

Recipient Data:

Response ID	R_27WsG8HvSZqw bou
End Date	2020-08-28T15:32:53Z
IP Address	69.60.180.102

Response Summary:

Remote Asynchronous Learning Plan

LEAs must submit this online application, and submitted plans must be reviewed and approved by TEA, in order to continue receiving funding for asynchronous attendance after the end of the grace period. LEAs may submit plans individually or as a consortium, and no more than one online application should be submitted per LEA. LEAs should submit plans by Oct. 1st in order to allow time for review, revisions, and resubmission to occur prior to the end of the grace period.

IMPORTANT: No more than one online application should be submitted per LEA. Districts may not submit revisions to their plans after the initial submission. Applicants must wait until their plan is final and receive a notification about the results of their review, in order to resubmit. TEA will only review one plan, so if two plans are submitted, TEA will not review the second submission.

Q2. Are you submitting a plan on behalf of a single LEA or on behalf of a consortium?

- LEA

Q3. Please select your region and LEA from the list below.

ESC Region	ESC 11 - Fort Worth
LEA Name and Number	ESC 11 - Fort Worth ~ BLUFF DALE ISD, (072904)

Q4. Please enter your LEA Superintendent's email address.

jtaylor@bdisd.net

Q5. Asynchronous Plan Point of Contact information:

Note: LEAs may designate an ESC designee as Point of Contact

Name	John Taylor
Role	Superintendent
Email Address	jtaylor@bdisd.net

Q6. By selecting "Yes," I attest that I have been authorized to submit this survey on behalf of this LEA.

- Yes

Q95. Is this a new submission or a resubmission?

- Resubmission

Part I: Attestations

Instructional Schedule

By marking "yes," the LEA attests that:

Q24.

Teacher interaction with students is predictable and sufficient to support schedule.

- Yes

Q25.

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.

- Yes

Q26.

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.

- Yes

Q27.

Students are provided clear means to engage with academic material on a daily basis.

- Yes

Q28. Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free Appropriate Public Education (FAPE).

- Yes

Q29.

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 Pre-K – 90 instructional minutes**
- **Full-day Pre-K – 180 instructional minutes**
- **K through 5th grade – 180 instructional minutes**
- **6th through 12th grade – 240 instructional minutes**

- Yes

Materials Design

By marking "yes," the LEA attests that:

Q31.

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

- **Assessments that ensure continued information on student progress remotely**
- **Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely**
- **Instructional materials that consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments**

- Yes

Q32.

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

- Yes

Q33.

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

- Yes

Student Progress

By marking "yes," the LEA attests that:

Q35.

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.

- Yes

Q36.

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 that occurred that day**
- **Completion and submission of assignments planned for that day**

- Yes

Q37.

LEA has 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)**

- Yes

Q38.

Student feedback is provided from instructor at least weekly in asynchronous learning environments including next steps or necessary academic remediation to improve performance.

- Yes

Q39. School grading policies for remote student work are consistent with those used before COVID-19 for on campus assignments.

- Yes

Implementation

By marking "yes," the LEA attests that:

Q41.

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**
- Yes

Q42.

LEA provides explicit communication and support for families in order to support asynchronous work at home.

- Yes

Part II: Open Response

IMPORTANT: LEA may choose to submit its entire asynchronous plan as an attachment once to meet the requirements for all open response prompts ([link to plan template](#)). If doing so, please write "See attachment" in each text box.

1_Q44. Please check the grade level(s) for which these open response descriptions/attachments apply. Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

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

1_Q45. Describe the structure of the LEA's asynchronous schedule, highlighting any differences by grade level and/or content area.

Note: If attaching your description, please enter "See attachment" in the text box.

See attachment

1_Q46. (Optional) Attach a description of the structure of the LEA's asynchronous schedule, highlighting any differences by grade level and/or content area.

[\[Click here\]](#)

1_Q47. Describe how the LEA's instructional materials support its asynchronous environment, including how all students can access instructional materials.

Note: If attaching your description, please enter "See attachment" in the text box.

See attachment

1_Q48. (Optional) Attach a description of how the LEA's instructional materials support its asynchronous environment, including how all students can access instructional materials.

[\[Click here\]](#)

1_Q49. Describe how the LEA is tracking student engagement and progress in its asynchronous environment.

Note: If attaching your description, please enter "See attachment" in the text box.

See attachment

1_Q50. (Optional) Attach a description of how the LEA is tracking student engagement and progress in its asynchronous environment.

[\[Click here\]](#)

1_Q51. Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Note: If attaching your description, please enter "See attachment" in the text box.

See attachment

1_Q52. (Optional) Attach a description of specific supports for educators and families to implement effective remote asynchronous instruction.

[\[Click here\]](#)

1_Q53. Would you like to submit separate responses for additional grade levels?

IMPORTANT: You will not be able to return to this page after selecting “No,” so please ensure that you have included any necessary attachments.

- No

Part III: Final Attestation

Q55. The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.

- Yes

Q56. Include the date the Board approved the final plan or pre-approved the Superintendent's submission of the plan.

Note: the date selected should be today's date or earlier.

08-27-2020

Q96. Please describe the reason for resubmitting.

I misunderstood the directions on the next to the last page and did not upload my plan before reaching the final submission page.
