and will continue throughout the 2020-21 school year as part of Professional Learning Communities and coaching.</p> <p>Initial training consisted of the following components. Teachers were provided training in the following areas in order to increase competency for authentic virtual learning:</p> <ul style="list-style-type: none"> ▪ Google Classroom: All PK-8 teachers engaged in asynchronous training to learn how to engage students within the LMS. ▪ Canvas: All high school teachers engaged in asynchronous training to learn how to engage students within the LMS. ▪ Best practices in online learning: All PK-8 teachers engaged in asynchronous training to learn research-based practices for online learning in synchronous and asynchronous platforms. ▪ Zoom: All teachers engaged in synchronous training to learn how to use Zoom for synchronous lessons and small-group instruction. ▪ Online Assessments: All teachers engaged in synchronous training for how to engage students in assessments listed on the BISD assessment calendar in order to have valid data. ▪ Social/Emotional Learning: All teachers engaged in synchronous training to identify social/emotional needs of students from prolonged closure of schools in order to support student growth. <p>On-going, job embedded training will be provided to teachers in a coaching model for the following areas:</p> <ul style="list-style-type: none"> ▪ Lesson design ▪ Guided reading ▪ Guided math ▪ Formative Assessment ▪ Virtual classroom management
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and</p>	<p>Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage Google Classroom (PK-8) or Canvas (9-12), educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers</p>

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analyzing and responding to data?	and reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work. The opportunity to replicate the virtual training modules outlined above with their respective campuses during District Staff Development will also help to instill best practices for asynchronous course delivery.
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Campuses hosted virtual “meet the teacher” events prior to the first day of school where administrators and teachers assigned to asynchronous learning reviewed their specific class expectations.</p> <p>Communication with parents will be facilitated through platforms such as the BISD website, social media, and Google Classroom (PK-8) or Canvas (9-12) parent portals as outlined below:</p> <ul style="list-style-type: none"> ▪ <u>Website</u>: BISD has posted an At-Home Learning website that outlines parent and student responsibilities as well as links to frequently used resources and technical support. ▪ <u>Social Media</u>: BISD staff will post good news to Facebook, Twitter, and Instagram as well as quick tips and reminders for parents and families. ▪ <u>Google Classroom (PK-8) or Canvas (9-12) parent portals</u>: Parents/guardians/custodians will have access to a parent portal which will enable them to oversee their own student’s progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers.
What are the expectations for family engagement/support of students?	<p>Student Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Establish daily routines for engaging in the learning process. ▪ Identify a space at home where you can learn and study comfortably. ▪ Regularly check Canvas or Google Classroom for assignments. ▪ Complete assignments with integrity and academic honesty. ▪ Communicate with the school when you need assistance. We are here to help. ▪ Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day. ▪ Attend live instruction appropriately dressed in accordance to BISD dress code.

	<p>Parent Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning. ▪ Establish routines and expectations. ▪ Assist your student in locating a space in the home that is ideal for learning. ▪ Monitor communication from teachers and school. ▪ Monitor completion and submission of class assignments daily. ▪ Take an active role in helping your child process their learning. ▪ Attend campus orientation for implementation support. ▪ Use teacher office hours to help strengthen asynchronous learning. ▪ Contact teacher, administrators, and counselor for additional needs and supports for student learning.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>As outlined above, parents have taken part in virtual “meet the teacher” events to learn about Virtual learning and the supports available throughout the process. Announcements and resources for parents will be posted on social media and the BISD website in order to provide relevant information for the community.</p> <p>BISD counselors and Communities in Schools Program Managers will partner with campus leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none"> ▪ Distributing additional resources and support to families including school supplies, snacks, Internet hot-spots, clothes and personal hygiene products, etc. ▪ Identifying health and human services support for families in need. ▪ Increasing school staff capacity to effectively connect, engage, and partner with families. ▪ Developing more systems and opportunities for parents to be active partners at the campus level, with on-campus or remote opportunities. Parent Engagement Nights will be provided at each campus for ongoing support and training. Additionally, there will be dedicated time within teacher’s daily office hours to support the needs of individual parents. <p>BISD will partner with Wise County Shared Services Co-op to ensure all requirements for special education services are provided for Virtual learners. This includes:</p> <ul style="list-style-type: none"> ▪ Special Education Services provided in accordance with all Federal and local mandates and guidelines. ▪ Virtual ARD meetings or progress meetings as applicable. ▪ Specific resources or home visits to train parents on how to support their children at home. <p>The BISD technology department will support parents in the following ways:</p>

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| | <ul style="list-style-type: none">• Provide district chromebook or iPad to all Virtual learners• Provide Internet Hot-spots if needed• Technology HelpDesk to assist students and parents with support for Chromebooks, iPads, internet hotspots, and access to software and online platforms.• Support documents and instructions to assist students and parents in accessing and utilizing the designated learning management systems and other priority software platforms on the At-Home Learning website. |
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